



*Tomlinscote School
Sixth Form College*
A Specialist Language College

Learning and Teaching Policy

Policy Type:	Statutory/Mandatory
Approved By:	Teaching and Learning
Effective From:	March 2016
Revision Date:	March 2019

Tomlinscote School

Learning and Teaching Policy

1. Introduction and Purpose of Procedure

At Tomlinscote, our positive and highly-motivated students are supported by a highly skilled and talented staff. Teachers here are constantly striving to deliver the highest quality of learning for our students. All members of Tomlinscote staff share responsibility for ensuring that high standards are maintained on a daily basis.

2. Policy Statement

It is taken for granted that all staff are here with the same primary aim, to ensure that our students receive the best possible standard of Teaching and Learning, Pastoral care and Guidance that we can provide. As a community, we are endlessly challenging ourselves to improve. Planning for progress is at the heart of everything we do. This is a summary of our Learning and Teaching handbook which all teaching staff follow.

Best practice. Our Teachers:

- Know our data – Disadvantaged, SEN, G and T and Accelerated Reader reading age;
- Have a seating plan for each class – current data should be on this and where they are in relation to end of year target/PP, SEN and G and T should also be highlighted on this;
- Record Hierarchical Learning Objectives/outcomes;
- All learning should initially stem from our chosen Hierarchical Learning objectives/outcomes;
- Ensure that all learning is accessible to the lowest ability and provides challenge to the most able;
- Know that all student work should be regularly marked as per the School Feedback Policy;
- Know everything students do should have a learning focused purpose and;
- Inform students to use a green pen to check over extended pieces of writing prior to handing them in.

Learning and Teaching expectations to ensure inspiring learning for all, in every lesson, every day.

3. Roles and Responsibilities

At Tomlinscote, our Core Principles when teaching are focused on:

Healthy expectations and environment

As teachers, we should always have high and positive expectations. We make our behaviour and attitude expectations very clear from when you first meet a class, consistently following the Schools' Behaviour for Learning Policy. We always insist on excellent presentation as per the School's "Presentation Rules" for students (found in the Student planner and at the end of this document).

Positivity and praise

At Tomlinscote, our philosophy is to "Catch our students being good". To this end, we are passionate about the use of praise and believe that high self-esteem goes hand in hand with high achievement. Excellent relationships exist between students and staff, students and students and staff and staff, based on an ethos of mutual respect. We endeavour to instil a love of learning in each student, and praise is an effective way of achieving this.

High quality planning and preparation - Accessibility

All lesson planning should begin with consideration of all of the students in a specific class. You should consider the range of ability within the class and plan to cater for their differing learning needs. The question to consider is "What does progress look like for these students?"

When planning, teachers reflect on:

- What do I want them to learn?
- What activities enable them to achieve that learning?
- How do I measure that learning within the lesson?
- How will I assess that learning during and after the lesson?

All lesson planning should stem from Hierarchical Learning objectives or Outcomes. Learning activities should stem from these. When devising hierarchical objectives/outcomes, popular methodologies employed to ensure challenge is embedded within our learning refer to Revised Blooms, Blooms or Solo taxonomy.

but do not need to emanate from these exclusively. Ensure that homework is set as per the homework timetable and that is appropriate for the ability and age of the student.

Activities and resources should be differentiated to ensure that students are both challenged and are able to access their learning. Extension work should always be available for the most able or talented students.

LSAs should be used to enhance the learning of all students within a lesson.

Progress checking in lessons

Lessons should start promptly and students should be engaged in learning as quickly as possible. Learning objectives or and outcomes should be shared with the class. The lesson content should build on prior learning and students should understand the purpose.

A starter activity should be undertaken to assess each student's prior knowledge or understanding of the learning objectives or outcomes for the lesson. It is vital that a teacher is fully aware of the progress made by each individual student within a lesson. The teacher should undertake regular progress checks within the lesson to ascertain progress against objectives or outcomes.

High quality regular feedback

Staff will follow the School's Feedback policy. Students should be able to understand exactly what they need to do in order to make progress in their learning.

Ensure that you include a WWW and an EBI in the form of an action. Peer and self-assessment should be undertaken in green pen. Please ensure that adequate time is available in lessons following the return of formatively and or summatively assessed work for a follow up action and DIRT (Dedicated Improvement Reflection Time). Students are expected to act on teacher or peer feedback during DIRT time, using a purple pen.

Adapt teaching as appropriate

Teachers should reflect on the progress made by students in learning activities. We encourage teachers to abandon an activity when it is clearly not leading to progress and explore alternative ways of achieving hierarchical learning objectives or outcomes.

Strong pace

When planning a lesson, the timings of activities should be carefully considered. Teacher-led activities should be balanced with opportunities for students to demonstrate their learning.

Engagement through active and independent learning

We strive to instil independence in our learners and encourage the use of paired and group work as methods of ensuring that all students are fully engaged in their learning. Differing learning styles should be catered for when planning.

The expectation is that teachers will employ a variety of active/ independent learning strategies in order to achieve this.

Promote cross-curricular themes where appropriate

Where appropriate, teachers should include opportunities to develop Literacy, Numeracy, SMSC and British Values in their lesson.

Use ICT where appropriate

Our students enjoy using technology within lessons to enhance their learning experience. This is used when appropriate as an additional tool to promote and enhance learning.

Literacy and Numeracy

At Tomlinscote School, students are encouraged to apply their literacy and numeracy across the curriculum in order to support and enhance their understanding of all subjects. Using grammatical structures that are learnt in English, and consistent methods from maths, students will draw links between common expectations, thereby supporting their learning in other subjects. As such, it is expected that good literacy habits, such as using capital letters for names and using paragraphs for extended pieces of writing, should be adopted and showcased throughout students' work. Likewise, we would expect that all graphs, regardless of subject, are drawn in pencil with their axes labelled.

Teachers endeavour to highlight where links across the curriculum can be made, but also expect students to take responsibility for their own learning. In order to support students, common literacy codes will be used in marking. It is expected that students will utilise this feedback to rectify common mistakes, thereby improving their literacy and ability to communicate effectively.

Presentation of written work

The expectation is that students will always:

- write neatly;
- have a title for their work;
- underline with a ruler;
- have the date on a piece of work;

- have homework or coursework for every piece of work;
- cross out mistakes neatly with a horizontal line drawn with a ruler;
- draw tables using a pencil and a ruler;
- produce neat work – no graffiti or doodling;
- using a green pen, SPAG check work before handing it in;
- before submitting any work it needs to be proof read and literacy codes need to be shown in green pen in the margin and;
- submit work that they are proud of (expect to re-do it if it is not their best!).

Signed: Chair of Teaching and Learning Committee

Date: March 2016

Date of next review: March 2019