



# **NORTH BIRMINGHAM ACADEMY**

## **TEACHING AND LEARNING POLICY**

A high quality of Teaching and Learning is central to everything we do at the mAcademy. It is important that the Academy develops as an intelligent learning environment in which all students flourish. Teaching and Learning are the central activities of the Academy and all other Academy policies support this.

The purpose of this policy is to share and develop a professional knowledge and understanding of the principles of good teaching and learning. It will provide a shared language for all staff to talk about and develop their own best practice in classrooms. It also conveys high expectations and provides consistency in our approaches, ideas, techniques and support in lessons across the whole Academy.

### **Principles**

Teaching and learning is underpinned by the following principles.

Teaching should be:

- Well planned - with a clear structure to lessons
- Interactive - involving the students in their learning
- Motivating - engendering enthusiasm for the subject in the students
- Differentiated - to meet the needs of the students
- Informed - by what students know, understand and can do
- Fun and enjoyable.

Teachers recognise that:

- Each learner is unique and has a preferred learning style
- Building and maintaining learner self-esteem optimises learning
- Learners make great progress in an environment rich in language and interaction
- Learners progress by setting appropriate learning goals for themselves and reviewing these regularly
- Learning is more effective in a safe and secure learning environment
- Long term learning is aided by structured peer learning with built in opportunities for discussion
- Learning is more effective when there is a variety of short, structured tasks and where there are learning choices
- Assessment for Learning is an essential part of teaching and learning:

### **Planning**

Planning for teaching should include:

- Clear teaching activities
- Appropriate subject related vocabulary

- Activities differentiated for groups of students
- Assessment opportunities for identified groups of students
- Appropriate questioning techniques to develop learning
- Resources to support and reinforce learning
- Homework that reinforces and extends what has been learnt in the lesson.

Planning for learning should include:

- Clear learning objectives
- Opportunities for collaborative working in pairs or groups
- Opportunities for independent study
- Making links between lessons on a similar subject
- Opportunities for students to ask questions and contribute to whole class discussion
- Opportunities to explore, investigate and research.

### **Lesson Structure and Time Allocation**

Lessons should include:

- A clear lesson structure with a beginning, middle and end, e.g. the 3 part lesson including a starter and a plenary
- Appropriate amount of time and number of lessons to cover the curriculum.

### Interactive Lessons

Teachers should use a variety of skills and techniques to ensure genuine interaction between teacher and student, such as:

- Effective questioning using different modes of questions to elicit different types of information
- Planned opportunities for discussion in pairs and groups
- Effective use of the plenary session to allow students to explain their thinking
- A variety of activities that stimulate students' thinking, such as Edward de Bono's Six Thinking Hats and curiosity, which will encourage debate.

### Motivating Students

Teachers should use a mix of strategies to motivate and encourage enthusiasm for the subject including:

- A variety of learning activities
- A variety of teaching styles
- A variety of resources and artefacts.

### **Differentiation**

Teachers should employ a variety of strategies for differentiation; these should include differentiating by:

- Resource - using ICT, a variety of media and study guides at all times ensuring readability
- Response - using clear objectives, accessible questions and explicit assessment criteria
- Support - using other teachers, LSAs/LSTs, EAL support staff and other students effectively
- Task - using a variety of tasks matched to students abilities with some choice and a range of outcomes.

Teachers should employ differentiation in a manageable way whilst at the same time ensuring the needs of all students are met. This can be achieved by:

- Planning activities for no more than three or four groups of students
- Modifying the activities within these groups for students with different learning needs
- Employing LSAs/LSTs and EAL support staff in a planned and informed manner.

### **The Use of Assessment**

Assessment should be an integral part of the everyday work of teachers. It should be used to:-

- Inform the short term planning cycle
- Inform teachers about the progress of students
- Inform students how well they are doing and what they need to do to improve
- Enable students to undergo self assessment, an integral part of Assessment for Learning
- Provide information for Pupil Track and parents
- Provide information for the Curriculum Coordinator/Subject Leader to monitor and pass onto the next teacher.

### **Classroom Organisation and Management**

Teachers should organise and manage classrooms to include:

- Appropriate grouping of students
- A stimulating learning environment
- A variety of ways of working involving individual, pairs, group work and whole class
- Effective use of resources
- Modelling good examples of work.

### **Monitoring and Evaluation**

The monitoring and evaluation of this policy will be the responsibility of all Curriculum Coordinators/Subject Leaders and the Senior Leadership Team as follows:

- Curriculum Coordinators/Subject Leaders will observe Teaching and Learning and suggest developments in their subject area
- Senior Leadership Team will monitor the subject areas they line manage and Senior Leadership Team will monitor the quality of Teaching and Learning on an annual cycle through the Lesson Observation Cycle.

**Approved by NBA Governors on: .....**

**Date of Next Review:.....**

**Lead Manager: .....**