



Byron College

Learning and Teaching Policy

Written by Rory Gallagher, Headteacher: July 2023

Next Review by: August 2024

Learning and Teaching Vision

At Byron College, we are an inclusive learning community, with an engaging environment that stimulates curiosity, inquiry and active participation.

We define learning as:

- a dynamic and transformative journey
- a lifelong, social activity, enriched by dialogue and diverse perspectives
- a reciprocal process, influenced by authentic contexts, leading to cognitive change, and enhancing performance and future learning potential.

We define teaching as:

- attending to students' individual needs, experiences, and feelings
- activating and facilitating learning by guiding students through meaningful experiences that challenge and inspire them

We address each student's strengths and aspirations through personalised learning, adaptive teaching, and meaningful assessment and feedback. Our teachers enable students to make connections between prior knowledge and new concepts, and across subjects and areas of learning. By cultivating a belief in the potential for growth and continuous improvement, our students develop transferable competencies.

At Byron College, we celebrate each individual, we cultivate a sense of belonging, and we empower our students to be leaders in a changing world.

Aims of the Policy:

- to ensure high quality learning experiences for students of all abilities and aptitudes
- to provide coherence and consistency of approach
- to ensure all students make expected progress

We believe learning will most effectively take place when:

- there are routines in place, guidelines for behaviour and clear success criteria
- lessons are planned and structured according to the needs of the learners
- relationships between teachers and students are positive and respectful
- there are high expectations and an appropriate level of challenge for each student
- the learning builds on prior knowledge and understanding
- students are given feedback on their work and shown how to make progress
- students reflect on their learning and their next steps

Definition of Progress:

In an educational context progress means documented growth in the acquisition of knowledge and skills, including social/emotional development and life skills, that is commensurate with the student's chronological age, developmental expectations, and individual educational potential.

Data used to monitor progress includes, but is not limited to, assessment of in-class tests, homework, end-of-year assessments. This data helps schools and teachers to:

- demonstrate what students do know and what they do not know and check if students are on the right track for the end of year assessments
- track and monitor if students are working in line with their targets
- identify areas where students need more support
- plan future curriculum content for meeting the needs of the children
- monitor the usefulness of school interventions and initiatives to improve student learning
- identify areas of staff professional development or desired changes in teaching resources and approaches
- plan the purposeful and effective use of staff time
- report to inspectors or governors

Please also refer to the Assessment and Reporting Policy.

Continuing Professional Development (CPD):

Teachers have a responsibility to reflect on their practice, enhance and update their professional knowledge and skills. This is to ensure that consistently high standards of Learning and Teaching are maintained, and UK Teacher Standards are met. Byron College's CPD programme will provide opportunities for staff to participate in a variety of activities to support the individual professional needs of staff and build whole school capacity. These CPD activities include self-reflection and sharing best practice, presentations by staff and outside trainers, peer observation, professional discussions, coaching and mentoring.

Monitoring and Review:

Senior Leaders and Middle Leaders will ensure that they monitor and review the quality of learning and teaching on a regular basis and in a number of ways:

- 'Book Looks' and 'Learning Walks'
- Half termly Assessment, Marking & Feedback reviews
- Lesson Observations
- Feedback from staff/students/ parents (Student, Parent and Staff voice)
- Examination / assessment reviews and progress checks

Setting of appropriate homework across the whole curriculum:

We recognise that learning takes place in all settings - both inside and outside the classroom. Home learning not only reinforces classroom learning, it also helps students to develop skills and attitudes they need for successful lifelong learning. It promotes independent learning skills, including the habits of inquiry and investigation.

- Please see the Primary and Secondary Homework Procedures for more information.

Roles and Responsibilities:

Board:

- to ensure the effective and rigorous implementation and monitoring of the policy

Senior Leadership Team:

- to modify and update the policy in the light of ongoing developments and the changing needs of the school and its priorities
- to provide appropriate support, training and resources for Departments, subject areas and individual staff
- to monitor and evaluate the delivery and impact of the policy

Middle Leaders:

- to be responsible for the coordination of long, medium and short-term planning of schemes of learning, taking into consideration the aims and objectives of the policy
- to monitor and evaluate consistent delivery of the policy at Department level
- to provide appropriate support to team members by providing training materials or advice and guidance

Teaching staff:

- to ensure that their own teaching meets the UK Teachers Standards
- to implement this policy by planning and delivering high quality learning experiences
- to work collaboratively with colleagues to share best practice and improve teaching

Students:

- to work positively within lessons to enable staff to implement the policy effectively
- to engage with learning experiences outside the classroom - including completion of the learning tasks set as homework

Those with parental responsibility:

- to support the policy of the School

Expectations of teachers:

- established routines and clear lesson structure
- clear learning objectives and outcomes shared with students
- challenge for all students, high expectations and engagement
- behaviour for learning strategies employed
- good relationships with students based on mutual respect
- assessment for learning throughout the lesson

Expectations of students:

- to be engaged and not passive in their learning
- to work effectively and purposefully in a range of contexts
- to come fully equipped and prepared to maximise the learning opportunity
- to be prepared to share their learning and ideas in an atmosphere of trust
- to ask questions where appropriate – of each other and the teacher
- to support one another, working collaboratively, recognising the contributions of all
- to act on all assessment, marking and feedback
- to undertake self or peer assessment with confidence, becoming increasingly able to apply the criteria for success and to set appropriate targets for improvement
- to develop resilience in approaching problems and new learning challenges
- to use initiative and work with increasing independence, developing the skills to become life-long learners