



School Name:	Will Adams Academy
Date of Review:	June 2022
Next Review Date:	May 2023
Review Period:	Annually

## **Teaching & Learning Policy**



# **WILL ADAMS ACADEMY**

## **Teaching and Learning Policy**

### **Will Adams Mission Statement**

The Will Adams Academy mission is to provide a quality alternative experience within a caring and stimulating environment.

Our vision is to develop a school where its community, work and move forward together. Staff work to develop well-adjusted young people who can successfully take their place in society.

### **Aims of the School**

To emphasise the importance of learning for ALL students.

To provide a learning environment where students develop confidence and are able to take up the opportunities offered.

To teach students to accept differences in others and to develop personal, social and moral values.

To provide an excellent quality of provision that is relevant and leads to nationally recognized qualifications. This will be regularly reviewed and developed in conjunction with other partners.

To provide an environment that is safe, supportive and provides challenge for the students.

To create a pattern of good health and positive wellbeing which will continue into adult life.

## Teaching and learning is the core of our business at Will Adams. We aim to:

- Create open, positive, supportive relationships where children and young people will feel that they are listened.
- Promote a climate in which children and young people feel safe and secure.
- Model behaviour which promotes effective learning and wellbeing within the school community.
- We will be sensitive and responsive to each young person's wellbeing.
- Set high expectations and deliver challenging lessons that ensure young people can recognise their potential.
- Enable students to achieve their full potential by learning in a variety of ways and through challenging learning environments.

Young people should be encouraged to contribute to the life and work of the school and, from the earliest stages, to exercise their responsibilities as members of a community.

## Management of the School Day

### The School Day

0845 – 09.20	Supervised breakfast club
09.20 – 09.30	Tutor time and registration
09.30 – 10.20	Lesson 1
10.20 – 11.10	Lesson 2
11.10 – 11.20	Break
11.20 – 12.10	lesson 3
12.10 – 1.00	Lesson 4
1.00 – 1.30	Lunch
1.30 – 2.15	Lesson 5
2.15 – 2.55	Lesson 6
2.55 – 3.15	Assembly and detentions

### Time Allocation per week (no of periods):

<b>Subject</b>	<b>Year 10</b>	<b>Year 11</b>
English	4	5
Maths	3	4
Science	3	3
PE	3	3
ICT	2	3
RSHE	2	3
Food	2	
Off- site Activities	<b>As required</b>	<b>As required</b>
Literacy	<b>Withdrawal as Required</b>	<b>Withdrawal as Required</b>
Numeracy	<b>Withdrawal as required</b>	<b>Withdrawal as Required</b>
Textiles	2	
Careers Guidance		<b>When required</b>
<b>Options</b>		
BTEC Textiles		4
BTEC Sport Leader	4	4
NCFE Art		4
Btec Photography	4	4
Design technology	4	4
NCFE Hospitality & catering	4	
NCFE Hair & Beauty	4	4
BTEC Leisure & Tourism	4	4

### Time Allocation

The Will Adams Academy, lessons are 50 minutes long with afternoon lessons 45 minutes long. At the Will Adams Academy, we are committed to reflecting the requirements of the National Curriculum wherever possible. We follow the programmes of study as required by the National Curriculum 2014, and the DfE/QCA Schemes of Work.

We are committed to raising standards of Functional Skills at the Will Adams Academy. Including the ability to read, write and speak in English and to use mathematics and ICT at a level necessary to function and progress at work and in society in general.

Teachers will encourage learners to work within given time scales, and will facilitate the effective use of time through:

- The provision of appropriate resources
- Planning extension activities, which can be carried out by individuals or groups of pupils

## Equal Opportunities

In accordance with the school's Equal Opportunities Policy (see school policies folder), all learners at The Will Adams Academy will, where possible and appropriate, be given full access to the curriculum. Staff will endeavour to help all learners to reach their full potential irrespective of race, gender, age or ability.

## Monitoring and Evaluation

- Subject leaders will regularly, at least termly, monitor and moderate learners' work books. These should also be available for SLT to sample
- SLT will observe class teachers in their area at least once a year using the Lesson Observation Form
- SLT will carry out a monthly work scrutiny using the Book Monitoring Form

## Effective Teaching

Teachers will employ strategies that engage and inspire learners that match tasks to learners' needs. Our teachers:

- Have and model high expectations
- Plan for exceptional learning for all students
- Use and develops inspirational teaching strategies
- Differentiate
- Assess learning in lessons in order to adapt or intervene
- Ensure that students are engaged and committed to learning
- Provide marking and feedback that challenges and praises
- Teaches literacy, mathematics and communication effectively
- Link learning to real life
- Model being an expert learner

### **Teachers will make their lessons purposeful:**

- Through carefully planned, well- structured and paced lessons
- By making aims and objectives explicit to learners at the beginning of each lesson, task or topic (see development mid term plans) and involving learners actively in their evaluation of learning achievement (not just a passive process)
- Through explicit checking understanding and reviewing work covered in each

## Resources

Each classroom will be equipped with appropriate curriculum resources.

Learners will be taught how to use resources correctly and safely, with care and respect, and with regard for health, safety and waste.

Care will be taken to ensure that resources reflect the cultural and linguistic diversity of our society, and that all learners have equality of access.

## Management Committee's Role

It is the Management Committee's role to monitor and review the policy and its practice through

- Reports provided by the Head Teacher and teachers

**The Management Committee also needs to fulfil its role as detailed in the Management Committee Terms of Reference document:**

- To receive reports from the Head Teacher
- To attend appropriate INSET
- To receive reports from School Business Manager on relevant issues, in particular Health and Safety, and to follow up any relevant issues
- To promote and ensure at all times equal opportunities in relation to race, gender, class and belief
- To promote and ensure at all times the practice of giving value and respect for all cultures and faiths

## Parent/Carer's Role

The parents' role within the school will be discussed at the initial interview and at academic review meetings. We encourage parents to support their children's learning by:

- Ensuring that their child comes to school feeling confident and positive
- Ensuring that their child arrives at school punctually and regularly
- Sharing with the teacher any problems in school that their child is experiencing
- Supporting their child by attending Academic Review Meetings.
- Ensuring that all contact addresses and telephone numbers are up to date and correct
- Agreeing to W.A. Rights and Responsibilities
- Contributing relevant information to base line assessment
- Responding to letters sent home from school
- Informing the school of reasons for their child's absence
- Informing the school of any significant matters at home which may affect their child's progress, happiness or behaviour.

A forum for educating parents in their role is at the initial interview but also in termly Academic Review Meeting.

## The School's Role

In relation to each of the above areas the school will reciprocate by:

- Responding to offers of support as far as it is able
- Respecting all information given in confidence

- Giving clear information on the aims and objectives of the curriculum and school procedures
- Setting up curriculum meetings
- Giving reasonable/appropriate access to teaching staff
- Working in partnership with parents and guardians to ensure the success of their children, and encouraging parental involvement in working out the way forward for their child's educational future.

### In 'Good' and 'Outstanding' lessons you should see:

- **Learning Objectives** shared with the group. The lesson objectives will be inclusive and challenging and visible at all times to the students during the lesson. They will endeavour to reflect a range of different skills that correspond to their challenging targets.
- **Progress** – Each lesson should be composed of a variety of activities or episodes that take account of different learning styles. To take advantage of the longer lessons, there should be points of progress built in which will be marked by a review of the learning in the form of mini-plenaries. Teaching must ensure that pupils make rapid gains.
- **Assessment for Learning** – Students should complete regular peer- and self- assessment tasks alongside the teacher assessments. Staff should use the effective questioning to challenge students. These mini plenaries should summarise learning, and help pupils to understand how to improve;
- **Effective questioning** - Allowing students to develop and practice higher order thinking skills such as creativity, analysis, problem solving, decision making and application; leading to a development of language.
- **Differentiation** - For varying needs by task, resources, outcomes and/or method;
- **SMSC** – Lessons should aim to contain links to the Social, Moral, Spiritual and Cultural agenda where appropriate to the topics being covered.
- **Literacy** – Teachers should display the keywords in every lesson and encourage the students to use new vocabulary. Staff including teaching assistants should be actively promoting literacy at every opportunity.
- **Numeracy** - Responsibility for developing students' numeracy skills is shared by all staff, not just the dedicated team of specialists and opportunities should be taken where necessary.
- **Resources** - which use stimulating and interactive resources including use of ICT and e-learning;
- **Pace & Challenge** - ensure that lesson resources are differentiated to allow students to access learning and enable students to make progress.
- **Active Learning** – Teachers providing opportunities to students to interact with one another in group activities so that they can learn via collaboration and team work or independently.
- **Data** – Teachers should be aware of and act on the current data for the class. It is essential that lesson is planned to challenge students so that they make 3 levels of progress. On a bigger scale, progress should be measured using assessment data from the group in comparison with national figures wherever applicable.
- **Teaching strategies:** which allow students to learn in their preferred styles i.e. visual, auditory or kinaesthetic; work both independently and collaboratively, and which contribute to one another's learning;

- **Behaviour management** – which is positive and encourages students to achieve, including praise and rewards according to academy policy;

## Monitoring & Evaluation of the Quality of Teaching & Learning

### Classroom Teachers

Classroom teachers are responsible for the progress of students in their classes and for self-evaluating their own professional development. This is achieved by:

- Monitoring student progress to ensure they achieve well against prior achievement through termly assessments and annual examination analysis;
- Line management meetings, self-evaluation of own subject knowledge and understanding of educational initiatives.
- Formal and informal lesson observations and lesson drop-ins
- Tracking and monitoring of individual pupils and groups of pupils
- Work scrutiny
- Appraisal / PM self-review process for all teachers linked to teachers' standards
- Subject exams analysis report
- External quality assurance
- Regular learning walks are carried out by SLT.
- Themed learning walks are carried out.

Teachers will use both formative and summative assessment to evaluate pupil progress and then use this information to close attainment gaps and inform future teaching. Teachers will mark pupil work, in line with the *Will Adams marking policy* which is monitored by SLT.

## Classroom Management and Organisation

### I. Management

The learning environment will be managed in such a way as to facilitate different styles of learning, with particular regard to Special Educational Needs:

- Whole class teaching
- One to one teaching
- Collaborative learning in pairs and groups
- Independent learning

All areas of the learning environment will be planned for, including, where appropriate, the outside areas, the vocational curriculum and work experience in order to ensure opportunities for a range of activities which will develop 5 key outcomes in Every Child Matters.



## **II. Behaviour Management**

As outlined in the Whole School Behaviour Policy. In addition, each class will:

- Display The Will Adams Academy Daily Key Skills poster
- Follow the Whole School Behaviour Policy
- Use the rewards scheme in order to reinforce positive behaviour
- Follow through the consequences for poor behaviour

## **III. Organisation**

The classroom will be organised to facilitate learning and the development of independence. This may require flexibility in the organisation of furniture.

- Writing resources will be available for use at all times and will be centrally accessible
- Labels and posters should, wherever possible, reflect the levels of learning throughout the school
- Classroom displays will be used to celebrate achievement.
- Using a four point plan

## **Planning**

Medium Term Plans should be in place and reviewed regularly by subject leaders to the National Curriculum 2014.

To facilitate cross curricular working, a yearly overview of planning will be produced on the agreed format.

At the beginning of each monthly staff meeting teachers will provide a synopsis of the following month's plans.

## **Differentiation**

Teachers will differentiate the curriculum to support the individual needs of students by:

- Task
- Outcome
- Teacher / adult support

Differentiated tasks will be detailed in Short Term planning. Learning objectives will be specified for all differentiated teaching.

## **Record keeping and assessment**

Regular assessments are made of learners' work in order to establish the level of attainment and to inform future planning. Learners should be aware of the level of work they are completing and at what levels they are working.

Staff will encourage critical thinking through the use of Bloom's Taxonomy assessment questions.

**Review**

This policy is a working document and therefore is open to change and restructuring as and when the need arises.

To be reviewed by:

**Signed:** .....  
**(Chair of Management Committee)**

**Date:**

**Signed:** .....  
**(Deputy Headteacher)**

**Date:**

**Appendix 1**

**MEDIUM TERM PLAN**

**Subject:**

**Year:**

**Unit of Work**

**Term:**

<b>Topic/ Focus</b>	<b>Week</b>	<b>Learning Objectives/ Intentions</b>	<b>Strategies Resources</b>	<b>Cross-curricular links</b>	<b>Assessment Focus</b>