



ROBERTSBRIDGE
COMMUNITY COLLEGE

Teaching & Learning Policy

Co-ordinator – Assistant Headteacher

Updated – December 2016

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Robertsbridge Community College: Teaching and Learning Policy

Robertsbridge Community College aims to develop and sustain outstanding teaching and learning for every student. Teaching & learning should develop students to be independent, enthusiastic learners with outstanding attitudes to learning who consequently make outstanding progress, no matter what their background, race, gender, additional learning need or starting point.

Teaching and learning is the foundation of all that we do. Neither the maintenance of current performance nor the achievement of significant change will be possible without staff who are both committed to the school's objectives, and in possession of the necessary skills to achieve them. To ensure this, the school will continue to support staff development which involves all staff equally as partners in achieving the aims of the school.

Opportunities for Development of teaching & learning

Staff development is an integral part of the working life of each member of staff. It is associated with the development needs of the individual, of groups of staff and the achievement of all members of the College community.

This will take many forms including individual support & feedback, trio work to encourage experimental and new ideas to be trialled or whole school development sessions.

Development opportunities for Teaching & Learning are available in the form of:-

- Whole school CPD programme
- Collaborative working groups (e.g. lesson study, pedagogical TLC's)
- Department CPD meetings
- Teach meets
- IRIS
- Top Tips every briefing
- Coaching
- Mentoring
- Learning coaching
- Paired observation
- Coaching to outstanding
- Contribution to whole school development plan and other whole school teaching & learning documents
- Contribution to/receiving termly Teaching & Learning bulletin
- External CPD
- Lesson drop ins
- Peer observation
- Contributing to department meetings
- Head of department focused support
- SLEs
- Collaboration with other schools
- Shared good practice with other teachers
- Externally run programmes (e.g. MPQML and MPQSL)
- Written feedback on a lesson 3 times per year (non -graded)
- Developmental lesson observations

Formal lesson observation

There are three formal observations each academic year. These are no longer graded.

The Governing Body and senior leadership team are committed to ensuring that classroom observation is developmental and supportive and that those involved in the process will:

- carry out the role with professionalism, integrity and courtesy;
- evaluate objectively;
- report accurately and fairly; and
- respect the confidentiality of the information gained.

Information gathered during the observation will be used, as appropriate, for a variety of purposes including; to inform school self-evaluation and school improvement strategies in accordance with the school's commitment to streamlining data collection and minimising bureaucracy and workload burdens on staff.

In keeping with the commitment to carrying out supportive and developmental classroom observation, those being observed will be notified in advance.

Classroom observations will only be undertaken by persons with QTS. In addition, in this school classroom observation will only be undertaken by those who have had adequate preparation and the appropriate professional skills to undertake observation and to provide constructive oral and written feedback and support, in the context of professional dialogue between colleagues.

Oral feedback will be given as soon as possible after the observation and no later than the end of the following working day. It will be given during directed time in a suitable, private environment.

Written feedback will be provided within five working days of the observation taking place. As well as describing some of the most successful features of the lesson this feedback will include a clear and specific development focus.

The written record of feedback also includes the date on which the observation took place, the lesson observed and the length of the observation. The teacher has the right to append written comments on the feedback document. No written notes in addition to the written feedback will be kept.

At least one observation (per observer) each year will be paired to support consistent judgements and accurate feedback.

Lesson Drop-ins

A Headteacher has a duty to evaluate the standards of teaching and learning and to ensure that proper standards of professional performance are established and maintained.

In this school: drop ins will be undertaken by the Headteacher supported by appropriate and designated member(s) of the leadership team, including middle leaders.

In addition staff may request lesson drop-ins through their line manager. These can be with a particular class if a teacher would like additional support or feedback.

Procedures following formal lesson observations

Lesson observations should be developmental. All observations should support the improvement of (or sustained outstanding performance in) teaching and learning. With that in mind the following developmental opportunities or procedures are put in place following lesson observations.

- HoD to use findings from all lesson observations to inform department CPD sessions
- Staff work on development point/feedback from observation.
- Teacher can access any of the above CPD activities (and any other appropriate CPD agreed by SLT with responsibility for CPD)
- At any point a teacher can arrange a meeting with any member of SLT to discuss their next steps/future development

Where there are concerns following an observation then the following procedures are put in place.

- Head of Department/SLT will work with teacher to devise a plan of improvement & support the teacher in implementing that plan
- Teacher offered 1:1 support (include coaching/mentoring)
- Teacher could be directed to CPD workshop (may be external if needed)
- Follow up observation will be paired to see if targets have been met
- Where improvement in practice is not seen in subsequent lesson observation the procedures for serious ongoing concerns will be implemented

Where there are serious ongoing concerns the improvements need to be rapid and the following procedures are put in place.

- Teacher placed on 6 week feedback & monitoring process (as per appraisal process)
- HOD (if not line manager) informed and given information necessary for in department support as needed