

CHURCHILL COMMUNITY COLLEGE
Policy on Teaching and Learning.

Background to the policy:

The policy was reviewed in the summer of 2013 and in the light of the LA 'Healthcheck' of November 2013.

This policy applies to: All staff and students.

This policy came into effect on:

Statement of the policy

MISSION STATEMENT: To support our teaching staff in delivering outstanding teaching and learning that meets the needs of our students enabling all to achieve their full potential.

PHILOSOPHY

The primary function of the College is teaching and learning. At Churchill every member of the College community plays an integral part in monitoring the quality of teaching and learning. This policy is reviewed and best practice is shared through our Continuing Professional Development (CPD), Quality Assurance and Appraisal process. Teaching and learning is central to raising academic standards across the College and this policy is supported by the current College Improvement Plan and department Quality Assurance plans, SEF and any other existing action plans.

PURPOSE

At Churchill, learners recognise that effective learning does not constitute knowledge acquisition, but is instead a continuous journey that develops the capacity for learning through fostering resilience, resourcefulness, curiosity and reflection. Effective CPD is the prime method of seeking to improve our knowledge and skills and to develop the quality of the provision offered to our students

Links to other policies and additions to the policy:

This is a revision of the current T&L policy and is at the heart of all school policies relating to student progress.

Main Policy

At Churchill Community College we shall:

- Encourage resourcefulness, curiosity and an open attitude towards learning, in our students.
- Stretch and challenge our students according to their specific capabilities.
- Reflect upon and share best practice via our whole staff, Core and 'Opt in' CPD program.
- Focus wider College activities around the purpose of learning and progress.
- Enable our students to take ownership of, and lead, their own learning.

OUTCOMES

- To enable students to make demonstrable progress in lessons and over time, in line with their potential.
- Students are actively challenged and engaged with a range of differentiated teaching and learning strategies.
- Staff are empowered to successfully utilize a broad range of strategies and techniques to improve learning.

KEY PRINCIPLES

The key principles of teaching and learning which drive our work at Churchill Community College are:

- Fostering in staff and students a culture of high expectations where every student has the right to be successful and the potential to achieve.
- The use of accurate assessment for learning so that all students are aware of their specific targets and what they need to do to reach them.
- Cementing the importance of literacy and numeracy across the curriculum.
- Modelling learning skills and embedding curiosity and a passion for learning in both staff and students.
- Expanding the teacher's range of learning strategies to be employed in the classroom.
- To provide a consistent learning experience for our students.

PRACTICE

- Outstanding teaching fosters outstanding learning. Staff should be willing to engage continually with improvements in their practice, via reflection, self-evaluation and welcoming feedback from others.

Outstanding teaching results when teachers:

- Actively engage students in their learning and enable them to shape their own learning experience.
- Have high expectations of their students and facilitate their progress towards their goals.
- Motivate via well paced, stimulating activities matched to the learning styles of the students.
- Use assessment for learning effectively as a tool to monitor and motivate students. Students are clear about what they have learned and how it fits in with their previous knowledge.
- Reinforce learning with effective feedback and use this to set clear assessment backed targets for the future.
- Make effective use of resources including Learning Support Assistants.
- Create a dynamic learning environment.

RESPONSIBILITIES

- **College Leaders** - The Leadership Team, Curriculum Leaders and any member of staff with a TLR are expected to be outstanding teachers who have a passion for teaching and learning and the continuous development of outstanding practice in the college.
- **Curriculum Leaders** - The ambition of Curriculum Leaders should be for the quality of teaching and learning in their departments to be outstanding. Their role is to drive up standards to this end, by supporting the professional development of their department across the academic year.
- **Teachers** - All teachers are expected to be dynamic, well informed practitioners with a passion for their subject. All teachers play an active part in the college's CPD program and should employ and reflect upon the training that they have received.

We will support each other to recognise our own unique potential; to be resourceful, find 'solutions' to problems within ourselves. Areas for development are to be seen as 'potential strengths' and are considered essential in supporting staff development.

Lesson observations are conducted by staff trained in effective lesson observations and are encouraged as a means of sharing good practice and supporting the development of the quality of teaching and learning.

College Priorities

Priorities are reviewed and updated on an annual basis. They are displayed in every classroom and on the College website.

Monitoring of impact:

The policy should be monitored by The Leadership Team

Date of next policy review:

To be reviewed on an annual basis once agreed by the Churchill Community College Governors.

This Policy has been agreed by:

_____ (Date) _____
*David Baldwin, Headteacher
Churchill Community College*

_____ (Date) _____
*Tracey Booth, Chair of Governors
Churchill Community College*

_____ (Date) _____
NASUWT

_____ (Date) _____
UNISON

_____ (Date) _____
NUT

_____ (Date) _____
GMB