



TEACHING AND LEARNING POLICY

Created: January 2025
Review date: January 2026
Next review date:

1 VERSION HISTORY

Revision number	Prepared by	Comments
1	TP	New Document
2	TP	Update history not available

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3 PRINCIPLES OF THE POLICY

The Island Learning Centre is committed to achieving the highest standards of teaching and learning. It is our intention that all students are provided with a learning experience that will both challenge and motivate them within a stimulating, safe learning environment.

4 PURPOSE OF THE POLICY

- To ensure high quality teaching and learning experiences for all students.
- To provide a framework for teaching and learning within which there is flexibility and scope for creativity.
- To provide coherence of approach and consistency of expectation.
- To promote reflection on, and sharing of good practice.
- To make explicit a baseline for monitoring and evaluating the teaching and learning that takes place.
- To identify specific areas of responsibility at whole school, Department and individual level.

At the Island Learning Centre we believe learning will most effectively take place when:-

- The environment is secure, stable and stimulating.
- Students understand the purpose of the learning and see relevance to their own experience.
- The learning builds on prior knowledge and understanding.
- The learning is active and collaborative where appropriate.
- Staff promote oracy.
- Independent thinking and learning is facilitated and encouraged.
- There are opportunities for creativity.
- Students can self assess, know what they need to do to improve and are able to set appropriate targets.
- Students have opportunities to transfer skills, knowledge and understanding to other contexts.

5 PART ONE - DELIVERING HIGH QUALITY TEACHING AND LEARNING

5.1 SUMMARY OF KEY INGREDIENTS FOR SUCCESSFUL LESSONS

At the Island Learning Centre some of the key ingredients of successful lessons are identified as: -

- Lessons are well-planned with clear aims and objectives, structure and challenge for all students.
- Teachers make use of all available information, both statistical and personal; to set clear, realistic, yet challenging targets and to plan differentiated learning opportunities.
- Lessons are planned to build on prior learning and ensure continuity and progression.
- Opportunities for developing literacy, numeracy, ICT skills and cross-curricular elements are integrated into plans.
- Planning makes provision for effective use of other adults, e.g. LSA support.
- Appropriate and stimulating resources are organised prior to the lesson.

5.2 LESSON STRUCTURE – A PHASED LEARNING APPROACH

This framework is expected to provide the basic structure for all lessons. However, it is recognised that it may be adapted to suit the objectives of a particular lesson or sequence of lessons.

- At the ILC, there is an expectation that student learning is managed via phased learning with all staff using student task cards.
- These task cards provide structure for students with differing levels of ability to focus and give guidance on the use of regulation activities to support.

5.3 START OF THE LESSON

- The start of the lesson will have a clear focus, using activities which immediately engage students.
- Learning objectives and outcomes will be clearly communicated to the students.

5.4 LESSON DEVELOPMENT

- Present lessons with clarity, enthusiasm and pace.
- Make learning active by providing tasks which enable students to make meaning, construct knowledge and develop understanding and skills.
- Provide appropriate levels of scaffolding to support students' learning.
- Use a variety of questioning techniques to probe and develop students understanding.
- Give constructive, positive feedback on work in progress.
- Provide opportunities for success for all students and seek frequent opportunities to praise.
- Provide opportunities for progression which increase the level of conceptual challenge, the depth of understanding and the breadth of application of skills.

5.5 END OF LESSON

- The teacher creates time to review learning objectives and learning outcomes.
- Students have the opportunity to review their own progress.
- Opportunities are provided to celebrate success.
- The end of the lesson is prompt and orderly, allowing for efficient movement/transition between lessons.

5.6 ASSESSMENT FOR LEARNING

Assessment for Learning (AFL) is central to good teaching and learning. At Island Learning Centre we are committed to incorporating a range of AFL strategies into lesson planning.

These may include: -

- **Use of effective questioning** - to promote thinking – providing students with the opportunity to think/reflect on key questions. Planning the use of higher order questioning.
- **Feedback, which will include -**

- quality written comments which recognise the strengths of a piece of work and identify
- targets for improvement in a constructive personalised way
- (ii) frequent opportunities within lessons to provide immediate verbal feedback.
- **Self-assessment** – students are encouraged to judge the success of their own work and set themselves targets for improvement.
- **Peer assessments** – students are encouraged to critically, but supportively, judge the performance of others within their group *and suggest ways to improve*
- **Level progression** – the language of subject progress is shared with students. Levels of work are modelled through display and explanation.

6 PART TWO – EXPECTATION AND MONITORING OF HIGH QUALITY TEACHING AND LEARNING.

At The Island Learning Centre it is expected that teaching will usually be at least good with much that is outstanding.

6.1 PROFESSIONAL DEVELOPMENT AND SUPPORT

Staff will be provided with professional development opportunities and support to help them consistently achieve high quality teaching and learning. We will use the current Ofsted framework criteria and descriptors as a guide to appropriate standards.

The development and support will include: -

- regular in-school Continuing Professional Development (CPD) – provided both by practitioners within school and visiting specialists;
- peer working and support to share and develop skills and strategies; and
- access to external CPD as appropriate and within budgetary constraints.

Staff will be expected to take responsibility for their own professional development linked to their Performance Management (appraisal) cycle.

6.2 MONITORING OF THE QUALITY OF TEACHING AND LEARNING

Monitoring will take a number of forms:

- formal observations as part of Performance Management, usually by the Line Manager;
- observation of Early Career Teachers (ECTs) by the ECT tutor and Senior Leadership Team (SLT);
- routine observation by SLT;
- Departmental Reviews to include all aspects of the Departments' work, including teaching.
- Focussed Learning Walks to monitor the quality of specific aspects, e.g. marking homework, assessment.
- book scrutiny

There will usually be no more than three formal observations during a year.

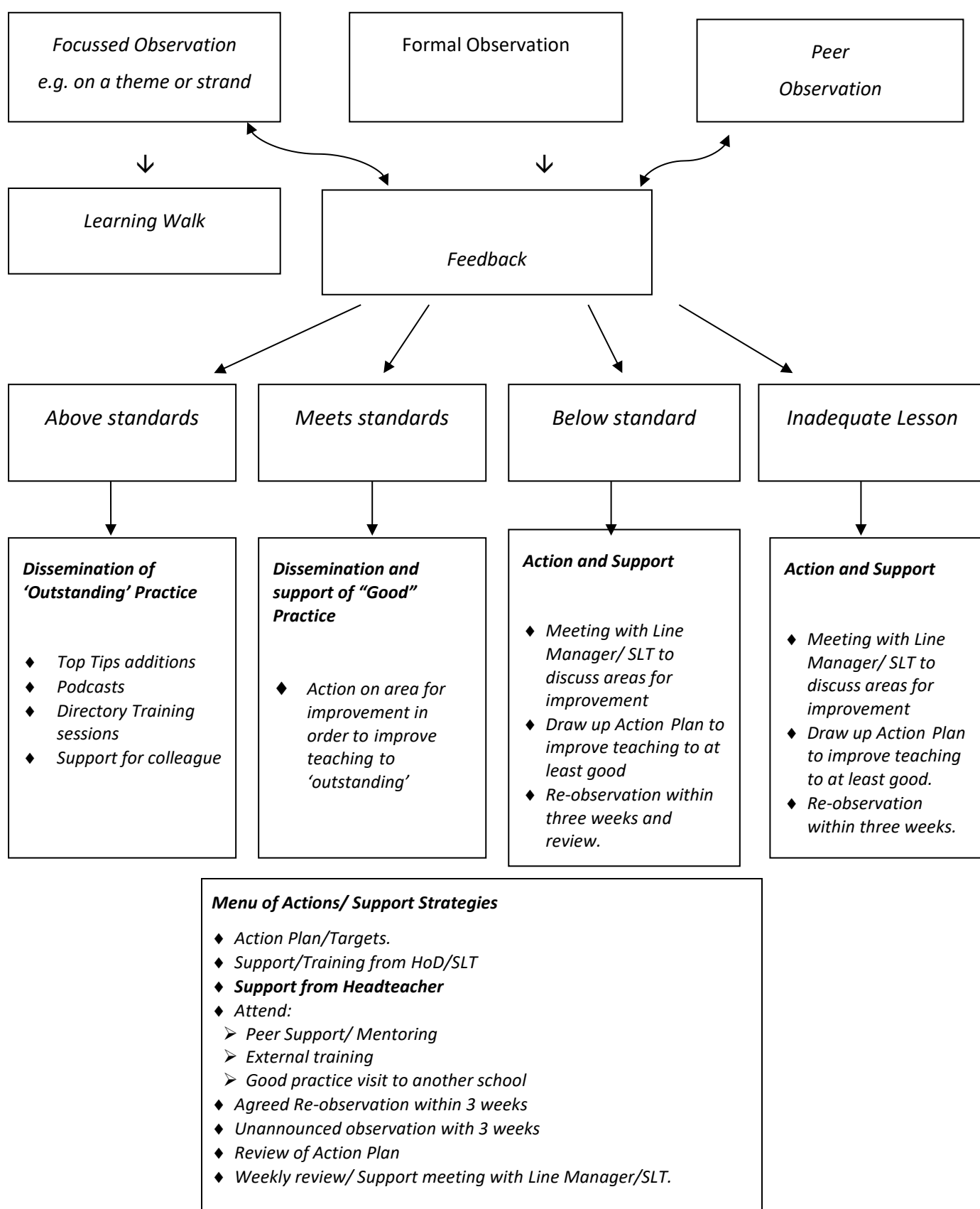
The exception will be in the case of teachers who have not reached at least a good standard and whose teaching, as a result of observation or book scrutiny has been judged to “require improvement” or “inadequate”.

There will be an annual Monitoring Calendar setting out what is to be monitored, when and by whom. This will include monitoring by Line Managers and SLT of the quality of teaching, marking and homework.

6.3 FOLLOW-UP

There will always be feedback and appropriate follow-up, action and/or support following any lesson observation.

7 PART THREE – MONITORING AND LESSON OBSERVATION FRAMEWORK.



PART FOUR - TEACHING AND LEARNING POLICY – ROLES AND**RESPONSIBILITIES****8.1 SENIOR LEADERSHIP TEAM**

- To provide appropriate support, training and resources for Departments and individuals.
- To monitor and evaluate the delivery and impact of the policy.
- To review the policy as part of the Management Committee's policy review cycle (Curriculum and Standards).

8.2 TEACHING STAFF

- To implement the policy by ensuring a consistent delivery of high quality learning experiences.
- To be responsible for short-term planning in conjunction with department teams and identified Schemes of Work as a shared approach to subject planning.

8.3 ALL STAFF

- To be aware of the principles of the policy and how they can contribute to it.

8.4 CURRICULUM LEADERS

- To be responsible for the co-ordination of long, medium and short term planning of Schemes of Work, taking into account the aims of the policy.
- To monitor and evaluate consistent delivery of the policy at team level, in line with monitoring schedule and Ofsted Framework;
- To take appropriate action as a result of any findings.
- To provide appropriate support to team members through training materials, coaching and mentoring.

8.5 STUDENTS

- To work positively within lessons to enable staff to implement the policy effectively

8.6 MANAGEMENT COMMITTEE

- To support the school by reviewing the Teaching and Learning Policy annually