

TEACHING, LEARNING & ASSESSMENT POLICY

This policy was ratified by the Governing Body on:	3 rd May 2017
This policy will be reviewed in:	May 2019
This policy will be reviewed by:	AVP T&L

1. Mission Statement

We are proud to be part of the unique community of Dover Christ Church Academy where everyone is valued, supported and challenged to achieve their very best. Through our partnership with Canterbury Christ Church University, we all work hard to provide the highest quality education. We are committed to excellence, inspiring teaching in outstanding buildings, where students enjoy learning and make excellent progress. We believe that anything is possible and through our high aspirations and everyone's hard work, students will achieve their goals and go on to live full and meaningful lives.

Raising standards in teaching, learning & assessment, enabling students and staff to aspire to be the best they can be, is at the very heart of Dover Christ Church Academy.

2. Strategic Aims

Leadership and Management

- Create a culture where nothing but the best is acceptable in terms of ambitions and conduct and thus ensure excellent progress and achievement for all

Quality of T&L and assessment

- Ensure teachers provide nothing but the best teaching, learning and assessment which excites and enthuses students and thus ensures excellent knowledge, progress and achievement for all

Personal development and behaviour and welfare

- Ensure that every member of the Academy community develops confident and self-assured learners who show an unrelenting drive to their own and the Academy's development and achievement

Outcomes for pupils

- Ensure all students make excellent progress and achievement and have the knowledge, skills and aspirations to go on and lead successful and meaningful lives

3. Teaching and Learning Statement

The Academy T&L policy is informed by the strategic aims and objectives underpinned by all of our work.

At Dover Christ Church Academy we will do whatever it takes to help each individual student achieve their best and to leave school with real options for their future.

We recognise that not all students will make the same rate of progress and some may require additional provisions in order to access the curriculum, this means our key focus in school is tailoring teaching and learning to the needs of every student through differentiation informed by prior and ongoing assessment. This highly student centred approach means that misconceptions will be addressed quickly and progress emphasised and discussed with students, so that all students are aware of their strengths and next steps. Through monitoring and discussion we ensure that no student is left behind and all students are stretched and challenged.

Close links with our sponsor Canterbury Christ Church University, a major teacher training university, promotes reflection and high quality pedagogy in the classroom, where teachers are not afraid to try new and innovative ideas to help students progress.

We are proud to say that students are at the centre of learning at DCCA.

4. Every Member of the Academy has responsibility for implementation of the Aims and Objectives through T&L

The Governors will:

- Maintain a strategic overview
- Hold the Leadership Team to account for the progress of all students

The Leadership Team will:

- Provide and evaluate the provision of staff training through a planned comprehensive CPD programme within the school
- Provide opportunities to develop and share best practice
- Encourage the sharing and dissemination of resources and good practice across different curriculum areas
- Ensure that parents are kept informed of how they might support their child in developing their learning skills
- Monitor and support the progress of teaching, learning and assessment strategies implemented in lessons
- Support transition between feeder primary schools and DCCA to allow progression in learning from year 6 to year 7 to continue without interruption
- Ensure teaching, learning & assessment, alongside achievement and progress, are standing agenda items at every meeting
- Ensure the needs of all students, regardless of starting points, SEND or disadvantage, make progress because planning addresses individual needs

Middle Leaders will:

- Lead in the coaching and mentoring of new staff or those new to teaching
- Ensure that the academy policy is in operation through lesson observations, work monitoring and student interviews and that whole school priorities are shared through subject plans
- Ensure high quality schemes of work are in place for subjects they line manage
- Ensure all staff within the department are clear on the department vision and pedagogical reasoning behind it
- Ensure teaching, learning & assessment, alongside achievement and progress, are standing agenda items at every department meeting
- Discuss and address underachievement
- Check that all teachers are following LTP and planning high quality sequences of lessons
- Keep up to date with developments in policy, syllabus and pedagogy and disseminate to the department

The Department will:

- Identify the teaching, learning & assessment strategies best suited to delivery of curriculum content and material and the students being taught
- Plan schemes of work which incorporate opportunities for learners to access the curriculum through the planned use of questions, different learning styles and reflective opportunities
- Use display to promote, reinforce and support teaching, learning & assessment strategies
- Discuss strategies for effective T&L
- Provide a rich, broad and deep curriculum
- Implement intervention where needed
- Provide access to extracurricular activities

The Subject Teacher will:

- Plan lessons which rapidly build on prior attainment, are informed by specific learning needs in order to ensure all students to access the curriculum and make good progress

- Maintain and continue to develop excellent subject knowledge
- Ensure that students make progress during lessons using accurate and formative assessment techniques
- Understand and plan for the needs of individual students planning for the diverse needs of all students to ensure engagement and progress are evident
- Ensure the climate for learning is stimulating
- Engage with CPD within the school and identify areas of personal development and strive to improve
- Have high expectations of students and express targets to students which are reviewed termly
- Identify students in need of intervention
- Use data to inform planning and intervention strategies
- Be clear on the requirements of each scheme of work (SoW) which is informed by gaps in learning and how that fits in the long term plan (LTP) of the subject area
- Share good T&L practice to raise standards for all students

The Form Tutor will:

- Support learners in setting challenging targets and strategies for meeting these
- Encourage learners to reflect upon their own learning style and how they can best engage in their own learning and progress
- Building on the social skills that will aid them in school and throughout their life
- Will seek to embed British Values
- Promote the values of SMSC

The Student will:

- Engage in and take responsibility for their own learning by participating fully in learning activities in the classroom and beyond
- Reflect upon their own progress towards attainment targets and set interim steps towards achieving these
- Engage with their learning
- Develop inquiring minds and never stop asking 'Why?'
- Have pride in their work

5. This policy is supported through the *Teaching, Learning & Assessment Handbook*, which is available to all staff.