



Joseph Leckie Academy

Teaching and Learning Policy

Approved by JLA Trust Board: 07/2018

Last reviewed on: 09/2021

Next review due by: 09/2022

1. Purpose and Aim

1.1 At Joseph Leckie Academy we value the autonomy to teach in the way that exploits those strengths and maximises learning, nevertheless we must be consistent in our classroom practice. The Joseph Leckie Academy Teaching and Learning Policy is based around the principles of the TEEP Learning Cycle (TLC), underpinning elements and effective teacher and learner behaviours. The purpose of the policy is to promote a sense of direction and set high expectations to continually raise student achievement, progress and standards.

1.2 It is expected that **all elements of the TLC** will be incorporated **within a sequence** of one to three lessons (may include homework). How teachers choose to share elements of the TLC with learners is at the discretion of individual teachers with the exception that **all staff** will use the term **starter** (verbally or written) and **review**.

1.3 **COVID-19 Addendum.** This policy should be applied to any teaching and learning including if it is online. In accordance with the Remote Teaching and Learning Policy, staff may deliver lessons via the various Microsoft 365 platforms including Teams, Stream, SharePoint and Forms, in a way that encompasses the TEEP Learning Cycle wherever possible and appropriate (please see Remote Teaching and Learning Policy).

2. Expectations of Teaching Staff and Learners in the Learning Environment

Starter Prepare for learning	Staff and learners should be punctual and prepared for lessons. Staff and learners all follow the academy's PBM Policy; please see PBM Policy document for more information.	
	Teaching staff should:	Learners should:
	<ul style="list-style-type: none">• Commence lessons with a starter task or activity as learners arrive for their learning.• Clearly plan lessons (based on the TLC) to develop knowledge, skills and understanding to impact on progress.• Ensure all learners are stretched and challenged appropriately.• Use data effectively to target differentiation so that all Learners can make appropriate progress. This includes the use of appropriate targeted resources and/or support.• Collaborate with teaching assistants (where appropriate) enabling them to be proactive in effectively promoting rapid learning for targeted learners and add value to their learning.• make explicit contributions to literacy in every lesson. Lessons may also make explicit contributions to numeracy, SMSC, FBV, ECM, transferable and cross curricular skills where relevant in the TLC.• Create a classroom climate to support effective learner behaviours.	<ul style="list-style-type: none">• Take responsibility for their own learning and actions at all times (including being appropriately equipped for each lesson).• Be prepared to take part in the learning activities.• Be prepared to make mistakes and learn from them.• Reflect and act upon verbal and written feedback.• Respect the learning of others and work in collaboration as a class to ensure the learning of all.
See guidance on effective teacher and learner behaviours (refer to TEEP mat).		

Learning Intentions	Objectives and/or outcomes should be clearly shared with learners at some point in the TLC (refer to TEEP mat).
Core Present New Information Construct meaning Apply to demonstrate	<p>Teachers should use a variety of pedagogical approaches which should engage learners in their learning and help foster their curiosity and enthusiasm in order to impact on their progress. This should include TEEP or other effective strategies; including independent learning (individual, paired or collaborative work) to introduce new information, construct meaning and apply new learning across the TLC (refer to TEEP mat).</p> <p>Homework is set to allow learners to consolidate and extend knowledge and understanding learners have acquired. It is marked and assessed in line with faculty/departmental assessment and marking policies.</p>
Review	Objectives and/or outcomes should be reviewed at least once during the TLC. Other elements of the cycle are reviewed throughout each lesson by good use of Assessment for Learning (AfL) (refer to TEEP mat).
Assessment for Learning	<p>Effective higher order questioning is used to challenge learners' learning and discussion is used to promote learning; tease out learners' understanding and to develop higher order thinking skills (Bloom's/Anderson's or other taxonomies). Progress should be monitored throughout every lesson in the TLC (this could be via questioning). There should be accurate and diagnostic verbal and/or written feedback throughout the TLC.</p> <p>Class work will be marked in accordance with Faculty/Department Marking Policies; please see the Academy Marking Policy for more information (see guidance on TEEP mat).</p>
PIMS Seating plan Data	<p>A Pupil Information Mat (PIM) is available for all key stage lessons. Teachers show evidence of tracking using either "exported tracking sheets" and/or teacher planner for all key stage lessons (stored in compliance with GDPR and used for observations, drop ins and cover lessons).</p> <p>The seating plan (KS3 and 4) is always available for use by cover staff (except for some practical lessons). In line with COVID-19 procedures for track and trace purposes, all classes must have seating plans stored on SharePoint and updated regularly.</p>
Guidance, resources and monitoring	Guidance available on TEEP learning mat and SharePoint.