



St Luke's Academy

Teaching & Learning Policy

Signed:Chair of Governors/IEB

Signed: Head

St Luke's Academy

Teaching & Learning Policy

At St Luke's Academy we believe in providing all of our students with an appropriate education at a level and a pace that is appropriate to their needs: All individuals are unique and valued and we must provide opportunities for all to develop their full potential. The curriculum is planned in order to promote learning, personal growth and employability for the future. The methods used in teaching are those considered by the teacher to be most appropriate for achieving the learning objectives and promote independent learning. We want them to achieve in their schooling, throughout their life and in society.

Our curriculum includes not only the formal requirements of the National Curriculum, but also a range of additional opportunities in order to enrich the experiences of the students and teach them new skills to provide them with the best chance of employability once they leave. Pupils' social, emotional and health development are central to our provision of teaching and learning. This is delivered both through community and citizenship and across all subjects.

All children at St Luke's Academy will;

- Achieve their full potential as rounded individuals
- Achieve high standards the curriculum and vocational studies
- Develop themselves as confident, self- motivated, independent and collaborative learners
- Be able to adapt to new challenges and opportunities
- Be active contributors to the school and to the wider community
- Value themselves
- Value and care for others in the local community and the wider world
- Understand and accept the rights and responsibilities of being citizens of the future
- Learn about, value and enjoy our diverse society

The Principles and Aims of the Teaching and Learning Policy

Principles

- The policy will direct the practice of all school staff
- It will be based on the theory and practice of accelerated learning
- It will be in line with Ofsted criteria for best practice
- It will reflect the principles and practice of 'Excellence and Enjoyment'
- It will be shared with pupils and parents/carers
- It will be subject to regular review and evaluation by staff and Governors

Aims

- To guide and support teachers and classroom colleagues in ensuring the best possible standards of teaching and learning
- To promote consistency in the quality of teaching
- To ensure that all pupils have access to the same high quality of teaching and learning
- To ensure that all pupils progress and develop
- To ensure the best possible standards of pupil performance Principles

To achieve these aims we will provide:

- A happy, healthy, safe and secure environment
- A school site providing the resources for an innovative and exciting learning environment for the 21st Century
- High quality teaching across the whole curriculum
- A rich, challenging and relevant curriculum
- A wide range of extra- curricular opportunities
- Opportunities for pupils to play a part in developing their school and community
- A professional, skilled, highly motivated staff team committed to the ethos and aims of the school
- Opportunities for parents to be active partners in the education of their children and the life of the school.
- A commitment to place the school within the community as a resource for lifelong learning.
- School leadership focused on continuous improvement.
- Effective management systems which support the drive to raise standards

At St Luke's Good Quality Learning is characterised by:

- Observable pupil progress (the acquisition of knowledge, skills and understanding) both emotionally, academically and socially.
- Pupils' application and concentration on tasks that demand intellectual and creative engagement.
- Pupils ability to work independently and collaboratively
- the development of cognitive and affective skills- ie: - enquiry - problem solving - creative thinking - information processing - reasoning - evaluation - self awareness - managing feelings - motivation - empathy - social skills - communication - making links

At St Luke's Academy Good Quality Teaching is characterised by:

- Sound teacher subject knowledge
- Effective planning based on agreed schemes of work and medium term plans that are modified by assessment for learning. This should promote the development of core skills (Language, Literacy, Numeracy and ICT) in all subjects.
- Clear learning intentions, context and success criteria shared with the children
- A range of strategies and resources that interest, encourage, engage and challenge pupils.

- The promotion of the self-esteem and confidence of all children so that they believe that they can succeed.
- A supportive and stimulating physical environment which promotes independent learning
- Effective use of time this includes splitting the lesson into 3 clear focused activities and include regular opportunities for reflection and rehearsal to promote speaking, listening and thinking skills
- The provision of learning experiences outside the classroom and the set timetable
- Strategies that promote high standards of behaviour and engagement with learning.
- The effective use of the significant contribution of learning support assistants in promoting pupil engagement and progress.
- Promotion of equality of opportunity so that the inclusion and achievement of all pupils is maximized.

Assessment at St Luke's Academy

We use a range of assessment strategies to identify the student's strengths and their areas to improve. We understand that for our students their personal development is as important as their academic.

- Baseline Assessment - when the students join St Luke's Academy an accurate baseline assessment in Reading, Maths, LASS and BOXALL Profile is undertaken to inform planning and target setting.
- EHCP tracking - All of our students have EHCPs to support their individual need. All staff use these plans to guide planning and resources and to tailor the learning for each student. Each student's targets are tracked to ensure that they make progress against their own individual learning need
- Regular Ongoing Assessments - The use of day to day assessment strategies including teacher and pupil questioning; reflection and review opportunities for pupils. All teacher's use marking in the moment to provide instant feedback to the students to support them to move their learning forwards.
- Termly Assessments - Students are regularly assessment against their baseline assessment to ensure they are making progress and how we can support them to reach their full potential.

At St Luke's Academy our teaching and learning manifesto states that Good Quality Teaching takes place when it: (to be updated after staff input)

- *is based on a secure knowledge and understanding of the subject;*
- *is based on planning linked to the Schemes of Work and examination syllabuses;*
- *sets out objectives and assessment success criteria which are clearly defined and shared with the students, informing them clearly about what they are doing, why they are doing it, how long they have to do it, and the way in which they can judge their work;*
- *builds on what students already understand and can do and on what they need to learn next to achieve a final goal;*
- *has a content appropriate to the age, ability, SEN and stage of development of the students;*
- *Takes account of the Pupils Preferred Learning Styles (PLS);*

- *shows how knowledge and understanding can be extended and adapts work to suit students who learn at different rates, to ensure that learning tasks are matched to students and that challenge is balanced with likelihood of success;*
- *draws on a range of contexts and resources to make the subject comprehensible and engaging to the student;*
- *employs a range of teaching styles which, over time, provide students with opportunities for :*
 - investigation:*
 - using sources and collecting evidence*
 - interpretation: drawing meaning from what is presented*
 - analysis: differentiating between fact and hypothesis, finding patterns and relationships*
 - evaluation: criticising, appraising and assessing*
 - discussion: sharing ideas and suggestions*
 - imaginative tasks: simulations, role play, drama, creative writing,*
 - problem solving: deducing and reasoning, applying knowledge in new contexts,*
 - reflection: considering meaning and value,*
- *is carried on at an appropriate pace and makes effective use of the time available;*
- *involves expectations which are high, but attainable, for the whole ability range;*
- *involves use of questioning to probe students' knowledge and understanding and to challenge their thinking;*
- *consolidates and refines knowledge through practice and repetition;*
- *involves activities that are purposeful in that students are encouraged to think about what they are doing, what they have learned from it and how to improve their work, and so, by planning and evaluating their activities, to take increasing responsibility for their own learning;*
- *involves assessment and discussion of work which is positive, clear and motivating;*
- *groups and organises students in such a way that the learning objectives are best achieved and the teacher interacts with students positively and economically;*
- *is carried out in an atmosphere of good relationships between teacher and students and between students, in a context of firm discipline which allows learning to take place;*
- *is carried out in a secure and attractive environment;*
- *fosters, in students, a positive attitude towards the subject and a desire to learn;*
- *uses targets based on students' previous achievement to identify present progress;*
- *provides students with support and guidance on revision;*
- *Encourages further independent learning at home and via the VLE.*

Policy dated: _____

Approved by Governors: (Date) _____

Next Review due: (Date) _____ Term _____

Signed: _____

