Joseph Leckie Academy

Teaching and Learning Policy

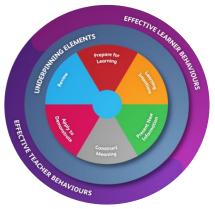|	
Approved by JLA Trust Board:	07/2018
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1. Purpose/Aims (Intent)

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.

2. Procedure (Implementation)

2.1   **'TEEP' Cycle.** It is expected that teaching staff use the TLC to plan and deliver lessons effectively. Through the embedding of the TLC, students will become more familiar with the common language being used in lessons across the Academy. The further consistency in T&L across the Academy will allow staff to deliver high quality, stimulating and dynamic lessons, as well as enable students of all abilities to achieve their full potential.

TEEP Learning Cycle	
Prepare for Learning	• Lessons must be planned based on the **TLC** to develop knowledge, skills and understanding to impact on progress.
	• **Data** should be used effectively to target **differentiation** so that all learners can make appropriate progress. This includes **stretch and challenge** activities, as well as the use of targeted resources and/or support.
	• **Class Charts** should be used to produce effective seating plans.
	• Collaboration with teaching assistants (where appropriate) will enable them to be proactive in effectively promoting rapid learning for targeted learners.
	• Staff and students should be punctual and prepared for lessons.
	• All lessons should commence with a **starter activity** to allow for learning to begin right away. This should enable teaching staff to meet and greet students at the door, helping to improve corridor culture.
	• Explicit contributions to **literacy** should be evident in every lesson. Lessons may also make contributions to **numeracy**, **SMSC, FBV, RSHE and Careers**.
Learning Intentions	• Lesson objectives and/or outcomes should be clearly shared with learners at the start of the TLC.
	• Lesson objectives should be based on Blooms/Andersons Taxonomy to encourage higher order thinking.
Core body Present New Information Construct Meaning	• Students are **presented with new information**. Teachers need to effectively plan and consider the best way to introduce the new material to maximize inclusion of the students, for example teacher delivery, media, text etc.
	• Students are encouraged to explore and take risks when developing their

Apply to Demonstrate	knowledge and understanding in order to **construct meaning**. Group and **collaborative learning** may take place at this point.
	• Students are encouraged to **demonstrate** their new found knowledge/skills. During this time teachers and students may be involved in assessing and evaluating the outcomes of students' learning.
Review	• Lesson objectives should be **reviewed** to illustrate student progress towards meeting them successfully. This could be during the TLC as a mini plenary or as part of the Review stage.

TEEP Underpinning Elements	
Collaborative Learning	• Collaborative Learning is planned for in lessons where appropriate, giving students an opportunity to converse with peers, present and defend ideas, exchange different beliefs and question conceptual frameworks.
	• The aim of Collaborative Learning is to shift learning from a teacher-centred to a student-centred model.
Assessment for Learning (AfL)	• Assessment in lessons can be both summative or formative. If the assessment is used to inform and adapt teaching, then it is formative. If its purpose is to judge the extent of students' learning of material, then it is summative.
	• A range of **AfL** tasks should be used throughout the TLC to check student progress, for example through effective **higher order questioning**.
Science of Learning	• Teachers should carefully consider how students understand new ideas, how best they learn and retain new information.
	• Teachers should consider when planning, common misconceptions about how students think and learn.
Cognitive Load Theory	• Planning should carefully consider the importance of Cognitive Load Theory to avoid students becoming confused or frustrated, preventing effective progress.
	• **Retrieval** knowledge tasks should be embedded as part of the TLC in order to consolidate understanding. For example, settling starter tasks could focus on knowledge retrieval activities.
Learning Technologies	• To improve **engagement** in lessons, the use of new technologies should be implemented (Seneca, Kerboodle, Kahoot etc.)
	• Technology could also be used to improve assessment and feedback for out of class work.

It is expected that all PowerPoints are updated to illustrate the TEEP Learning Cycle to further establish common language between staff and students across the Academy (these are accessible on SharePoint). Staff should ensure TEEP posters are up to date in classrooms.

Effective Behaviour	
Effective Teacher Behaviour	• High expectations of students in lessons and around the Academy, helping to establish and uphold good corridor culture.
	• Support and challenge students to achieve their best by teaching high quality and stimulating lessons based on the TLC.
	• Effectively follow the Academy's Positive Behaviour Management (PBM) policy to help create an effective learning environment.
	• Work collaboratively within departments to ensure consistency in identifying and sharing best practice in T&L.
	• Provide home learning in line with the Academy policy.
	• Provide high quality specific feedback, in line with the

	Academy/Department policy.
Effective Learner Behaviour	• Attend lessons on time and follow the rules of the PBM policy. Students should be proactive in making a quick start to lesson and engaging with the starter activity. • Take pride and responsibility in their learning, in order to achieve their best potential. • Reflect and respond to verbal and written feedback given by classroom teachers in order to improve quality of work. • Respect the learning of others and work in collaboration as a class to ensure the learning of all.

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, in a way that encompasses the TEEP Learning Cycle wherever possible and appropriate (please see Remote Teaching and Learning Policy).

2.2   **Homework:**
   • Homework will be usually set in accordance with the homework timetable. However, there may be more appropriate occasions where homework is set to specifically enhance learning.
   • Faculty/Departments should plan homework to ensure tasks are varied, support learning and that resources are accessible to students.

2.3   **Marking**
   • All books and work should be **checked** on a regular basis through teachers' marking, self and peer assessment, Teaching Assistant marking and/or verbal feedback.
   • It is **not expected** for teachers to provide written comments on every piece of work.
   • At least two pieces of diagnostically marked work must be levelled/graded or other progress indicator in all subjects every half term or unit of work.
   • There should be opportunities for students to respond to the teacher's comments, not necessarily in writing but by acting on these verbal or written comments.

3. Monitoring and Evaluation of Teaching and Learning (Impact)
3.1   Teaching and learning across the Academy will be monitored regularly through:
   • **Faculty/Department Deep dives** with the purpose of appropriately identifying and celebrating elements of good practice around the Academy. These reviews are intended as a supportive process whereby members of staff can develop classroom and management skills and share good practice across the curriculum.
   • **Learning walks/Drop ins**, with the use of the 'Target Takeaway' cards to provide staff with feedback. *The Teaching and Learning Calendar* should be used to provide structure for SLT/HOD undertaking Learning walks.
   • **Link leader's meetings** whereby Curriculum Intent, Implementation and Impact of Teaching, Learning and Assessment can be reviewed.
   • **Exam analysis** completed by HOD/HOF by September and a meeting with LD/GR and Link Leaders to discuss exam analysis and strategies to improve progress, standards and attainment (Curriculum Impact).
   • **Work scrutiny** being carried out every half term, focusing on the quality of marking, homework, assessment and progress, checking it is in line with the Academy/Faculty/Departmental Marking, Homework and Assessment Policies.