

Newquay Tretherras
Teaching and Learning Policy

Rationale:

At Newquay Tretherras, we celebrate and are committed to our students: to their progress and potential; to their excitement and curiosity of learning; to their development as young people and citizens who contribute to society.

We strive to ensure synergy between our whole school strategic vision and aims (see below); the management of that vision; and the operational delivery of what these aims tangibly look like in the classroom.

This policy is co-constructively written and is one based on trust: the willingness to make yourself vulnerable to another party in order to improve. Our policy is based on an 'open door' culture where we recognise that to improve it, we've got to be in it.

We encourage creativity and exploration as we seek to nurture our craft, and continue to contribute to making society well.

We aim to:

We put the students at the heart of all we do

- Plan for the individual needs of each student
- Listen to their concerns and feedback
- Make sure that *every* student progresses *every* day, in *every* lesson

Celebrate creativity and consistency in teaching and learning

- Celebrate that 'outstanding' can look different and fundamentally is about student progression
- Understand that skilful teaching is flexible and adapts to the students in front of us
- Support each other in being consistent and in following policy to ensure clarity and progress for all

We educate students to succeed both in and out of the classroom

- Ensure students progress to reach their potential, whatever their starting points
- Develop students' life skills, so they become citizens who make society well
- Guide independent and happy young people

Newquay Tretherras recognises that:

- To improve the quality of Teaching and Learning, we have to be *in* the teaching and learning (see appendix 2 for monitoring procedures)
- Monitoring procedures need to be developmental, and explore *typicality*, rather than purely judgemental – observations must lead to tangible progress in the classroom
- CPD must offer support and practical strategy based on recent research and proven pedagogy
- It is the responsibility of *all* to contribute to improvements in T&L- it is the core responsibility of middle and senior leaders
- Leaders will need training and support in order to ensure improvement that closes gaps in groups and in 'in-school' variation
- Learning and thinking is a complex and messy process and we are open to new ideas and approaches in the classroom in order that our young people have the exciting, challenging and rewarding experience they deserve.

What is expected of us?

- 1) To follow our foundations of learning across school:

Back to Basics:

- Effective use of tutor time – to include uniform and equipment check
- Consistent approach in following behaviour procedures
- Communicate with parents regularly and positively

Precision Planning and Focused Delivery

- Purposeful seating plan for all
- Tasks and teaching developed for specific students
- Questions that challenge and develop

Incisive Feedback

- Work marked regularly in accordance with policy
- Work marked consistently for literacy
- Evidence of dialogic marking

- 2) To follow your department subject specific expectations and policy (see appendix 1)

What support is there to achieve this?

- Dedicated CPD time throughout the year
- HOD support and guidance in subject specific policy statements
- Learning Walks and reflections
- Developing Practice Walks
- Guides and strategies