



TEACHING & LEARNING AIMS

At the heart of the school's aim of, 'Inspiring Learners, Achieving Excellence' is the most important aspect of school life: providing the highest quality learning opportunities possible. This summary policy was written in consultation with our teachers and students and in consideration of what we believe are the most important factors in successful teaching and learning. In short, it represents what we believe a lesson at the Sir John Colfox Academy should look like.

1. All lessons should plan to meet clearly identified learning objectives, and these are also shared with students. Planning should make the best possible use of available resources including other adults. A seating plan, indicating pupil groups and their progress should be available for every lesson taught in school. These should be visible to cover teachers.
2. An effective classroom climate is essential for effective learning. Classroom management should be in accordance with the schools 'Behaviour for Learning' Policy. The overall aim is for a culture of mutual respect with the focus on praise and reward. The physical environment should be tidy and welcoming, with displays that reinforce students' achievement and successes.
3. The structure of lessons should be organised to help students make the desired progress. This will clearly differ from lesson to lesson but may include: starter activities linked to the learning objectives or prior learning, multi part lessons with time divided into 'chunked' tasks, varied activities to cater for different learning styles, reflective moments built into lessons to check learning and progress as well as a plenary linked to the learning objectives.
4. Effective differentiation should mean that teaching meets the needs of all learners. Features to support learning at all levels will include: lessons planned carefully to cater for the range in classes, planned and effective use of TA, tailored resources for groups like the more able or those with SEN.
5. Teaching styles and approaches vary according to both the task, and the needs of the group. Deep Learning approaches targeting the skills of communication, collaboration, mastery and critical thinking may be evident, as will opportunities that encourage students to develop independence. A range of groupings from individual, paired and group work may be considered. Above all teachers will display enthusiasm for their subject.
6. In addition to subject knowledge, teaching will also help students to develop other important skills. These may include development of social, moral, spiritual and cultural awareness as well as 'Learn 2 Learn'. Please see additional guidance in departments on developing skills based approaches.

7. Progress for all students towards the lesson objectives will be central to an effective lesson. Teaching will ensure students are informed and understand how to make progress. D.I.R.T (directed improvement and reflection time) will be built into lessons for students to review their progress against the lesson' objectives and their own personal targets. Effort will be recognised and/or rewarded in every lesson.
8. Assessment for Learning is a crucial part of helping students to make progress (see full Assessment Policy). Key features of effective assessment would be: Criteria are shared with class, regular small AFL tasks, end of unit summative assessments, peer and self-assessment and effective SWI marking. All of which leads to students knowing what level they are at and understanding how to improve this.
9. Student Voice can be an important factor in creating outstanding lessons. Students should be encouraged to have an open and constructive dialogue with staff about their learning and how they can best make progress (AfL). This could include giving feedback on lessons and input on teaching style and activities. Giving students the ownership of their learning and allowing lessons to move direction accordingly can create a powerful learning experience.
10. Homework must be set in line with the school timetable. It provides an excellent opportunity to build on the learning that occurs in class. Homework set must be relevant with feedback provided. Homework tasks will have variety, which could include; reinforcement and practise of basic skills, preparation for future learning (research), or more project based: open tasks with structure built in.

ARTICLE 29: Education should develop each child's personality and talents to the full. It should encourage children to respect their parents and their own and other cultures.