



# **Dixons Allerton Academy**

## **Teaching and Learning**

**Responsibility for Review: Senior Leadership Team**

## Statement of intent

Our Policy is based on the following principles:

- Each student has great potential to learn.
- Every student and member of staff is responsible for his or her own learning.
- Every student will have access to the curriculum that suits them best.
- Learning outside the classroom is an important element of the learning experienced in school.
- Group learning is as important as individual learning.
- Students and staff have individual learning styles that influence their learning potential.
- All have a right to work in their preferred style at times and an equal responsibility to work out of their preferred style at other times.
- We have a right to encourage pupil's independent learning skills.
- Everything is a learning experience, including mistakes.
- Students can be given individual strategies to overcome barriers to learning.
- Active learning should be encouraged as much as possible.
- Challenging thinking can be good for learning.
- All students and staff should be sensitive to the learning needs of others.
- All staff need to be sensitive to the barriers to student motivation and be able to employ strategies to improve motivation.
- Pupils need to know the level they are working at and what they need to do in order to reach targets – see Assessment for Learning Policy (to be read in conjunction with this policy)

**Signed by :.....**

**Date:.....**

**(Principal)**

**Signed by :.....**

**Date:.....**

**(Chair of Governors)**

## **Our aim is to encourage independent lifelong learning**

### **1. Lesson Planning**

Effective learning is most often brought about by good teaching. At Dixons Allerton Academy we believe that this is typified by both careful planning and appropriate structure. In most circumstances this would involve an introduction, engaging learning activities and a plenary to consolidate, review and build upon learning outcomes. In other words, an effective lesson will contain a beginning, a middle and an end, in which the teacher explains to pupils and prepares them for what they are to learn, teaches it to them, then helps them to recognise what they have achieved and how they have achieved it.

The typical lesson will have the following 3 part format:

### **2. A Typical 3 Part Lesson**

- **A starter (about 5 to 10 minutes)** - whole class/individual work to rehearse, sharpen and develop mental skills, including recall skills, and visualisation, thinking and communication skills using oral / mental/ group work / paired work etc.
- **The main teaching activities (maximum 20 minutes/activity)** - combinations of teaching input and pupil activities, work as a whole class, in pairs or groups, or as individuals, interventions to identify and sort out misconceptions, clarify points and give immediate feedback to make students aware of levels / targets. At the end of each activity there will be a mini-plenary to ensure that all students have understood and are able to access the content before the class proceeds.
- **A final plenary** to round off the lesson (**from 5 to 15 minutes**) - whole-class work to summarise key facts and ideas and what to remember, to identify progress, make links to other work, discuss the next steps and revisit the learning objectives.

This outline structure is not a mechanistic recipe to be followed. Teachers are encouraged to use their professional judgement to determine the activities, timing and organisation of the beginning, middle and end of the lesson to suit its objectives.

Lesson planning should be recorded. The **Dixons Allerton Academy Lesson Plan** proforma, which is available on the staff intranet, is only required on one formal lesson observation per academic year and all lessons for the faculty review and observations from external bodies e.g. Ofsted. A copy should be given to the observer along with a copy of the data profile for the class.

### **3. In The Classroom**

Students and staff should arrive promptly and students should sit according to a seating plan arranged by the teacher for optimum learning. Seating Plans should be girl/boy in alphabetical order.

Classrooms should be brain friendly with varied display used for peripheral learning.

The lesson's learning objectives (e.g WALT)\* and expected learning outcomes (e.g WILF)\* should be clearly displayed to students from the start of all lessons. They should be referred to and used as an aid to teaching & learning whenever appropriate during the course of the lesson.

Lessons should end with a plenary where progress is measured against the learning objectives (WALT)\* and learning outcomes (WILF)\* and the next steps in learning are outlined.

Home learning should be set in good time for students to write in their planners and where possible should be linked to lesson or scheme of work objectives.

A variety of teaching and learning styles should be used, embracing 'VAK' multisensory techniques - visual, auditory and kinaesthetic and the multiple intelligences of learning.

- Teacher talking, students talking to/teaching each other.
- Visual representation through pictures, posters, mind maps, use of board, flip chart and interactive white board where possible.
- Displays should optimise peripheral learning.
- Practical activities to reinforce learning should be included as often as possible.
- Braingym is recommended for stimulating cross hemisphere brain activity at intervals during the lesson, as required.
- ICT and multi-media should be exploited at home and at school to stimulate, engage and meet individual preferred learning styles

Lessons should be delivered at a lively, challenging pace with full consideration for the variety of individual student needs and the maximum concentration period for each age group — for example, a maximum of 1 minute per year of age, so year 7 = 11 minutes, year 9 = 13 minutes, year 11 = 15 minutes etc.

Students should be encouraged to be aware of their own learning styles and multiple intelligences in order to maximise independence in learning.

A range of differentiated strategies should be used to accommodate all learners including tiered tasks, support staff, help sheets, in-class support and individual help from teacher.

Group work should be used to stimulate interpersonal skills, with each student being encouraged to work with a wide variety of different students.

Reward and praise should be used according to school policy, with an approximate ratio of 5:1 praise to correction.

The process of learning and thinking skills should be made explicit to students to help them understand how to transfer the skills of learning across the curriculum.

Teachers should embrace the notion that enthusiasm, novelty, praise and immediate feedback are highly stimulating for the brain and therefore conducive to good learning.

Levelled work and access to levels should be made available so the students know how to improve.

In all students' exercise books / folders, stickers giving expected outcomes should be visible and their use evident in the marking of books.

Data sheets with information on prior attainment, learning styles, projected ability etc are published every term for all teaching staff for every set they teach. These are available to long term supply staff.

#### **4. Supporting Learning**

- Lesson observation/mentoring/coaching within faculties is encouraged.
- Faculty meeting time is used to focus on sharing good practice.
- A wide range of INSET on teaching and learning is available in-house, including AST support.
- Pastoral teams play a key role in supporting learning, especially when there is effective communication between faculty and pastoral teams.
- Feedback from students on teaching and learning will be encouraged through the school council and by individual teachers / subjects / faculties / pastoral teams seeking feedback on teaching and learning experiences through interviews or questionnaires.
- A newsletter will be published half-termly by the Teaching and Learning Group to disseminate good practice, latest research and national initiatives in learning.

#### **Key to Acronyms:**

\*WALT = We Are Learning Today

\*WILF = What I'm Looking For