



Wykham Park Academy (Banbury) Teaching and Learning Policy

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Teaching and Learning policy

Co-ordinator:	Jenny Irvine – Assistant Principal
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Priorities

We have high expectations of teaching and learning at Wykham Park Academy (Banbury) as we believe all students have the right to high-quality teaching and, at the same time, we expect all students to work hard in their lessons. We have implemented 5+ key priorities which will be the focus of CPD and M&E in order to enable us to deliver our aim of high-quality teaching and learning. These key priorities are:

- Challenge
- Questioning
- Differentiation
- AFL
- Engagement

Plus:

- Ready to Learn
- Assessment and feedback
- Homework

Expectations

- We expect all teachers to follow a *Teach Like a Champion* learning structure of 'I do, We do, You do'. This is a gradual release model where the focus of the lesson moves from the teacher imparting knowledge to the students applying knowledge.
 - The 'I do' should last no more than 5 minutes and the teacher should set the context for the lesson as well as share the learning intentions.
 - The 'We do' involves the teacher and students working together and should last 15 minutes. This can involve activities such as questioning and modelling.
 - The 'You do' should last at least 25 mins and in this part of the lesson, students should work independently to apply the knowledge they have gained in the rest of the lesson.
 - All lessons should begin with a 'Recap to retain', which tests prior knowledge (max. 10 minutes) and should end with a 'Reflect and Review', where students assess how they have met the learning intentions. Learning intentions should be phrased as 'Can I' statements and should be challenging.
- We have a policy of 'No hands up' questioning. Our expectation is that all students should expect to join in with discussions. We expect high quality questioning which challenges and engages students. The best practitioners will also demonstrate a skill in pose, pause, pounce, bounce questioning also follow a policy of 'Pose, Pause, Pounce, Bounce'. The teacher poses a question, students are given time to think (a minimum of 10 seconds), the teacher selects a student to answer and then bounces to the next student for development, a different interpretation, clarification, etc.
- We expect all lessons to be challenging. Learning intentions and activities should be pitched to the highest target grades in the class. Differentiation should then scaffold upwards.
- Assessment for learning should not involve 'gimmicks'. The principles of good assessment for learning are the principles of good teaching, that modelling and

questioning should be used to promote progress and check understanding and feedback should be timely diagnostic.

- In terms of marking and feedback, we expect teachers to give students written feedback (this can be verbal in practical subjects) every 6 lessons. This feedback should be level 3 process feedback, in that it addresses misconceptions and promotes progress. Students should be given an intervention task to complete as part of this feedback which demonstrates their new or improved understanding. This task should be completed as part of DIRT (directed, improvement, reflection time) in green pen.
 - If staff wish, they may use coded marking (giving students codes rather than writing out comments), however, if students of these teachers do not write out what the codes mean, those teachers will be expected to write comments rather than use codes.
- We expect teachers to use IRIS as part of their own professional development.

Review and Monitoring

- We have three review periods throughout the year. Two of these reviews are conducted in association with external senior Aspirations staff.
- All staff will be observed for up to 30 minutes in a lesson. They will be informed of the day, but not the lesson, of their review 24 hours in advance. Staff are expected to provide their class folder, a printed copy of their ppt and evidence of marking and student response.
- We also monitor teaching and learning through learning walks. These are conducted on planned foci which monitor and evaluate the key priorities of teaching and learning. The purpose is to evaluate the impact of CPD and to show where intervention is required. Members of SLT and coordinators carry out learning walks and these should last for no more than 15 minutes in each classroom.
- Work scrutinies are carried out on a termly basis. A number of books are selected for each teacher and are monitored for frequency of marking, quality of diagnostic feedback and student response. The presentation of books is also monitored.
 - Department work scrutinies are also carried out throughout the year. During these, a range of books across key stages and from all teachers in the department are monitored. Departments are then given feedback and strategies for improvement.

CPD

Our CPD follows a programme of universal, targeted and bespoke activities.

Universal:

- PLC (professional learning communities). These sessions are attended by all staff and offer input into our key priorities for teaching and learning as well as development needs a highlighted through review periods. This includes a weekly '10 min win' every Friday.
- Triads – staff are grouped in order to offer peer support. The focus of triads is to implement and evaluate the strategies from PLC.

Targeted:

- Groups of staff are offered targeted support and development. Following review periods, staff not meeting standards may be offered coaching through IRIS. A trust-wide programme of Polishing Pedagogy may also be offered.

Bespoke:

- Where staff have significant individual needs, these are addressed through bespoke coaching plans.