Teaching and Learning Policy

Policy Statement

At the Debut Academy we know that learning will be most effective when:

- The environment in secure, stable and stimulating
- Learners self-esteem is continually encouraged to be of a high standard
- Learners understand the purpose of the learning and see relevance to their own experience
- Learners understand the ways in which learning takes place
- The learning builds on prior knowledge and understanding
- Success and grading criteria, are explicit and models are provided
- The learning is active and collaborative
- Learner questioning, reflection and discussion are encouraged
- Independent learning and thinking is facilitated and encouraged
- There are opportunities for creativity and utilising different learning styles
- Learners can self assess, know what they need to do to improve and are able to set appropriate targets

A Definition of Learning

Learning is the acquisition, retention, application and development of skills, knowledge, understanding, values, and wisdom to promote greater understanding and to make evaluations about the world in which we live. Learning can be applied throughout life. It is the goal of education, and the product of experience. Learning is an exercise of constructing personal knowledge that requires the learner to be mentally active rather than passive; interpreting rather than recording information.

Responsibility and Authority

The organisation has ultimate responsibility for ensuring arrangements for teaching and learning are effective, robust and reviewed on a regular basis. As such three senior members of staff have been designated as Teaching & Learning Key Personnel.

The designated safeguarding personnel are:

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2. Helena Lungley
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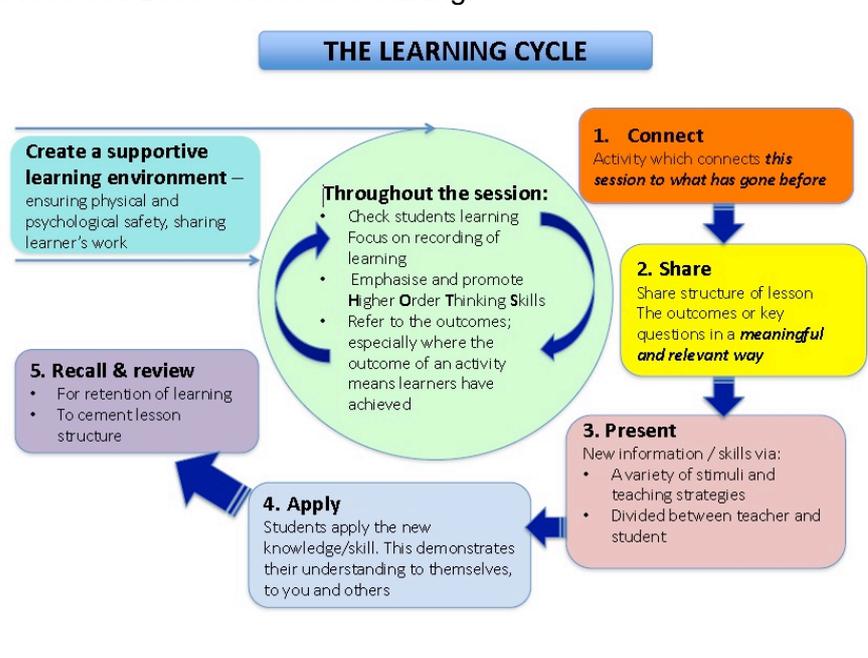
Principles of Teaching and Learning
Debut see teaching and learning as a process of co-operative teamwork.

Teachers work towards the Teaching and Learning Policy aims by:
- Using the Learning Cycle as a tool for ensuring continuous quality of teaching and learning is maintained (via CONNECT, SHARE, PRESENT, APPLY, RECALL & REVIEW and CREATE A SUPPORTIVE LEARNING ENVIRONMENT.
- Providing a challenging and stimulating programme of study designed to enable all students to reach the highest standards of personal achievement
- Recognising and being constantly aware of the needs of each individual learner according to ability and aptitude
- Ensuring that learning is progressive and continuous
- Being good role models – punctual, well prepared and organised
- Maintaining CPD (Continued Professional Development)
- Having a positive attitude to change
- Completion of all necessary documentation
- Working collaboratively with a shared philosophy and commonality of practice and purpose

The Learning Cycle Framework
'The Learning Framework' is an innovative, sector created whole organisation approach to the development of higher level teaching and learning skills. It uses a real world evidence based practice approach and the model was a significant factor in Walsall College's recent Ofsted Grade 1 inspection. Debut has adopted this framework, Senior Management and Assessors have received Lead Practitioner training.

THE LEARNING CYCLE

Create a supportive learning environment – ensuring physical and psychological safety, sharing learner's work

Throughout the session:
- Check students learning Focus on recording of learning
- Emphasise and promote **H**igher **O**rder **T**hinking **S**kills
- Refer to the outcomes; especially where the outcome of an activity means learners have achieved

1. Connect
Activity which connects *this session to what has gone before*

2. Share
Share structure of lesson
The outcomes or key questions in a *meaningful and relevant way*

3. Present
New information / skills via:
- A variety of stimuli and teaching strategies
- Divided between teacher and student

4. Apply
Students apply the new knowledge/skill. This demonstrates their understanding to themselves, to you and others

5. Recall & review
- For retention of learning
- To cement lesson structure

'The Learning Framework', based on reflective practice, consists of the following:

1. An engagement programme with the senior leadership of an organisation; agreeing an organisational strategy which focusses on teaching and learning

2. <u>A learning cycle which is made up of 8 distinct stages</u> for teachers to implement in order to improve lesson structure and delivery
3. <u>A differentiating coaching model</u> to support teaching improvement following classroom observation on an individual basis
4. <u>Embedded coaching</u> which is a unique teaching and learning coaching model to support teams or departments

Learners work towards the Teaching and Learning Policy aims by:
- Attending Debut in good health maintained by adequate diet, exercise and sleep
- Being punctual and ready to begin lessons on time and dressed/presented in line with the Dress Code Policy
- Have an attendance record of 90%+, avoiding course time holidays
- Ensure early contact with personal tutor to discuss matters which affect their happiness, progress and behaviour
- Being organised – bringing necessary books, kit and equipment
- Conducting themselves in an orderly manner whilst on the premises and off the premises during breaks
- Taking growing responsibility for their own learning

Lessons

Lessons must be carefully planned and clearly structured to include an engaging and stimulating variety of learning, activities and tasks which contribute to meeting the learning objectives. Teachers must evaluate their lessons so that their own practice can improve.

Every course should be planned in a scheme of work, which will set out a clear timescale for different units of the course to be covered, resources, suggestions for learning activities, planned differentiation and assessment activities.

Start of the Lesson:
- The start of the lesson has a clear focus, using activities which immediately engage the learner, setting out the learning aims and goals
- The first 30 minutes of each session is set aside for embedding maths and English via Business Plan Project tasks
- The expected learning outcomes are shared with learners, in the context of prior learning, to ensure they understand what they are doing and why
- The success criteria by which the learning will be evaluated are made explicit
- The teacher establishes and communicates clear expectations for behaviour

Lesson Development
- Present lessons with clarity, enthusiasm and pace, ensuring timings are clear and adhered to
- Make learning active by providing tasks which enable learners to make meaning, construct knowledge and develop understanding and skills
- Model activities and processes, making their thinking and decision making explicit to students
- Provide exemplar work so that learners are aware of the sophistication of response expected
- Use a variety of questioning techniques to probe and develop learners understanding
- Promote active listening, inviting a range of different responses and building time for reflection

- Give constructive, positive feedback on work in progress
- Provide opportunities for success for every learner and seek frequent opportunities for praise
- Provide opportunities for progression which increase the level of conceptual challenge, the depth of understanding and the breadth of application of skills
- Demonstrate flexibility in their approach and be prepared to deviate from the lesson plan where appropriate
- Set a variety of homework tasks to deepen, extend, or initiate learning

The following table shows the key components of a lesson at Debut Academy and the strategies that all teaching staff should employ in the classroom to facilitate these.

Teaching and Learning Theme	Teaching and Learning Strategy
Capture interest immediately **CONNECT AND ENGAGE**	Ensure a punctual and crisp start
	Set out clear learning objectives
	Speak to every learner by name
	Connect the learners to what has gone before and what is to come
	Use a variety of auditory, visual and kinaesthetic tasks and activities
Build positive relationships **EXPECTATION AND REWARD**	Use consistent routines that set the highest expectations of behaviour and achievement
	Be assertive, not passive or aggressive
	Use positive language and focus on the primary rather than secondary behaviour
	Praise often and in a variety of ways
Personalise the experience **PACE, CHALLENGE AND DIFFERENTIATE**	Ensure the optimal use of time
	Provide pace by planning a variety of short, time bound activities
	Use questioning to allow learners to access higher order thinking
	Ensure learners know what is expected of them and how to achieve it
	Plan and personalise the learning experience for learners of all abilities and needs
Assess the learning **PROGRESS, FEEDBACK AND REVIEW**	Check student progress systematically and regularly throughout the lesson
	Alter your plan and intervene when necessary to ensure progress is made by all learners
	Give learners the opportunity to feedback what they've learnt throughout the lesson
	Ensure lessons provide formative feedback for learners so they are clear about how to improve
	Ensure that there is a plenary session which allows students to demonstrate their learning
	Ensure a calm and ordered ending to the lesson

Monitoring the Quality of Teaching & Learning

This is achieved by the following:

- Observation Walkthroughs
- Peer Observations
- Observations via SEC
- Monitoring learner success & achievement
- Mediation and monitoring of exam grades, assessment grades & assignment grades
- Mediation and monitoring of feedback to learners
- Learner feedback surveys
- Employer feedback surveys
- Regular Teaching &Learning Meeting Reviews
- End of Year Feedback from Assessors
- Learner Target Trackers
- Learner Voice Feedback
- Progression and Destination information
- Learner feedback at end of each lesson on distance travelled, knowledge gained and if the learning aim(s) have been met

Quality & Standards

Each tutor's performance, whether it is:

- Teaching in an engaging and exciting way
- Effective classroom management for positive behaviour
- Retention of learners
- Completing paperwork
- Commitment to Literacy and Numeracy within all course programmes
- Delivery of mandatory workshops to all learners
- Commitment to E&D, H&S, Safeguarding, Prevent, Promotion of Fundamental British Values
- Effective assessing and marking to specific expected standards
- Managing learner progress reviews
- Effectively organising their workload
- Completing lesson plans
- Monitoring learner attendance
- Supporting learners with additional needs
- Their own professional conduct, communication, professionalism, integrity and reliability
- or being proactive towards continual personal development

The tutor's performance reviewed bi-annually from information gathered and moderated by senior staff, to ensure tutors are performing to the best of their ability. Mentoring may be put in place to assist any area that may be found needs attention.

Please refer to Debut's linked policies below for additional information regarding Teaching & Learning Standards:

- Academic & Vocational Appeals Policy
- Academic Work Completion & Plagiarism Policy
- Attendance, Lateness & Punctuality Policy
- Code of Conduct – Staff Policy

- Code of Conduct – Learner Policy
- Complaints Policy
- Communications Policy
- Confidentiality Policy
- Confidentiality & Disclosure Policy
- Data Protection Policy
- Diploma Course Training Policy
- Disciplinary Policy
- Dress Code – Staff Policy
- Dress Code – Learner Policy
- Equal Opportunities & Inclusion Policy
- Functional Skills Policy
- Guidance Policy
- Health & Safety Policy
- Health & Wellbeing Policy
- IAG Policy
- Learner Support & Super Group Policy
- Learner Positive Behaviour Management Policy
- Learner Safeguarding & Safeguarding Vulnerable Adults Policy
- Meetings Policy
- Observation of Teaching, Learning & Assessment Policy
- Prevent Policy
- Promoting Fundamental British Values Policy
- Quality Assurance Policy
- Questionnaire & Feedback Policy
- Review & Appraisal – Staff Policy
- Review & Appraisal – Learner Policy
- Safer Recruitment Policy
- Staff CPD/Personal Development Training Policy
- Standards Moderation Policy
- Work Related Stress Policy
- Whistle Blowing Policy

Policy Revision
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