

Treviglas Academy

Part of The Roseland Multi-Academy Trust



Teaching and Learning Policy

(Non-Statutory)

Approved: Summer 2022

Next Review: Summer 2023

Equality Impact Assessment - Policy Review

In reviewing this policy, we have tried to make a positive impact on equality by considering and reducing or removing inequalities and barriers which already existed. We have ensured that this policy does not impact negatively on the dimensions of equality.

The Teachers' Standards

Teachers make the education of their students their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their students.

Curriculum Vision Statement and Plan

Our curriculum is constructed ambitiously. The learning journey reflects the national curriculum and beyond. It is designed so students can make the most of local, national and global labour opportunities.

The school offers a coherently planned curriculum which has breadth and balance, ensuring students maintain high academic standards within an inclusive environment. We know that our students do best when our staff and families work together and are actively involved in the learning journey.

The curriculum at Treviglas Academy is carefully constructed around Key Concepts. These Key Concepts support our students to understand their learning. The curriculum has been thoughtfully crafted by our subject specialists; their expertise has assured that the acquisition of these Key Concepts puts our students on a pathway to meeting the Treviglas Academy purpose - where students enjoy achieving their best.

The Key Concepts are broken down into two categories, which we call Knowledge Concepts and Skills Concepts. The Knowledge Concepts support our students in recalling the subject content from their different specialisms in a synoptic way. The Skills Concepts support students to apply their knowledge effectively and engage with the learning. These Key concepts also frame how we deliver each and every lesson.

Curriculum Delivery

We have a three year Key Stage 3 programme where students can expand their knowledge across a broad range of subjects. We believe that it is important for all students to deepen their knowledge in all our subject areas for the whole three years. Therefore, students study music, art, drama, sport, design technology, computer science and food to a sophisticated level before focusing their field of study in Years 10 and 11.

Our students study both history and geography for these three years as well as a modern language so that they are well informed about which of these subjects they want to study more exclusively in Key Stage 4. In addition to these subjects, our students continue to be immersed in maths, English and science. Our full complement of subjects at Key Stage 3 also includes PSHE and Religious Study lessons. In these subjects, our students explore themselves and society in order to prepare them for adulthood. British values are at the heart of this curriculum. We have a whole-school strategic approach to the spiritual, cultural and moral development of our pupils. We consider that careers education and guidance is a vital part of the curriculum and therefore ensure that it is available at significant stages in the school life of all students.

Our curriculum is organised to help our students learn and remember knowledge effectively. It is carefully designed to ensure coverage and progression. The knowledge and skills gained each year are revisited in the next year to support our students in remembering their previous learning, as well as extending it.

Our teachers use the Key Concepts in Key Stage 3 to measure the progress of our learners against carefully developed personalised benchmarks. These aid the teacher in assessing if their students are progressing towards the outcomes that reflect their potential. The Key Concepts have been carefully designed by our subject experts to help their teams recognise that their students are learning the right amount over a series of lessons. This also means that rapid intervention can be put in place at every stage in a student's own learning journey where it is deemed necessary. Subject leaders play an important part in the success of the curriculum by leading a regular programme of monitoring, evaluation and review.

Option choices at Key stage 4 and 5 afford students the opportunity to engage with prominent local employer sectors and offer robust pathways into higher education and apprenticeships. The school believes in offering curriculum choices which are inclusive and personalised so all students can enjoy their learning and achieve. Our vision is breadth and balance to deliver a curriculum that ensures Treviglas students maintain high academic standards within a caring environment. We want and expect all of our students to respect others, work hard and be successful. Every student is entitled to experience a rich curriculum in order to be inspired to try new things in the classroom, on the sports field and in the creative and performing arts, broadening their experience, discovering new talents and ensuring their academic success.

Tools for Improvement @ Treviglas (Tfi)

To enable consistency and to support the delivery of high-quality teaching and learning, all teachers must follow the Tools for Improvement as referenced in the Appendix.

Roles and Responsibilities

Board of Trustees of the Roseland Multi Academy Trust:

Roseland's Board of Trustees is statutorily responsible for determining the vision, educational character, values and ethos of a school. Teaching, learning and assessment are at the heart of any school and are key leadership priorities for Trustees.

The Headteacher, supported by the Senior Leadership Team, will:

- Provide support, training and resources for faculties, subject areas and individual staff
- Monitor and evaluate the delivery and impact of the policy
- Review and update the policy in light of ongoing developments and the changing needs of the school and its priorities.

Heads of Department:

- Take responsibility for the co-ordination of long, medium and short term planning, taking into consideration the aims of the policy
- Monitor and evaluate the consistent delivery of the policy at faculty level

- Provide appropriate support to team members by providing opportunities for training, guidance and advice
- Respond to national developments in regards to assessment and specification changes.

Teachers:

- Ensure that their own teaching meets the national Teachers' Standards, ensuring that teaching and learning is at least good
- Implement this policy by planning and delivering high quality learning experiences
- Work collaboratively with colleagues to share best practice and improve teaching.

All staff:

- To be aware of the principles of this policy and how they can contribute to it.

Students:

- Work positively in lessons to enable staff to implement this policy effectively
- Are engaged and not passive in their learning
- Arrive fully equipped to lessons and are prepared to maximise the learning opportunity
- Act on all assessment, marking and feedback
- Engage with learning experiences outside of the classroom, ensuring completion of learning tasks set as homework.

Those with parental responsibility:

- Support the policy of the school by providing support for their children at home to allow them to develop their learning effectively
- Ensure that their children come to school fully equipped and ready for their learning.

Teaching and Learning

We believe that teaching and learning will take place most effectively when:

- Planning of individual lessons and series of lessons ensure all learners are challenged. A lesson structure that includes the reactivation of prior knowledge, clear presentation of new learning, an opportunity to develop and practise the new knowledge and skills, and final reflection will aid students in committing the new learning to their long-term memory
- Lesson objectives and Essential Questions are clearly linked to departmental schemes of learning
- Schemes of learning are reviewed to respond to changes in assessment and specifications
- Planning is linked with short, medium and long-term assessment opportunities
- Teachers make use of all available information, both statistical and personal, to set clear, realistic, yet challenging targets and to plan differentiated learning opportunities. Please see the school's SEND policy
- Lessons are planned to build on prior learning and ensure continuity and progression
- The teacher presents lesson activities with clarity, enthusiasm and pace

- Opportunities for developing literacy, numeracy, SMSC, ICT skills and cross-curricular elements are integrated into lesson plans wherever possible
- Planning makes provision for the effective use of teaching assistants when available
- Appropriate differentiated resources/teaching approaches/learning activities support students' learning. To enable success for every student, tasks are accessible to all but continue to challenge the most able in the class
- There are consistently high expectations of all students/children
- There is a positive climate for learning in lessons to encourage interest and engagement
- High standards of behaviour for learning are consistent to ensure active engagement
- A variety of questioning techniques probe and develop students' understanding
- Students are encouraged to evaluate and refine their work in order to meet at least their minimum target grades
- Intervention is planned and delivered to address underachievement
- Constructive, relevant assessment and feedback is provided on progress
- Feedback is deliberately timed and focused upon moving the learning forward, targeting the specific learning gaps that students exhibit in relation to the Key Concepts
- Feedback is thoughtful and regular in order that it has a positive impact on students' self-confidence, trust and motivation
- Work is marked diagnostically, using the framework of What Went Well (WWW) and Even Better If (EBI)
- Teachers plan for how students will receive and use feedback
- Challenging and purposeful homework is set that deepens, extends or initiates learning
- Opportunities are provided to celebrate success
- Students are supported and encouraged to take risks in their learning, acknowledging that mistakes are an integral part of the learning process
- Feedback upon progress is given to parents and carers to support engagement in their child's learning
- Learning offers opportunities to transfer skills, knowledge and understanding to other contexts, including employability
- Teachers create classroom environments that support student engagement in learning
- A range of assessment for learning opportunities are used throughout the lesson in order to address misconceptions and ensure that rapid progress made
- Teachers reflect systematically on the effectiveness of lessons.

Progress

All students are expected to make clear progress in their learning over time as follows:

- Performance data collected throughout the year shows that students are making good progress towards their minimum target grades, in line with their starting points
- The quality of work produced by students shows that they are acquiring knowledge quickly, developing their understanding and skills and consolidating this in line with national expectations

- Students can transfer their learning and apply knowledge, skills and experience across the curriculum and to other contexts
- Where students' prior attainment is low or falls below that of other student nationally, the gap is closing over time.

Continuing Professional Development (CPD)

Teachers have a responsibility to reflect upon their practice, enhance and update their professional knowledge and skills. This is to ensure that consistently high standards of teaching and learning are maintained and the national Teachers' Standards are met. The school's CPD programme will provide opportunities for staff to participate in a variety of activities in order to support the individual professional needs of staff and build whole school capacity. At all times, staff should reflect upon their practice and be open to dialogue to improve teaching and learning.

Monitoring and Review

Senior Leaders and Heads of Department will ensure that they monitor and review the quality of teaching and learning on a regular basis and in a number of ways through:

- Work scrutiny
- Analysis of reported and examination data
- Lesson observations
- Student and parent voice
- Reviews conducted alongside external agencies.

The outcomes of monitoring and reviews will be reported to the Roseland's Board of Trustees and shared with staff in an open and professional manner. Where standards of teaching and/or learning fall below expectations, appropriate support will be given and further monitoring will take place as appropriate. If concerns continue, further action will be taken in line with the Teacher Appraisal and Capability Policy.

Appendix

Tools for Improvement 2021-22

Start/end of lessons	The teacher must meet and greet and dismiss every lesson from the corridor. Students are required to stand behind their chairs and wait to be seated by their teacher once they are quiet and calm. Students must be asked to stand behind their chairs at the end of the lesson and only be dismissed once they are quiet, calm and in correct uniform.
Standard Information at start of lessons	At the start of all lessons the following should be statically displayed: <ul style="list-style-type: none"> • Learning objective – this should start with the words by the end of the lesson... • Key words • Essential question.
Lesson structure	All lessons should follow the Treviglas lesson structure. The stages of the lesson are: <ul style="list-style-type: none"> • Contextualise • Show and Present • Practise and Develop • Reflect and Remember Some teachers may also want to begin the lesson with a 'Do Now' activity. On occasion, teachers may wish to deviate from the structure; however, teachers will want to have carefully planned their rationale for this.
Uniform	All staff are responsible throughout the whole day for ensuring that students are following the school uniform policy. Students should be wearing correct uniform at all times: plain black formal leather shoes, tailored trousers or skirt that is an appropriate length, top button done up and shirts tucked in. No jewellery except a small pair of earrings. No other piercings. No high fashion hair styles or noticeable make up.
Presentation of work	Students must keep their books and folders neat and tidy with no graffiti, to write the date, to underline titles and so on with a ruler and to use the correct equipment in lessons. All graphs and diagrams must be done in pencil. Teacher handwriting on boards and in books must be legible.
Engagement in lessons	All students must be in lessons unless they have a pre-arranged appointment. Only students with a medical card should be allowed to go to the toilet during a lesson. Students should not attend First Aid during lesson times unless in an emergency or for taking medication at times agreed in advance by First Aid.
Chewing	No student should be chewing gum at any time in school.
Seating plans	There must be a seating plan designed for every lesson based on data from SISRA.
Teacher Folder	These must be kept up to date and accessible in every lesson, to include: <ul style="list-style-type: none"> • class data/ mark sheets • seating plans.
Registration using electronic system	The register is taken within the first 10 minutes, as an absolute maximum. All room changes, whether for part or whole lessons, must be notified clearly and reception informed. These are safeguarding issues. Any late attendees must be registered straight away on arrival.
Tracking of progress	All learners must understand explicitly their current subject specific strengths and areas for development. These are linked with the Key Concepts in KS3 and minimum target grades in Key Stages 3, 4 and 5. Students will therefore know where they are in their subject specific learning journey and what they need to do to improve.
Written feedback	Work should be marked diagnostically using the framework of What Went Well (WWW) and Even Better If (EBI), resulting in a student response to the marking. Work should be marked twice per Learning Cycle, reviewing progress towards the Key Concepts. It is expected that Heads of Department will have an explicit statement of the regularity and process of marking in their curriculum areas if there are any exceptions to this cycle. Class teachers are responsible for the quality of work in students' books.
First day absence phone calls	On the first day of each instance of a tutee's absence, the tutor will make a supportive phone call home. This should then be logged on the tutor dashboard.
Mobile phones etc.	Mobile phones must be kept switched off in students' bags. Headphones/ earphones must not be worn. Any use of mobile devices on site will result in confiscation. Confiscated devices should be taken straight to reception to be kept securely.

Vision

Treviglas Academy is a school **where students enjoy achieving their best**. Treviglas Academy is part of the Roseland Multi Academy Trust. Our purpose is to realise the Trust's vision that the Roseland Multi Academy Trust is **Where everyone succeeds**.

Treviglas Cornerstones

Practise kindness
Attend every day
Work hard
Value ourselves

Teaching standards

Teachers make the education of their students their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their students.

Leadership: strong teaching and learning

Our students succeed because of the strong leadership and high quality teaching in the school. In school, our exceptional staff have the biggest influence on student achievement and all learning takes place in a calm and purposeful environment. Staff present subject matter clearly and provide focused, direct feedback. This is why all our students enjoy achieving their best.

Quality of Education: curriculum, quality assessment and outcomes

Our curriculum is constructed ambitiously. The learning journey reflect the national curriculum and beyond. It is designed so students can make the most of local, national and global labour market opportunities. The school offers a coherently planned curriculum which has breadth and balance, ensuring students maintain high academic standards within an inclusive environment. We know that our students do best when our staff and families work together and are actively involved in the learning journey.

Quality of Education: strong teaching and learning

Our positive attitude, high quality teaching and tailored support ensures that all of our students will succeed. In school, our exceptional staff have the biggest influence on student achievement and so we support them with a framework called the Tools for Improvement that safeguards the learning taking place in a calm and purposeful environment. Staff present subject matter clearly and provide focused, direct feedback to support students.

Personal Development

Our vision is that all students enjoy achieving their best so that they can be happy and successful in their future careers or study, but also that they can go on to lead full, well-rounded lives. At the heart of our vision are the Treviglas cornerstones as everyone at Treviglas should: practise kindness, value ourselves, attend every day and work hard. Our exceptional staff deliver a high-quality curriculum and provide extra-curricular opportunities so that our students are motivated, developing the social confidence, commitment and moral attitudes to lead fulfilled lives.