



LYDIATE
LEARNING
TRUST

Teaching & Learning Policy (LLT)



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TRUST

ENGAGE, ENABLE,
EMPOWER

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Our ethos is rooted in the belief that every child is afforded the very best opportunities in life. We believe all students are entitled to attend a school within our Trust where the aim is to achieve their full potential.

To achieve this, we will:

- Place teaching, learning and the quality of education at the centre of all that we do
- Ensure the process of learning is creative and challenging
- Determine the individual needs of every student
- Have high expectations of every member of our Trust and School Communities
- Celebrate success in all aspects of school life

This policy should be read in conjunction with the following policies/documentation:

- LLT Teaching and Learning CPD Programme: The Journey to Outstanding
- Teaching and Learning Handbook
- Reading, Writing, Communication (literacy) policy
- Marking – feedback for progress Policy
- Behaviour Management Policy
- SEND Policy
- Homework Policy
- Self-evaluation Policy
- CPD Policy
- Staff Appraisal Policy
- More able policy
- Faculty Inspection documentation
- Pupil Premium Plan
- Catch up Plan
- Learning walk Pro forma
- Numeracy policy
- Performance Management Policy
- Curriculum Policy

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1. Principles

The principal purpose of this policy is to raise the quality of education through excellent teaching and learning in order to move all lessons to good and/or outstanding.

Teaching and learning is at the heart of Lydiate Learning Trust. Lydiate Learning Trust believes that all students, irrespective of ability, should receive high quality teaching and learning throughout the curriculum so they can achieve their maximum potential.

2. Aims

- To develop a holistic Teaching and Learning Model in order to provide a common language and understanding of what makes outstanding teaching and learning
- To ensure that through the quality of education, teaching improves through clear curriculum design that is implemented via excellent quality teaching (pedagogy)
- To foster an environment where stakeholders are actively involved in the implementation of learning
- To inform staff of expected good practice and improve pedagogy of teaching and learning
- To provide a framework for the planning of effective lessons and Schemes of Learning (SOL)
- To share good practice and provide other references to support the planning of effective lessons through effective CPD and cross-trust collaboration
- To support the continued development of staff so that the proportion of good and outstanding teaching and learning continuously improves
- To support groups of learners in overcoming barriers to ensure all make progress
- To meet the needs and aspirations of all students
- To ensure quality teaching delivers long and medium term thinking and planning which in turn reflects a clear rationale for content choices and sequencing

Every lesson, every day, all staff will:

- Begin and end lessons on time and in a structured manner as determined by agreed visible consistencies
- Communicate clear expectations and provide meaningful feedback on performance
- Ensure students are able to build schema and recall learning
- Ensure that lesson content is appropriate to the ability of the students, providing challenge based on starting points and prior knowledge
- Maintain purposeful pace and challenge to secure engagement
- Employ appropriate strategies/approaches/activities relevant to the group
- Establish clear and appropriate routines
- Effectively question to check and stretch understanding
- Value students' contributions and make use of praise and reward systems to underline the value of achievement;
- Regularly assess knowledge, understanding and skills
- Follow Faculty Schemes of Learning and deliver lessons that meet the intended outcomes of the scheme
- Ensure any CPD teaching and learning development in relation to LLT's Teaching and Learning Programmes (such as *Olevi*, *Teach Like a Champion* and various Research Strands) are utilised to improve the lesson and learning quality

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3. Ensuring Outstanding Professional Development for All

The vision for all Teaching and Learning Programmes is to create a model that fosters continuing professional development for all: the concept of stakeholders studying their craft by **continually seeking to improve, learn and develop** in order that we **engage, enable and empower** teachers, leaders and students.

Lydiate Learning Trust expects all staff to demonstrate a commitment to continuous improvement through **research** and **reflection**.

As the Teachers' Standards set out, teachers must ensure the quality of education of their students is their first concern, and so are accountable for achieving the highest possible standards in work and conduct.

The Teachers' Standards set out a number of expectations about professional development; namely, that teachers should:

- Keep their knowledge and skills as teachers up-to-date and be reflective
- Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- Demonstrate knowledge and understanding of how pupils learn and how this has an impact on teaching
- Have a secure knowledge of the relevant subject(s) and curriculum areas
- Reflect systematically on the effectiveness of lessons and approaches to teaching
- Know and understand how to assess the relevant subject and curriculum areas
- Engage in professional development opportunities, either Trust, whole school or faculty level

Developing a Reflective Culture

"Every teacher needs to improve, not because they are not good enough, but because they can be even better." Dylan William

To maintain the effectiveness of our learning community we encourage our staff to take responsibility for their own professional development. Teachers at Lydiate Learning Trust should:

- Keep their knowledge and skills up to date and be self-critical
- Take responsibility for improving teaching and learning
- Reflect systematically on the effectiveness of lessons and approaches to teaching
- Engage with at least one strand of the LLT Teaching and Learning Programmes

Principles and Content of LLT Teaching and Learning Programmes

There are 5 Strands to the Teaching and Learning Programmes all of which link with the Trust vision and values: **engage, enable, empower**. In order to effectively embed the concept of

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Outstanding CPD for ALL, all strands of the programme involve the creation of a consistent and coherent pedagogical approach to CPD, translating research into the classroom, embedding best practice and fostering true collaboration.

Strand 1, centres around the Olevi coaching and facilitation model which incorporates *The Outstanding Teacher Programme*, *The Creative Teacher Programme* and *The Power of Coaching*. Olevi also provides comprehensive training for Teaching Assistants - *Outstanding Teaching Assistants: Train the Trainers*.

Strand 2 incorporates a Learning Trio model using Doug Lemov's *Teach Like a Champion* for effective classroom based strategies which complement the work undertaken by the Olevi members: each Trio contains a graduate coach from the *Outstanding Teacher Programme* and *Power of Coaching* Course in order to ensure quality facilitation within each Learning Trio.

In order to underpin the concept of stakeholders studying their craft, **Strand 3** focuses on research-based enquiry, so that staff are empowered to engage in the most relevant research pertinent to their individual and/or faculty identified needs or areas of interest.

All members of a Faculty Team will be involved with effective CPD that encourages all to continuously seek to improve and consciously craft their practice which will lead to personal, faculty and whole school improvement. With this in mind, **Strand 4** focuses on sharing best practice with innovation (using Microsoft Teams to publish research and reflect on practice), whilst capitalising on collaborative cross-trust opportunities so that a common language for learning is utilised and acknowledged across the Trust which benefits all stakeholders.

Strand 5 – will offer staff a range of opportunities to further develop professional improvement – NPQML, NPQSL and NPQH. This will allow the Trust to further develop the leadership at all levels of the Trust.

The Trust will also provide:

- Cross Trust CPD days
- Cross Trust Faculty Facilitation Sessions
- Cross Trust CPD Twilight Sessions
- Targeted CPD or training in response to individual areas for development

4. Responsibilities for Teaching & Learning

Trust Leadership Team

The Trust Leadership Team sets priorities for improvement at whole Trust level based on evidence gained from research and monitoring procedures. Monitoring and evaluation principally takes place through Faculty Reviews, Deep Dives, Learning Walks and Classroom Observations of Teaching and Learning. The Trust will also develop a quality Teaching and Learning CPD Programme.

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Senior Leadership Team

To ensure the Teaching and Learning Policy and LLT Teaching and Learning CPD Programmes are implemented to create and maintain an environment conducive to all for continuous learning. The Senior Leadership team should:

- Create and maintain an environment and code of behaviour which promote and secures good teaching, effective learning, high standards of achievement and good behaviour and discipline
- Determine, organise and implement a curriculum in line with national guidelines, ensure that all students follow statutory requirements whilst achieving depth, detail and ambition
- In conjunction with LLT, incorporate innovative practice from international and national research as appropriate
- Ensure that effective and appropriate support and challenge is available and planned for all students and takes into account their starting points
- Ensure cross curricular strategies for the vision, Literacy, Numeracy, ICT and Enterprise are applied consistently and directly impact on raising achievement
- In partnership with LLT, ensure that all staff have access to high quality CPD to improve the quality of provision through all subject areas
- Involve all staff in rigorous monitoring, evaluation and review of the quality of teaching and learning and achievement of all students, including those with additional needs
- Promote positive strategies which encourage respect for all members of the Academy community
- Develop links with the community, including business and industry in order to extend the curriculum, deliver highly innovative enterprise initiatives and to enhance the learning and teaching
- Create and maintain an effective partnership with parents and carers to support and improve students' achievement, personal development and wellbeing
- Ensure regular celebration of student achievement - sporting, cultural and academic

Classroom Teachers/ Trainees

- Implement SOL effectively demonstrating secure subject knowledge
- Plan each lesson to ensure opportunities for all learners to make rapid and sustained progress
- Assess students in line with whole school and faculty expectations
- Undertake summative and formative assessment and record progress in line with whole school and faculty expectations
- Use SISRA to monitor outcomes of classes that you teach
- Follow behaviour for learning practices within your school

Curriculum Leaders

- Utilise LLT planning templates
- Liaise with Curriculum Leaders within and beyond the Trust as appropriate to continuously seek to improve practice within teams
- Ensure all members of the team engage with LLT Teaching and Learning Programmes

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- Ensure there are SOL for each year group, class and course that are fit for purpose and meet the needs of specification for desired outcomes
- Monitor and evaluate quality of teaching in the faculty and identify best practice to share and identify areas for development either at faculty level or individual level
- Ensure SOL provide opportunities for all learners to achieve their targets
- Establishing and implement clear policies and practices for assessing, recording and reporting on pupil progress and setting targets for further improvement in line with whole Trust policies
- Monitoring the quality of typical teaching using the in school monitoring and evaluation schedule
- Monitor quality of teaching and learning regularly and give constructive feedback
- Inform Performance Management of teachers
- Evaluate progress of teaching and learning targets in departmental development plans, in line with Trust Improvement Plan.

Pastoral leads

Pastoral managers are responsible for the monitoring and evaluation of the overall experience of groups and individuals in their year groups. This will feed into the QA process and future actions.

This is achieved by:

- Monitoring the progress and potential of the year group, and using student data to identify and set targets for specific students according to their needs
- Maintaining an overview of the experience of students in their year group
- Monitoring the work of tutors and quality of tutor time
- Monitoring attitudes to learning to support consistent behaviour for learning across the curriculum to ensure students make progress

Teaching Assistants

- Work collaboratively with the class teacher in planning for learning and teaching
- Support students in specific aspects of all their learning as agreed with the class teacher

Form Tutors

Form tutors are responsible for contributing to, and monitoring the progression and well-being of individual students in their tutor group and for providing support and advice to those students, both socially and academically.

This is achieved by:

- Monitoring academic progress and attitudes of individual students through academic tracking progress checks
- Encouraging and developing the ability of students to evaluate and take responsibility for their own learning
- Monitoring of behaviour, homework, use of planners, rewards and sanctions, uniform and attendance

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Students will:

- Aim to achieve goals and meet their own targets and respect the right of others to do the same
- Take responsibility for their own learning and be proactive in using self-assessment techniques
- Actively participate in lessons, contributing to class/pair/group discussions and tasks in a mature and focused manner
- Meet deadlines for completing class work and homework
- Prepare appropriately for each lesson and maintain high expectations of themselves, following the vision and values to maximise progress towards targets
- Follow the 'Home School Agreement' and consistently observe school rules
- Arrive on time, be well equipped and challenge themselves to achieve their very best.

Parents / Carers will:

- Work in partnership with the school in all aspects of their children's education
- Support school initiatives which involve collaborative working to raise student achievement
- Encourage and support their child to work to meet their potential
- Attend consultative evenings or meetings to discuss student progress

Procedures Planning

- All lessons should be planned carefully and be part of an overall scheme of learning that is accessible to all other staff in the department
- Trust Long term and medium / short term templates are to be used for planning in every subject area on school network
- All lesson plans should demonstrate how the lessons will be sequenced to reflect students' current knowledge, understanding and skills so that sustained progress can be made
- Activities and tasks should be planned to reflect a well-balanced range of activities
- When appropriate, schemes of learning should incorporate Cultural Capital, Reading, Literacy, Numeracy, ICT and each school's vision and values
- Lessons should be differentiated to take into account learning needs; assessment data must be used to plan effectively to support and challenge every learner
- All schemes of work and resources should be tailored to accommodate the interests and learning needs of all students

Learning Environment

- All classes must have a seating plan which should be followed in the lesson
- A positive learning environment should be cultivated by high teacher and learner expectations
- High quality displays in the classroom should reinforce expectations and support learning
- The classroom should be well-organised and tidy
- Rewards and sanctions will be on display

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5. Monitoring and Evaluation

We will monitor and evaluate our work through:

- Trust Self-Evaluation Schedule
- Regularly monitoring typical teaching of staff, conducting learning walks, observations, appraisal, student voice and triangulation of teaching and learning outcomes and student voice to inform future actions
- Celebrating areas of strength and sharing best practice
- Integrating areas for development into future planning at Trust, whole school, faculty or individual level
- Head teacher National Standards
- Job Descriptions
- Teachers Pay and Conditions
- National Standards
- Performance Management/appraisal
- Self-Evaluation Procedures

Review

The review of our Teaching and Learning Policy is a continuous process and will be reviewed on an on-going basis.

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