TEACHING
AND LEARNING POLICY

This policy will be kept up to date and will be reviewed once per year as part of the company's Quality Assurance arrangements.

Review Period	Approved by	Review Carried Out By	Date of Approval
1 Year	Directors/Governors	Quality Team	August 2019

<u>**Teaching and Learning Policy**</u>

Introduction

At Orion we have high expectations of teaching and learning, teaching on a regular basis should be of a good or better standard. We believe in the idea of lifelong learning and that learning should be a rewarding and enjoyable experience for everyone; it should be fun and purposeful.

Our teaching will motivate and engage young people, develop their independence and resilience, prepare them for work and life and raise their attainment. At Orion we believe that all young people should have the right to an educational experience; that will enable them, no matter what their starting point, to fulfil their potential and realise their ambition. It is our aim therefore that all our students experience quality learning, set in a safe and harmonious environment, centred on driving aspiration and ambition, fostering self-determination and inspiring success.

We recognise that some of our students may have learning difficulties and behavioural challenges and understand that this may impact on their everyday lives and learning experience. With this in mind, it is our aim therefore to ensure that our teaching and learning is accessible to all and is suitably personalised to meet individual needs.

Teaching and Learning Aims

We aim to ensure that:

- All students enjoy learning
- All students are ambitious and determined to succeed
- All students make progress and achieve their full potential
- All students are confident, resilient and are able to live safe, healthy and fulfilling lives
- All students are responsible citizens who (where possible) make a positive contribution to society
- All students have fair and equal access to the curriculum, including those with complex needs

Learning will be organised so that it:

- Is broad, balanced and relevant and focuses on functionality
- Equips students with a range of skills that will support their success in learning, life and work.
- Is accessible to all, flexible and personalised to meet the individual needs of every student. (including those with identified needs and those with non-identified needs as established through our baseline assessments or parental self-diagnosis)
- Provides opportunity for spiritual, moral, and social development
- Adheres to underlying principles of democracy and cooperation

- Develops lively and enquiring minds
- Fosters work-related practices and includes world of work activities
- Stretches and challenges
- Reflects the multicultural nature of the local community, is compliant with the protective characteristics of equality and diversity and builds on British Values
- Develops confidence, high self-esteem and independence
- Develops a respect for other people and the environment
- Prepares students for the opportunities, responsibilities and experiences of adult life
- Leads to qualifications that are of worth for employers and for entry to employment, training, further and higher education.
- Provides appropriate careers information, advice and guidance

The Learning Environment

Learning will take place in a stimulating learning environment that:

- Is welcoming, happy and caring
- Is both challenging and supportive
- Celebrates success and supports students to realise their full potential
- Encourages mutual respect
- Is well organised, safe, tidy with well presented displays
- Has resources that are accessible
- Is non-partisan in terms of resources and delivery
- Has an agreed code of behaviour

This will be organised to ensure that student's have the opportunity to:

- Work individually, in pairs, and as a class
- Make decisions
- Solve problems
- Be creative
- Develop independence and use initiative
- Participate in enrichment

Staff Responsibilities

Teachers will be responsible for achieving the following:

1. Creating a Climate for Learning
2. Planning for Learning
3. Assessment for Learning

Create a Climate for Learning

Members of the teaching team must create a positive, orderly and welcoming learning environment where students feel safe and valued so that learning can flourish.

Planning for Learning

Teachers are responsible for maintaining their subject knowledge and planning the best possible learning opportunities and must plan and deliver lessons in line with schemes of work that promote progress, achievement, equality, independence, resilience and stimulate a hunger for learning.

Assessment for Learning

Teachers must continually assess students' learning, seeking feedback from and giving feedback to students. This ensures that students know what they need to do to improve and allows teachers to adjust their planning for future learning. Frequent and high quality feedback leads to high levels of engagement and improved progress and achievement.

Overall teachers will be responsible for:

- Ensuring there are clear objectives and success criteria which student's understand
- Providing feedback which informs the next steps in their learning
- Giving students opportunities to reflect on their learning through target setting
- Planning lessons which have pace and structure
- Providing a working environment where expectations are high
- Providing appropriate resources and support materials
- Continuing to widen their subject knowledge and developments in education
- Using differentiation and groupings to enable all students to learn effectively
- Keeping effective assessments and accurate records which inform planning
- Setting clear boundaries with regard to behaviour and attendance, recognising good behaviour and being consistent in teaching approach.
- Communicating with parents and keeping them informed of their children's progress

Teaching & Learning Practice

In addition to the expectations outlined above, the following must also be incorporated into the learning environment:

- Close knowledge of all students and their differing needs, a relationship of trust and mutual respect and a range of teaching and learning experiences that support increasingly independent and self-motivated study.

- Active participation and leadership in learning; fostering a student's commitment to their own self-development and fulfilment. An atmosphere of challenge, discussion and enquiry is expected, based on the highest standards of evidence and argument. A world outlook should be promoted to students so that they develop wider employment skills and an awareness of and tolerance of others' views and values.

It is expected that all teaching staff:

- Explicitly teach the skills and knowledge required for success in their subject by sharing a genuine love of and interest in their subject knowledge.
- Plan and set challenging tasks based on systematic, accurate assessment of students' prior skills, knowledge and understanding.
- Ensure students' knowledge and understanding by teaching interesting lessons so that students are confident of the subject matter when completing private study. The lesson structure can be flexible and tailored to the material being taught.
- Lesson content should be suitably differentiated (taking into account SEN students and gifted and talented students) enabling all students can access and achieve within the curriculum.
- Regularly assess students' ongoing work and give frequent high-quality feedback to enable all students to reach their targets.
- Review and adjust targets in discussion with individual students in the light of their progress
- Monitor absence and follow up non-attendance.
- Offer individual support and mentoring as appropriate so that every student is provided with the chance and skills to succeed.
- Make early interventions when a student is considered unlikely to meet targets.
- Develop wider participation and links between curriculum areas and Business Development so that as well as achieving highly in the discipline of one subject area, students experience a broad and balanced curriculum and progress to employment, further learning or an Apprenticeship.

Teaching delivery must introduce and employ a variety of teaching and learning methods and resources, both inside and outside of the classroom, to enthuse, motivate, challenge and involve students, including:

- Experiential learning
- Intelligent Questioning Techniques
- Practical activities
- Use of other interactive methods/resources
- Teacher-led lessons
- Use of a Virtual Learning Environment and other media
- Field trips and visits
- Invited speakers/experts
- Case study-based group work
- Research-based assignments

Students' Responsibilities

- Be on time and ready to learn
- Follow instructions
- Respect other students, be kind, polite, considerate and thoughtful
- Respect the school environment, equipment and resources
- Be punctual and organised

- Be respectful to all staff and visitors
- Be positive and eager to make use of all opportunities
- Have pride in their work, their class and Orion
- Take responsibility for their learning

Parents' Responsibilities

- Ensure their children attend regularly and punctually
- Support the ethos of the school
- Share responsibility for their children's learning, be realistic and offer encouragement and praise
- Attend parent's evenings
- Support their children in terms of homework
- Encourage independence in their children
- Communicate with staff any concerns about their children
- Respect other members of the school community

Governors' Responsibilities

- Work in partnership with staff, students and parents to support the aims and objectives of Orion
- Support initiatives for students and parents
- Be accessible to parents and staff
- Take responsibility for their own training and development
- Carry out monitoring and support staff where appropriate

Celebrating Achievement

Social, physical, creative and academic achievements are celebrated in many ways as an ongoing process in all aspects of school life, by;

- Verbal or written praise by teachers, peers, head of school and parents
- Displays of work
- Opportunities to perform or share
- Encouraging self-esteem
- Rewards within our Behaviour Policy
- Sharing success with the community

Equal Opportunities

We will ensure that all students have the opportunity to progress regardless of gender, race, first language, physical or intellectual ability. Expectations are high and we will support but never limit student's achievements. Assessments will not involve cultural, social, linguistic or gender bias.

Monitoring Teaching and Learning Practice

Continuous Professional Development

Teachers should:

- Continuously update their subject knowledge and teaching practice in line with current developments and initiatives
- Discuss teaching and learning at meetings in order to share good practice
- Plan their own CPD programme in conjunction with the leadership team as a result of the performance management process, reviews and monitoring of teaching and learning

Performance Management

As part of the company's performance management system, the standards of teaching, learning and assessment must be monitored by the leadership team each term with the aim of:

- Raising the standards of teaching, learning and assessment
- Monitoring that effective learning takes place
- Recognising and sharing good practice
- Identifying staff development and support needs
- Underpinning the rigorous self-evaluation process
- Encouraging and promoting constructive professional dialogue
- Developing a culture of continuous improvement.

The following activities to monitor individual performance will be completed over the course of each term to ensure consistency, validity and rigour.

1. Lesson Observation
2. Learner Voice Teaching Feedback Questionnaire(s)/Data
3. Work Scrutiny
4. Learning Walk
5. Student Progress Meeting

The results of the above monitoring activities will then be reported on a *Teacher Performance Monitoring Record* which is then used to inform the annual evaluation of performance process as part of the school's overall performance management system.

Policy Monitoring, Evaluation and Review

The Head of School will report the effectiveness of all policies as a regular feature of the termly updates to governors. It is expected that governors will challenge Orion to ensure policies are relevant, up to date and implemented appropriately and consistently. This reporting will be informed through monitoring and evaluation on a regular basis by the Leadership Team. Views of stakeholders will also be sought through on-going consultation events, questionnaires, team meetings, training and informal discussion. The review of policies will be embedded within Orion's

evaluation process and will be related to the strategic development and operational business plan. The quality review cycle will ensure that every policy is checked at least once in a year period.