



Teaching and Learning Policy

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Introduction

Teaching and Learning at InspirED PD is based around Four Pillars of Learning: Engagement, Feedback, Learning and Challenge. This is designed to ensure that all lessons enable students in your care reach their full potential and to get the most out of their learning experience.

Aims of InspirED PD

- To provide a personalised learning experience for every pupil that takes full account of their individual needs, interests and aspirations.
- To ensure that our pupils are active and independent learners who strive to achieve their best in every learning situation and will continue to do so throughout their lives.
- To ensure that pupils are highly literate and numerate, able to apply their skills and knowledge to new and different situations, to achieve well in school and beyond. To make links with the learning that pupils do outside the classroom.
- To focus upon continual raising own standards of teaching and learning in the individual setting, to inspire and motivate pupils and staff.
- To identify and share good practice in teaching and learning across all pathways.
- To provide guidelines for teaching and learning and establish clear criteria for best practice and consistency.
- To improve levels of achievement and attainment as a consequence.

Objectives of policy

This policy exists to clarify what we see as best practice and to clarify the expectations InspirED PD has for staff and pupils to ensure that all our pupils learn well in every lesson.

Principles of policy

Staff will:

- Support and **challenge** pupils to achieve their best.
- Provide high quality, dynamic and **engaging** lessons in line with student individual paperwork.
- Provide high quality **feedback**.
- Encourage **independent learning**.
- **Reflect** on own practice to enable growth.

Pupils will:

- Rise to **challenges**, working collaboratively and supportively.
- Participate and **engage** fully in lessons.
- Respond positively to **feedback** and improve their work as a result of effective feedback.
- Take an **independent** and active part in learning within and beyond the classroom.

Teaching:

The aim of everything we do is to ensure that pupils make progress in our lessons. There is no 'expected' way to deliver lessons; however, please find below details that would expect to be seen in lessons.

Consistency is essential to improve standards. Together we will agree fundamental rituals and expectations which all staff will together implement.

Shared understanding with shared commitment = **Consistency**

Staff Rituals	Pupil Expectations
Lessons are planned that are coherent and align to holistic need of the student in question. Plans are sequential to ensure learning builds through lessons	Engage to best of ability and communicate challenges within the lesson
Clearly outline the rationale of each session and what is trying to be achieved.	Embrace learning and the challenge it provides
Work with the wider team to ensure a collaborative and solution focused approach is adopted by all professionals	Aim to be open and honest about state of regulation so professionals can amend content/approach/pace to meet need.
Keep a reflective log of all sessions including synopsis of all outcomes within EHCP. PDAM will be used for SEMH and C&I aspects of learning.	Follow InspirED PD values to ensure learning can be maximized; Ready, Responsibility, Respect, Resilience, Reflect

Planning and Preparation:

- The lesson should have a structure which will typically be based around the Four Pillars of Learning (Engagement, Challenge, Independent Learning and Feedback).
- Data and information on individuals should shape and drive all planning and learning activities that are delivered.
- All professionals should plan lessons that allow all pupils to progress in their learning.
- The use of resources, including ICT, must be carefully planned to enhance learning.
- All professionals should have an in-depth knowledge and understanding of the scheme of work/exam specification they are delivering and the outcome wanted.
- Positive behaviour for learning strategies should be used within the learning environment with an ethos of praise and encouragement.
- A positive attitude and outlook at all times when delivering content to students.
- Learning objective and success criteria shared with pupils and reviewed at the end of each lesson.
- High expectations for the level, quality and quantity of work, including presentation in their learning and to improve through the activities and through reflection.

All support staff are aware of what they are doing and how they are contributing to student progress.

Homework

Depending on context, an individual plan should be in place for each student in your care

Assessment & marking

- Teachers should assess pupils' work regularly, 'live' marking is the preferred way of working.
- Staff should use analysis of assessments and tracking data to inform their teaching and to structure intervention strategies to be supported by wider team.
- Effective use of data is critical to inform students, parents and other staff of student progress towards targets.

Tracking student progress

All staff have the responsibility to regularly and accurately assess student's achievement and to track their progress made against individual targets including academic and personal development. This is reported to parents, line manager and other relevant professionals every half term via MDT or other modes of communication depending on individual circumstances.

Review of teaching and learning is on-going and regular, and will involve:

- Learning walks
- (At least) half termly reviews.
- Work scrutiny
- Pupil voice
- Data

Monitoring and Evaluation of Teaching and Learning Aims:

- To make sure provision is delivered in the best interest of the student.
- To monitor and evaluate the progress of students during a lesson and over time.
- To judge and evaluate the performance of individual teachers against the Teacher Standards and check that high standards of professional performance are established and maintained.
- To identify group and individual training needs across the teaching and support staff.

Teachers are responsible for the progress of all students in their care and for evaluating their own performance and professional development.

This can be achieved by:

- Self-evaluation of their own subject knowledge and understanding of changing educational initiatives
- Self-evaluation of the quality and effectiveness of their own teaching and learning environment
- Monitoring student progress to ensure they achieve well against prior attainment.

Protocols

At InspirED PD, we have an agreed format for monitoring and evaluating teaching and learning for the **management of performance** over time, in line with the Teacher Standards. This will consist of the following visits per academic year:

- Three formal learning observations per year
- Regular drop ins, with a focus on the InspirED PD values and pillars of learning.

The purpose of these drop ins is to identify specific CPD needs and to feed into planning and to QA students are receiving provision in line with their personalized paperwork.

Observations can be extended to cover responsibilities outside the classroom where appropriate to the teacher concerned.

Protocols for Learning Observations (including joint observations)

During the lesson:

1. Teachers may expect to be observed for part of, or a whole lesson. Lessons **will not** be graded but will be measured against the Teachers' Standards. Observations might be

conducted through spot checks for recorded online sessions.

2. The observer may need to talk to student or look at their work as part of the self- evaluation process.
3. Observers might find different ways to ascertain student voice depending on individuals.

Feedback:

1. Feedback will be given as soon as possible, within 5 working days. Feedback will be provided via lessons learned.
2. Feedback will be honest and clear, setting out strengths and areas for development aligned to individual paperwork, teacher standards and outcomes. Learning observation forms will be stored on individual SharePoint so that teachers can access their information easily. Targets set from the previous observation will be carried forward for review.
3. Measuring progress in the lesson and overtime – work scrutiny, tracking data, homework, pupil voice. Learning observations will take into account progress over time.
4. Areas for improvement that have been identified in observations should be supported through effective CPD, directed by the lead tutor/lead professional.

Work Scrutiny

The purpose of the work scrutiny is to monitor and evaluate the progress of students within lessons, and capture evidence of positive ways of working and areas of success. Work scrutiny is also a tool to ascertain and understand current levels and if these align with predicted grades/outcomes.

Feedback:

1. Feedback will be given as soon as possible, within 5 working days.
2. Work scrutiny feedback will be stored on individual SharePoint. The purpose is twofold – to review progress and to identify areas for support for the coming year.
3. Judgements made about the quality of the teaching and learning will be based partly on the work scrutiny criteria.

CPD Support Plans

Given the nature of the students in our care, constant CPD and continual improvement is paramount in giving our students the best chance to succeed. This also upskills all professionals so that they can carry out responsibilities effectively and in the best interests of students.

Teaching and Learning team

The lead tutor team are available to offer CPD support. They offer:

- Various CPD training (INSET, T&L twilights, PDSM support, etc.)
- Support with the implementation of the Four Pillars of Learning
- Resources and ideas linked to individual need

