



The Belvedere Academy

Teaching and Learning Policy

This document should be read in conjunction with individual curriculum area policies and criteria for successful lessons documentation.

Vision Statement:

Students of all abilities at The Belvedere Academy will be given equal opportunities to learn in order to achieve their full potential. Varied teaching methods and strategies will be used effectively and appropriately to accommodate differing learning styles.

School self-evaluation is the key to improvement in order to identify priorities for development in line with the cycle of whole school improvement planning.

It is the responsibility of all staff and students to evaluate their own performance. By knowing and understanding how staff and students are performing, staff at all levels can enhance and share strengths and identify potential for improvement.

Although we recognise that extensive learning takes place within the classroom students should realise that there are opportunities for learning outside the classroom.

All teachers are also learners and should be striving to evaluate and improve their practice. This means understanding both the teaching and learning process and building on students' skills, knowledge and understanding. Teachers are managers of the learning environment facilitating all students to reach their full potential. In order to facilitate the learning process for teachers there needs to be opportunities for professional development.

A good learning environment is created when students participate in and are motivated by the lesson content, interact well with both the teacher and other students and improve their skills and confidence in themselves as learners. Students need to feel that they are learning and therefore achieving.

All members of The Belvedere Academy are most strongly encouraged to:

“Develop a passion for learning -to be the best that they can be.”

Effective Learning: Where learning is effective, students ...

1. Are motivated to:

- take an active interest in their studies through encouragement and support from their parents/carers;
- improve their performance and be willing to learn from areas for development as well as strengths;

- enjoy lessons and readily respond to the challenge of the tasks set;
- demonstrate, in assessments and tests, that they are performing at least as well as can be expected, according to standards for their age and ability;
- care about the presentation of their work and look after resources.

2. Take responsibility for:

- their learning;
- evaluating their achievement of learning objectives/outcomes;
- concentrating on tasks set and listening attentively when appropriate;
- developing the confidence to raise questions, to try to find answers and asking for help when needed;
- helping each other and working collaboratively as well as independently;
- developing over time the ability to work autonomously and to take responsibility for their own learning;
- increasingly taking initiative. This is particularly important at GCSE and Post 16 level, where coursework is often a major part of the final examination mark/grade.

3. Have developed or are developing the following skills:

- persevere with tasks they find difficult without losing heart;
- respond positively to opportunities given to extend their learning;
- the ability to modify and redraft work;
- meet deadlines;
- retain knowledge, apply it in unfamiliar contexts and make connections with other work.

4. Understand the implications of social learning by:

- arriving on time to lessons, appropriately equipped;
- being able to adapt easily to different ways of working;
- evaluating their own work and making realistic judgements about it;
- perceivably gaining in skills, knowledge and understanding, given their age and ability and the time available;
- being able to decide the best methods to adopt and the resources they should have;
- communicating information and ideas, offering comments and explanations;
- feeling that they are valued by their teachers and that their achievements are being recognised.

Effective Teaching:

In order to have the most effective teaching, parents need to support teaching staff at the school by expecting students to achieve their best. The partnership between home and school is a vital element in the success of every student and must be developed to the best possible degree.

All teachers will aim to:

1. Make their lessons purposeful:

- through carefully planned, well structured (3 part) and paced lessons;
- by making aims and objectives explicit to students at the beginning of each lesson, task or topic (see departmental schemes of work) and involving students actively in their evaluation of learning achievement (not just a passive process);
- through explicitly checking understanding and reviewing work covered in each task or topic;
- by delivering schemes of work or a syllabus which incorporate spiritual, moral and cultural elements to agreed curriculum area deadlines;
- by starting lessons on time and avoiding 'wasted time' at the end.

2. Make lessons interesting and stimulating:

- by consciously showing enthusiasm and positivity for and about their subject and learning;
- by devising imaginative/creative approaches to the development of knowledge and skills;
- by varying teaching styles (Tactile, Olfactory, Visual, Auditory, Kinaesthetic), learning activities and the learning environment to maintain students' interest and take account of learning styles;
- by structuring lessons in three parts (Starter, Main, Plenary);
- by using praise and positive reinforcement to foster self esteem, motivation and confidence;
- by regularly displaying examples of students' work and other relevant stimuli;
- by encouraging students to demonstrate their skills through formal presentations, drama, debate and role play;
- by using ICT and multimedia presentation when and wherever appropriate to enhance the learning experience and outcome.

3. Create an orderly environment and manage classes efficiently:

- by matching teaching style to lesson objectives and group dynamic;
- by organising physical resources in ways which will promote orderly classroom management;
- by being consistent about classroom procedures and the Code of Conduct which has been agreed by the whole staff;

- by setting and marking homework regularly (identified by the published homework timetable), consistently and usefully and following up non completion punctiliously (see homework and marking policies);
- by keeping up to date and accurate records in mark book and submitting assessment data for reporting inline with the published deadlines;
- by being flexible enough to adapt their lesson plan to take account of students' contributions and the mood of the group;
- by setting and achieving high standards of behaviour and motivation;
- by regularly reviewing student grouping and seating to promote effective learning.

4. Match learning activities / opportunities to all abilities and preferences (PERSONALISATION):

- by using evidence of prior attainment to gauge students individual capabilities;
- by using information on individual's preferred learning styles;
- by testing understanding and acquisition of knowledge through a variety of means;
- by using appropriate differentiated materials and tasks which ensure students' active participation in lessons, for the most able students as well as for those with SEN;
- by working proactively with Learning Support Assistants;
- by setting high expectations for all students, rewarding achievements with praise and reward (see also Rewards Policy and Special Education Needs Policy).

5. Develop positive and productive working relationships with students:

- through confident and assured command of subject matter, which is regularly updated;
- through appropriate professional development, observations, discussions, and INSET;
- by being clear with instructions, questions and explanations;
- by understanding and promoting the value of focussed discussion and setting ground rules for speaking and listening;
- by fostering mutual respect, student to student, teacher to student and teacher to parent;
- through actively promoting equal opportunities through the teaching and learning process (see also Equal Opportunities Policy);
- by encouraging parents to support student learning;
- by responding to all potential concerns within 48 hours and making sure that appropriate follow up is maintained;
- by ensuring all GCSE coursework is completed by February half term;
- supporting students by holding after school coursework/revision sessions/enrichment activities.

6. Use both formative and summative assessment to evaluate students' progress and to inform future teaching plans:

- by using a variety of formative in-class assessment, which relates to the subject area;
- by marking consistently and positively in line with whole school and faculty policies (see Marking Policy);
- by giving regular feedback either through marking of work or verbally to students about their work and setting them challenging but achievable “SMART” targets;
- by encouraging self-assessment and peer assessment in the drive to strive for improvement;
- by following the established learning review strategy (Grade Cards, Profiling Days, Reports, Key Stage Progress Meetings) and meeting the associated whole school deadlines for this process;
- by encouraging and trusting students to take responsibility for their own learning e.g. through guided study, self assessment and small scale opportunities for them to teach the rest of a class;
- by checking progress against potential by critically using benchmark data; MIDYIS/FFT/ALIS/Key Stage APS as well as internal departmental benchmark data. (See also whole school Assessment Policy);
- by statistically analysing individuals and whole class performance in relation to the provided benchmark data;

7. Create further opportunities for learning:

- all teachers have a responsibility to promote the school's code of conduct and values with consistency (see relevant policies);
- assemblies should start promptly, be well planned, involve opportunities for student participation wherever possible, offer time for reflection and finish in good time;
- collective Acts of Worship and tutorials should also be well organised and allow students to develop their own ideas and thoughts through challenging material;
- the school's code of conduct should be promoted in all lessons around the school and when students are representing the school on trips and visits;
- Enrichment/Extra curricular activities should be open, and encourage all students who wish to attend. They should:
 - provide opportunities for extending learning beyond the classroom;
 - encourage and support students to develop an interest in the subject outside of the classroom.

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