Felpham Community College
Teaching and Learning Guidance

The Governing Body of Felpham Community College adopted the Teaching and Learning Guidance on 25 March 2019.

Unicef RRSA: Article 29: 'Education should develop each child's personality and talents to the full'

Rationale:
Governors and staff work together to create an environment in which the United Nations Convention on the Rights of the Child (UNCRC) underpins all that we do. Good teaching is directly linked to good learning. Outstanding teaching which promotes learning, progress and enjoyment leads to outstanding levels of achievement.
Our students have the right to a high quality learning experience that demands they aspire to achieve their full potential, whilst our staff have the right to high quality professional development and feedback on their practice so they can be effective practitioners.

Aims:
- Provide clarity about what we do to create a learning environment where the needs of all individual students are met.
- Provide a clear understanding about what makes outstanding teaching.
- Provide clarity about quality assurance of teaching and learning.

Governors will:
- Review the Teaching and Learning policy on a biannual basis.
- Receive termly reports on the quality of learning and teaching and on the progress of students.
- Receive annual reports on CPD and support for staff (PSPs, DSPs).

The Senior Leadership Team will monitor the effectiveness of teaching and learning as set out in the annual MER calendar. These include:-
- Daily visits to classrooms
- Formal observations twice a a year, with a learning walk through
- Student progress reviews
- Student voice
- Fortnightly line management meetings with Curriculum and Subject leaders

Curriculum and Subject Leaders will monitor the effectiveness of teaching and learning within their departments as set out in the annual MER calendar. This includes:-
- Regular visits to classrooms
- Formal observations twice a year, with a learning walkthrough
- Student progress reviews
- Checking the quality and quantity of homework set
- Marking and presentation checks through work scrutiny

- Student voice

Curriculum and Subject leaders will:
- Ensure that SoW and assessment tasks are appropriate, rigorous and sufficiently challenging. SoW are reviewed and amended as appropriate, and they provide suggested lesson plans
- Lead the department in levelling work against age related expectations
- Monitor and track the progress of individuals + groups of students against relevant data
- Use appropriate intervention to support students and staff in challenging underachievement
- Monitor the effectiveness of TA support

Teachers plan for learning using the following principles of outstanding teaching that we aspire to at FCC. All teachers ensure that classrooms are safe and inviting. They are kept neat and tidy; display is stimulating and reflects students work

Big Picture
- The teacher sets the context for learning at the start of the lesson
- Skill based learning objectives are made clear to the students at the start of the lesson and are revisited during the lesson and again at the end
- Students can see the link between lessons and between subjects
- Students can articulate how the lesson supports their overall progress

High Expectations for all
- The teacher has an excellent awareness of student needs
- Tasks and resources are differentiated according to students' individual needs
- Students are engaged in their learning and can articulate what they are learning using subject specific vocabulary
- Students are meaningfully rewarded for resilience and effort
- Students produce written work to the highest possible standard at all times in line with the school presentation policy
- Students' verbal and written communication shows accurate SPaG and teachers provide opportunities to improve this

Climate for learning
- The teacher plans a variety of stimulating, inspiring and well - judged tasks
- There are opportunities for independent and collaborative work
- Students are engaged in their learning

Pace and consolidation
- Lesson time is used to maximum effect so that students' engagement and learning is maximised
- Reflection time is planned and underpins students' progress

AfL
- Assessment criteria are shared with students
- Students know where they are now and what their targets are. They have clear strategies to bridge the gap
- Effective questioning ensures that the teacher is highly aware of student understanding and intervenes when necessary

Assessment and feedback
- Appropriate and regular homework contributes very well to students' learning
- Work is marked in line with the school policy. All students respond to the teacher's feedback with evidence of significant impact

- Consistently high quality formative feedback is provided to support maximum progress
- Teachers plan as a result of students' prior progress

Progress
- The teacher plans thoroughly for individual student progress across a sequence of lessons
- The teacher uses a plenary, or several small plenaries to monitor and assess students' progress allowing for changes to the lesson plan if necessary
- All students, regardless of their starting point, make expected progress and some exceed expected progress

For announced lesson observations teachers will provide:
- Written lesson plans (in the agreed format)
- Class charts seating plan
- Data using Go4S

Staff development provision:
- School based training on specific aspects of teaching and learning identified in the WCQP
- Personalised professional development through workshop based CPDto support teachers in successfully completing their appraisal targets
- Opportunities to share good practice, both within our own school and with staff in other local schools through the Blue Flag Alliance (subject hubs)
- External training specifically linked to department improvement priorities including exam board training
- Use of peer observations and video technology to evaluate teaching and learning and share best practice

Related policies and documents
- Homework
- Assessment
- Curriculum
- Marking
- Presentation
- Literacy
- MER