

Launceston College

A Multi Academy Trust

TEACHING AND LEARNING POLICY

Adopted on	30 November 2019
Reviewed by	Dan Wendon
Status	Ratified
Review period	Annually
Review date	November 2020
To be read in conjunction with	Code of Conduct Teachers' Standards

We aspire to the highest standards of Teaching and Learning at Launceston College MAT. Teaching and Learning should be a thoughtful, rigorous and adaptive and enriching process, informed by a body of evidence and a deeply embedded and commonly applied set of pedagogical principles. There should be a coherent, widely publicised narrative for students, teachers, parents, those who hold schools in the MAT to account, and any other interested parties, to understand the pedagogical principles of the MAT.

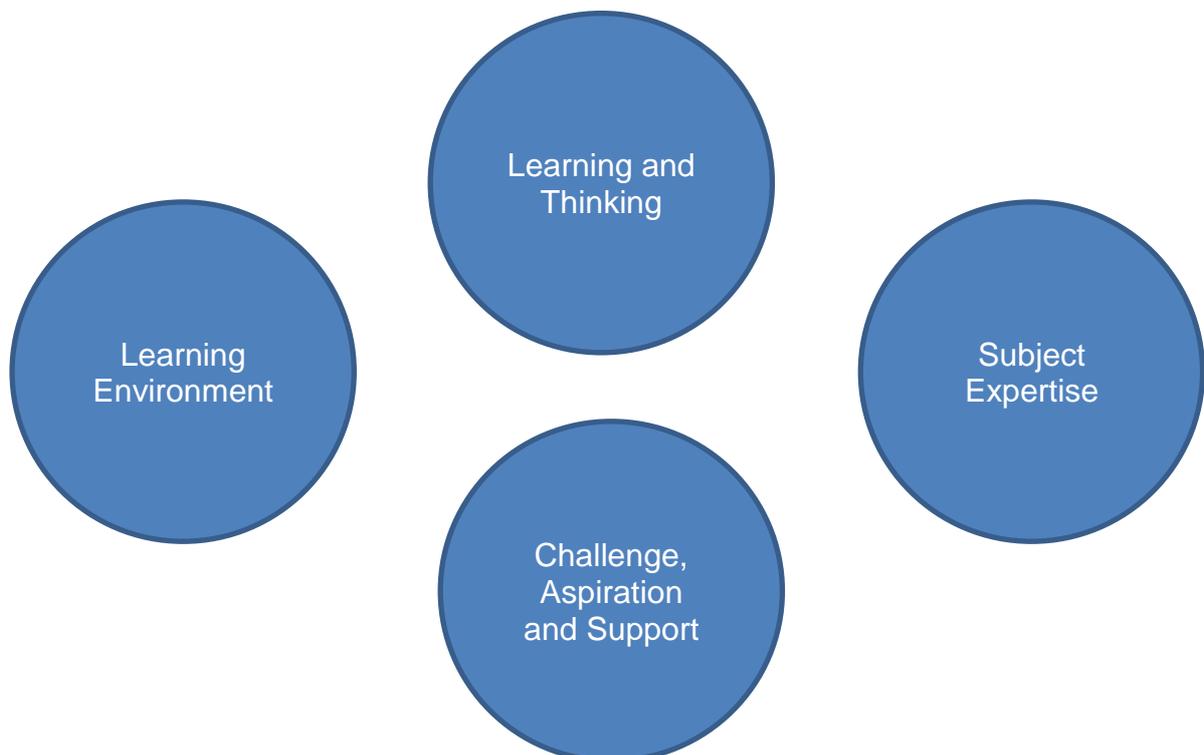
All teachers should follow the areas of competency set out in the Teachers' Standards.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/665520/Teachers_Standards.pdf

Our pedagogical framework

Teachers should also follow the guidance and pedagogical practices and principles of the MAT, which seek to support effective and enriching teaching. They are articulated in the following ways.

- 1) The pillars of Teaching and Learning are the foundation of what we value, and underpin all of the work we do. They are:



These principles are general and far reaching, but every teacher should be committed to achieving excellence in these areas. They may be exemplified in the following list, which is not exhaustive.

Teachers should:

- Facilitate and model enquiry and deep thinking
- Foster high aspiration and challenge
- Encourage student autonomy
- Provide purposeful and timely feedback and marking
- Aspire to mastery and expert subject knowledge
- Demonstrate student progress over time
- Understand and deliver the requirements of the curriculum in their subject, working backwards from a clearly defined end-point.
- Use a range of effective and engaging learning strategies
- Provide personalised support
- Use technical language expertly
- Develop detailed, purposeful understanding of exam specifications and guidelines
- Demonstrate a collaborative, positive problem-solving attitude
- Show personal accountability for factors within their control to provide the best outcomes for students
- Create a safe learning environment where students are encouraged to take risks
- Reflect actively on their practice and seek to develop and extend their skills

2) Golden Rules for Teaching and Learning

Clear routines and high behavioural expectations are essential for good learning to take place. The Golden Rules for Teaching and Learning are ten principles and procedures which give clear guidance for effective classroom management, and set out the expectations that teachers should have of their own classroom practice and of the conduct of students in the MAT. They have been arrived at through a process of broad consultation with staff. A copy of these are available in a range of formats in each school, and training and guidance will be available through CPD programmes.

3) Great Teaching Habits

The Great Teaching Habits are a set of ten pedagogical approaches that are drawn from a wide consultation with staff and external experts, which draws on evidence and pedagogical research. They are likely to remain as they are for enough time to undertake a significant strategic development, however they are subject to change

depending on the pedagogical priorities of the MAT and each school. They will not change without a consultation period overseen by the Director of Teaching and Learning. The Great Teaching Habits are designed to be a clear and practical set of approaches, that will foster the consistent application of effective and enriching teaching. However, they are not a prescriptive checklist, and should be interpreted creatively within the context of each teacher and subject area.

4) Framework for teaching

The Framework for Teaching is a detailed rubric which takes as its starting point the Teachers' Standards and a number of international academic models for effective teaching. It sets out the key domains of teaching from planning and preparation, to lesson delivery, to feedback and assessment. It provides classroom based, practical examples of how each domain of effective teaching might be exemplified. It is connected to the Great Teaching Habits and the Golden Rules for Teaching and Learning.

5) Great Learning Habits

Just as teachers can benefit from a coherent language and framework within which to understand teaching, so it is also beneficial to set out what we mean by 'learning' and how the process might work.

There are many definitions of learning, our understanding of learning in the MAT is that it can:

- Increase your awareness and understanding of the world you live in
- help you to connect ideas together that may have once seemed separate
- help you to connect past experiences with present and future experiences
- help you to develop knowledge, expertise and skills

Learning in an educational context must also be connected with memory, and may be defined as 'a change in long term memory.'

Our understanding of learning is based on cognitive science research, and while we recognise that this is a developing field where understanding is subject to change, there are a number of principles of learning which have a strong evidence base. These are explained in more detail in the Great Learning Habits documentation.

The Great Learning Habits are a six-point framework, designed to act as a guide for teachers, but also as a mental model for thinking for students and parents. Teachers, tutors and pastoral leaders should use the Great Learning Habits in their planning, guidance and support for students, in order to help them to understand how to learn effectively.

Lesson Planning and Sequence

There is no prescribed lesson sequence in the MAT, however, individual schools or curriculum areas may choose to adopt a particular approach. The Golden Rules and Great Teaching Habits give further guidance about lesson planning and sequence. Lessons and lesson sequences should broadly contain the following, taken from Barak Rosenshine's Principles of Instruction.

- Begin a lesson with a short review of previous learning
- Present new material in small steps, with student practice after each step
- Ask a large number of questions and check the responses of all students
- Provide models for problem solving and worked examples
- Guide student practice
- Check for student understanding
- Obtain a high success rate
- Provide scaffolds for difficult tasks
- Require and monitor independent practice
- Engage students in weekly and monthly review

Collaboration and Leadership

Teachers should see it as part of their professional responsibility to reflect on their teaching and on the learning of their students within a network of professional development. They should participate in training opportunities which allow them to share, discuss and understand good practice within the pedagogical principles of the MAT. They should seek to use and promote the shared language of pedagogy in the MAT.

These pedagogical principles should be read and understood with the Teachers' Standards, and the Staff Code of Conduct.