



MELBOURN VILLAGE COLLEGE

TEACHING AND LEARNING POLICY

Date reviewed: Assistant Principal (Euan Willder) September 2023

Date for next review: September 2025

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Document Control		
Edition	Issued	Changes from previous
1	September 2023	New policy

Policies/Documents referred to in this policy	Post holders/Persons named in this policy
This policy links to other school policies on: Behaviour Assessment Performance Management	Teachers Head Teacher Senior Leadership Team Heads of Department Governing body

Rationale

At MVC our aim is to maximise the potential of every student so that they may have quality life chances. Staff at MVC accept that effective teaching and learning is fundamental to our role as teachers. We recognise that students can be motivated by good quality teaching and will make good progress if lessons are well planned and delivered effectively. We seek to develop a school culture in which teachers are also inquisitive learners, constantly evaluating and developing their professional practice and being fully supported to do so. It is only right that teachers echo the aspirations that we have for all of our students.

Our school promotes a safe, orderly, caring and supportive environment. Each student's self-esteem is fostered by positive relationships with students and staff. We strive to have our parents / carers and teachers actively involved in our students' learning. We aim to make parents aware of the high expectations in Teaching and Learning at MVC.

Teaching and Learning is the core focus of the school. Good teaching which promotes learning, progress and enjoyment is the key to raising standards. As such we aim to ensure that every student has access to a high-quality education and also understands the wider opportunities available which will allow them to achieve their full learning potential. MVC works with the CAM Academy Trust and wider schools looking at best practice.

Purpose

Good teaching and learning is characterised by the following key principles and all lessons should reflect these: -

- Sharp Learning objectives – The purpose, expectations and intended learning of the lesson is clear to students and is referred to throughout the lesson
- Powerful retrieval practice is embedded into lessons effectively
- No dead time
- Engagement rather than compliance
- Assessing Everyone's Learning
- Draw attention to learning and progress

- The students should be working harder than the teacher

Although we appreciate staff and students will have preferred teaching and learning styles, we aim to enable development in areas of weakness and consolidation in areas of strength. To support this we have developed the “MVC way” for teaching and learning to help staff shape their approach:

- **Positive risk taking** – teachers are encouraged to try different practices and approaches to engage and work positively with students. Risk taking does not always pay off, this is ok, the important part is being ambitious with teaching and learning practices.
- **A culture of self improvement and reflection** – as one of the teaching standards (8), all teaching staff can always improve and refine practice, being open to this is essential.
- **CPD supports staff** (briefings, Teaching and Learning groups, learning visits, departmental meetings, T&L based courses) – CPD is highly valued and should allow staff to develop their practice.

Teaching should aim to build self-esteem, self-confidence and develop students socially, morally, physically, aesthetically and spiritually. Students should work in a safe, secure, and pleasant learning environment. Teachers should aim to foster the values of co-operation, tolerance and respect in lessons. Students should engage in pair, group and whole class teaching activities. Teachers should use a variety of resources in their teaching, so as to appeal to the diversity of learning styles found within our student body.

Teachers should strive to deliver consistently high-quality learning and/by

- Continuously refreshing subject knowledge, understanding the courses they are delivering and using current teaching and learning initiatives so that their expertise can be shared confidently with students in order to enthuse them, challenge and secure their progress.
- Ensuring that they use prior attainment and other data to be aware of the capabilities and specific learning needs of all students in their classes so that they plan lessons, differentiate activities and deploy support appropriately so that all students can access the curriculum, make good progress and be challenged regardless of their ability.
- Planning structured and well-paced lessons which employ a wide variety of interesting and imaginary activities and resources, including the use of new technology where appropriate, in order to sustain student engagement, concentration, motivation and application.
- Effectively checking students’ understanding throughout the lesson using a wide variety of formative assessment techniques, anticipating where they may need to intervene and doing so with a striking and significant impact on the quality of learning.
- Providing learners with regular detailed feedback so that they know how well they have done and are aware of what they need to do next to sustain good progress.
- Facilitating students to take responsibility for their own learning, providing opportunities for them to work both independently and collaboratively with peers.
- Establishing a positive and productive climate for learning in which the students demonstrate good attitudes to their work and have mutual respect for both teachers and peers alike.
- Managing incidents of poor behaviour calmly, consistently applying the MVC behaviour policy for sanctions and rewards where appropriate, providing praise and positive reinforcement to foster self-esteem, motivation and confidence.

Assessment

The school recognises the benefit of target setting, formative and summative assessments.

Subject departments will monitor student progress. Students will engage in on-going self-assessment and peer assessment. The goal is to ensure accurate and timely assessments for all year groups.

Feedback

Feedback should address learning misconceptions and identify to students what to do to improve. A variety of feedback (written and verbal) methods will be used to support student progress, written feedback should be evident in student books/work at least once in a topic, with quality of written work also checked. End of topic assessments should also provide feedback for students. Verbal feedback is continuous throughout all topics taught. Teachers will look in student books to plan how pupils will receive and use feedback to identify whole class and/or individual misconceptions.

Learning Outside the Classroom (LOTIC)

The school recognises the benefit of Learning outside the classroom. Departments should build into schemes of work opportunities for LOTIC to take place within schemes of work. LOTIC is about raising students' achievement through direct experience. The school believes that every student should experience the world beyond the classroom, as an essential part of learning and personal development

Display

Classrooms should display students' work and these should be changed regularly, preferably each term. This will enable students to take greater pride in themselves, and in their learning.

Monitoring Teaching and Learning

Formal lesson observations will take place for performance management purposes if required. Learning visits with feedback will also take place but will not count towards performance management unless this has prior agreement. Together this will total less than 3 hours per year.

Lesson visits are seen as a crucial way of supporting staff. They are completed as and when required and are to be supportive (e.g. ECT Framework, CPD need). They are an integral part of professional development and all staff should see them as a way of supporting their development as well as the development of the school overall. Lesson observations should be a positive experience for all involved; it is recommended that each observation should be followed up with mainly positive comments with areas for development.

Where the Headteacher has concerns about a teacher, lesson observations may be used to support that teacher with the development of their skills. In this instance, the teacher will always be aware that the observations are being used to provide additional information in order to increase the support offered.

We also aim to support colleagues to achieve these aims by providing detailed feedback for CPD purposes on learning visits conducted. Learning visits focus on Learning and Engagement. Learning visit feedback has a 5:1 ratio of WWW (what went well) and EBI (Even better if) as far as reasonably possible.

Teaching and Learning expectations for all lessons – every lesson every day.

- Tasks and activities are engaging and provide a high level of challenge for all students. Students therefore are motivated and produce work of a very high standard related to their ability.
- Date, title, L.O. are written in books (or in some subjects shared)
- Students engage in an appropriate retrieval based started activity that links to the lesson
- The purpose, expectations and intended learning of the lesson is clear to students – supported by a sharp learning objective
- The LO is referred to in the lesson
- Low level behaviour challenged. When staff talk to the class, students actively listen to the teacher
- HPA students are highly engaged and appropriately challenged
- There is adaptive teaching evident to support those with low reading ages or with other SEND
- PP students are highly engaged and appropriately challenged, teacher engages effectively with them
- Students are asked to speak in full sentences using subject specific language
- There are high expectations of quality of work in books and this is clear when books are looked at

- There are opportunities to develop student literacy through reading, extending writing, comprehension of key language/words
- Feedback is offered to students that enables them to make further progress

The following expectations are sometimes commented upon in learning visits, but it is understood that sometimes these are not seen in all lessons.

- SMSC/ British Values evident in lesson - Spiritual, Moral, Social, Cultural, Respect, Tolerance, Democracy, Individual Liberty, Rule of Law, Community
- Teachers are able to show how curriculum learning links to careers and future options. Careers logo displayed if applicable
- Displays and the learning environment support literacy and numeracy learning.

This governing body is committed to ensuring that classroom observation is developmental and supportive and that those involved in the process will:

- Carry out the role with professionalism, integrity and courtesy;
- Seek to reach agreement in advance on how classroom observations are to be carried out;
- Evaluate objectively;
- Report accurately and fairly; and
- Respect the confidentiality of the information gained.

Quality Assurance

In order to ensure high quality teaching and learning the Senior Leadership Team and Heads of Department and Trust representatives aim to work in collaboration to constantly review our provision and practice so that we are able to assure the highest quality of standards and to drive forward improvement.

We have external moderation processes in place to support high quality Teaching and Learning. These are completed through peer reviews and meetings with Trust staff as examples. We aim to use the Quality Assurance process as a means of supporting colleagues in their personal improvement so that they excel in their role within the school.