



Staffordshire University Academy		Academy Policy Document			
Approved by:	LAC	Issue date:	March 2017	Review date:	September 2018
Policy Owner:	Vice Principal	Page: 1 of 3			
Audience:	Staff	Students	Parents	LAC	

Teaching and Learning

Principles

"If learning is our most important aim, then teaching is our most important activity"

The academy's core purpose is to ensure a high quality learning experience for all students and the quality of teaching is the most important factor which contributes to this. The purpose of this policy is to set out the Academy's expectations and the responsibilities of different staff in contributing to an outstanding learning experience.

Context

This policy has been revised with the aim of setting out our vision for 21st Century learning at Staffordshire University Academy, within the expectations for high quality teaching outlined in the Teachers' Standards and for external validation from Ofsted.

The revised Teachers' Standards (September 2012) state that:

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.

Our Vision

Our vision is to consistently deliver outstanding lessons to our students and to equip them with skills that are needed to succeed in the wider world. Student-centred learning and teaching which encourages challenge, active approaches and the development of confidence, resilience and independence are at the heart of this.

*"What we want is to see the child in pursuit of knowledge, and not knowledge in pursuit of the child."
George Bernard Shaw*

To achieve this, students should be encouraged to engage fully in lessons which stimulate, motivate and promote intellectual curiosity and a love of learning. Teaching methods should seek to encourage independence and thinking skills to support students to aim high and achieve their best within and beyond the classroom. Teaching staff and those who support students in their educational journey are the key to achieving this vision. They will be nurtured and supported through effective CPD training and opportunities to develop pedagogy with others at the Academy.



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Methodology

'It is not so important to have all the answers as to be hungry for them.' Carol Ann Tomlinson, *'The Differentiated Classroom'*.

Good/Outstanding teaching and learning is exemplified by the following:

- Excellent subject knowledge of staff which motivates and inspires students
- Students **of all abilities/groupings** making at least good progress (including SEN, more able, pupil premium) through effective differentiation and intervention strategies
- Lessons that are well structured and planned taking into account student prior learning and capability
- Seating plans appropriate to tasks
- Group work and the promotion of independent learning activities encouraged each lesson
- Adaptive teaching methods, flexibility of approaches and activities which change to the needs of the students
- Teaching which encourages risk taking, uncertainty, challenging assumptions and exploring misconceptions
- Assessment for Learning approaches to promote independence and exemplify how progress is made (*ref: AfL Policy*)
- Wide ranging learning activities e.g. visual, audio, kinaesthetic, thinking skills
- Innovative approaches to teaching and learning making use of new technologies and creative ideas
- Differentiation through a range of strategies e.g. resources, support, groupings, intervention to cater for all groups of students within every lesson
- All students enjoying and engaging with the learning and making progress over time; evidenced through written work and discussion with students
- Pace and progress evident within lessons; making effective use of transitions and plenary review to shape the learning journey
- Effective questioning building through to higher order questions. Expecting extended responses, justification and construction of ideas through the use of probing questions
- Resources that make an effective contribution to learning through stimulating discussion and providing ways to explore ideas using new technologies
- Reading, writing, communication and mathematics (RWCM) being used and developed consistently and wherever appropriate
- 'Marking for Literacy' as an essential part of feedback and should be reinforced through activities in lessons and targets for improvement (*ref: AfL Policy*)
- Behaviour management is good and Academy BfL policy is applied consistently and fairly
- Where appropriate and available, effective use of other adults making an impact on learning
- Staff to encourage an open door policy and share good practice as a matter of course
- Collaboration and innovation within departments and across faculties; cross curricular activities is the norm



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To achieve our vision

- Continue to create a culture of mutual support, using lesson observation, drop in, STAR lessons and learning walks in a supportive environment
- Encourage collaboration through CPD opportunities, departmental development time and the variety of working groups developed within the academy
- Promote the professional development of staff by engaging with masters level courses through the STAR Programmes developed at the academy
- Promote the use of outstanding teaching staff in a coaching role to support staff to strive towards being outstanding themselves
- Encourage staff to engage with external training and development which has a clear pedagogical focus and supports our vision Engage with the governing body to deepen their understanding of the teaching and learning in the academy and to take advantage of their position as a supportive yet critical friend

*'Come to the edge', he said.
 They said, 'We are afraid'
 'Come to the edge', he said
 They came
 He pushed them... and they flew.
Guillaume Apollinaire – poet*