

Policy adopted on: 1st September 2016

Date of review: October 2018

Responsible person: Assistant Principal – Teaching and Learning

Teaching and Learning Policy

Rationale

Effective and engaging teaching enables all students to achieve, no matter their starting point. The Boulevard Academy is a school built on the philosophy of providing outstanding teaching to facilitate outstanding learning. This policy reflects the commitment and determination of all staff to ensure that every student at The Boulevard Academy succeeds. This policy provides a framework for teaching that allows all teachers to teach and students to learn in an environment committed to excellence.

Aim

The aim of teaching at The Boulevard Academy is to maximise the learning potential of every student through the highest quality of teaching:

- Teachers show excellent command of areas of learning and subjects;
- The learning experience of the students is appropriate for their individual needs and abilities;
- Teaching and learning strategies support all students to make outstanding progress, no matter their starting point;
- All students are engaged in their learning and work towards challenging targets;
- Teachers strive to deliver consistently outstanding teaching;
- All staff engage in staff development and have opportunities to share good practice, enhancing their performance in the classroom.

Characteristics of Outstanding teaching

Outstanding teaching inspires and challenges students to achieve, ensuring that students learn extremely well. All staff at the academy will be challenged to demonstrate consistently outstanding levels of teaching. Characteristics of outstanding teaching include:

- Lessons are effectively planned with clear learning objectives and suitable teaching strategies;
- High expectations of students behaviour, work and lesson contribution are evident throughout;
- The learning environment should be calm and positive, relationships should be strong

and based on mutual respect;

- Teaching should be differentiated in order to challenge all students, expecting the most of them;
- Equality and inclusive practice is followed at all times. Disadvantaged students are supported appropriately with their learning needs;
- It should be evident that students are making good or better progress over time;
- Lessons should include a literacy and numeracy focus and contribute to the whole school drive around literacy and numeracy;
- Teachers challenge underachievement and develop strategies that can support students learning;
- Make effective use of the second adult ensuring that they are well informed and contributing to student progress;

Teaching is unsatisfactory when there is a lack of challenge, students are failing to engage in their learning and/or making insufficient progress relevant to their individual starting point.

Characteristics of Outstanding learning

Outstanding learning occurs when all students are actively engaged in the lesson demonstrating a thirst for knowledge and enthusiasm for the topic. Students are frequently given the opportunity to take control of their own learning and therefore their progress is both rapid and sustained. Characteristics of outstanding learning include the following:

- Students are actively participating for the majority of the lesson, demonstrating a thirst for learning;
- Lesson down time is kept to a minimum;
- Students take control of their own learning;
- Students are enthused and are able to work independently and collaboratively;
- Students acquire new knowledge or skills in their work, develop ideas and increase understanding.

Expectations of staff

An effective learning environment enables all students to feel confident, safe and focussed allowing them to achieve their potential. The expectations that teachers should demonstrate in order to ensure an outstanding learning environment include:

- Staff must be present and prepared to meet and teach students at the start of the lesson;
- Classrooms should be tidy and provide a calm and suitable learning environment for students;
- A prompt and stimulating start to the lesson;
- Fair and clear exercise of authority is enforced with appropriate use of praise and

sanctions;

- Resources should be readily available for the lesson;
- Staff should promote high standards and expectations throughout;
- Students work is marked and supportive to their development and learning.

Quality Assurance

Class teachers must take responsibility for the quality of teaching and learning in their classroom. Line managers will be responsible for monitoring the quality of teaching and learning through the performance management structure whilst the Vice Principal will have overall responsibility for the Quality Assurance System of teaching and learning across the academy.

- Termly performance management observations will primarily be used to judge the quality of teaching and learning;
- Middle and Senior Leadership learning walks will be used outside of performance management to quality assure the quality of teaching;
- The Assistant Principal with responsibility for Teaching and Learning will support line managers in monitoring the effectiveness of the teaching at the academy;
- Performance management targets will reflect areas of development needs for all staff;
- Monitoring the quality of teaching will include: lesson observations, sampling of students' work, learning walks and student voice feedback;
- Additional monitoring and support from the Assistant Principal with responsibility for Teaching and Learning may be required for staff who are not consistently demonstrating at least a good level of teaching.

Staff Development

Staff development will be an ongoing and supportive process that allows colleagues to support and challenge each other to improve the quality of teaching and learning. Staff development and CPD will ensure that teaching is effective and allow staff to have an individualised approach to their own development:

- All staff will engage in supportive and developmental CPD in line with individual needs and the Academy Improvement Plan;
- A detailed staff audit will be completed with line managers in order to assess current levels of expertise across the school;
- Individual development plans will be implemented and monitored throughout the year. These plans will be separate from performance management, but can support progress towards specific targets;
- Staff who have identified outstanding elements of teaching will support and coach colleagues;
- Staff will share good practice through the use of peer observations, team teaching and

IRIS Connect;

- Outstanding teaching will be shared with colleagues through IRIS Connect in order to evidence the range of outstanding teaching in the school;
- When teaching is rated less than good, a coaching and development programme will be implemented to address the needs of the teacher.

M.Williams

September 2016