



# TEACHING AND LEARNING POLICY

**Presented to Governors' Sub-Committee Meeting  
28 June 2022**

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Date of next review:	Summer 2025

<sup>1</sup> This is the date the policy was approved by the meeting

<sup>2</sup> This is the date the policy was reviewed prior to its approval above

<sup>3</sup> This is the date as set by the policy review clause or the date approved plus three years

# TEACHING AND LEARNING POLICY

## 1. Aims

- 1.1 To promote effective learning across Key Stages 3, 4 and 5. To raise standards of achievement for students of all abilities.
- 1.2 To improve the quality of teaching and learning.
- 1.3 To highlight the central importance and priority given to teaching and learning.

## 2. Guiding Principles

- 2.1 The staff in this College believe that through good teaching and learning every child will be made to feel special. By enriching the learning, and reinforcing the basics, we can give all students a worthwhile and enjoyable College experience, where no child will be left behind.
- 2.2 Good teaching fosters good learning. It stems from effective lesson design whatever the age of the learner, their level of ability, or the subject, skill or concept being learned.

Good teaching results when teachers:

- i. Meet individualised learning needs through differentiated learning opportunities and flexible learning;
- ii. Have high expectations of the effort that students should make and what they can achieve;
- iii. Actively engage students in their learning so that they make their own meaning from it;
- iv. Making the learning motivating by well-paced teaching using stimulating activities matched to a range of learning styles;
- v. Develop systematically students' learning skills so that their learning becomes increasingly independent;
- vi. Focus and structure their teaching so that students are clear about what is to be learned and how it fits with what they know already;
- vii. At the heart of the policy are memory recall activities, strategies to develop long term memory and building schema.
- viii. Use assessment for learning to help students to reflect on what they already know, reinforce the learning being developed, and set targets for the future;
- ix. Create an environment that promotes learning in a settled and purposeful atmosphere;
- x. Work to develop academic, social, moral and cultural skills which will support and enhance the learning and progress of students, incorporating the inclusion of Personal Learning and Thinking Skills;
- xi. Develop values and attitudes, which will allow students to flourish, achieve and feel valued;

- xii. Use an effective range of teaching and learning strategies including the use of new technologies in the classroom;
- xiii. Use high quality learning resources;
- xiv. Provide a caring, good humoured and well disciplined environment where effective learning can take place;
- xv. Provide an effective and well-organised system of student care to support the teaching and learning that goes on in the College;
- xvi. Have a high quality and relevant system of staff development to support and enhance the quality of teaching and learning that goes on in the College;
- xvii. Develop a strong partnership between home and College that can support, reinforce and enhance student learning;
- xviii. Develop links with local industry and the wider community to support, enhance and enrich student learning;
- xix. Support ongoing monitoring and evaluation of the quality of teaching and learning in the College as part of a Whole College Quality Assurance processes.

### **3 Whole College Approach**

- 3.1 The Whole College approach to Teaching and Learning begins with the commitments enshrined in the College's Mission Statement. These commitments in turn are reflected in the future development and plans that are outlined in the College's Strategy for Change and the College Improvement Plan.
- 3.2 The Whole College approach has a central commitment to high quality teaching and learning through a range of different elements:
  - A broad, balanced, differentiated and relevant curriculum;
  - A curriculum with a clear intent and an implementation plan to allow for building schema;
  - Teaching and Learning resources and environment;
  - The development of a range of teaching and learning styles;
  - A homework system which builds on the teaching and learning within the classroom and allows students to practice key knowledge and skills;
  - Assessment, Recording and Reporting systems;
  - Student Care System;
  - Home/College Liaison;
  - Learning and Support;
  - Non Teaching Support;
  - Staff Development;
  - Quality Assurance Systems to measure the impact of teaching and learning.
- 3.3 Acting together these elements help to provide students with the knowledge, skills, values, attitudes and experiences which allow them to develop their full potential. There is an emphasis on high expectations, student achievement and social, moral spiritual and cultural development.

## **4 Development of Teaching and Learning**

### **4.1 Whole College Level**

On a Whole College level the Senior Leadership Team has a crucial role in:

- Creating the ethos/shared values and expectations that reinforce high quality teaching and learning (the work of the Curriculum and Teaching and Learning Working Groups);
- Writing, in consultation with the Staff, the College Improvement Plan with its emphasis on teaching and learning;
- Ensuring a broad, balanced, differentiated and relevant curriculum;
- Ensuring the curriculum has a clear intent and implementation plan;
- Encouraging the development of effective teaching and learning styles;
- Ensuring an effective system of assessment, recording and reporting;
- Ensuring an effective, flexible and responsible student care system;
- Encouraging the development of a relevant and responsive system of staff development;
- Managing the monitoring and evaluation systems for teaching and learning to measure the impact of teaching and learning;
- Develop enrichment and extension opportunities for all learners.

### **4.2 Faculty/Curriculum Area Level**

Faculty/Curriculum Areas have a policy on teaching and learning which reinforces and reflects the Whole College Policy and have a vital role to play, (within available resources), in:

- Reinforcing the College's shared values and expectations that support high quality teaching and learning;
- Writing the Team Plan with its emphasis on developing teaching and learning in line with the College Improvement Plan;
- Encouraging the development of high quality teaching and learning resources;
- Encouraging the development of effective teaching and learning styles;
- Developing the role of learning and language support;
- Contributing positively to an effective system of pastoral care;
- Encouraging and reinforcing the College's system of Staff Development through the Faculty/Curriculum Area provision outlined in the Development Funding Plan;
- Developing a system of monitoring and evaluating teaching and learning within the context of the whole College system.

### **4.3 Classroom Teaching Level**

The classroom teacher has an essential role to play in:

- Reinforcing the College's shared values and attitudes that support high quality teaching and learning;
- Following the guidelines set out in the Faculty/Curriculum Area's Teaching and Learning Policy;
- Developing the use of L2L strategies, effective Assessment for Learning (AfL);
- Contributing to the developments outlined in the Team Development Plan with respect to teaching and learning;
- Developing high quality teaching and learning resources;
- Following the Faculty/Curriculum Area's Assessment, Recording and Reporting Policy Procedures;
- Working positively and co-operatively within Language and Learning Support staff;

- Contributing positively to an effective system of student care;
- Participating in staff development outlined in the College's Staff Development Plan;
- Contributing positively to the Faculty/Curriculum Area system of monitoring and evaluating teaching and learning.

#### 4.4 Student Level

Students have an important role to play in:

- Reinforcing the values, attitudes and behaviour that promote effective learning;
- Evaluating and contributing positively to the development of learning styles;
- Contributing to the development of self assessment and evaluation, including AfL.

### 5 **Monitoring and Evaluation of the Quality of Teaching and Learning**

To meet the commitment that Arthur Mellows Village College has to encourage high student achievement, it is necessary, at all levels of the College, to monitor and evaluate the quality of the teaching and learning that goes on. Through the process of monitoring and evaluation, priorities for development and improvement can be identified and the quality of teaching and learning consequently enhanced.

### 6 **Policy Review**

The Local Governing Committee will review this policy in line with the procedure for policy review.

#### Date for Review

If no other reason for review, this policy will be reviewed every three years by the Local Governing Committee with the next review being in 3 years.