Teaching and Learning Policy

Approved by:	Staffing and Salaries Committee	**Date:** 29 June 2023
Last reviewed on:	New Policy	
Next review due by:	June 2024	

1. Aims

This policy aims to:

- Explain our teaching and learning approach that enables our students to develop the skills, knowledge, and Alive qualities so that they can make their unique contribution to the world
- Summarise expectations to make sure everyone is committed to achieving a consistent approach to teaching and learning across our school
- Promote high expectations and raising standards of achievement for all students in our school
- Explain how we invest in our teachers so that they can be even better

2. The Alive Model of Learning

All we do is rooted in the hope of who we are as people and who we can become. The factors that help young people be fully themselves are Safe Boundaries, Good Relationships and Empowered Learning. We want every student to be able to say 'I feel safe and belong here. I enjoy my learning and achieve well. This school helps me make my hopes come true.'

As part of this aspiration, we want all our students to own their own learning and to be empowered active learners. We believe the "glory of God is a human being fully alive" (Irenaeus). We want to help student develop in all these values, qualities, and skills and to become more active, independent and interdependent reflective learners.

A teacher is a child's most important asset in education. The quality of teaching they receive within the classroom has the greatest influence on progress. At SMRT, our ambition is to create an environment where all teachers are supported to develop, flourish and excel. **This approach enables our students to develop the skills, knowledge, and Alive qualities so that they can make their unique contribution to the world.**

In creating our environment, we have collaboratively designed an "Effective Lesson at SMRT" document that encompasses the most important "ingredients" for teachers to include in their lessons. There is also a student and parent/carer version displayed in classrooms. The Effective SMRT Lesson - students. In doing so we have created a shared understanding and language for effective teaching and learning in our school.

Alongside this we have our SMRT Empowered Teaching Framework. This is an approach for investing in the professional growth of all SMRT's teachers, encompassing a comprehensive calendar of professional development, coaching and career development opportunities.

'Every teacher needs to improve, not because they are not good enough, but because they can be even better.' Professor Dylan Wiliam

3. Ambition for all

Teaching and learning at our school takes the backgrounds, needs and abilities of all students into account. We adapt our teaching and learning to cater to the needs of all our students. We do this by:

- Providing high quality teaching and learning in the classroom
- Disadvantage and historically underachieving groups
- Providing appropriate challenge, and a particular focus on literacy and metacognitive strategies
- Working with support staff effectively to provide extra support
- Working collaboratively with our SEN coordinator (SENCO), our students with SEND, and their parents/carers
- Working collaboratively with our EAL Co-Ordinator, our EAL students and their parents/carers
- Working collaboratively with our Assistant Headteacher for Pupil Premium and Exams

4. Roles and Responsibilities

Teachers at our school:

- Follow the expectations for teaching and professional conduct as set out in the [Teachers' Standards](#)
- Reflect on their teaching and the 'Effective lesson at SMRT' document
- Actively engage with our Empowered Teaching Framework and Professional Growth Policy
- Actively engage in professional development opportunities and educational research
- Actively engage parents/carers in their child's learning
- Update parents/carers on students' progress
- Meet the expectations set out in the Curriculum Policy, Behaviour and Good Relationships Policy, and the Assessment, Feedback and Reporting Policy

Learning Support Assistants at our school:

- Know our students well and adapt support to meet their individual learning needs
- Support teaching and learning with flexibility and resourcefulness
- Reflect on their support and the 'Effective lesson at SMRT' document
- Ask questions to make sure they've understood expectations for learning
- Identify and use effective resources to support learning
- Have high expectations and celebrate achievement
- Meet the expectations set out in the Curriculum Policy and the Behaviour and Good Relationships Policy

Subject Leaders at our school:

- Create and share a clear and ambitious vision for providing high-quality, inclusive education to all in their subject
- Help to create ambitious, well-sequenced, broad, and balanced curriculum plans that build knowledge, skills and our Alive values
- Sequence lessons in a way that allows students to make good progress from their starting points
- Use their budget effectively to resource their subject, providing teachers with necessary resources for learning
- Reflect on the learning in their subject/s and the 'Effective lesson at SMRT' document
- Promote and support the Professional Growth plans of teachers
- Drive improvement in their subject, working with teachers to identify any challenges
- Improve on weaknesses identified in their monitoring activities
- Encourage teachers to share ideas, resources, and good practice
- Consider the well-being and workload of staff
- Meet the expectations set out in the Curriculum Policy, Behaviour and Good Relationships policy, and the Assessment, Feedback and Reporting Policy

School leaders at our school:
- Have a clear and ambitious vision for providing high-quality, inclusive education to all
- Celebrate achievement and have high expectations for everyone
- Hold staff and students to account for their teaching and learning
- Plan and evaluate strategies to secure high-quality teaching and learning across the school
- Manage resources to support high-quality teaching and learning
- Provide support and guidance to other staff through training, coaching, and mentoring
- Input and monitor the impact of continuing professional development (CPD) opportunities to improve staff's practice and subject knowledge
- Promote and support the Professional Growth Plans of teachers
- Consider the well-being and workload of staff
- Address underachievement and intervene promptly
- Meet the expectations set out in the Curriculum Policy, Behaviour and Good Relationships Policy, and the Assessment, Feedback and Reporting Policy

Students at our school:
- Take responsibility for their own learning and support the learning of others
- Meet our expectations for good behaviour for learning, respecting the rights of others to learn by following the 'Effective lesson at SMRT' document for students
- Be active, independent and interdependent reflective learners
- Listen to and act on their teachers' feedback and how to improve
- Put maximum effort and focus into their work
- Complete homework activities as required

Parents/Carers of students at our school:
- Value learning
- Encourage their child as a learner
- Make sure their child is ready and able to learn every day
- Support good attendance
- Participate in discussions about their child's progress and attainment
- Communicate with the school to share information promptly
- Provide resources as required to support learning
- Encourage their child to take responsibility for their own learning
- Support and give importance to homework

Governors at our school:
- Monitor that resources and funding are allocated effectively to support the school's approach to teaching and learning
- Monitor the impact of teaching and learning strategies on students' progress and attainment
- Monitor the effectiveness of this Policy and hold the Headteacher to account for its implementation
- Make sure other school policies promote high-quality teaching, and that these are being implemented

5. Monitoring and evaluation

We monitor teaching and learning in our school to make sure that all our students make the best possible progress from their starting points.

School leaders monitor and evaluate the impact of teaching on students' learning through:
- Conducting lesson observations and learning walks
- Student voice activities
- Student book looks.
- Analysis of data

- Subject Reviews

6. Review
This Policy will be reviewed every year by the Assistant Headteacher Teaching, Learning and Staff Development.

7. Links with other policies
This Policy links with the following Policies and Procedures:
- Behaviour and Good Relationships Policy
- Curriculum Policy
- SEN Information Report
- Assessment, Feedback and Reporting Policy

The link below will take you to the relevant page on the school website:
https://www.smrt.bristol.sch.uk/key-information/policies

- The Empowered Teaching Framework
- The Performance Management and Capability Policy
- The Professional Growth Policy

Copies of these documents are available on request from Assistant Headteacher Staff Development and Assuring Quality