



Teaching and Learning Policy

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TEACHING AND LEARNING POLICY

The Evolve Academy Vision

The Evolve Academy vision is one where all students are inspired to reach their full potential, regardless of ability or background, and where the students and staff benefit from each other's strengths.

Objectives of policy

This policy exists to clarify what we see as best practice and to clarify the expectations the school has for staff and students to ensure that all our students learn well in every lesson.

Rationale

At Evolve Academy we recognise that the quality of teaching has a direct impact on the quality of learning. The expectation is that every lesson at the school is good or better so that students have the best chance of learning and reaching their potential.

Learning

Good learning for students is secured when:

- They arrive at lessons ready to learn.
- They acquire new knowledge and skills.
- They engage in learning.
- They are helped to behave well and cooperate.
- They take ownership of their behaviour and learning.
- They receive clear guidance on how to improve through high-quality marking and feedback.

Teaching

Good and better teaching is secured when:

- Teachers have an expert knowledge of their subject, the curriculum and how to teach Evolve Academy students, so that they can confidently impart knowledge.
- Teachers have consistent expectations of Evolve Academy students and match all activities to individual learning needs.
- Teachers plan and deliver lessons that have clear learning objectives and measure students' progress towards achieving them.
- Teachers plan and set tasks that are challenging but are achievable.
- Teachers use well-judged and varied teaching strategies to match students' individual learning needs.
- Teachers differentiate work for each student.
- Teachers use differentiated resources to ensure that no learner gets left behind.
- Teachers and learning advisors work collaboratively to ensure students can learn effectively.

Every lesson at Evolve will include:

- Learning objectives
- Starter activity,
- Differentiated resources,
- Mini-Plenary activities throughout the lesson to check for understanding
- Plenary activity at the end of the lesson.

Preferred Learning Styles

Lessons need to incorporate and take account of preferred learning styles.

Visual Learners are those who learn best from diagrams and pictures or who prefer text.

Auditory Learners prefer to hear information and discuss their work. K

Kinaesthetic Learners prefer physical learning and making

Creating an appropriate Climate for Learning

For students to experience a positive climate for learning teachers and learning advisors need to:

- Ensure classes are greeted at the door.
- Communicate what is required of students at every stage of the lesson.
- Implement clear, fair and consistent behaviour management strategies in line with the Evolve Behaviour for Learning Policy.
- Adopt seating plans that allow the teacher to monitor the progress of all students.
- Ensure each student knows how to make progress.
- Deploy Learning Advisors (LA's) effectively

Lesson Expectations

To ensure that all Evolve Academy students have a high-quality teaching and learning experience, all teachers and teaching assistants need to ensure that:

- Key learning objectives of the lesson are clear and displayed.
- Resources are distributed and/or positioned ready for use.
- Teachers and support staff should work collaboratively so that they work effectively with students.

Assessment

- Teachers should assess students' work regularly, following either the Primary or Secondary Marking and Feedback Policy.
- Staff should use the analysis of assessments and tracking data to inform their teaching and to structure intervention strategies.
- Effective use of data is critical to inform students, parents and other staff of student progress towards targets.

Marking

At Evolve Academy we recognise Homework is an essential part of a successful education and helps support students' ability to learn in a variety of contexts. Homework not only reinforces classroom learning; it also helps students to develop skills and attitudes they need for successful lifelong learning.

Effectiveness of homework:

Secondary

Teachers and learning advisors must ensure that homework is purposeful and that it enhances the student's learning journey. This will be based on skills consolidation. Printed versions will be provided to students.

Homework is most effective when:

- Tasks are structured, and linked to the scheme of work. The purpose of the homework is clearly explained to students;

- There is consistent practice across the Academy
- Homework is regular so that everyone knows what to expect
- Students and their parents/carers are clear about what they need to do and what the outcome will be;

Primary

Homework is set weekly with differentiated spellings. These spellings are issued on a Friday to be tested the following Friday. The results of the weekly spelling test along with the spelling for the following week are sent how to parents and carers on a Friday. Primary pupils are also set differentiated and age-appropriate reading books which pupils are able to change once complete. The information from this is recorded in reading logs.

Monitoring and Evaluation of Teaching and Learning

Introduction

At Evolve Academy we believe that learning is the process that allows learners to be successful in their academic achievement as well as being a successful bridge back into mainstream education. Teaching and learning is central to our work as educators and it stems from the school's ethos, values and vision.

Regardless of circumstance, we will make all of our young people successful. We aim for all of our learners to make outstanding progress and every member of staff is dedicated to achieving this. The specialist services we deliver to our students ensure that they overcome the barriers that previously prevented them from being able to engage in mainstream education.

Protocols

At Evolve Academy, we have an agreed format for monitoring and evaluating teaching and learning for the management of performance over time, in line with the Teacher Standards. This will consist of the following; during the academic year:

- Learning Walks
- Work Scrutiny
- The Assessment and Recording of Student Progress

Learning Walks

Our learning walks and informal lesson observations may occur at any time to allow leaders and staff to capture the typicality of teaching and learning around the Academy and also to ascertain whether staff are following the expectations for academy lessons and to measure the impact of training and CPD.

The learning walks are conducted by SLT to monitor the teaching and learning within our setting and to also ensure that the teaching and learning supports students', developmental, academic and emotional needs within the curriculum. Learning walks focus on specific areas of the;

- Teaching.
- Student behaviours.
- Student progress.

All of these areas have an impact on the overall progress of all students. Such learning walks have proved to be an invaluable means by which to identify the strengths of an individual, a subject team, classes and year groups.

Learning walks are used to moderate teaching and learning, and curriculum coverage. They should be used to praise and identify strengths as well as provide the opportunity to offer constructive support and guidance for staff and to monitor student engagement and the learning environment.

Work Scrutiny

Teachers and learning advisors across Evolve Academy are involved in moderating;

- The quality and standardisation of marking
- Student feedback.
- The overall impact marking has on student progress.

This provides staff the opportunity to;

- Identify good practice.
- Collaboratively identify strategies to improve the quality of marking.
- Have a positive impact on progress across Evolve Academy

The Assessment and Recording of Student Progress

Student progress is reported every half term and is based on formative and summative assessments. Learning Walks and Work Scrutiny moderate both, assessment and student progress. Evolve Academy also takes part in internal and external moderation throughout the academic year, where our quality of marking is monitored. Students are given termly targets based on identified areas of development for the student. A student's progress is measured through their personalised targets and informs any student support plans.

Students are set both ambitious and realistic targets by teachers which take into account their academic levels.

This helps support the student to make progress.

The monitoring of teaching and learning at Evolve Academy is;

- Quality assured; through a model of observation and scrutinisation.
- Compared; to give us a broader picture of the success of teaching over time.

We expect every lesson to be differentiated in a way that caters for every learner across the spectrum of ability to ensure all learners are inspired to reach their full potential.