

PENRYN COLLEGE

TEACHING AND LEARNING POLICY

Approved by: Full Governing Body – December 2021

Responsible SLT member: AHT T and L Beth Laing

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The aim of this policy is to ensure that the quality of teaching and learning at Penryn College is the best it can possibly be, ensuring that ALL students reach or exceed their challenging targets and fulfil their early promise and latent potential.

Our aim is to develop resilient, articulate, independent and collaborative learners who are able to cope with the demands of the 21st Century.

Students' learning will:

- Take place in a safe, secure, disciplined and stimulating environment.
- Be broad, balanced and based on a relevant curriculum which will allow them to lay down solid foundations for a successful future.
- Involve an element of choice.
- Incorporate both knowledge and skills for life.
- Be fun, exciting and creative and will happen in a variety of ways (through investigation, collaboration, reflection, practical work etc).
- Challenge them in every possible way and help them develop resilience.
- Be supported by state of the art technology.
- Not be limited to the classroom and not be limited to the 'normal' school day.
- Be supported by a variety of study support activities which will both support and extend the curriculum.

Teaching will:

- Be inspiring and based on a secure knowledge and passion for the subject.
- Be well planned and supported by a 'cutting edge' curriculum suited for children of the 21 Century.
- Be progressive and will link learning experiences together.
- Challenge the students to raise their level of attainment and reach their full potential.
- Develop the students' responsibility for their own behaviour, enabling all to learn in disciplined environment.
- Prepare the students for the demands of the workplace and give them the opportunity to meet directly with employers through the 'Visiting Professionals Scheme'.
- Provide accurate and constructive feedback on attainment and effort through meaningful classroom based assessment, learning conversations with mentors and termly reports to parents.
- Be supported by personalised and targeted Continuous Professional Development and Training to meet the teachers' needs.

Students' learning will be monitored through:

- Effective and efficient data tracking by the classroom teacher and the Tutor/mentor.
- Classroom observations and drop-ins carried out by Heads of Department, Senior Leaders and learning coaches.
- Regular Tutor/mentor review sessions.
- Meaningful assessment carried out in a variety of ways to suit the learner. (See Assessment, Policy).
- Annual faculty Health Checks during which groups of students will share their views of their learning. Their views will be explicitly referenced in the subsequent report.
- Regular monitoring carried out, recorded and shared by the Head of Department based on the whole school monitoring schedule.
- A focus on underachieving students that diagnoses the barriers to learning, includes setting clear targets and closely monitors progress.

- A focus on the general progress of their classes and targeted students' progress by every classroom teacher as part of their Professional Review.
- The annual whole school parent/carer and student survey.

Teaching will be monitored through:

- Annual exam review meetings and ongoing data analysis by the Head of Department and Senior Leaders.
- All teachers being a part of the Penryn college Coach Education programme. Each teacher will have regular opportunities for coach drop in sessions and professional reflections.
- An annual Faculty Health check. Each check will be based on coaching sessions and SLT drop ins. It will include feedback for the faculty against key development areas.

Roles and responsibilities

The Teaching and Learning Team will:

- Set the whole school vision for teaching and learning.
- Drive the improvement of teaching and learning across the school through observations, drop-ins, coaching, learning conversations and targeted support.

Heads of Faculty and Department will:

- Have an inspired vision for teaching and learning within their subject which is aligned with the whole school vision and is/alive within the Faculty.
- Drive the improvement of teaching and learning within their team through a variety of methods such as effective performance management, observations and feedback and the sharing of excellent practice across the team.
- Monitor, evaluate and review the work of their team by rigorous Professional Review procedures, a thorough analysis of any examination results and a programme of Faculty monitoring that reflects the whole school monitoring schedule.
- Ensure whole school policies (such as the Behaviour Policy, Assessment, Recording and Reporting Policy and the Marking Policy) are understood and used effectively by their team.
- Support and challenge their team to be the best they possibly can be.

Classroom teachers will:

- Have a thorough knowledge of the Professional Standards for Teachers and apply them consistently in their everyday practice.
- Identify underachieving students and diagnose the issues in their subject through clear feedback.
- Identify a target group of underachieving students through the Professional Review process, accelerating their progress.
- Consistently implement the College's Foundations for Learning.
- Follow the CPD procedures identified in the Staff Development Policy.
- Actively take part in their coaching sessions and professional reflections.

Tutors will:

- Monitor the progress and drive improvement across their tutor groups.
- Act as a mentor for those pupils in their tutor group, recording key points from the mentoring.
- Ensure that underachieving students' mentoring reflects the College's underachieving students' programme.

- Ensure parents of those they mentor are kept involved at every stage of their child's education.

Heads of House will:

- Lead their Tutors to monitor progress and drive improvement across their tutor groups.
- Drive improvement across their house by inspiring each student to achieve their best.
- Ensure all students have a mentor allocated to them (Tutor or otherwise) who has regular learning conversations in order to guide, support and challenge them to achieve their potential.
- Track the progress of all students in their house using ongoing data analysis, learning conversations and the five annual work review sessions.
- Produce a report for SLT on the progress of underachieving students according to the annual schedule.
- Ensure parents/carers are kept involved at every stage of their child's education.

Parents/Carers will:

- Be encouraged to support and guide the students at home by talking to them about their learning and helping them to deal with and overcome any problems they encounter. Subject teachers will always be available to talk with parents if there are specific problems.
- Be invited to a number of workshops throughout the year designed to help them support their child through their school career.
- Be encouraged to attend the Aspirations Day for their child and the Subject Review sessions and Achievement Events when these are felt necessary.
- Sign up for the weekly email and ensure they have access to the Virtual School so they can receive their child's live assessment information.
- Have the opportunity to provide teachers with the necessary feedback following each set of reports.

Governors will:

- Fulfil their statutory duties in relation to teaching and learning (set the aim and objectives for the school, adopt the necessary policies to support these and set targets related to these).
- Review whole school and department data according to the annual schedule of governor scrutiny and review this policy every three years.
- Have the opportunity annually to shadow students in the school.