

NOVA TRAINING COLLEGE

Learning and Teaching Policy

Section 1: MISSION STATEMENT

Our mission is to ensure that through high quality teaching and learning the diverse and wide range of students gain the qualifications, broad knowledge, skills and experience to allow them to achieve the well deserved career goals and participate in a competitive global economy.

Section 2: RATIONALE

“Learning and Teaching are what ultimately make a difference in the mind of the learner and thus affect knowledge, skills, attitudes and the capacity of young people to contribute to contemporary societies”

(Principles for Teaching and Learning – M James & A Pollard)

- The aim of Nova Training College is to provide an education for our learners which enables them to:
 - Achieve their potential
 - Believe in themselves -
Meet the challenges
 - Seize the opportunities
 - Become independent
learners - Decide wisely

- The purpose of this policy is to articulate clearly the expectations of the standards of learning and teaching at NTC.

- This policy supports these expectations with practical strategies that will enable the provision of outstanding teaching and learning for all students that will ensure their progress and fulfil their potential.

- Its aim is to create consistency across all classes with a shared understanding of what works well in the classroom. Teachers will be expected to follow its guidance and our practice will be monitored against it. It is a working document and will be reviewed periodically, incorporating suggestions and feedback.

- This policy reminds us that one of the central purposes of school is to enhance the learning of the students and to do so in a manner that will equip them for life. As teachers we have a lasting effect on our students and their relationship to their learning in all areas of life, influencing how they engage with new ideas and attitudes.

Section 3: PLANNING AND DELIVERY

4.1 Clearly structured lessons promote learning.

- Lessons must have a clear start. This will include starter activities such as prompts (hooks) for learning, thought showers, demonstrations as well as a review/recap of previous learning.
- The teacher should consider when is the best time during the lesson for the setting of homework (*not necessarily at the end of the lesson*).
- Lessons must have a clear finish which will include a review of the learning objectives or what is happening in the next lesson.

4.2 Ensure a purposeful learning environment is maintained

The way in which teachers manage the classroom will have a significant effect on students' learning and behaviour. Students learn and progress in a structured and stimulating environment.

- a register must be taken for every lesson and absence should be followed up in the next lesson (*Students have a responsibility to arrange catching up with work*)
- students must enter and leave the classroom in an orderly way
- teachers must dismiss students in time for their next lesson
- lessons must last the full duration and students must not be dismissed early
- teachers must ensure that classrooms are left clean and tidy.
If furniture is moved, it should be returned to its original position.

4.3 Seating arrangements and plans

- The seating of students is very important and must be planned carefully. Teachers must have a seating strategy and a rationale for the plan.

4.4 Identification of relevant student information

- Teachers must familiarise themselves with relevant grades as they become available and use them to inform expectations and monitor progress
- Relevant and appropriate data must be shared with students
- Teachers must address barriers to learning which may prevent students from achieving, such as disruptive, passive behaviour or lack of confidence
- Teachers must be aware of other factors, such as SEN (Special Educational Needs), EAL (English as an Additional Language) and G&T (Gifted and Talented) needs and should have knowledge of any social and emotional influences that may affect learning
- Regular department discussions must focus on promoting achievement and result in actions that challenge underachievement

4.5 Planning for Learning / Schemes of Work/ Learning

Teacher planning should be for pupil learning.

The following stages can guide the teacher through the planning and delivery process:

- Determine the Objective of Learning
- Devise an Assessment to evaluate Learning
- Identify the Learners and their needs
- Create a Prompt (Hook) for Learning
- Devise a series of Learning Activities
- Learners are assessed on their learning and get effective feedback on progress

4.5.1 The Objective of Learning

The planning process starts with the 'objective' which is what the learner should have learnt by the end of the scheme / session. It is therefore the intended learning outcome.

The objective can be any or all of the following depending on the subject / stage of learning:

- **Subject content:** Knowledge and understanding of
- **Skill set:** Ability to ... which requires development of ... skills
- **Learning:** What progress should be made by the learner in subject knowledge and skill set?

The key question/issue/skill should be shared with the learners at the beginning of the lesson. It should also be referred to during the lesson and reflected upon at the end of the lesson.

4.5.2 The Assessment Objective

Assessments should be consistent with the learning objectives.

The nature of the Assessment of Learning should be shared with the students from the outset and the success criteria should also be shared with explanations about how each aspect of the assessment will demonstrate the students' learning.

The assessment identifies the processes / skills / knowledge base to be learned by the students.

5 PURPOSEFUL REINFORCEMENT OF LEARNING

Homework should be a purposeful learning activity

- Homework should be structured and focus on the opportunity for independent learning for example reinforcement of learning in the classroom through practice questions or learning core information.

- It can also be used to prepare for the next topic with a key question and independent research. Homework may be a link between one lesson and the next and be purposefully planned.
- The completion of homework by the students should always be monitored in the next lesson by the teacher.
- Marked work should be returned promptly with effective feedback.
- The corrections/actions advised to student in teacher feedback should be followed up to check learning.

6 CELEBRATING LEARNING

Achievement must be recognised and rewarded and underachievement must be challenged

Student achievement must be celebrated. This can be done in a number of ways:

- praise by teacher within classroom lesson
- sharing of student best practice
- positive comments in homework diaries for parent attention
- using the school reward system (SIMS)
- using a department's reward system (postcards etc)
- letters/postcards of commendation to parents/guardians
- displaying students' work

All students are capable of achievement and underachievement. Identifying and challenging underachievement is the responsibility of all teachers.