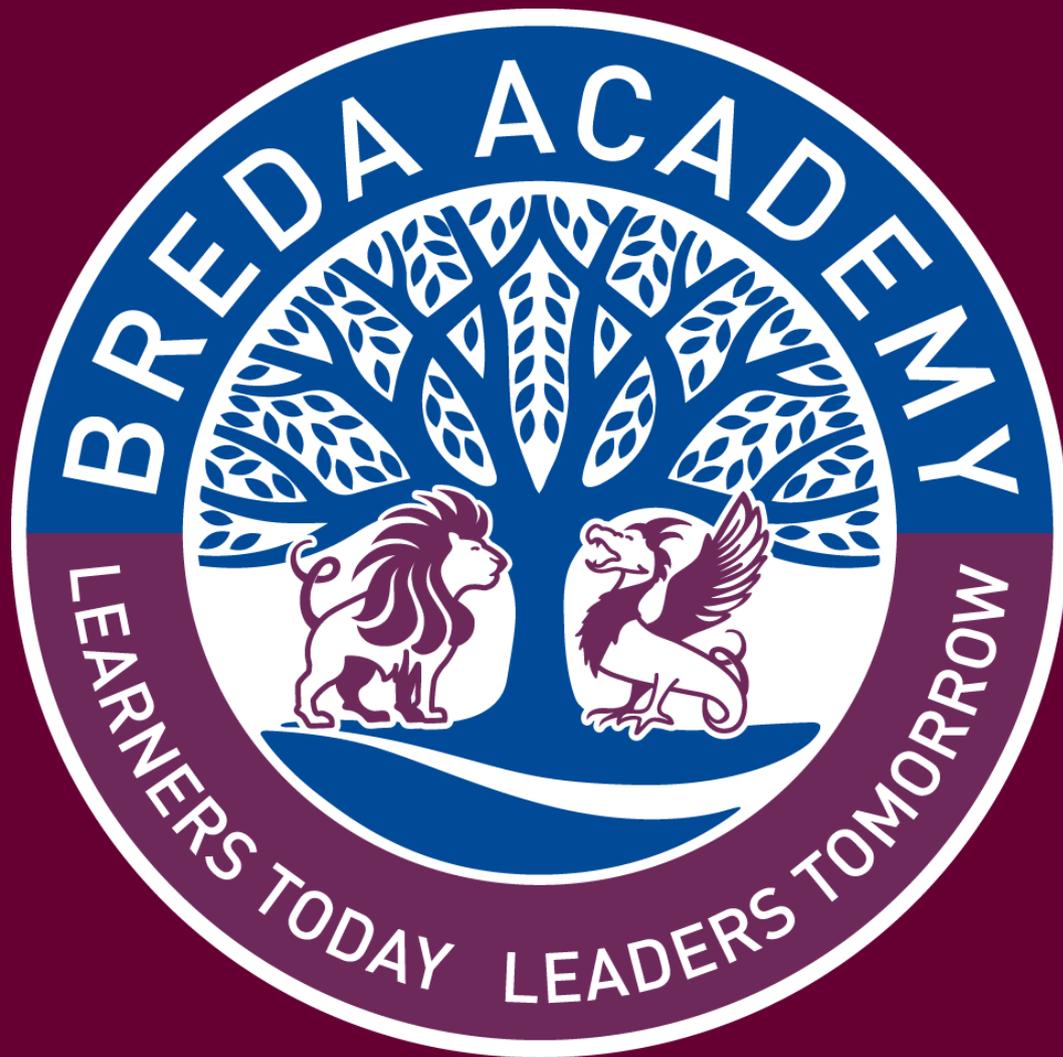


LEARNING AND TEACHING POLICY



BREDA ACADEMY

- **Reviewed by the BoG on 17.05.22**
- **To be reviewed again before May 2025**

Learning and Teaching Policy

Vision

Breda Academy is a Professional Learning Community focused on learning and teaching, leading to improved outcomes for students. The school aims to secure clearly understood, consistent approaches to planning for learning and teaching, which ensure continuity and progression in learning and high expectations for all students.

The learning and teaching in Breda Academy is based on positive relationships and mutual respect. Students are helped to develop effective and efficient study habits that stimulate their intellectual curiosity, both inside and outside the classroom. They are taught by caring teachers, each with their own individual strengths and preferences, within an overall framework that makes learning relevant and achievable through the effective use of learning objectives, success criteria and other Assessment for Learning strategies.

Lessons are well planned in terms of pace and structure, with students supported, challenged and stretched by a variety of active classroom methodologies in an atmosphere characterised by high expectations and mutual respect. Students are helped to become resourceful, resilient learners, well prepared for the challenges of further and higher education and the world of work.

This Learning and Teaching Policy will result in many learning outcomes for students, among which are:

- guiding students to work independently and develop greater responsibility for their learning;
- building students' capabilities, perseverance and curiosity by encouraging them to ask questions;
- equipping students with the confidence to ask for help, persevere and take risks in their learning, so that mistakes are seen as powerful learning opportunities;
- encouraging students to collaborate with other students and make connections between different parts of their learning experiences, within and between subject areas;
- challenging students to reflect on their learning and express their views on the learning experience and how they can improve.

Rationale

Learning and teaching is the core business of Breda Academy and this policy is designed to recognise and consolidate current good practice and pedagogy, whilst providing a framework for future development and improvement.

This Learning and Teaching Policy is defined through the following:

- a) Professional Values
- b) Classroom Climate for Learning
- c) Lesson Design
- d) High Quality Learning and Teaching Strategies
- e) Assessment
- f) Supporting the Learning Experience
- g) Teacher Self-Reflection and Development

a) Professional Values

We believe that the following professional values make a difference to students' achievement and attainment.

1. High Expectations

The teacher will:

- constantly expect and encourage improvement;
- be professional in terms of punctuality and appearance and respectful in their approach to students;
- model positive behaviours, exhibit energy and enthusiasm.

2. Leading Learning

The teacher will:

- have excellent subject and curriculum knowledge and understanding which motivates and develops confident and independent learners;
- be a well prepared and resourceful classroom practitioner;
- be a clear communicator;
- model lifelong learning through the acquisition of new skills and knowledge.

3. Building Quality Relationships

The teacher will:

- create trust and confidence and provide challenge and support to enable every student to be successful;
- demonstrate fairness and consistency in clear actions and words;
- be able to anticipate and pre-empt situations by using appropriate strategies for particular circumstances;
- know students as individuals and celebrate their identity;
- take care to involve all students;
- encourage and value students' contributions;
- use praise as an effective motivation for learning;
- encourage students to be fully engaged in their own learning;
- provide opportunities for students to take responsibility for, and be active in, their own learning;
- give students regular opportunities to work collaboratively in a variety of circumstances.

b) Classroom Climate for Learning

Effective teachers create effective learning environments in their classrooms. Research studies demonstrate a high correlation between classroom climate and student progress.

The Hay McBer Classroom Climate Model (Department for Education and Employment, 2000) identifies nine dimensions which influence student motivation and success:

1. **Clarity** around the purpose of each lesson. How each lesson relates to the broader subject, as well as clarity regarding the aims and objectives of the school.
2. **Order** within the classroom, where discipline, order and civilised behaviour are maintained.
3. A clear set of **Standards** as to how students should behave and what each student should do and try to achieve, with a clear focus on higher rather than minimum standards.
4. **Fairness:** the degree to which there is an absence of favouritism, and a consistent link between rewards in the classroom and actual performance.
5. **Participation:** the opportunity for students to participate actively in the class by discussion, questioning, giving out materials, and other similar activities.
6. **Support:** feeling emotionally supported in the classroom, so that students are willing to try new things and learn from mistakes.
7. **Safety:** the degree to which the classroom is a safe place, where students are not at risk from emotional or physical bullying, or other fear-arousing factors.
8. **Interest:** the feeling that the classroom is an interesting and exciting place to be, where students feel stimulated to learn.
9. **Environment:** the feeling that the classroom is a comfortable, well organised, clean and attractive physical environment.

We recognise that the teacher plays a crucial role in creating the classroom climate necessary for successful student learning. A student-centred, positive classroom climate is characterised by:

(i) The Physical Environment

Teachers will:

- maintain a safe, secure and environmentally friendly classroom;
- promote a sense of respect for resources, furniture and displays by ensuring a tidy environment;
- enhance the learning environment with display materials which are informative, inspirational and celebrate the efforts of students.

(ii) Classroom Routines

Teachers will:

- communicate high expectations;
- manage behavioural issues in line with whole school policies;
- apply appropriate rewards and sanctions with fairness and consistency.

(iii) Language for Learning

Teachers will:

- use the language of success, hope and possibility and not the language of failure;
- listen and respond to each individual and use positive comments to encourage;
- demonstrate positive body language and non-verbal communication.

c) Lesson Design

All teachers will work, individually and collectively, to provide effective plans for all courses and programmes. Lesson design and structure will vary according to subject and within schemes of work to ensure students maximise their achievement.

To ensure that all students learn effectively, lessons will:

- take account of national and local curriculum guidelines, prior student learning and wider learning context;
- be well planned and follow department schemes of work;
- clearly state learning objectives and success criteria to all students;
- be appropriately structured, paced and differentiated to meet the needs of all learners and the desired outcomes;
- have an effective start, a series of carefully selected strategies and techniques to achieve learning objectives, and an effective ending/plenary;
- use student assessment information effectively to identify students' needs, plan next steps in learning and ensure continuity and progression.

d) High Quality Learning and Teaching Strategies

Teaching approaches will be well matched and tailored to students' learning needs and provide a wide range of learning experiences. Teachers will ensure that a range of inclusive teaching strategies, appropriate to the context and the needs of students, are flexibly used in the delivery of lessons and programmes.

These regularly include:

- A range of activities that is appropriate to support learner need, including SEN, G&T, EAL students and different learning styles;
- Active engagement activities, e.g. starters and plenaries;
- Modelling;
- Effective questioning of students, which is clear and purposeful;
- Explaining;
- A variety of individual/paired and group work;
- A balanced use of visual, auditory and kinaesthetic activities;
- Sensitive intervention and monitoring to ensure active engagement;
- Assessment strategies and techniques integral to lessons, including peer and self-assessment;
- Strategies to make effective use of classroom support;

- Strategies and techniques to make effective use of available resources, including ICT;
- Strategies to celebrate diversity and recognise the individuality of students;
- The promotion of positive role models;
- The use of rewards and praise.

e) Assessment

Teachers will use methods of assessment and recording, which are well matched to clearly identified purposes. Judgements made in the course of teaching will be based on valid knowledge about individual students. Teachers will use assessment information for the benefit of individual students and to refine future learning and teaching.

Teachers will:

- use an appropriate range of formal, informal, formative and summative assessment approaches;
- use assessment to make judgments about progress towards curricular targets;
- analyse and interpret relevant data to address underachievement;
- engage students in appropriate dialogue about their progress;
- report effectively to parents/carers about each student's progress;
- make full use of assessment information to evaluate the effectiveness of learning and teaching and inform future provision and planning.

f) Supporting the Learning Experience

We understand that learning and teaching can be made more effective by:

- developing within the students the necessary skills to undertake independent learning;
- providing high quality resources within and beyond the school day;
- strengthening school/student/parent links into an active partnership where learning is supported at home;
- making full use of the support that is provided by teaching assistants and other non-teaching staff;
- liaising and co-operating with relevant bodies at a local level to ensure that the learning and teaching of the school is relevant to, informs and is informed by the needs of the wider community;
- recognising the important learning going on in other places of learning in the community.

g) Teacher Self-Reflection and Development

We believe that teachers must remain learners, looking to share good practice, supporting and being supported through continual self-reflection and professional development.

Our strategic approach to learning and teaching aims to:

- Focus school systems and structures on learning and teaching;
- Encourage staff self-reflection, dialogue and collaborative working;
- Encourage staff professional learning to improve classroom practice, whole-school learning culture and outcomes for students.

Teachers are self-evaluative classroom practitioners who engage in formal and informal professional reflection on an ongoing basis. Teachers will engage in continual self-reflection by asking questions of their learning and teaching practices, to include:

- Are the relationships in my classes founded on mutual respect and are learners encouraged to express their opinions?
- Do I clearly communicate high expectations with respect to students' behaviour, classwork and homework?
- How up to date am I with developments in my subject areas and in teaching methodologies?
- How effectively do I share learning intentions with my classes and revisit them to find out that the aims of the lesson have been achieved?
- Do my lessons cater for the needs of each of the students in my classes? How do I know?
- Are all students involved actively in each lesson and does my teaching meet the needs of every student through differentiation?
- Are learners encouraged to 'have a go' and take risks in their learning?
- What types of questioning strategies do I use to motivate students, and are they afforded 'wait time' to develop their thinking?
- How frequently do students ask questions in my lessons and do my responses encourage them to do so?
- In what ways is the quality of my teaching being developed through the use of student feedback?
- In what ways is my teaching being improved through the discussion of methodologies with colleagues and observing fellow professionals?

This Learning and Teaching Policy will be reviewed annually by the Senior Leadership Team as part of the monitoring and evaluation of the School Development Plan.

The policy will be reviewed by the Board of Governors before September 2025



Signature – Principal



Signature – Chairperson of the Board of Governors

Date: May 2022