



# Teaching & Learning Policy

**Approved: October 2022**

**Review: October 2024**

**Responsibility: SLT**

## **Our Expectations**

At Ballakermeen, we believe in the transformative power of education; are passionate about teaching and learning, recognise everyone has a path of personal development and know that through hard work almost anything can be achieved. Our learning culture is characterised by high levels of challenge and support, where staff and students alike have high expectations of themselves and of each other.

We are on a journey to a relentless pursuit of excellence in all that we do, we aim to:

- Inspire and support our students to become confident and capable citizens
- Develop learners with the knowledge, skills and attributes they will require to succeed in life
- Create a stimulating learning environment that challenges and inspires all learners
- Awaken and foster a love of learning that will last a lifetime
- Enable everybody to be the very best that they can be
- Help all community members to understand and care about the world in which they live
- Instil a respect and tolerance for others, regardless of race, creed, gender, religion or difference and to live harmoniously together
- Enthuse all about their future and the endless opportunities and possibilities ahead.

In all lessons, it should be evident that:

### **Students are engaged**

They are on task; reading, writing and talking with purpose

### **There is a sense of energy**

Students are working at the right pace; they are energetic, not lethargic

### **A learning ethos is evident**

There is a 'buzz' when students are working together and any discussion is focussed on the lesson task; students work silently when directed to and discuss with focus and enthusiasm

### **Students know why they are working productively and can talk about their own learning**

They are motivated and can ask questions about their learning and they want to improve their work. They engage in their own learning and take responsibility for driving their own progress.



# Teaching & Learning Policy

## **Students can help each other to work hard**

They provide useful feedback to each other on their work; they help each other when they are stuck and work together to solve problems.

## **Climate for learning**

All staff will:

- Greet students at the door and check uniform
- Organise classroom resources effectively to establish a purposeful climate
- Have appropriate seating arrangements in place
- Ensure the lesson starts promptly with a do now activity
- Ensure planners are placed out on desks, open on the correct page
- Take the register, accurately, and within 10 mins of the lesson beginning
- Work with students and circulate the class
- Set homework in accordance with your department's policy and check it is written in the planner
- Dismiss students on time and in correct uniform
- Provide a presence in corridors before and after lessons
- Resolve disciplinary issues with students using school procedures
- Provide appropriate cover work for planned absence

## **Learning**

All staff will ensure:

- Lessons are planned with previous learning in mind
- Students understand the outcomes for the lesson
- Learning is regularly reviewed in the lesson
- Activities have an appropriate level of challenge
- A range of questioning strategies are used, to gauge students' understanding
- A variety of methods for assessing learning are employed
- At the end of the lesson, learning is reviewed and summarised
- Books are marked in accordance with the relevant department's marking policy
- Literacy issues are addressed according to the school policy
- ESOs are used to good effect
- Information regarding students with SEN or medical issues has been read, understood and is considered when planning lessons.
- Lessons are fully inclusive through the positive representation of LGBTQ+ history and events



# Teaching & Learning Policy

## **Student Voice**

Students, if asked should be able to explain:

- The purpose of the lesson and how it builds on previous learning (The big picture)
- The grade they are achieving in the subject and what their target grade is
- What they need to do next, in order to progress.

## **The Senior Leadership Team will**

Promote a safe and secure climate for learning in which all students have the opportunity to maximise their attainment and to work to the best of their ability. Specifically, they will:

- Regularly monitor the standards of T for L across the school
- Put the continual improvement of teaching for learning at the heart of key decisions
- Promote teamwork and collegiate behaviour
- Provide presence around the school at critical times
- Display a calm, professional behaviour and act as role models for students and staff
- Take action with students who have worked their way up the sanctions ladder

## **Faculty/Subject Leaders should**

Support all staff in promoting good behaviour for learning. Ensure that lessons are well planned and that all students are given a chance to maximise their progress and attainment in the subject. Specifically, they will:

- Regularly monitor the standard of T for L within the teaching area
- Sample student work to monitor staff adherence to the subject marking policy
- Formalise the sharing of good practice by making it an agenda item at all departmental meetings.
- Analyse provided data to identify underachievement
- Monitor, review and evaluate the impact of intervention on students who are under-achieving
- Lead in setting the direction for the department through improvement planning
- Provide presence in the subject area and to take responsibility for rooms and subject spaces during the school day and any evening events
- Monitor behaviour and intervene to ensure a positive climate for learning is maintained; establish a buddy room rota
- Share student issues with Form Tutors, other Faculty Leaders, Year Leaders and SLT as necessary
- Promote the department and its work, taking into account the whole school agenda.

\* Where such a position exists, the second in department will fully support the Faculty Leader with the above.



# Teaching & Learning Policy

## Year Leaders Should

- Provide the appropriate level of pastoral care so that students feel fully supported
- Provide presence, support and visibility during tutorial time and assemblies
- Establish and manage clear routines for behaviour, attendance and punctuality for all students
- Monitor and address issues surrounding uniform, should they arise
- Deliver the Behaviour policy for unacceptable behaviour consistently
- Liaise with outside agencies as necessary
- Communicate and, if necessary, meet with parents regularly to ensure they are fully aware of any concerns being raised
- Utilise data at year group level, identify underachievement and respond accordingly
- Work effectively with other staff to support students achievement
- Take the lead in 'Year events' involving parents/outside speakers etc.

## Form Tutors Should

- Support all the students so that they maximise their attainment
- Be an advocate of each student in the tutor group, communicating with parents when necessary
- Promote a positive culture of achievement
- Establish strong routines and consistent messages about learning, equipment and behaviour
- Monitor the behaviour of students in the form and liaise with the pastoral team, as required
- Enter merit award totals into SIMS on a weekly basis
- Pass on daily messages to students received, via e-mail or the Bulletin, during tutor time.
- Take the registers accurately; check the planners regularly; challenge students on their progress, uniform, attendance and punctuality
- Deliver PSHE lessons as per the form time schedule.
- Support the Year Leader in implementing year policies and pass on concerns regarding behaviour or progress only after steps have been taken to deal with the issue and then seek closure.
- Liaise with the Learning Support Services, as appropriate.

## ESOs

- Support students in lessons, as directed by teaching staff and the SENco
- Establish rapport and respectful, trusting relationships with students
- Work with students on specified intervention programmes e.g. literacy and



# Teaching & Learning Policy

numeracy, recording achievement and progress, acting as Key Worker, as required by the SENco

- Attend and participate in meetings as required
- Support the implementation of IEPs.

## All Staff Should

- Act as professional role models for students in appearance, attitude and behaviour
- Follow up school routines every day.
- Not walk past issues, but challenge students in accordance with school rules and routines.
- Provide support for colleagues in all school matters e.g. break duties, presence on corridors, checking of planners and setting of homework etc.
- Not leave a problem for the next member of staff.
- Focus on the basics every day consistently and thoroughly; punctuality, homework, low level disruption, entry to and exit from classrooms
- Seek solutions to problems and seek help from others if needed. Be confident, positive, constructive and supportive and always put students first.
- Reward good work and behaviour as per the school's rewards systems
- Share student concerns with Form Tutors, Subject Leaders, Year Leaders and Learning Support staff as necessary.