



1 Introduction

1.1 New Charter Academy Mission Statement

To treat our young people as unique and encourage them to achieve more than they thought possible.

1.2 The New Charter Academy Core Values

Staff and student wellbeing – promoting a **caring culture**.

Continuous professional development – promoting a **learning culture**.

Team working – promoting a **sharing culture**.

Student, staff and community voice – promoting a **listening culture**.

Distributional leadership – promoting an **achieving culture**.

2 Aims of the Policy

- To provide a safe, stimulating learning environment for all students and teachers;
- To enable students to achieve their full potential by learning in a variety of ways and through challenging learning experiences;
- To provide a broad, balanced and relevant curriculum that will motivate, engage and challenge students whilst also equipping them with the skills required on leaving school;
- To set high expectations for all students in order to raise their aspirations
- To raise standards of both teaching and learning.

In order to achieve our aims all teachers must ask themselves:

- Do I provide a caring, supportive and exciting learning environment?
- Will my planning and preparation lead to stimulating learning?
- Do I provide my students with feedback for further progress and praise?
- Does my teaching help students to know where they are in their learning by frequently providing the 'Big Picture'?
- Do I let students know why the subject matters?

3 Planning and Preparation

- All staff will plan one lesson plan per day on the agreed lesson plan proforma as a basic requirement;
- Lesson plans and resources should be stored electronically and made available to all staff;

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- All other lessons will be planned in the teacher’s planner, including learning objectives as a minimum requirement;
- Lessons should be planned according to the Key Stage 3 Strategy model of the 3 part or episodic lesson;
- Planning will take account of the students’
 - literacy levels
 - prior attainment
 - target data (FFT)
 - other assessment data such as CAT or Yellis scores
 - IEPs
 - statements of Special Educational Needs
 - information from the G&T register
 - preferred learning style
- Where there is support for individuals or groups of students, the supporting member of staff should be involved in planning wherever possible;
- Assessment should be integral with the scheme of work and therefore planning;
- The outcome of the assessments should be used to inform further planning;
- Student and parent feedback should be used to inform further planning;
- Lessons should include cross-curricular themes and reflect the Academy Specialisms wherever appropriate.

4 Differentiation

- Work should be matched to the abilities and needs of groups of students;
- An emphasis placed on group work, with work pitched at the ability of individuals within the group and on independent learning;
- Peer support should be actively encouraged as should independence;
- Support assistants should be used as a resource and to assist in planning;
- Differentiation by task, resource and support should be evidenced as well as by outcome;
- Varied learning styles should be employed and developed;
- Cognitive ability data, IEP’s, target data (FFT) and evidence of prior attainment should be used to plan for differentiation;
- Practical learning situations and discussion should be a part of common practice.

5 Assessment for Learning

- Share assessment criteria with students;
- Share and display assessment criteria in ‘student friendly’ language;
- Publish and display models of good practice;
- Involve students regularly in assessment activities, peer and self-assessment;
- Make assessment a natural step in the learning cycle;
- Marking for assessment will offer targets and next steps for moving to the next level;
- Allow students time to reflect on teachers’ comments and targets set;
- Allow students time to make improvements;

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- All assessment for reporting and target setting purposes should be based on recognised criteria.

6 Monitoring and Evaluation

6.1 Classroom teachers

Classroom teachers are responsible for the progress of students in their classes and for self-evaluating their own professional development. This is achieved by:

- self-evaluation of their subject knowledge and understanding of educational initiatives;
- self-evaluation of the quality and effectiveness of their own teaching and their classroom management;
- engaging in coaching and mentoring opportunities within the Academy;
- monitoring pupil progress to ensure they achieve well against prior achievement and similar groups nationally;
- maintaining and updating their individual training file on a regular basis;
- work as part of a team, sharing good practice and liaising with others across the disciplines when appropriate;
- self-evaluation of their contribution to the policies and aspirations of the Academy.

6.2 Form Tutors

Form Tutors are responsible for contributing to and monitoring the progression and well being of, individual students in their tutor group and for providing support and advice to those students, both socially and academically. This is achieved by:

- monitoring academic progress and attitudes of individual students through academic tracking;
- encouraging and developing the ability of students to evaluate and take responsibility for their learning;
- monitoring of behaviour, homework, use of planners, rewards and sanctions, uniform and attendance.

6.3 Heads of Core Areas/Lead Practitioners

Heads of Core Areas/Lead Practitioners are responsible for the effective teaching of their subjects, evaluating the quality of teaching and standards of students' achievements and setting targets for improvement. This is achieved by:

- evaluating the teaching of their subject, and the planning of lessons and using this analysis to identify and share effective practice and to lead action for improvement;
- ensuring curriculum coverage, continuity and progress for all pupils;
- establishing and implementing clear policies and practices for assessing, recording, standardising, moderating and reporting on pupil progress and setting targets for further improvement;

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- analysing and interpreting data on pupils' performance against school expectations and other comparative data;
- maintaining a subject portfolio of exemplar materials and levelled work;
- regularly reviewing the individual performance of members of their department against the teaching and learning policy and any other targets set as part of the Performance Management timetable;
- periodically reviewing individual performance against the threshold statement;
- identifying areas for individual and school-based development through both formal and informal procedures.

6.4 Students should:

- be prepared for lessons with the correct equipment;
- complete homework and enrichment tasks to enhance their learning;
- take pride in their work;
- make positive contributions to class discussions;
- follow the Academy BFL policy;
- take responsibility for improving their own learning;
- ask for help if required;
- collect reward system points for their efforts and work.

7 Behaviour Management/Expectations/Personalisation

Teachers should:

7.1 Create an orderly environment and manage classes efficiently by:

- matching teaching style to lesson objectives and group dynamic
- organising physical resources in ways which will promote orderly classroom management;
- being consistent about classroom procedures and expectations;
- setting and marking homework regularly and consistently, following up non completion;
- keeping up to date and accurate records in mark book and submitting assessment data for reporting inline with published deadlines;
- being flexible enough to adapt their lesson plan to take account of students' contributions and the mood of the group;
- setting and achieving high standards of behaviour and motivation;
- regularly reviewing student grouping and seating to promote effective learning;

7.2 Develop positive and productive working relationships with students

- through confident and assured command of subject matter, which is regularly updated;
- through appropriate professional development, observations, discussions and INSET;
- by being clear with instructions, questions and explanations;
- by understanding and promoting the value of focussed discussion and setting ground rules for speaking and listening;

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- by fostering mutual respect, both student to student, teacher to student and teacher to parent;
- through actively promoting equal opportunities through the teaching and learning process;
- by encouraging parents to support student learning;
- supporting students by holding after school coursework sessions.

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