



Sponsored by Academy Transformation Trust

Teaching & Learning Policy

Adopted	March 2015
Date of Review	February 2017

*Inspire,
Aspire,
Achieve!*

"It is what teachers think, what teachers do and what teachers are at the level of the classroom.... that ultimately shapes the kind of learning that young people get".

Andy Hargreaves & Michael Fullan

Principles, Values and Entitlements

High quality Teaching and Learning is central to everything we do at Hathaway Academy. It is important that the Academy develops as an intelligent learning environment in which all students flourish. Teaching and Learning are the central activities of the Academy and all other Academy policies support this.

The purpose of this policy is to share and develop a professional knowledge and understanding of the principles of good teaching and learning. It will provide a shared language for all staff to talk about and develop their own best practice in classrooms. It also conveys high expectations and provides consistency in our approaches, ideas, techniques and support in lessons across the whole Academy. We expect every teacher to be a good teacher; no student deserves less.

At Hathaway Academy we have developed a set of 10 Teaching and Learning Principles which all teachers will use when planning and delivering lessons. The principles have been linked to the three faculties; Purpose, Self-Worth and Engagement allowing us to clearly focus our priorities throughout our journey to outstanding.



These principles will underpin all we do with regards to teaching and learning, both at teacher and student level. The principles will ensure that teachers consistently plan and deliver effective, high quality lessons in order to maximise the achievement and progress of all our students, as well as ensuring that students take responsibility for their own learning and become active in the learning journey.

Students will make progress by:	Teaching and Learning Principles	Teachers will ensure that students make progress by:
Knowing the purpose of their learning, through understanding their personal starting point, end goals/targets and how to achieve them.	Lesson Objectives and Planning	Setting personalised goals/targets for each lesson and planning the steps to enable them to achieve them.
Providing feedback that is reflective of their current ability, ensuring that strengths and areas for development are accurately identified and can support purposeful action points.	Assessment for Learning	Building in checks which identify where progress has been made, areas for development and act on the feedback gathered.
Taking pride and responsibility for their learning, having the confidence to take risks and support their peers in their journey to achievement.	Culture for Learning	Nurturing an environment that establishes high expectations, independence and commitment to aspirational achievement.
Knowing what their personalised learning routes are, their abilities and how they are being challenged.	Differentiation	Knowing the needs of each student, plan for and ensure all are enabled to achieve to the best of their ability.
Taking opportunities to develop their independence, engaging with problem solving and being willing to experiment.	Creativity	Utilising different learning styles, encourage independent thought and encourage discovery-based learning.
Engaging with all steps with focussed action and being passionate about their learning journey.	Chunking and Pace	Breaking learning down into clear steps that build towards the final goal and effectively using time to drive the journey to achievement.
Knowing where they are currently working at, what their target/goal is and how to achieve them.	Progress and Data	Having a clear knowledge of the students and how to plan, measure and secure their best achievement.
Being inspired to explore and find answers to questions beyond their current understanding.	Questioning	Providing and developing a platform for deeper reflection, exploration and understanding.

Knowing their personal development areas and how to take steps to improve across the academy.	Literacy	Identifying, addressing and developing personal development areas in literacy and modelling high expectations.
Respond and act on the feedback and engage in ongoing dialogue with staff about their learning journey.	Marking and Dialogue	Securing an ongoing dialogue with students about their learning, making the steps to progress explicit and ensuring they are secured.

Monitoring and Evaluation

The monitoring and evaluation of this policy will be the responsibility of all Middle Leaders and the ALT as follows:

- Middle Leaders will quality assure teaching and learning on a regular basis through lesson drop ins, lesson observations, work and home learning scrutinies
- Middle Leaders will analyse the teaching and learning data from their subject area and develop an action plan to support improvements
- ALT will quality assure teaching and learning on a regular basis through lesson drop ins, lesson observations, work and home learning scrutinies
- ALT will observe lessons and provide appropriate interventions for staff as and when necessary, including coaching programmes for all staff who require support