



Caedmon College Whitby

Teaching and Learning Policy

"For learners to be the best they can be"

Developing the strengths and values of friendship, excellence and respect

College Governance Status

This policy was first issued in May 2014 and approved by the Governing Body. It will be reviewed whenever new updates are required and at least every three years.

Review dates	By Whom	Approval date
September 2015	Staff and Governors	21 September 2015
September 2016	Staff and Governors	26 September 2016
September 2018	Staff and Governors	25 October 2018
June 2021	Staff and Governors	15 July 2021

Signed by the Chair:

We believe

We are passionate about teaching and learning. We will challenge and inspire all members of the College community to be the best they can be. Inspirational teaching and learning is our core focus for all adults and learners and every opportunity is taken to promote and achieve this goal. We believe that excellence in teaching is the single most powerful influence on achievement. Therefore, everything we do has teaching and learning at its heart. We strive to innovate, inspire and take risks to provide a stimulating and exciting learning experience of our curriculum at CCW. All will be encouraged to develop and foster a growth mind-set ethos across the College with our mind-set principles:

All want to do a good job

All want to continually improve

All view success in student outcomes

All are intrinsically motivated and don't require bribes/ rewards to do their best

All are committed to 'be the best they can be'

All want feedback in order to improve

All welcome professional conversations

All welcome learning goals and have a mastery mind-set

All sign up to being a great teacher.

Aims of the policy

1. To ensure that all learning experiences are at least good within the College and aspiring to be outstanding
2. To provide clear parameters for consistently good and outstanding teaching and learning throughout KS3-KS5
3. To allow every student to become a more effective learner through high quality teaching
4. To provide a common language and understanding of what makes outstanding teaching and learning
5. To encourage all staff to develop their own professional skills by providing a clear and common foci across KS3-KS5
6. To share the school improvement plan, that details our Teaching and Learning priorities for the academic year.

Students who attend the College will have opportunities to become the following:

1. Effective independent learners who have the skills to become life-long learners
2. Able to apply skills for 21st century learning
3. Able to transfer skills across their curriculum/life experience
4. Resilient learners
5. Reflective learners
6. Ready learners
7. Responsible learners
8. Resourceful learners.

Monitoring of the policy

Monitoring will be through a 360 degree process and include classroom observations, sampling of students' work, and monitoring progress over time, data analysis, sampling of lesson plans and talking to students, parents and staff. Good and outstanding practice will be evidenced in the recording of lesson observations, contributing to every teacher's Performance Development.

Classroom teacher

In the first instance it is the class teacher's responsibility to monitor and evaluate the quality of teaching and learning in his/her classroom. Individual professional development should be identified through self-evaluation and discussed with HOD and used to inform Department Action Plans. These will be reviewed and monitored at each monitoring point.

Subject Leaders

Subject leaders are responsible for the effective teaching of their subjects, evaluating the quality of teaching and standards of students' achievements. The Department Action Plan is used to set targets for achievement and personalise CPD to meet the needs of individuals with their ST line manager. This should be reviewed and updated at each monitoring point. They are further responsible for ensuring consistency and removing any in department

variation. All are expected effectively lead teaching and learning in their departments through the directed time programme.

This is achieved by:

- evaluating the teaching of their subject and using the lesson observation documentation to inform this process
- implementing and evaluating the effectiveness of planning for progress and differentiation in their subject
- identifying and sharing best practice and leading on improvement through the department action plan
- ensuring curriculum delivery is continuous and enables progress for all learners
- implementing College policies for assessment, feedback and marking
- planning to use directed time to monitor learners work through work scrutiny, regular sampling of homework, classwork, learners' responses and A2L against other classes and year groups to ensure quality, consistency and to implement strategies for improvement as recorded on the subject action plan.
- observing teachers regularly and giving constructive feedback using the T+L tracker. This will also inform Performance Development; and evaluating progress of teaching and learning targets in department action plans, in line with the SIP.

Strategic Team

The Strategic Team (ST) is responsible for setting priorities and targets for improvement at whole College level based on evidence gained from monitoring procedures as stated in the SIP.

- the quality of teaching and learning will be monitored through our Performance Development appraisal process
- ongoing monitoring and reporting to Governors and ST of the quality of teaching and learning and the CPD offer.
- ongoing monitoring and reporting to ST and Governors by ST line manager person for each area through fortnightly meetings with respective department leaders that focuses on leadership of Teaching and Learning.
- a Learning Area review will be conducted every year for each Learning Area with the ST line manager. This involves a detailed report on standards through lesson observations, book scrutiny, planning for progress scrutiny, data analysis, student voice and interviews with all staff. This will help the team identify and share best practice and provide detailed feedback on the quality of teaching.
- termly SEND walkthroughs monitor and feedback to staff and governors on the provision for groups of learners. They include lesson observations, planning for progress scrutiny, book scrutiny, data analysis and student voice.

Continuous Professional Development

All adults are expected to be continuous learners themselves and contribute to the College ethos of 'be the best you can be' through active participation in a personalised CPD programme. CPD is valued by all and every opportunity throughout the working day is taken to develop staff. We are committed to growing our own staff as reflected in our CPD policy.

Systems and tools to assist staff in the delivery of good or better lessons:

- Three training days and twilights (2 disaggregated days) are planned into the calendar that allow staff to train and develop together using EEF guidance
- AFL guidance (Appendix 1)
- data is easily available to staff to inform planning for progress of all students to ensure gaps are closed; it is every member of staff's responsibility to be competent with SISRA and spreadsheets.
- characteristics of highly effective Teaching are provided in the House Style Document for teachers and consistently embedded into every lesson, every day. (Appendix 2)
- characteristics of highly effective Learning are provided in the House Style Document for Learners and embedded into every lesson every day (Appendix 3)
- Teaching and learning descriptions for good/outstanding practice in line with the teaching standards (Appendix 4) are used to evidence good practice in the teaching and learning quality assurance (Appendix 5)
- a rigorous and robust Performance Development appraisal system
- A2L system to support student application of positive A2L and have mutual respect for both staff and peers alike - Years 7 - 13 (Appendix 6)

The Teaching and Learning Policy should be read in conjunction with the following:

- SIP
- Performance Development Policy
- ARR Policy
- Behaviour Policy
- CPD Policy
- Feedback Policy