



Laureate Academy

Teaching and Learning Policy

Date approved: September 2018
Date review: September 2019

Vision

Laureate Academy is part of Future Academies, a family of schools with the very highest aspirations for the students in our care. Our motto, “*libertas per cultum*” (Freedom through education) and our core values of Knowledge, Aspiration and Respect are the clearest distillation of our vision.

Please see the following documents that outline the Future Academies’ vision for teaching, learning and assessment:

- ***The Future Way***
- ***Eight Habits of Effective Teachers***

Teach Like a Champion (TLAC)

Future Academies advocate many of the practical teaching techniques outlined in Lemov’s book, Teach Like a Champion. His passion for outstanding teaching, high expectations of all students, closing all achievement gaps and belief that all teachers can and should continually develop their pedagogy, strongly echoes our values.

Over time, additional training will be available based on specific TLAC techniques that support Laureate Academy’s teaching and learning priorities. Each of these techniques need practice and mastery so feedback is given over time (through learning walks and observations) to support the ongoing improvement of these techniques. Some of the initial techniques that we would like staff to master are:

- Do Now - entry and first activity in silence for 4 minutes
- 100% -a variety of techniques to ensure all students meet all expectations
- Cold Calling - no hands up during questioning so that everyone is thinking. Posing the question then calling on a student to answer it.
- Wait time - to give students time to think between a question being asked to the whole class and an individual being chosen to answer it
- Stretch it - asking follow up questions to extend a correct answer
- Right is right - only accepting students responses if given in full sentences, using technical vocabulary and full detail required to be completely correct
- No opt out - returning to students who cannot/do not want to answer questions to establish the expectation that every student must try to answer questions asked

The remainder of this document outlines the procedural ‘day to day’ policies that we expect all our staff to follow at Laureate Academy.

1. Lesson Routines

Aim: To ensure all classrooms are positive and disciplined in order for students to feel safe and flourish both academically and socially. Lessons should all have a strong classroom culture and share the same routines to ensure consistency across the Academy.

Teachers aim to arrive before the lesson in order to greet students at the door and have all resources ready. As students enter, the teacher should greet each individual while correcting any incorrect uniform to establish their expectations of a positive and disciplined classroom.

Students enter the room in silence, sit in their assigned seating plan and take out their equipment. All lessons start with a 4 minute, silent, 'Do now' activity that is completed by all learners with no direction from the teacher. During this time the teacher must take the register.

At the end of the lesson students must stand behind their desks and wait calmly to be dismissed. Teachers should stagger the dismissal of students and check uniform as students are dismissed. Staff should follow the class into the corridor and ensure that they move on quickly.

2. Behaviour for Learning in the classroom

Aim: To promote a calm, positive and respectful atmosphere at all times

All staff must ensure that the school environment is safe, calm, positive and conducive to learning. Staff should expect outstanding behaviour at all times from every student. Staff should challenge any student who is not meeting the Academy expectations.

Orderly and disciplined classrooms are a pre-cursor for effective learning for all our students. All staff should be proactive in their classroom behaviour management and use a range of strategies in order to deal with low level disruption including non-verbal cues and non-invasive forms of intervention to ensure a positive culture in the classroom.

Staff should celebrate success and effort from students in order to foster a strong and positive classroom culture. This includes showing off exemplary work and using praise judiciously and precisely.

The Laureate referral system is designed to support staff in dealing with poor behaviour and ensure that this is rectified quickly so that it does not affect learning. It is vital that the system is used consistently so that students are clear of the boundaries. *Please refer to the Academy Behaviour Policy.*

3. Expectations of students' exercise books and folders

Aim: To instil a sense of pride in students around their work and to ensure work is organised and easy to reference for students to recap and revise prior learning.

- A4 lined exercise books are to be used for all subjects where appropriate to increase expectations of extended writing
- Students should write in dark blue or black pen (green for all improvements to work)
- Exercise books/folders should all have the name of the student, teacher, subject and classroom
- The date should be written out in full every lesson
- The lesson title/question should clearly outline the content of the lesson: Students are **not** expected to copy any form of lesson objective or aim
- The title and date should be underlined every lesson using a ruler
- All sheets should be glued or tagged in
- There should be no graffiti on the cover or in exercise books

4. Knowing your Students

Aim: To ensure teachers know the starting points and individual needs of their students so that all students are challenged and supported as necessary to make progress.

Appropriate technologies including SIMs and MINT should be used to access and save information about students. Teachers should use MINT to design appropriate seating plans for every class that they teach in order to ensure students are positioned in the most effective seating plan to aid their progress.

5. Classroom environment

Aim: To model respect for our environment and ensure classrooms support learning

Classrooms should be conducive to learning and set an example to students of the respect we have for our environment. Floors and desks should be kept clear to allow for the room to be cleaned effectively and to model the high standards we expect of our students.

Displays are useful tools to support teaching and learning and reinforce our values of knowledge and aspiration. Close attention should be paid to the spelling, punctuation and grammar on all displays.

6. Homework

Aim: To provide tasks that enable students to consolidate their knowledge of each subject and master key concepts.

The success of homework in raising achievement is related to quality not quantity of homework. Homework is designed to consolidate or deepen students' knowledge of subjects.

- Homework is to be set on Show My Homework (SMHW) once a week for each subject
- Homework tasks set will be suited to the needs of the students.
- Students should be given a minimum of 7 days to complete homework.
- Homework completion should be recorded using SMHW.

All students will be given advice on homework skills as a part of their tutorial programme and in subject lessons.

7. Monitoring and Review

Aim: To ensure effective on-going evaluation of teaching and learning across the academy

Teaching and learning is monitored at a subject/faculty level and by SLT through regular short learning walks, book scrutiny and student voice activities.

Each department has a one-day internal subject review annually conducted by their SLT link along with the DoL/HoD. In addition there will be Academy Review Days conducted by Future Academies.

Ensuring students make good progress will always remain the key foci in the monitoring and review process.

8. Appraisal

Aim: To ensure staff have explicit targets that they are working towards and guidance throughout the year to support them in meeting these targets.

Each teacher has a dedicated performance manager and appraisal documentation. Targets are set in September and progress towards these is discussed and reviewed regularly. This process ensures that staff have explicit targets that they are working towards and guidance throughout the year to support them in meeting these targets. *Please see the Performance Appraisal Management Process policy for more detail.*

Every teacher will be formally observed three times in each academic year by their DoL/HoD and a member of SLT. These lessons will be graded on eight separate strands which reflect Ofsted's criteria for outstanding teaching and learning and Future Academies' Eight habits of Effective Teachers. There will also be feedback related to teachers' individual teaching and learning targets. *Please see the observation feedback form and system overview for more detail.*

9. Continuous Professional Development (CPD)

Aim: To promote the professional development of all staff

CPD is delivered through whole school INSET days, faculty and department development time (DDT) and Pitstops throughout the year. External training can be accessed through the DTSA where staff can select from the menu of CPD available and book via the website. Staff can also request other external training and courses by speaking to their line manager then completing a Staff Training form, available from the school office. Staff who attend external training are required to disseminate the information through either DDT, a Pitstop or other appropriate training.

A teacher may be offered further support with specific classes or areas of their practice if teaching and learning is not deemed to be consistently good or better. This involves working with a member of the teaching and learning team. Specific targets will be agreed and support given to reach these targets. Individual action plans will be used if there are serious concerns about teaching and learning.

Staff new to the academy will be designated with a T&L 'buddy' to support their transition to the Academy and offer support and advice in an informal capacity.

10. Feedback and Assessment

Please see separate feedback and assessment policy for more details on these aspects of teaching and learning.

Summary of supporting documents:

- *The Future Way*
- *Eight habits of effective teachers*
- *Feedback and assessment policy*
- *Appraisal policy*
- *Observation feedback form*
- *Observation system overview*
- *Behaviour policy*