



THE ACADEMY OF
ST FRANCIS
OF ASSISI

Teaching & Learning Policy

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Teaching and Learning at the Academy

‘Success for All’

At the Academy of St Francis of Assisi, teachers and staff alike, understand that we have a *core moral purpose* to develop each young person we encounter on a day to day basis. It is with this *core moral purpose* at heart that we aspire to provide the highest standards of teaching, learning and assessment.

We believe that learning is the process by which students gradually acquire and assimilate knowledge, concepts, skills, and attitudes over time to enable them to make greater sense of the world they live in. Teaching and learning is central to our work as educators and it underpins the work we do to ensure ‘Success for All’ of our students. We serve a culturally rich diverse community with a range of different experiences and needs. We have high expectations of all of our staff in their daily delivery of high-quality lessons which support all students in reaching their potential whilst celebrating the diversity which exists within each classroom.

We strive to:

- ✓ provide a personalised learning experience for every child that takes full account of their individual needs’, starting points and aspirations.
- ✓ ensure that our students are explicitly taught the metacognition strategies which will result in them becoming active and independent learners
- ✓ ensure that students are highly literate and numerate, able to apply their skills and knowledge to new and different situations, to achieve well in school and beyond.
- ✓ ensure our learners are provided with opportunities in the classroom to contextualise their learning to promote a deeper understanding and to forge links between different subject areas
- ✓ focus upon continual raising standards of teaching and learning in the school in meeting our aim of ‘Success for All’ for every student and every teacher
- ✓ identify and share good practice in teaching and learning across all curriculum areas.
- ✓ ensure our T&L5 underpin the delivery of lessons in all classrooms every day and is understood by all staff
- ✓ provide effective CPD which is responsive to the needs of the staff and the students and results in consistent high-quality teaching and learning

Teaching and Learning Essentials (Our T&L5)

At the Academy we understand our students and their learning needs. Our approaches are underpinned by our research into the Science of Learning and current educational pedagogy. WE understand that quality first teaching in all classrooms can break the cycle of disadvantage that many of our cohort face. As part of this aim we have identified 5 areas of focus for all student facing teaching staff to increase consistency and quality of curriculum implementation.

To ensure that students are able to excel in their learning, we have identified the following teaching and learning areas of focus. These areas of focus underpin all of our teaching and learning CPD in supporting staff in understanding fully our approaches in realising our educational philosophy for our students.

1. **Climate for Learning** – *to create for our students a classroom environment where students are able to flourish by having high expectations of all learners with regards to their behaviour and learning*
2. **Challenge, Stretch and Support** – *to create for our students an environment where students of all abilities and learning needs are known and fully supported in meeting their potential*
3. **Deepening Knowledge** – *to create for our students a classroom environment where opportunities are sought out within and outside of the classroom to enhance their understanding of the taught curriculum*
4. **Literacy, Vocabulary and Oracy** – *to create for our students a classroom environment where students are given opportunities within the classroom to practice becoming literate within each subject domain*
5. **Feedback and Improvements** – *to create for our students a classroom environment where students are provided with meaningful feedback which helps them make continual progress and reflect on their learning*

Key Principles

To raise standards and achieve our goals we apply the following key principles:

1. We are driven by a moral purpose, achievement and learning is at the centre of all we do.
2. The focus of all policy is directed to improving the quality of teaching and learning.
3. We strive to recruit and employ the best possible educators for our academy and are committed to developing all our staff through highly effective CPD
4. Professional development focusses on clear expectations and standards which are challenging.
5. Opportunities will be provided to work collaboratively to enhance the quality of teaching, learning and assessment to allow our students to access an ambitious curriculum
6. Data is used to monitor, feedback and enhance student performance so their progress will be accelerated.
7. We will go deeper in our search for improvement. Identifying and applying intervention at its earliest stage. Intervention will be personalised and differentiated and with its implementation, targets will be amended to remain challenging.
8. The leadership of teaching, learning and assessment at all levels will have:
 - *high levels of expectation of both staff and students.*

- *a continued focus on the quality of education, curriculum design linked to the National Curriculum plus a teaching, learning and assessment framework which builds upon KS2 and prepares students for the next stage of their lives.*
 - *systems in place to ensure an environment conducive to learning.*
 - *a culture of pride in their work and the work of the academy and an enthusiasm to share good practice with their peers.*
 - *reciprocal trust.*
9. Students will be provided with a high-quality learning experience. Those with needs will be fully supported and those students who experience difficulty and challenge will be supported personally to ensure their progress made remains appropriate. This will be done through the application of a clear strategy from all leaders at all levels.
10. We all take student learning seriously. We are accountable, we want and apply change in context, we develop a culture where the focus of all is to improve.

Professional Practice

As an academy we are committed to both the development of our students and our staff. Successful professional development of our staff benefits our students and their learning experiences within the classroom and leads to better outcomes. We want our staff to know their strengths and their areas for development in their practice. We want to empower them through effective CPD, to have the confidence to both share their areas of expertise and to seek support when areas of development are identified. We strongly believe that we are stronger together and that through an open and transparent approach to improvement we can work collaboratively to support each other in establishing good/outstanding teaching in every classroom. A comprehensive CPD programme for ECTs, teaching staff, Heads of Department and extended Leadership team supports the continued professional development and subject specific knowledge of our staff in their delivery of high-quality teaching. The academy values its staff and is committed to their development.

The development of our students, staff and the academy as a whole is a collaborative process where teaching, learning and assessment, CPD and Personal Development and Review are closely linked and not considered separate entities. All professional improvements are underpinned by quality line management.

We adopt a distributed leadership approach and expect all of our Heads of Department to thoroughly know the areas of strength and areas of focus for each member of their department and to support each person in improving their practice incrementally over time. Through effective line-management teachers are empowered to take responsibility for the progress of all students in their classes and for evaluating their own performance and professional development through regular and planned opportunities for professional dialogue with their line-manager.

We strive for all staff to proactively take ownership of their own professional development through:

- Self-evaluation of their own subject knowledge and understanding of current educational initiatives within their own subject areas
- Take an active part in sourcing and completing relevant CPD opportunities.

- Self-evaluation of the quality and effectiveness of their own teaching and classroom management with support from their line-manager
- Monitoring student progress to ensure they achieve well against prior achievement and similar groups nationally.
- Review their approaches and ensure that the taught curriculum reflects our student body and that approaches are meeting the needs of all learners

Monitoring and Evaluation of Teaching and Learning

Our MER processes are in place to ensure our T&L5 are being fully embedded in all classrooms across the school. We take a consistent approach to MER through termly forward planned processes which included learning walks related to reviewing implementation of our T&L5 and work scrutiny. All staff are aware and fully understand our processes and how they inform our ongoing bespoke CPD plan at both an individual level and to inform academy wide priorities. Our MER processes are fully aligned to our T&L priorities and consider the voices of all staff and students (Teaching staff, Heads of Dept, Support Staff and Students) as part of our approach. We have established a culture across all departments of the power of ongoing and continual improvement in understanding the power this approach can have in accelerating progress in the quality of our own teaching and learning. Every member of staff knows that we are all on a learning journey together which is ongoing and that every teacher is continually improving and refining their craft.

We strive:

- To make secure judgements of teaching and learning across the school
- To complete paired learning walks (wherever possible).
- To ensure all teaching staff receive clear feedback as to the strengths and areas for development, all of which will be linked to the teacher standards and our T&L5
- To review the quality of the implementation of our curriculum and identify any training needs within individual departments with regards to curriculum planning
- To monitor and evaluate the progress of students during a lesson and over time
- To evaluate the performance of individual teachers against the Teacher Standards and check that high standards of professional performance are established and maintained
- To identify group and individual training needs across the teaching and support staff and drive the CPD programme
- To enable identification of strengths and aspirations for succession planning.

Responsibilities

- The Governors (Standards Committee) are responsible, in consultation with Senior Leadership Team for establishing the policy for the promotion of high-quality lessons and for reviewing it at the appointed review date.
- The Deputy Headteacher (Quality of Education) is responsible for ensuring the strategic direction of teaching and learning across the school.
- The Assistant Headteacher (Teaching and Learning) is responsible for leading the development of teaching and learning across the school.
- The Senior Leadership Team is responsible for teaching and learning, with the implementation and day-to-day management of the policy and procedures. They will monitor the quality of teaching and learning in the whole school and offer support and training to maintain high standards.
- Heads of Department are responsible for ensuring the curriculum meets learner needs, standard operating procedures are implemented across the department, monitoring and evaluating the quality of teaching and learning, providing support and training to develop teaching and learning across their department, and tracking the progress of students.
- All staff are responsible for applying the school's teaching and learning policy and procedures to provide high quality learning experiences for all students.

Evaluation and development of policy

- The policy will be developed through consultation with staff, students and governors.

Review cycle of policy

- This policy will be reviewed by the Governors (Teaching and Learning Committee) in accordance with the school's review cycle.

