



Teaching and Learning Policy

LAST REVIEW NEXT	October 2017	REVIEW PERIOD	Annually
NEXT REVIEW DATE	October 2018	TYPE OF POLICY	Non Statutory

LEARNING AND TEACHING POLICY

Rationale

At Inspire Academy we recognise that the quality of teaching has a direct impact on the quality of learning. The expectation is that every lesson at the school is good or better so that students have the best chance of learning and reaching their potential.

Learning

Good learning for students is secured when:

- They arrive at lessons ready to learn and have the correct equipment.
- They acquire new knowledge and skills.
- They engage in learning.
- They are helped to behave well and co-operate.
- They take ownership of their behaviour and learning.
- They receive clear guidance on how to improve through high quality feedback.

Teaching

Good and better teaching is secured when:

- Teachers have an expert knowledge of their subject, the curriculum and how to teach Inspire students, so that they can authoritatively impart knowledge.
- Teachers have consistent expectations of Inspire students and match all activities to individual learning needs.
- Teachers plan and deliver lessons which are clear about what the learning objectives are and measure Inspire students' progress towards achieving them.
- Teachers plan and set tasks that are challenging but are achievable.
- Teachers use well-judged and varied teaching strategies in order to match students' individual learning needs.
- Teachers differentiate work for each student.
- Teachers use differentiated resources to ensure that no learner gets left behind.
- Teachers and teaching assistants work collaboratively to ensure students can learn effectively.

Preferred Learning Styles

Lessons need to incorporate and take account of preferred learning styles.

Visual Learners are those who learn best from diagrams and pictures or who prefer text.

Auditory Learners prefer to hear information and discuss their work.

Kinaesthetic Learners prefer physical learning, feeling and making.

Creating an appropriate Climate for Learning

In order for students to experience a positive climate for learning teachers and teaching assistants need to:

- Ensure classes are greeted outside the room, or at the door.
- Communicate what is required of students at every stage of the lesson.
- Implement clear, fair and consistent behaviour management strategies. (See Inspire Behaviour Policy)
- Adopt seating plans that allow all students' progress to be monitored.

- Ensure each student knows how to make progress.

Lesson Expectations

In order to ensure that all Inspire students have a high quality teaching and learning experience, all teachers and teaching assistants need to ensure that:

- Key learning objectives of the lesson are clear and displayed.
- Resources are distributed and/or positioned ready for use.
- Teachers and support staff should work collaboratively so that they work effectively with students.

The start of the lesson

Exploit the start of lessons. A stimulus or 'starter' activity could be a related precursor to the main part of the lesson, but it could equally be unrelated to the main topic. This will ensure students are engaged from the outset. Activities might include:

- A topic-related 'starter' activity
- Unrelated warm up activities or sessions
- A mind map
- Reviews of previous work
- Learning objectives for lesson explained orally and written on board
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Developing the Lesson

Teachers should refer to long and medium term plans when preparing lessons. Teachers and teaching assistants should take account of the following considerations when planning lessons:

- Focusing on the key learning objectives
- Giving opportunities for self, peer and teacher assessment
- Developing confidence
- Exploring new concepts and vocabulary
- Using different types of questions
- Allowing time to think
- Encouraging and using praise
- Providing individual help or feedback
- Giving opportunities for extended reading and/or writing where appropriate
- Using a variety of activities or teaching strategies
- Promoting positive behaviour and giving opportunities for student
- Encouraging students to take responsibility and to make positive choices
- Encouraging students to be co-operative

Plenary

The purpose of the plenary is for the students to demonstrate what they have learnt and to re-engage with the lesson's objectives. An effective plenary gives opportunities for:

- Students to demonstrate understanding of their learning.
- Reflection of how they learnt
- Discussing work
- Carrying out peer review

- Making links between learning
- Evaluation
- Praising students