



Teaching & Learning Policy

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The Academy aims to continually improve teaching to ensure that typically good or outstanding teaching takes place in all classrooms and learning spaces; our aim is to train and develop all staff to routinely fulfil the criteria for the Tame River Teacher Gold Standard (please read the Teacher Gold Standard Handbook alongside this policy for full details) and we aim to eliminate any teaching that does not through a supportive and challenging combination of regular and bespoke Gold Standard training and individual coaching founded on the Curriculum Quality Cycle (CQC) which will provide focussed and high quality feedback. There are regular training sessions timetabled throughout the year (voluntary and compulsory CPD sessions) and teachers will be invited to attend sessions designed to meet their developmental needs, as identified by the CQC and in line with their Appraisal Objectives. The majority of training will be Curriculum Area led and will focus on the development of subject knowledge and pedagogy, driven by the research-based criteria outlined in the Teacher Gold Standard Handbook. We aim to deliver a consistent and coherent approach to teaching and learning in our classrooms founded upon high expectations, strong routines and excellent planning – these are outlined in The Droylsden Way and the Teacher Gold Standard Handbook.

The Academy values of Hard Work, Politeness and Honesty should be at the heart of all lessons with the PRIDE rewards system and PH2 Behaviour Policy used to support this. The values should be evident in all classrooms and used as a focus for any discussions with students failing to display good learning habits who, as a result, are not reaching their potential.

The Droylsden Way – Summary

The Droylsden Way outlines the routines to be followed for every lesson at Droylsden Academy and has been written to establish a consistent methodology, to raise standards and to provide an essential reference point for planning and teaching. This links directly to the Teacher Gold Standard and underpins the routines alluded to in Strand 1: Being in Charge. While these characteristics alone will not guarantee that your lesson enables effective learning, their absence will be in breach of Academy policy and its intention to ensure uniformity in school routines and consistency in the application of what works best in classrooms.

It emphasises the importance of and outlines the features of each essential aspect of the lesson.

In all lessons, it must be evident that:

1. **Students are busy** – they are on task, working at the right pace and have lots of work to do; they are reading, writing and talking with purpose.
2. **There is a sense of urgency** – students are working at the right pace; they are energetic, not lethargic.
3. **We can hear students learning** –there is a ‘buzz’ of learning when students are working together and they only talk about the task; students work silently when directed to and discuss with focus and enthusiasm.
4. **Students know why they are working hard and can talk about their own learning**– they are motivated and can say ‘we are working hard on this because...’; they are curious and ask questions about their learning; they want to improve their work and make the most of opportunities to do so.
5. **Students can help each other to work hard** – they provide useful feedback to each other on their work; they help each other when they are stuck and work together to solve problems.

The habits of hard work we expect of students during every lesson are founded upon PRIDE:

PRESENTATION

Habits:

- Present all work neatly and proudly
- Manage my journal effectively

RESILIENCE

Habits:

- Complete the most challenging work I can and never give up
- Review and improve my work

INDEPENDENCE

Habits:

- Work without assistance when directed
- Be responsible for my progress

DEADLINES

Habits:

- Meet all deadlines in class
- Meet all deadlines for homework and assignments

EXCELLENCE

Habit:

- Produce work I can be proud of
- Proof read all work
- Speak and read aloud with confidence

A Summary of Our Routines to Ensure Hard Work, Politeness & Honesty

1. Entry & Welcome

Students line up quickly with their journals out; they are greeted at the door by the teacher as they enter and stand behind their seat as directed by the seating plan. The teacher welcomes students by saying, "Good morning/afternoon Scientists/ Historians/ Linguists/Mathematicians..." and the students respond, "Good morning/afternoon Mr/Mrs/Miss/Ms X...".

2. Do Now

3. Students immediately start a short (approximately 5 minute), focussed and relevant task and record the date and title. This Do Now task is likely to enable a short review of prior learning.

4. Read to Us

Students read aloud in a projected voice when the teacher asks them to "Please read to us..." - for example, the learning objective and key passages of text during the lesson.

5. Presentation Template & Spot Check

In the front of their book, students have a model piece of work exemplifying perfect presentation, annotated by the teacher. Students refer back to this when asked to "Spot Check your/your partner's presentation" to ensure that their presentation is excellent. The teacher will ask students to "Do it Again Better" (DAB) where necessary.

6. Homework Time

During the 1st ½ of the lesson, the teacher presents the homework task showing a full description of the task and its deadline - student's record this in their planners exactly as it is written on the board and the teacher checks this. This will be checked again during Exit (see #12).

7. 3Ts - Task/Team/Time

As the teacher starts any activity they explain the Task (what *exactly* must each student complete and produce?), state the Team (Is this a solo, group/paired or whole class task?) and tell students how much Time they have ("The deadline for this task is 5 minutes"), which is then set on the timer.

8. Learning Voices

The volume level must be conducive to learning for every Task so the teacher will tell students which Learning Voice they must use - Silence ("no noise at all"), Soft Voices ("quiet enough for your partner/group to hear but not others") or Projected ("loud enough for the whole class to hear"). The teacher sets the appropriate Learning Voice on the Learning Voice Scale.

9. sTUCK?

If students become 'stuck' on a task, the teacher will point to the 'sTUCK?' poster which will prompt them to "Think", "Use your resources to help you", "Collaborate with a partner (unless it is solo work) and then the teacher if you need to". Students will work through these steps, attempting to solve the problem before seeking assistance.

10. Stand & Share

When asked to "Stand & Share" by the teacher, a student will stand up and speak in a projected voice to explain an answer, give ideas or read their work to the class.

10 Exit & Thank You

At the end of the lesson, the teacher concludes the learning, reminds students of any relevant deadlines and asks them to stand in silence behind their chairs. The teacher thanks the class for their hard work before dismissing them in an appropriate manner (for example row by row). Students say "thank you" to the teacher *either* as a whole class in unison *or* individually as they leave the classroom. Students hold up their journals as they exit, showing where homework has been recorded.