Thomas Telford School

Teaching and Learning Policy

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1. Aims

This policy aims to:

- Explain how we'll create an environment at our school, to ensure high quality teaching and learning in order to ensure that lessons meet the needs of every learner to ensure that all students make excellent progress.
- Summarise expectations to make sure everyone is committed to achieving a consistent approach to teaching and learning across our school.
- Involve students, parents/carers and the wider school community in students' learning and development, quality through cooperation.

2. Our guiding principles

We are ambitious for the whole school community, and we offer a broad, balanced and relevant curriculum through high quality teaching and learning. Our aim is to ensure outstanding academic outcomes within a happy, harmonious and respectful community. Please see Curriculum at Thomas Telford School website.

Summary of key points;

1. Our high standards and expectations will ensure that Thomas Telford School maintains a calm working environment, for students to learn and for staff to teach.
2. The expectation is that the staff will provide excellent teaching for all groups of learners. This will be engaging for learners and fulfilling for teachers.
3. Teachers will focus on what **and** how students learn so that students can build on previous knowledge and skills, following our four pillars of effective teaching and learning based on researched evidence. (see appendix)
4. Our vision is to prepare all students for the demands of 21st century, allowing them to leave Thomas Telford school as well rounded individuals, ready for life and employment.

Students learn best at Thomas Telford School when they:

- Feel happy and safe.
- Feel a sense of belonging to the school community.
- Are engaged, motivated, understand the task and can see the relevance of what they are doing.
- Know what outcome is intended.
- Can link what they are doing to other experiences.
- Have access to high-quality resources and materials
- Are not disrupted or distracted by others.
- Can work with others or on their own, depending on the task.
- Are guided, taught or helped in appropriate ways at appropriate times.
- Can practise what they are learning.
- Can apply the learning in both familiar and new contexts.
- Are resilient and can persevere when learning is hard.
- Can manage their emotions if things are not going well.

- Have the opportunity to develop their oracy and communication skills.
- Recognise that all learners make mistakes and mistakes can help us learn.

3. Roles and responsibilities

Teaching and learning in our school is a shared responsibility, and everyone in our school has an important role to play.

This is how we will create these conditions for students' learning at all times:

3.1 Teachers

Using our four pillars of effective teaching and learning, teachers at Thomas Telford School will:

- Meet and greet students on arrival.
- Have lessons planned in line with the department's policy.
- Take a register within first 5 minutes of lessons on Bromcom and updating register with any late students. Contact Attendance Officer 394 for any concerns.
- Follow the expectations for teaching and professional conduct as set out in the Teachers' Standards.
- Actively engage both students and parents/carers in their child's learning and progress for example, via half termly module reports.
- Meet the expectations set out in school policies, for example the Behaviour Policy and Feedback and Marking policy.
- Know students well and scaffold/adapt support to meet their individual learning needs.
- Use effective assessment for learning strategies.
- Use effective and timely feedback and marking.
- Provide inspiring lessons and learning opportunities.
- Have high expectations and celebrate achievement using the TTS Points Scheme.
- Ensure that lessons are on the student intranet and accessible for students.

3.2 Subject leads

Subject leads at Thomas Telford School will:

- Help to create well-sequenced, broad and balanced curriculum plans that build knowledge and skills.
- Sequence lessons in a way that allows students to make good progress from their starting points.
- Drive improvement in their subject/phase, working with teachers to identify any challenges.
- Timetable their subject to allocate time for students to:
    - Achieve breadth and depth
    - Fully understand the topic
    - Demonstrate excellence
- Moderate progress across their subject/phase by, for example, systematically reviewing progress against a range of evidence and reviewing qualitative and quantitative performance data during department meetings and periodically following KAPs.

- Improve on areas for development identified in their monitoring activities.
- Offer Session 3 to support students where necessary.
- Create and share clear intentions for their subject – see school website curriculum
- Meet the expectations set out in school policies, for example, the Curriculum Policy, Behaviour Policy, and Feedback and Marking Policy.

3.3 Senior leaders

Senior leaders at Thomas Telford School will:

- Have a clear and ambitious vision for providing high-quality, inclusive curriculum to all.
- Celebrate achievement and have high expectations for everyone.
- Hold staff and students to account for their teaching and learning, for example through lesson observations, learning walks, book trawls, data drops.
- Plan and evaluate strategies to secure high-quality teaching and learning across the School.
- Manage resources to support high-quality teaching and learning.
- Provide support and guidance to other staff through coaching and mentoring.
- Input and monitor the impact of continuing professional development (CPD) opportunities to improve staff's practice and subject knowledge for example membership of the National College and The Key
- Address underachievement and intervene promptly.

3.4 Students

Students at Thomas Telford School will:

- Take responsibility for their own learning, and support the learning of others.
- Aim for outstanding attendance 98%+
- Meet expectations for good behaviour for learning at all times, respecting the rights of others to learn. Sharing in our values of kindness, respect and ambition.
- Attend all lessons on time and be ready to learn, with any necessary equipment for the lesson.
- Be curious, ambitious, engaged and confident learners.
- Know their targets, or if they are making expected progress and how to improve.
- Put maximum effort and focus into their work.
- Complete home learning activities as required.
- Take pride in their work and portfolio.
- Make use of the Session 3 available and attend any compulsory Session 3.
- Make appropriate use of the IT and technology available.

3.5 Parents and carers

Parents and Guardians of students at Thomas Telford School will:

- Value learning.
- Encourage their child as a learner.

- Make sure their child is ready and able to learn every day.
- Support excellent attendance.
- Participate in discussions about their child's progress and attainment, for example via the half termly Module Report System and personal tutor meetings or student led conferences.
- Communicate with the School to share information promptly.
- Provide resources as required to support learning.
- Encourage their child to take responsibility for their own learning.
- Support and give importance to home learning.

3.6 Governors

Governors at Thomas Telford School will:

- Monitor that resources and funding are allocated effectively to support the School's approach to teaching and learning.
- Monitor the impact of teaching and learning strategies on students' progress and attainment.
- Monitor the effectiveness of this policy and hold the Headteacher to account for its implementation.
- Make sure other Thomas Telford School policies promote high-quality teaching, and that these are being implemented.

4. Planning

Please see Teaching and Preparation policy.

5. Learning environment

Thomas Telford School has a wide range of learning environments from study rooms to learning bases and learning centres with extensive IT resources, smartboard etc. As a CTC , there is also ready access to IT and technology.

These spaces will be kept safe, clean and ready for students to use them.

They will be arranged to promote learning through:

- Posters of material students have previously learned about and can identify.
- Accessible resources for learning such as books, worksheets and other equipment .
- A seating layout that allows everyone to see the board and participate.
- Displays that celebrate and support students' learning.
- Proactively check for any damage, reporting any issues immediately to Darren Crook, 228.

6. Adaptive teaching

Teaching and learning at Thomas Telford School will take the backgrounds, needs and abilities of all students into account. We will scaffold and adapt learning to cater to the needs of all of our students, including:

- Students with special educational needs and/or disabilities (SEND) including most able (HPAs).
- Disadvantaged students
- Students with English as an additional language (EAL)
- Staff will work closely with the SEND coordinator and utilise the central register to plan lessons appropriately. Staff will also keep clear confidential information on each of their students.
- Provide low risk formative assessment opportunities to check all progress, for example, mini whiteboards, writing frames, key terms etc.

7. Homework

Home learning, or homework, will support students to make the link between what they have learnt in school and the wider world. It's most effective when done in a supportive, secure environment, with focused time set aside.

All home learning will be supported either by our student intranet or specific applications such as SPARX, Languagenut or TEAMS

See the Homework Policy.

8. Feedback and Marking

Feedback will clearly explain to students what they're doing well and what they need to do next to continue to improve their work.

See the Feedback and Marking Policy.

9. Assessment, recording and reporting

We will track pupils' progress using a combination of formative and summative assessment through ongoing formative assessment and formal summative assessment. See Student Assessment and Progress Policy.

10. Monitoring and evaluation

We will monitor teaching and learning in our school to make sure that all of our students make the best possible progress from their starting point through:

- Conducting learning walks
- Viewing marking and feedback
- Student voice questionnaires
- Book scrutinies
- Annual and midyear staff performance management reviews
- Lesson observations

11. Review

This policy will be reviewed every year by a senior leader. At every review, the policy will be shared with the full Governing Board.

12. Links with other policies

This policy links with the following policies and procedures:

- Behaviour Policy
- Curriculum Policy
- SEND Policy.
- Feedback and Marking Policy.
- Home/School Agreement.
- Homework Policy.
- Student Progress and Assessment Policy.
- Teaching and Preparation Policy

Appendix

Four pillars of Effective teaching and Learning

Thomas Telford School
QUALITY THROUGH COOPERATION

FOUR PILLARS OF EFFECTIVE TEACHING AND LEARNING

1. CLASSROOM CULTURE

- Seating and Entry: The teacher welcomes students in a calm, positive manner. A strategic seating plan supports student engagement and positive behaviour for learning.
- Start of Lesson: Students begin the lesson with a retrieval or recap task, to activate prior knowledge.
- Instructions: Clear, specific guidelines include what, why, how, and time frames for tasks. Links to prior and future learning are made, along with key vocabulary and if appropriate links to careers. (TTS welcome slide).
- Expectations: Respect and personal responsibility for progress are embedded. Expected behaviour is modelled and reinforced.
- Engagement: All students are actively involved. Unmet expectations are addressed calmly and in line with the TTS Behaviour Policy, to maintain a positive climate.
- Teacher Presence: The teacher circulates the room to support students and to assess progress.
- Presentation: High standards are expected and reinforced through praise, reminders and modelling.

2. PLAN FOR SUCCESS

- Ambitious Planning: Lessons include challenging content for all learners, including the High Prior Attainment Students - Teach to the Top.
- Inclusive: Lessons are adapted to meet the needs of all students and to ensure progress for all.
- Clear Outcomes: Learning goals are specific, achievable, and clearly explained to students.
- Structured Progression: Tasks are sequenced and build towards the final objective(s).
- Modelling and Scaffolding: Success criteria and models guide learning; links to the 'big picture' deepen understanding.
- Feedback Opportunities: Checkpoints and feedback form part of the learning, and students are given time to respond and to improve.

3. MAKE LEARNING MEMORABLE (I DO, WE DO, YOU DO)

- I Do: The teacher explains objectives and explains and/or models key knowledge and/or skills clearly, chunking content to reduce cognitive load.
- We Do: Students engage in guided practice. Inclusive whole-class questioning ensures accountability and engagement of all students.
- You Do: Independent work is silent and focused. The teacher circulates to give concise, targeted feedback and to encourage task completion.

4. CHECK FOR UNDERSTANDING

- Feedback: Specific, actionable verbal and written feedback helps students to improve their work.
- Whole-Class Review: Key points are revisited; students act on feedback e.g. green pen/DIRT
- Assessment for Learning: Planned checks and targeted questions identify misconceptions early.
- Responsive Teaching: Instruction is adjusted to address gaps or errors.
- Plenaries: Final tasks assess progress toward outcomes.
- Reflection: Teachers reflect on student progress to inform future planning.