



TEACHING AND LEARNING POLICY

To Inspire, To Learn, To Achieve at Wilmington Academy



*“Every teacher needs to improve, not because they are not good enough,
but because they can be even better.”*

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Reviewed: June 2017

Next Review: June 2018

Contents

1 Rationale and Vision

2 Aims

3 Objectives

4 Procedures

1. Outside the classroom
2. Inside the classroom
3. Behaviour

5 Quality Assurance and Development

6 Spiritual Moral Social Cultural

7 British Values

8 Careers Education Information Advice and Guidance

Appendix

1. International Baccalaureate Learner Profile
2. Six Principles of Teaching



1 RATIONALE AND VISION

Providing a learning curriculum that develops successful students who demonstrate courage, behave with integrity and live happy lives is at the heart of our teaching and learning philosophy. We ensure that all teachers/teaching assistants have access to the highest quality development programme (CPD) to provide the most innovative and cutting edge learning opportunities for every student. Our teaching approach is based around the Six Principles of Teaching, the Wilmington Learning Tree and the IB Learner Profile, which form the basis for CPD and accountability in the school.

At Wilmington Academy we are embracing a 'Rainforest' approach to Teaching & Learning.

Characteristics of a rainforest:

There is enormous variety in the range of trees and plants that are thriving in the environment; it is lush, exotic, awe inspiring, unpredictable, non-linear. Each specimen is magnificent in its own right... with different organisms occupying their niche in an environment that is self-nourishing. Without the need for external artificial interventions, the soil is fertile and the process of evolution is continuous. Whilst each plant has distinctive features and unique requirements, they all co-exist in an equilibrium that develops organically over time in response to changing conditions.



Vision for the academy incorporating "Rainforest" thinking.

- Where teachers are thriving, delivering excellent lessons and securing student outcomes, there is a high level of autonomy.
- Professional development is highly personalised
- Classroom learning is often characterised by a 'let's see what happens' approach. Teachers try out new ideas all the time, do not expect standard responses and create a culture in which students can select from a wide range of possible options – for example in the pace of their learning, the sequence of tasks or the mode of response.

2 AIMS

To ensure that high quality teaching allows students to learn and acquire the knowledge and skills they need to become independent learners, lifelong learners.

This will be achieved by:

- Delivering lessons that meet the needs and aspirations of all students;
- Planning opportunities for students to become risk takers and through reflection reach their personal potential;

- Establishing an agreed range of practices to guarantee a consistent approach towards learning and teaching;
- Promoting the view of learning as a shared responsibility, hence developing inquirers and independent learners;
- Involving all staff in developing and improving the quality of learning and teaching;
- the Lead Practitioner team is available to provide feedback and support the development of staff (See Appendix 3);
- Providing all staff with developmental opportunities to extend and enhance their tautology of teaching and repertoires to achieve mastery;
- Ensuring that all staff are able to plan for and deliver skills beyond their subject specialism to incorporate cross curricular initiatives, in particular the school vision, literacy, oracy, numeracy and international mindedness;
- Identifying students' achievement through rigorous monitoring and planning interventions to enhance their progress.
- Incorporating enquiry-based learning approaches/tasks within our lessons and schemes of learning.

Examples of Enquiry Based Learning approaches

EBL approach	Illustrative example
Scenario-based learning	Students participate in a 'scenario' designed to simulate a relevant issue or problem. The scenario may involve an element of role-play.
Problem-based learning	An authentic problem is used to define and drive the student learning experience.
Project-based learning	Students work collaboratively to explore a problem or issue and create a presentation/product to demonstrate their learning. Individual research project a student explores a problem or issue through a structured process of enquiry – this may take the form of a research module or a dissertation.
Field work	A small-scale investigation is undertaken individually or in groups as part of a discipline related field trip. Other respondents are asked to provide further information.

Enquiry based learning characteristics (adapted from Kahn and O'Rourke, 2004)

Characteristic	Description
Engagement with a complex problem or scenario	The task presented to the learner (possibly in the form of a problem, issue or scenario) is structured to be sufficiently open-ended to enable a variety of responses or solutions (i.e. students should not be seeking to find the 'right' answer).
Students direct the line of enquiry and the methods employed	Students are placed at the centre of the learning process and presented with greater independence in decisions relating to their learning (hence the term 'learner independence')

<p>The enquiry requires students to draw on existing knowledge and to identify their required learning needs</p>	<p>Students are not viewed as empty vessels waiting to be filled with 'knowledge'. Rather, placing students at the centre of the learning process requires them to draw on their collective knowledge in order to approach a task. Working collaboratively in a group might entail identifying their required learning needs through a process of asking questions, along the lines of 'As a group, what do we know about this issue? What do we need to find out in order to respond to this issue?'</p>
<p>Tasks stimulate curiosity in the students, encouraging them to actively explore and seek new evidence</p>	<p>Curiosity can be aroused through structuring tasks around real life issues that have relevance to the students. This might be done through the use of a recent newspaper cutting, a short video extract, a talking head or a mocked up case scenario.</p>
<p>Responsibility falls to the student for analysing and presenting the evidence in appropriate ways and in support of their own response to the problem</p>	<p>By placing students at the centre of the whole learning process, they assume responsibility for justifying their response to the task and providing a clear rationale for their response. Tasks will usually be ill defined – as such there will not be a single 'answer' (or indeed a simple response). As a consequence, students become aware of the need to justify the evidence they present in response to a particular issue.</p>

3 OBJECTIVES

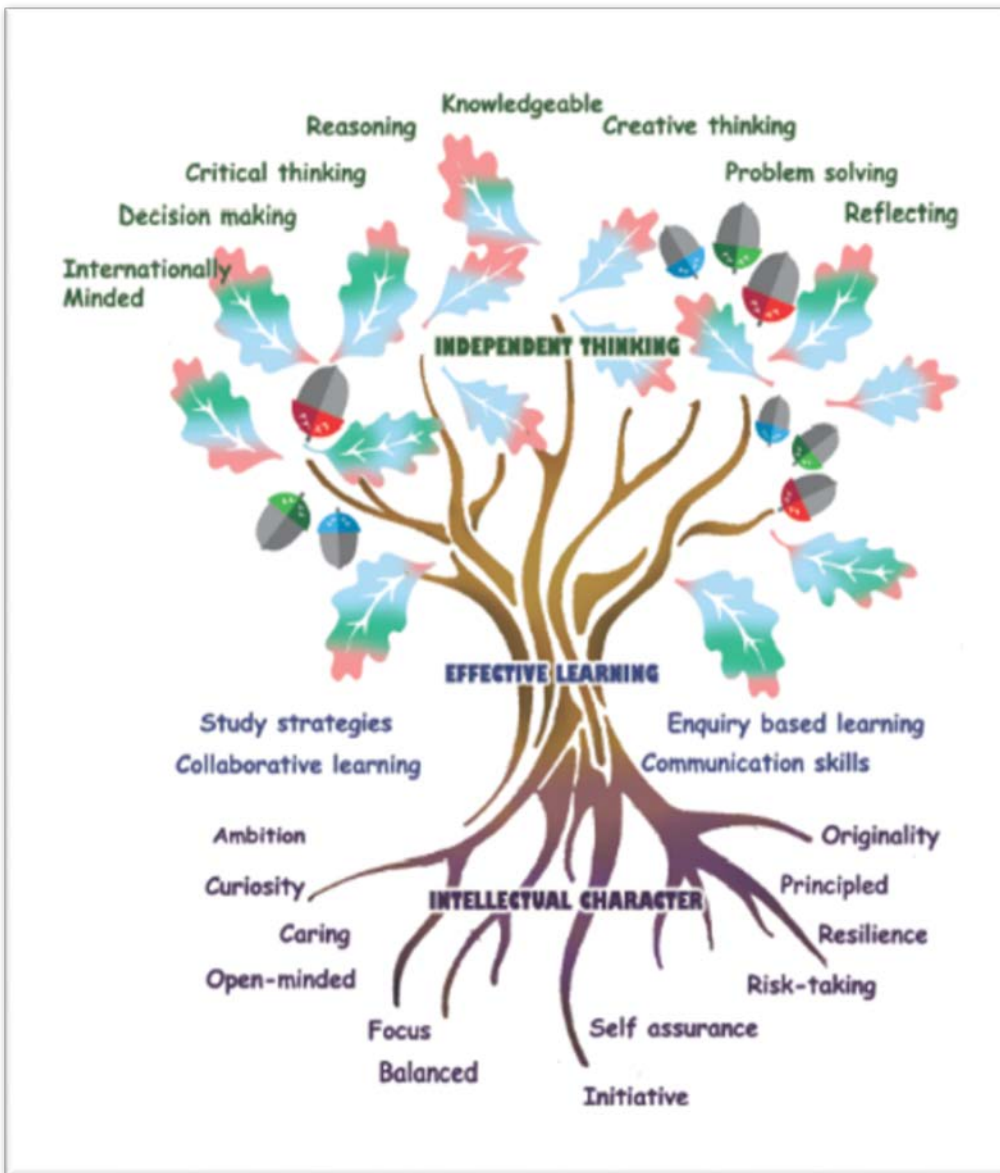
- To encourage a growth mindset, whereby ability can be developed through hard work and determination
- To ensure 100% of lessons are Good or Better at Wilmington Academy

Student characteristics:

Wilmington Academy is committed to the developing successful students through the use of the 'Wilmington Learning Tree', which includes the attributes from the IB Learner Profile. (See appendix 1)

The academy, therefore encourages learners who are:

- Enquirers
- Knowledgeable
- Thinkers
- Communicators
- Principled
- Open minded
- Caring
- Risk takers
- Balanced
- Reflective



The Senior Leadership Team (SLT) will:

- Create and maintain an environment and code of behaviour which promote and secure good teaching, effective learning, high standards of achievement; good behaviour and discipline;
- Determine, organise and implement a full, broad and balanced curriculum;
- In line with National guidelines, ensure that all students follow statutory requirements, in addition to incorporating innovative practice from international and national research as appropriate;
- Ensure that effective and appropriate support and challenge is available and planned for all students;
- Ensure cross curricular strategies for the vision of literacy, oracy, numeracy and international mindedness are applied consistently and directly impact on raising achievement;
- Ensure that all staff have access to high quality CPD to improve the quality of provision through all subject areas;

- Involve all staff in rigorous Monitoring, Evaluation and Review of the quality of teaching and learning as well as achievement of all students, including those with additional needs;
- Promote positive strategies which encourage respect for all members of the Academy community;
- Develop links with the community, including business and industry in order to extend the curriculum, deliver highly innovative enterprise initiatives, and to enhance the learning and teaching;
- Create and maintain an effective partnership with parents and carers to support and improve students' achievement, personal development and well-being;
- Ensure regular celebration of student achievement – sporting, cultural and academic.

Lead Practitioners will:

- Lead the development of teachers by:
 - Supporting Directors of Learning to improve teaching in their core and additional subject (s).
 - Supporting the mentor of Newly Qualified teachers and those requiring improvement

Directors of Learning (DoL) will:

- Have in place clearly differentiated long, medium and short term schemes of work which reflect whole school and national priorities;
- Lead the department by example and set high standards;
- Set learning and teaching priorities and targets for the department within the context of the academy improvement plan;
- Rigorously implement the programme for Monitoring, Evaluation and Review within their department;
- Be accountable for the standards of learning and teaching within their department;
- Participate in appropriate CPD and disseminate information to staff efficiently, effectively and promptly;
- Identify professional development requirements within the department and utilise subject area time to address appropriately to develop the standard of teaching and learning;

Teachers will:

- Plan effectively and deliver lessons appropriate for every individual within the teaching group, ensuring support and challenge as appropriate, including students with SEND;
- Create a secure, stimulating and enterprising classroom climate that will motivate students to learn and to perform to the best of their ability;
- Support students in their learning and help them to become confident independent learners; using language and skills associated with the 'Wilmington Learning Tree';

- Provide opportunities for students to assess their own and others' work in accordance with criteria;
- Monitor students' progress through frequent formal and informal written and oral feedback and maintain effective records;
- Ensure all students are aware of their current attainment level and know how to achieve target level (as appropriate to new curriculum);
- Ensure that assessment information, Individual Education Plans, profile of need, seating plans and any other documentation about each class is well organised and accessible in the classroom;
- Follow academy Behaviour and Assessment Policies consistently.

Support staff will:

- Work collaboratively with the class teacher in planning for learning and teaching;
- Support students in specific aspects of their learning as agreed with the class teacher including those with SEND.

Students will:

- Aim to achieve goals and meet targets and respect the right of others to do the same;
- Take responsibility for their own learning and be proactive in using self/peer assessment techniques;
- Actively participate in lessons, contributing to class/ pair/ group discussions and tasks in a mature and focused manner;
- Meet deadlines for completing class work, homework and assessments;
- Prepare appropriately for each lesson and tests/assessments and maintain high expectations of themselves, following the vision and values to maximise progress towards targets
- Bring the correct equipment needed to learn;
- Respect diversity within the classroom.

Parents and Carers will:

- Work in partnership with the academy in all aspects of their children's education;
- Support Academy initiatives which involve collaborative working to raise student achievement;
- Encourage and support their child to work to meet their potential;
- Attend consultative evenings or meetings to discuss student progress;
- Ensure child is equipped to learn.

4 PROCEDURES

Outside the classroom:

Planning

- All lessons should be planned carefully and be part of an overall scheme of work that is accessible to all other staff in the department;
- Long term and medium/ short term templates are to be used for planning in every subject area;
- All lesson plans should demonstrate how the lessons will build on students' current knowledge, understanding and skills so that sustained progress can be made;
- For formal observations, lessons should be recorded on the agreed format for a lesson plan;
- Activities and tasks should be planned to reflect a well-balanced range of activities and to include a range of teaching and learning styles;
- There should be a clear framework for assessment throughout lessons;
- Lessons should be differentiated to take into account of learning needs; assessment data must be used to plan effectively to support and challenge every learner, including SEND;

Learning Environment

- All classes must have a seating plan, which should be followed in the lesson. This should avoid social groupings as appropriate
- Ensure that there is a positive learning environment characterised by high teacher and learner expectations;
- Ensure that there are high quality displays in the classroom that reinforce expectations;
- Display exemplar work around the classroom or the Academy;
- Make sure the classroom is well organised and tidy;
- Health and Safety and Data Protection regulations must be adhered to at all times;
- The Six Principles of Teaching will be on display and are referred to positively during lessons.

Inside the classroom:

AT THE START OF THE LESSON

- The teacher must be at the door to welcome the students into the room in an orderly fashion. Students should be in the correct uniform, and ready to learn;

- Students must only have equipment for the lesson on the desk;
- The teacher should engage students' interest with a warm up or starter activity – 'Do Now'.
- A register must be taken for each lesson;
- No food to be consumed in lessons, only drinking water is allowed;

PUT THE LEARNING IN CONTEXT

- The lesson should use time well and be structured with appropriate pace and challenge;
- Learning objectives and outcomes should be shared with the students;
- A balance should be achieved between whole class interaction, individual work, group/pair work, testing and assessment;
- Provide opportunities for students to self and peer assess developing independence;
- Praise should be used, wherever possible, for achievement and effort;
- Build enjoyment into a lesson; the teacher should let love for the subject and personal enjoyment of learning shine to harness the enthusiasm of the students.

AT THE END OF THE LESSON

- A review of what students have learnt should take place;
- Check learning against outcomes shared at the beginning of the lesson;
- Allow time for questions and thoughtful answers;
- Give praise to the class as a whole or individuals for their learning;
- Establish an orderly end to the lesson before students are dismissed;
- Ensure that any litter is picked up, materials packed away and chairs tucked neatly under desks ready for the next class;
- The teacher must stand by the door while students are leaving, ensuring an orderly exit from the classroom as a lesson may be taking place on the plaza;
- Students should be made aware of any homework and have it written up on 'Show My Homework'. Homework should incorporate aspects of 'flipped learning' where students are asked to either embark on some pre-reading or pre-learning, which prepares them for the following sequence of lessons.

4 BEHAVIOUR FOR LEARNING

- Students must see that if they disrupt learning there will be a consequence;
- The teacher must follow the stages of the academy behaviour policy, which should be clearly displayed in the class room;
- Where a student settles the teacher should make sure praise is given for his/ her work as soon as is practically possible;

- The teacher must be prepared to follow up any poor behaviour in the lesson, with a meeting and/or sanction. It is very important to ensure there is a conclusion with the member of staff concerned, although line managers may be required to support in this;
- If a student is temporarily removed from the lesson the classroom teacher remains responsible for that student's learning. The teacher must ensure that the student is set appropriate work and that this work is marked alongside other students in the group. Teachers must also follow-up poor behaviour with an appropriate sanction;
- Teachers should use positive recognition as often as possible and foster participation through sensitive and productive handling of students' mistakes as this will boost self-esteem;
- Teachers should always be calm and courteous; this will foster mutual respect and it is more difficult for a student to justify his/her rudeness if the teacher is always polite.
- Students are not allowed out of a lesson unless they have a time out or toilet pass.
- Students should not be sent out of lessons to retrieve books/materials for the lesson.

5 QUALITY ASSURANCE AND DEVELOPMENT

As part of their induction all teachers new to Wilmington Academy are assigned a mentor to support their professional development.

Quality Assurance for all teachers (See Appendix 5)

- Teachers will be asked to peer observe in order support each other's development against the academy targets as well as their own individual targets;
- Formal observations will be carried out by the Senior Leadership Team (SLT), Lead Practitioners and DoLs/Coordinators during modules 2, 4 & 6;
- Formal observation cycles are clearly marked on the academy calendar. Information regarding the focus of the observations i.e. academy priority areas, year groups or specific student groups will be shared to staff in advance;
- Teachers are to be aware that formal observations will be undertaken using the Leigh Academies Trust criteria. Every observer should plan to hold a developmental discussion within twenty-four hours of the observation;
- During formal observation teachers should provide; a seating plan and data for the class indicating any rationale or interventions being used within the classroom. Marked work/assessments should also be made available;
- Observation grades are stored centrally and monitored by SLT;
- Reviews (Subject or Themed) will take place termly (modules 1,3 & 5) in order to monitor progress of the academy areas for development;
- Opportunities for staff to develop their practice are clearly evident in the CPD schedule;

- Opportunities for teachers to develop their pedagogy via the Leigh Academies Trust are encouraged and can be accessed through various courses;
- NQTs and PGCE/School Direct staff have a specified member of staff who co-ordinates their placements;
- Wilmington Academy's 'Developing Best Practice Programme' and 'Teacher Support Programme' are designed for any teacher who is graded as 'Requiring Improvement' in a formal observation;
- Learning Walks by the Senior Leadership Team and Middle Leaders take place weekly and are designed to provide praise and constructive feedback in order to help the staff member develop;
- Line Managers and LPs of faculties are encouraged to complete 'drop-in' sessions to quality assure the area/faculty they line manage;
- Book scrutiny and monitoring will be regularly undertaken by SLT, DoLs and Coordinators;
- Teachers will provide daily plans and lesson plans for cover staff if their absence is planned e.g. on a course;
- Opportunities to share best practice are available via CPD and briefings throughout the academic year.

6 SMSC

In order to ensure that students are fully prepared for life beyond school we recognise the importance of developing the whole person, and have a strong emphasis on Spiritual, Moral, Social and Cultural development. We provide a range of opportunities for personal development, through a structured tutorial programme and assemblies in addition to the formal curriculum. There is an expectation that teaching staff promote SMSC through their lessons. Calendared events such as Action Days, charity work and guest speakers support this important aspect of learning.

7 BRITISH VALUES

We undertake regular audits of our provision to ensure that our students are given opportunities to reflect upon and understand the importance of democracy, the rule of law and respect for individuals and different cultures. We also take care to ensure that our students know how to stay safe, lead a healthy lifestyle (physically and mentally), and are aware of the dangers that exist, particularly via the Internet and social media.

8 CEIAG

Impartial and Independent Careers Education, Information and Guidance are a key components of students' understanding of how their learning directly impacts on their future aspirations. We provide a range of opportunities for students to engage with employers, training providers and further education providers. All faculties endeavour to provide opportunities to link student learning to developing the skills that will prepare them effectively for the workplace and enable them to understand how their learning can be applied in a wider context. This includes developing opportunities for learning outside the classroom through visits to employers, the use of external speakers and, where appropriate, work experience.

Appendix 1: IB Learner Profile



IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

<p>INQUIRERS We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.</p> <p>KNOWLEDGEABLE We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.</p> <p>THINKERS We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.</p> <p>COMMUNICATORS We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.</p> <p>PRINCIPLED We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.</p>	<p>OPEN-MINDED We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.</p> <p>CARING We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.</p> <p>RISK-TAKERS We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.</p> <p>BALANCED We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.</p> <p>REFLECTIVE We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.</p>
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The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

Appendix 2: The Six Principles of Teaching

Six Principles of Teaching

1. High Expectations of Learning Behaviour

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| <ul style="list-style-type: none"> a. Routines and effective classroom management b. Consistent application of behaviour policy | <ul style="list-style-type: none"> a. Minimal valuable lesson time is wasted dealing with low-level disruption b. Students can think hard about their learning free from distraction c. All students are engaged in thinking about |
|---------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

<ul style="list-style-type: none"> c. Promote active participation not compliance d. Reinforcing effort and providing recognition 	<ul style="list-style-type: none"> key learning d. Students understand the connection between effort and achievement
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2. Quality of Instruction

<ul style="list-style-type: none"> a. Highly effective explanations b. Clearly defined outcomes c. New knowledge is founded upon old knowledge d. Teachers model excellence and how to achieve it 	<ul style="list-style-type: none"> a. So that students quickly grasp key ideas b. Students have complete clarity around what they are learning and what success looks like c. Students can learn new ideas by reference to ideas they already know d. Students know what excellence looks like as well as how to achieve it
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3. Subject Mastery

<ul style="list-style-type: none"> a. Exam specification expertise b. Misconceptions are planned for and addressed c. Comprehensive understanding of curriculum d. Promote and uphold the highest standards of literacy 	<ul style="list-style-type: none"> a. Students are successful in examinations b. Students overcome common misconceptions c. Teachers are able to confidently teach to the top d. Students read, write and speak with fluency and accuracy
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4. Making it Stick

<ul style="list-style-type: none"> a. Making connections between underlying concepts b. Regular low stakes testing c. Practise deliberately d. Learning is interleaved 	<ul style="list-style-type: none"> a. Students can make links across key subject skills b. Students can embed learning into their long term memory c. Students can develop fluency and accuracy in key skills d. Students revisit material in a way which promotes long term memory
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5. Adaptive Teaching

<ul style="list-style-type: none"> a. Support and scaffold in lesson for the less able b. Pitch high every lesson c. Adapts teaching as needs emerge d. Developed understanding of Special Educational Needs in the classroom 	<ul style="list-style-type: none"> a. Students are able to access the learning they are doing b. Students are challenged to exceed expectation c. All students make exceptional progress d. All students with SEND make exceptional progress
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6. Effective Feedback

<ul style="list-style-type: none"> a. Timely feedback to maximise learning b. Formative assessment is embedded throughout a lesson c. Comments are specific, accurate and clear d. Time to reflect and act upon feedback 	<ul style="list-style-type: none"> a. Students can swiftly unlock further learning b. Teachers know which topics to re-teach that were not grasped first time c. Student actions are refocused or redirected to achieve a goal d. Students are self-regulated learners
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