



Teaching and Learning Policy

The Rye Academy Trust holds ultimate responsibility for all decisions regarding the running of the individual Academies. In accordance with this responsibility, where appropriate, Rye College may refer matters covered by this policy to the Rye Academy Trust for advice or decision.

Policy for	All staff, students, parents/carers, governors
Overall responsibility	Principal
Next of next review: June 2015	Monitoring, evaluation & revision Internal monitoring by the Senior Leadership Team
This policy needs to be read in conjunction with the following policies	<ul style="list-style-type: none"> • Special Educational Needs and Gifted and Talented • Assessment, Recording and Reporting of Students' Achievements • Student Behaviour • Performance Management

1. Purpose of the Policy

This policy has been written in consultation with teachers to ensure that there is a consistent approach to Teaching and Learning across the College.

2. Aim

The policy fully supports the school's values. It aims to create:

- Ambitious, creative learners who know how to learn, who enjoy learning at and beyond school now and for the rest of their lives
- Inspiring teachers who deliver consistently good and outstanding lessons and other learning opportunities in which students make outstanding progress
- Outstanding leaders of learning who drive forward improvements in the quality of teaching and learning for all students and improve rates of progress.

2. The Rye College Lesson: What do teachers do?

The Teachers' Standards underpin pedagogical practice in Rye College, where teachers strive to be outstanding practitioners in all areas.

The elements of our lessons are described in Appendix 1: 'What our Teachers do'

3. The Rye College Lesson: Expectations of Students?

Rye College students improve their learning by

- Being ambitious; having a goal and working towards it
- Being enthusiastic and positive, enjoying the lesson and always looking for ways to improve their learning
- Having faith in their own imagination and their own ability to make progress
- Paying attention and participating
- Applauding other people's success in what they achieve and the risks they take
- Taking pride in themselves and trying to improve and inspire others
- Aiming to be independent, asking questions and not being afraid to make mistakes
- Working with people other than their friends
- Respecting what everyone says and celebrating it
- Being open and sharing ideas
- Being positive and using their imaginations
- Using other people's creativity to help their own
- Behaving as appropriate to ensure that progress can be made by all.

4. The Rye College Lesson: Meeting the Expectations

We ensure high quality and highly effective learning for all through:

- An exciting and engaging curriculum offer, including enrichment activities, that meets the needs, aptitudes and abilities of all our students
- Well planned schemes of work and resources that are continually shared and improved within teams
- Systematic review and use of student feedback on learning and curriculum to enhance learning
- Focused and useful continued professional development including coaching, off site inset, support from commissioned outside professionals, peer observations, learning walks, observations with constructive feedback and the use of department and faculty meeting time
- Meaningful and ambitious performance management targets
- Collaboration within and between faculty and department teams including access to specialist learning support professionals
- A culture which facilitates collaboration and improvement in teaching and learning
- Removing barriers to learning through effective communication between professionals, parents and students, by drawing in appropriate resources and by knowing all our students well
- Ensuring that parents understand the progress of their children and actively encourage and support their children's learning.

5. The Rye College Lesson: Quality Assurance

We have a rigorous system of monitoring the quality of teaching and learning, resulting in continuous improvement of quality and consistency which includes:

- Observations of lessons against a range of appropriate criteria, including an OFSTED type framework or other agreed framework resulting in department reviews and action
- Work scrutiny within teams and by Curriculum Leaders and SLT
- Lesson drop-ins providing formative feedback against identified focus areas
- Regular review of student progress and achievement
- Systematic review of the views of students
- Regular CPD opportunities for colleagues to develop their practice

6. Supporting Documentation

Our work is evidenced and guided by the following documentation:

- Lesson plans
- Observation forms
- Marking policy
- Behaviour policy
- Ofsted Framework

Appendix 1

What our Teachers do

Securing progress for all our students in every lesson

We know our students thoroughly and we use that knowledge and accurate data to plan for their learning. We greet students individually and communicate consistently high expectations of all students. Through our planning and actions, we secure an atmosphere in the classroom that stimulates enthusiasm, mutual support for learning, resilience, perseverance and enjoyment.

We carefully plan:

- engaging lessons and sequences of lessons that allow for progression and development of knowledge and skills;
- the use of resources, including technology, that promote and enhance learning;
- a range and variety of activities that enable students to achieve the lesson's learning outcomes;
- activities that offer appropriate challenge and support to all students;
- well-structured collaborative learning and opportunities for team work;
- groupings, classroom arrangement and roles for students appropriate to the learning in each lesson;
- opportunities to feedback to students within the lesson;
- a range of AfL strategies that enable us to monitor learning;
- opportunities for students to improve their learning by assessing the quality of their own work and the work of their peers;
- robust and fit-for-purpose assessments that inform us and students how they are doing;
- homework that supports students to become independent and enthusiastic students;
- Interaction with support staff when they are present.
- Opportunities to develop RWCM are included, where appropriate.

During lessons:

- We make links between previous and new learning.
- We use skilful questioning to promote higher thinking and to monitor learning;
- We actively build student' own questioning and communication skills;
- We use seating plans to maximise learning;
- We use our monitoring to provide quality oral feedback that enables students to know what to do to improve.
- We create opportunities for students to develop their independent skills for learning;
- We provide opportunities for students to respond to feedback.
- We praise successful learning and engender a sense of pride.
- We provide opportunities for students to respond to feedback

Outside of lessons:

- We mark books regularly and provide quality feedback that enables students to know what to do to improve;
- We praise and celebrate achievement and progress and we let students, parents and tutors know when students are doing well;
- We use our assessments of students to plan intervention and to plan future lessons.

Appendix 2

Ofsted Judgements

Progress

- 1) Learners make exceptionally good progress, as a result of teaching that is at least good and outstanding in many respects. There is evidence that learning is enjoyable and rewarding even when tasks are very challenging. Teachers generate high levels of enthusiasm for participation in and commitment to learning and therefore students learn exceptionally well.
- 2) A very large majority of learners of all types make better progress than might be expected because of good teaching they receive. No learners make inadequate progress. Teachers and other adults enthuse and motivate most pupils to participate. Teaching consistently deepens students' knowledge and understanding.
- 3) Learners make the progress that is broadly in line with similar students nationally. There are no major inadequacies in the progress made by learners or particular groups of learners. Most students want to work hard and improve.
- 4) Learners make less than satisfactory progress, whatever the cause. Learners gain little satisfaction from the work and gain no benefit from the lesson.

Independent Learning

- 1) Learners acquire knowledge, develop understanding and learn and practise independent skills exceptionally well. The teaching of reading, writing, communication and numeracy skills is highly effective. They demonstrate excellent concentration and are rarely off task, even in extended independent activity. They are resilient when tackling new or challenging tasks. Learners are successful at finding solutions to problems without much support. Appropriate homework contributes very well to students' learning.
- 2) Learners acquire knowledge, develop understanding and learn and practice independent skills well. They are keen to do well, apply themselves diligently and work at a good pace. Teaching generally promotes students' resilience, confidence and independence when tackling challenging tasks. They seek to produce their best work. Appropriate and regular homework contributes well to students' learning. Teaching allows students to develop a range of skills, including communication, reading and writing and mathematics.
- 3) The extent to which learners acquire knowledge, develop understanding and learn and practise skills is at least satisfactory. Most learners work effectively when given appropriate tasks and guidance but may lack confidence in improving their work. They generally work steadily and occasionally show high levels of enthusiasm and interest. Communication skills, including reading and writing and mathematics may be taught inconsistently. Appropriate homework is set and contributes reasonably well to quality of learning.
- 4) The extent to which learners acquire knowledge, develop understanding and learn and practise skills is inadequate. Too many learners fail to work effectively unless closely directed by an adult and give up easily. There is poor completion of tasks.

AFL

- 1) Marking, feedback and dialogue between teachers, other adults and learners are frequent and consistently of a very high quality. Learners understand how to improve their work and are consistently supported in doing so. Teachers systematically and effectively check understanding throughout lessons, anticipating where they need to intervene and doing so with a striking impact on learning. Very effective questioning gauges understanding, informs teaching and learning.
- 2) Good, accurate, assessment procedures inform planning. Learners are provided with detailed feedback, both orally and through marking. They know how well they have done and can discuss what they need to do to sustain good progress. Teachers listen to, observe and question groups of learners and individuals in order to reshape tasks and explanations to improve learning.
- 3) Due attention is often given to careful assessment, but it is not always rigorous. As a result, there may be some unnecessarily repetition of work. Learners are informed about their progress and how to improve through marking and dialogue with adults which is timely and encouraging. Teachers monitor work during lessons, pick up on misconceptions and adjust their plans accordingly to support learning. These adaptations are usually successful but they are not always timely or relevant. Learners are aware of their NC targets and current level of work.
- 4) Assessment takes too little account of prior learning or their understanding of tasks and is not used effectively to help them improve. Learners are not aware of how they are doing in terms of quality or if they are making progress –they are just doing the tasks the teacher has set. Learners are not sufficiently aware of the steps and skills needed to make progress.

Challenge /Support

- 1) Teachers have high expectations of all learners. They are acutely aware of their learners' capabilities and of their prior learning and understanding, and plan very effectively to build on these. Planned support and stretch and challenge, linked to assessment, very effectively consolidates, builds upon and extends learning to ensure exceptional progress for all. Very effective intervention is planned, sharply focused and timely and results in accelerating the progress of any learners who fall behind.
- 2) Teachers have high expectations of all learners. Teachers use their accurate assessment of students' prior skills, knowledge and understanding to set challenging tasks, consolidating, building on and extending learning. Teachers plan appropriately targeted support and intervention to match student's individual needs so that they learn well.
- 3) Teachers' expectations enable students to work hard and achieve satisfactorily. Tasks are planned and set that do not fully challenge. Teaching strategies ensure that individual needs are usually met. Teachers carefully deploy any available additional support and this contributes reasonably well to students' learning.
- 4) Expectations are inappropriate. Learning activities are not well matched to the needs of students so they make inadequate progress

Teaching

- 1) Teachers have excellent subject knowledge. Planning is highly effective. Tasks are based on systematic, accurate assessment of students' prior skills, knowledge and understanding, and results in teaching that is highly inspiring and challenging, ensuring learners learn extremely well.
- 2) Teaching is consistently effective in ensuring learners are motivated and engaged. Strong subject knowledge and well planned and executed lessons challenge and enthuse most learners and meet their individual needs.
- 3) Teaching may be good in some respects and subject knowledge is secure. The lesson is planned. Learners show interest in their work and are generally engaged. Little time is wasted.
- 4) Teaching fails to excite, enthuse, engage or motivate. The planning or execution of lessons does not address the interests of needs of learners

Resources

- 1) Resources, including new technology, make a marked contribution to the quality of learning, as does the precisely targeted support provided by other adults.
- 2) Good and imaginative use is made of resources, including new technology, to enhance learning. Other adults support is well focused and makes a significant contribution to learning.
- 3) Adequate use is made of a range of resources, including new technology, to support learning. Support provided by other adults is effectively deployed.
- 4) There is inadequate use and provision of resources including new technology and other adults.

Behaviour

- 1) Systematic and consistently applied behaviour management results in students who make an exceptional contribution to a positive learning environment. They are highly considerate and very supportive of each other and team work contributes to highly effective learning. They show high levels of engagement, courtesy, collaboration and cooperation. Students are punctual.
- 2) Students demonstrate positive attitudes towards the teacher, their learning and each other. Their good levels of engagement allow lessons to flow smoothly throughout so that disruption is unusual. They respond quickly and well to guidance from staff about how to behave.
- 3) Learners behave so that learning proceeds appropriately and time is not wasted. They understand what is expected when asked to work on their own or in small groups. Only gentle prompting is needed to maintain discipline. Low level disruption may occur occasionally.
- 4) Poor behaviour and rudeness occur and inhibit progress or well-being more frequently than on isolated occasions. Time is wasted through persistent low-level disruption, excessive off- task chatter and lack of attention. Some learners show a lack of respect for or direct challenge to others, including instances of racism or sexism or other forms of bullying.

H&S

The health or safety of learners is not endangered. If this is not the case the lesson is automatically an overall 4 grading.