**Teaching and Learning**

John Spendluffe Technology College



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| **Approved by:** | Full Governing Body | **Date:** [Date] |
| **Last reviewed on:** | September 2023 | |
| **Next review due by:** | September 2024 | |

**Teaching and Learning Policy**

**School values**

*Respect, Resilience, Responsibility*

**School vision**

*JSTC prides itself on creating a warm, nurturing and respectful learning environment at the heart of its local community. As a school we value, appreciate and celebrate the achievements and efforts of our students. Our aim is to ensure they leave school as resilient, respectful, confident and responsible young adults.*

**The Spennie Way**

Our Teaching and Learning Policy encapsulates **‘The Spennie Way’**: the foundations of great teaching and learning to ensure **inclusiveness**: support, stretch and challenge for all. The **consistency** it provides supports our students as they move from classroom to classroom, subject to subject, teacher to teacher. The Policy is not prescriptive: it allows **flexibility** for our teachers to build upon these foundations in the way that works for them, in their subject, with their students.

This Policy applies to all teaching and teaching support employees and, as appropriate, to instructors, volunteers, and contract agency staff.

This Policy contains advice for parents and carers to support their child’s learning.

**Date written:** September 2022

**Date reviewed:** September 2023

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5. **AIMS**

This policy aims to:

* Explain how we create an environment at our school where students learn best and meet our expectations to do so
* Summarise expectations to make sure everyone in our community is committed to achieving a clear, consistent approach to teaching and learning across our school
* Promote high expectations and raising standards of achievement for all students in our school
* Involve students, parents and the wider school community in students’ learning and development

1. **INTRODUCTION: CORE VALUES**

Our core values are **respect**, **responsibility** and **resilience**.

We expect everyone in our school to embrace these core values and demonstrate them in their day-to-day work to support teaching and learning.

***Students learn best at our school when they:***

* Have their basic physical needs met
* Receive unconditional positive regard from adults in their life
* Feel secure, safe and valued
* Feel a sense of belonging
* Are engaged and motivated
* Have the physical space required
* Have the necessary tools and materials
* Have high expectations of themselves and others in their learning environment
* Are guided, taught or supported in appropriate ways for their learning needs and personal context
* Understand the learning focus
* Can see the relevance of what they are doing
* Know the intended learning outcome(s)
* Know how the sequence of task(s) build to the outcome
* Connect what they are doing to other experiences, especially real-life contexts
* Think hard and work harder than the teacher
* Take opportunities to collaborate with others and work independently
* Feel confident with asking questions
* Recognise all contributions are valuable to the learning, even mistakes and errors
* Respond to challenges positively by stepping out of their comfort zone and taking risks with their learning
* Engage with their targets and on-going progress data
* Revisit and recall their knowledge in a spaced out and interleaved way
* Practise what they are learning regularly
* Feedforward the teacher’s precise verbal and written feedback
* Apply their learning in both familiar and new contexts
* Demonstrate resilience by persevering when learning is challenging
* Show awareness of their emotions and self-regulate if things are not going well

1. **TEACHING & LEARNING EXPECTATIONS**

At John Spendluffe Technology College we know that high quality teaching leads to effective learning outcomes.

**Teacher Expectations:**

* Uphold all the Teacher Standards
* Demonstrate high expectations for all students
* Know your students: engage and rigorously student interrogate data with a ‘vulnerable learners focus’.
* Adapt approaches to support, stretch and challenge the learning needs and context of all students
* ‘Literacy and numeracy for all’: explicitly teach literacy and numeracy within their subject specialism and apply whole school strategies
* Engage with Learning Support Assistants in a ‘close collaborative’ partnership
* Teach tier 3 vocabulary (low frequency that occur in specific domains / subject specific words and phrases)
* Develop students’ verbal communication skills every lesson by modelling and explaining tier 2 vocabulary (unfamiliar, more sophisticated vocabulary in general)
* Actively encourage learners to take responsibility for their own learning
* Be clear and precise about the knowledge / skills they want students to learn
* Share a ‘big picture’ clear learning intention (focus) and success criteria for the lesson or sequence of lessons with students
* Ensure all activities, including home learning, are planned for a precise learning purpose
* Ensure lessons and home learning include regular retrieval practice
* Follow an appropriate subject 5-year progression map that builds on prior learning
* Teach cross-curricular ‘golden threads’ of understanding, knowledge and skills
* Assess student progress against set criteria at agreed times within departments
* Create a positive learning space and atmosphere with appropriate seating plans, saved onto our MiS: Bromcom
* Insist on high standards of work presentation by reminding students of our ‘Spennie Pride’ non-negotiable rules and showing visual examples of work that is to a high standard
* Assess formatively, throughout the lesson, to check understanding, monitor progress and ensure learning is being retained
* Involve students in classroom talk about learning to develop metacognition
* Improve subject knowledge, practice and pedagogy through INSET, CPL, Teacher Learning Community workshops and peer observations, and independent study
* Embrace all opportunities to learn from colleagues
* Apply the school’s behaviour policy and procedures to provide a safe, calm environment for learning, issuing appropriate rewards for effort and achievement and appropriate sanctions for missed, incomplete, or poor quality home learning

**Student Expectations:**

* Treat every second in a lesson as precious time
* Know that you can learn from everyone in the classroom
* Know that it is your responsibility to help your peers to learn
* Know that learning takes place inside and outside of school in a range of contexts
* Know that learning is a life-long process
* Know that learning takes active thinking, hard work and effort
* Be resilient when facing challenges; don’t give up; failure is an important step to success
* Take responsibility for meeting home learning deadlines without excuses
* Catch up on any class learning or home learning missed due to absence
* Complete class and extended learning to the expected high standard
* Achieve the expected high standards of work presentation by following the ‘Spennie Pride’ rules and aspiring to shared student examples
* Be a self-regulated learner – use your knowledge organisers and self-quizzing to test yourself
* Ask for support if you are finding the learning too challenging
* Request more challenge if you are finding the learning too easy
* Ask questions to further support your own learning
* Sit without complaint in your allocated seating plan place to support a positive learning atmosphere
* Transfer and apply knowledge from different subject areas to make further progress
* Respond to teacher feedback in a positive and active way to ensure learning feeds forward
* Follow the school’s behaviour code to provide a safe, calm environment for learning for everyone

**Ways Parents / Carers can Support**

Parents / carers can help by:

* Encouraging a positive attitude to learning
* Maintaining open, positive, and supportive communications with staff
* Contacting the Head of Department / Subject Leader directly if you have any concerns about the quality of learning or home learning
* Engaging with your child’s learning by showing interest even if you do not understand the content (you are not expected to provide direct assistance with home learning).
* Asking your child questions about school and home learning
* Praising and encouraging your child’s effort with home learning
* Encouraging participation in the wider learning opportunities offered by the school such as clubs, events, visits and trips.
* Providing a quiet space and time for students to work independently at home
* Creating a regular and manageable home learning routine
* Reminding your child to develop good habits, e.g. disconnect from distractions, during home learning
* Ensuring home learning is completed on time and to a high standard, meeting expected ‘Spennie Pride’ standards of presentation
* Monitoring the amount of time your child spends on home learning to ensure it is manageable and balanced with home life; encourage them to set goals, plan and manage their time, effort, and emotions.
* Encouraging your child to seek support rather than give up if they are finding learning too challenging
* Encourage your child to attend lunchtime Home Learning Club of study support groups
* Encouraging your child / children to read for pleasure by modelling this as an adult; providing access to books at home; sharing in reading and creating conversations about reading
* Attending events at the school to support students including parents’ evenings and subject evenings; share ideas about what would help you to support your child’s learning.
* Talking to your child about the need to aspire and work hard to give themselves opportunities to succeed in future college, university and employment
* Challenging your child’s mind-set if they feel they are no good at something
* Modelling positivity and balance in the face of stress and pressure so that your child develops resilience and a secure sense of positive emotional wellbeing

1. **HOME LEARNING**

‘There is an established link between the home learning environment at all ages and children’s performance at school. Schools and parents have a shared responsibility to deliver the best outcomes for their children.’

*(*[*Working with Parents to Support Children’s Learning, EEF Guidance Report, 2021)*](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents)

**Shared understanding of ‘home learning’**

In re-defining ‘Homework’ as ‘Home Learning’ we acknowledge that there is learning at lunchtime, after-school, tutor time, visits, events, and trips **as well as or instead** **of at home**.

Home learning offers **families** the chance to get involved with their child’s learning, and to support their success by discussing what they have been learning; helping them to retrieve knowledge by quizzing; ensuring that students value their learning outside the classroom.

Home learning provides opportunities for **students** to engage in extended practice by building self-efficacy and confidence; supporting deeper and more fluent knowledge recall; guiding students in structured skills practice outside the classroom.

Home learning develops **students’** capacity for independent learning by self-directed and/or creative exploration of subjects; developing a sense of ownership of learning; preparation for lessons.

**Emotional and mental wellbeing**

JSTC places a high value on students having the time and space to engage in their hobbies and interests outside of school. We expect all staff and families to promote positive aspects of health (physical, mental and social) to our children and young people.

Activities such as physical exercise and sport (individual or team), music, reading and shared book reading, expressive and creative arts, educational podcasts, documentaries, visits to museums, galleries and areas of outstanding natural beauty are strongly endorsed as aspects of ‘home learning.’

Students are expected to engage in a manageable and meaningful amount of home learning, as set out by our weekly guided hours table.

|  |  |
| --- | --- |
| Year | Guided hours per week |
| 7 | 2-3 |
| 8 | 2-3 |
| 9 | 3-5 |
| 10 | 4-6 |
| 11 | 4-8 |

To address staff workload, teachers are expected to use our online platforms for setting home learning rather than paper-based tasks, wherever possible. There is no minimum weekly requirement per subject for the setting of home learning. Teachers will use their professional judgement knowing that the most significant impact of home learning is based on quality of work being set and not the quantity of work being set. (EEF, 2021)

If the amount of home learning set by teachers does not meet parent / carer expectation, then students are encouraged to engage in independent learning, revision or engage in a social, cultural activity with their family such as a visit to a sporting event, nature reserve, theatre, museum or gallery, etc.

**Extended home learning**

Home learning can take many forms including a project or extended piece of research with a longer deadline being set by the teacher. All extended home learning should reflect the context and content of the subject curriculum and enrich the student learning experience. It should be a meaningful and relevant component of the learning, supporting the development of transferable work-life skills such as independent enquiry; time management; problem solving; critical thinking, functional skills (literacy, numeracy, and information technology) and personal organisation.

**Teachers will provide:**

* High expectations for all
* Equal opportunities for all
* Knowledge-rich, innovative home learning that connects to the curriculum context and is fit for a modern, digital, fast-changing, world
* Opportunities to develop self-discipline, determination and personal achievement
* Content that promotes challenge, adventure, and enjoyment
* Self-directed learning that develops transferable skills such as functional skills (literacy, numeracy and information technology), independent enquiry, critical thinking; time management; problem-solving and personal organisation that can be applied to all curriculum areas
* A range of home learning forms including digital, project, and research (digital online platform tasks via school subscriptions to Bedrock Learning, Hegarty, Sparx, Kerboodle, Active Learn, Seneca etc…)
* Clear home learning instructions on Bromcom
* A clear deadline for completion
* Personal choice and personalised learning wherever possible
* Promote the lunchtime Home Learning Club to students, especially our ‘vulnerable learners’
* Support in school when required to enable students to access individual assistance or our lunchtime Home Learning Club providing access to technology and the internet
* Celebration, praise, and reward on Bromcom for high effort and high standard home learning
* Monitoring and recording of home learning non-completion on Bromcom
* Appropriate follow up action if home learning is not completed, including contact with parents / carers in cases of persistent non-completion
* Practical strategies for how parents / carers can support home learning

**Characteristics of effective home learning**

* Regular, purposeful and supportive
* Consolidates, or enriches learning in the classroom
* Connected to classroom curriculum
* Varied in form and frequency to enable success by differing abilities
* Timely and varied feedback: whole class, self or peer, verbal or written
* Success criteria, steps to success, or other forms of self-assessment and reflection
* Encouragement of independent learning and personal confidence building
* Consideration of personal social and economic circumstances
* Broadens social and cultural capital
* Deepens understanding of mental health and emotional wellbeing

**Head of Department / Subject Leader / Progress Leader expectations for home learning**

* Monitor home learning: setting, recording, appropriateness and feedback \*
* Talk to parents who are less involved about what support they would find helpful
* Record outcomes and judgements in Quality Assurance documents (QA)\*
* Create Curriculum Maps and Schemes of Learning that give guidance to the form and frequency of home learning to be set by subject class teachers to ensure home learning meets policy expectations\*\*

**\*** Supported by Senior Leadership Team (SLT)

\*\* HoD

**POLICY DOCUMENTS**

The following policy document was presented to the Governing Body of John

Spendluffe Technology College and approved and adopted by them on the date

stated.

Policy: Teaching and Learning

Signed as approved on behalf of the Governing Body