

TITLE: Teaching and Learning Policy	REF: GOV045	VERSION: 1
APPROVAL BODY: Policy Committee	DATE: 9 th July 2019	REVIEW DATE: 8 th July 2023
LEAD PERSON: Deputy CEO		
VERSION	REVIEWER/APPROVAL	REVIEW NOTES
1. New Policy	Policy Committee	Full Review
2. 13.10.22	ALET Board	Policy Extension.

Teaching and Learning Policy

Our mission is “to deliver excellence in education and to transform lives through learning”, bringing to life our core values of empowerment, enterprise, connectedness and transformation. We work hard to ignite confidence, expand opportunities, energise the community and generate prosperity.

These values are further supported by [our learning philosophy](#), rooted in the dynamics between the brain, motivation and our emotions.

Policy Statement

This policy sets out expectations regarding teaching and learning within the Activate Learning Trust.

Principles

Activate Learning is a forward-thinking education group that aims for far-reaching, progressive change and impact through learning. We work with learners as individuals, helping them make the choice of course and career pathway that is right for them.

Our mission is to ‘transform lives through learning’ by igniting confidence, expanding opportunities, energising the community and generating prosperity. Through our Learning Philosophy and core values of empowerment, enterprise, connectedness and transformation, we will provide our students and staff with a safe and supportive environment in which to thrive.

We want to help build confidence in our learners, raising their aspirations and giving them the tools they need to succeed. At the heart of our approach is our unique learning philosophy, which recognises how people learn best and empowers them to thrive in the right learning environment.

We expect all staff to deliver high quality and meaningful learning experiences, which are further enhanced by a range of real life examples and support by industry professionals. Learning experiences will be stimulating and dynamic, where all students are supported and challenged to make good progress.

Students of all ability levels and backgrounds will be given equal opportunities to access high quality learning experiences to enable them to reach their full potential.

This teaching and learning policy is linked to:

- SEND Policy

Please also refer to the school’s individual curriculum guidance.

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1. Aims

This policy aims to:

- Ensure high quality, personalised teaching and learning experiences for students of all abilities
- Provide a framework for teaching and learning within which there is flexibility and scope for creativity and innovation
- Promote an understanding of how learning takes place
- Encourage reflection, collaboration and connectedness through a variety of methods including use of technology and peer review
- Raise attainment by increasing levels of engagement, motivation and independence for students
- Focus on continual raising standards of teaching and learning, to inspire and motivate students and staff

2. Legislation and statutory requirements

The Teachers Standards, as set out by the Government can be found here:

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

3. Definitions

Definition of Teaching

The purpose of teaching is to promote learning and to raise standards of achievement. Teaching includes the whole range of activities that a teacher employs to promote learning and progress. This includes:

- Use of expert and relevant subject knowledge
- Planning individual and lesson series to ensure pupils are challenged appropriately
- Having consistently high expectations of all students
- Using a variety of learning activities
- Effective differentiation to ensure that the needs of all learners are met so that they make good progress relative to their starting points
- Marking, feedback, formative and summative assessment are used effectively to support progress
- Supporting development of high levels of literacy and numeracy in all curriculum areas
- Establishing a positive climate for learning in lessons to encourage interest and engagement
- Ensuring high standards of behaviour for learning

Definition of Learning

Learning is the process by which an individual makes sense of new experience. Learning takes place when the individual constructs their own knowledge and understanding of a subject, skill or values. Learning will be most effective when:

- The learning environment is secure, stable and stimulating

- Relationships between teachers and students are positive and respectful
- Students understand the purpose of learning and see the relevance of their experience to their future aspirations
- Students understand the ways in which learning takes place
- The learning builds on prior knowledge and understanding
- The learning is active and collaborative
- There are opportunities for creativity and connectedness between students, their peers and their teachers
- Students can receive feedback or self-assess to know that they need to do to improve
- Students have opportunities to transfer skills, knowledge and understanding to other contexts

Definition of Progress

Making progress in learning is moving towards a target or an agreed objective. All students are expected to make clear progress in their learning over time. Progress can be shown by:

- Performance data collected throughout the school year
- The quality of work produced by students that shows they are acquiring knowledge and applying it in appropriate contexts
- Student development of skills in reading, writing, communication and mathematics so that they are well prepared for the next step in their education
- Students able to transfer their learning and apply the knowledge, skills and experience to other curriculum areas

4. Learning philosophy in the classroom

At Activate Learning, we understand how people learn best, and how to work with every individual to remove traditional barriers to learning. Our expertise in the field of neuroscience means that we understand the limitless capacity of the brain. We also recognise that emotional intelligence and a sense of purpose are essential for learners to fulfil their potential.

Our learning philosophy is based on the interconnected pillars of Brain, Emotion and Motivation

The Brain in action in the classroom means that we:

- Help people to develop good independent learning skills by using technology, project based learning approaches and independent learning
- Understand that learning means being able to listen. Through lessons and project work, we teach learners how to have listening conversations. This enables them to become highly attuned to the thoughts and feelings of others
- Ensure that the technical and soft skills required by employers are an integral part of all our learning programmes
- Recognise the essential nature of English and maths as employment and life skills. English and maths are embedded across the curriculum and taught in ways that are relevant to future career pathways

Emotions in action in the classroom means that we:

- Provide safe but realistic working environments where learners can practise their skills and build confidence
- Develop mindfulness techniques to help learners to build resilience and let go of the things they can't control
- Provide classrooms equipped with learning technology, provide spaces for independent study or group work, where learners can develop independent study skills
- Run specific programmes and provide support for students with additional learning needs

Motivation in action in the classroom means that we:

- Use employer engagement and links to real life experiences to demonstrate the purpose, relevance and impact of learning to students.
- Embed practice of learning into the curriculum so students can achieve mastery of their skills
- Help learners to develop the grit, determination and patience to persevere, as well as empower them to have autonomy over their learning

5. Responsibilities

The Trust Board

The Trust board and their policy committee are responsible for monitoring this teaching and learning policy's effectiveness and holding the trust leadership group to account for its implementation.

ALET's Leadership Group

The leadership group are responsible for ensuring this policy is adhered to and applied consistently.

Senior Leadership

- Ensuring there is appropriate support, training and resources for heads of department, subject leaders and teaching staff, so that they can be effective in their individual roles
- Monitoring and evaluating the delivery and impact of the policy

Heads of Department and Subject Leaders

- Coordination of long, medium- and short-term planning and schemes of learning, taking into account the needs of the school and the student context
- Monitor and evaluate consistent delivery of this policy at subject level
- Provide appropriate support to team members by providing training, support materials, advice and guidance
- Support staff to be creative and innovative in new teaching methods
- Monitor and support intervention for the needs of individual groups of students such as SEN, pupil premium, high attaining and EAL.

Teaching Staff

- Ensure their own teaching meets the National Teacher's Standards
- Implement this policy by planning and delivering high quality learning experiences
- Monitor student progress through formative and summative assessment and support progress improvement through appropriate intervention
- Plan and implement appropriate interventions to support the needs of individual groups of students such as SEN, pupil premium, high attaining and EAL.
- Actively participate in reflection of their practice in order to continually develop best practises
- Engage in appropriate CPD to develop their own practice
- Work collaboratively and encourage connectedness, including sharing best practise and peer to peer support

Students

- Work positively within lessons to enable staff to implement this policy effectively
- Engage with learning outside of the classroom to enhance skills and apply knowledge in other areas
- Aim to achieve goals and meet their targets and respect the right of other students to do the same
- Take responsibility for their learning and seek opportunities to develop their skills and knowledge wherever possible

Parents

- Work in collaboration with the school to promote high quality learning experiences
- Encourage and support students to reach their potential
- Attend school events such as parents evening and other meetings to discuss student progress and support

Learning Procedures and Related Documents

Each school will operate according to procedures and related documents including:

- Assessment procedures
- Monitoring of the quality of teaching
- Performance management processes