

# **SHIMNA INTEGRATED COLLEGE**

## **Teaching and Learning Policy**



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## 1. Overview

Our **Teaching and Learning Policy** is in keeping with our commitment to provide an excellent academic and vocational education to students of different abilities.

In line with the College's ethos, we believe in promoting learning through:

- **Relationships:** a positive learning environment in the classroom begins with mutually respectful relationships between teachers and students. We value the important role of the student voice in informing our approach as teachers;
- **Engagement:** active learner engagement in lessons is crucial for successful achievement. It necessitates well-planned lessons, explicit sharing of learning objectives, clear instructions, effective questioning, and engaging teaching methods that inspire and motivate students;
- **Challenge:** ensuring that all learners are appropriately challenged, irrespective of their ability level, fosters a positive mindset and helps the student to achieve their potential;
- **Positive attitude:** promoting a positive attitude to learning inside and outside the classroom, recognising effort and commitment and maintaining high standards of behaviour for learning.

We believe in the importance of a clear and consistent approach. As such, all teachers will:

- Plan lessons using a variety of teaching strategies which engage the pupils actively and accommodate a range of learning styles, paying careful attention to previous learning, the specific needs of individual students and effectively using the Learning Support Assistants;
- Ensure that lessons are purposeful, with appropriate resources, with clearly established seating arrangements, are challenging and involve a range of active learning tasks;
- Blend clear explanations with relevant questions to extend student understanding;
- Share clear learning intentions with the students, refer to the learning intentions where appropriate throughout the lesson and use the learning intentions at the end of the lesson to monitor and assess the extent of the students' learning;
- Encourage realistically appropriate expectations of all their students;
- Ask the pupils challenging questions which develop their thinking and communication skills, and extend their understanding of the subject;
- Provide the students with good opportunities to use their ICT skills;
- Maintain good records of students' performance and monitor the extent to which individual student needs are met;
- Inform students of the standards they have attained and what they need to do to improve;
- Provide purposeful homework that is set regularly and assessed with improvement in mind;
- Utilise assessment for learning techniques;
- Enhance student confidence, motivation and self-esteem;
- Use the outcomes from student assessment to self-evaluate their teaching strategies and resources used;
- Follow College policies and procedures, particularly with regard to lesson planning, marking and assessment, punctuality and registration of attendance in the first ten minutes of the lesson;



- Promote the Positive Policy Behaviour Policy, recognising and rewarding good work, effort and positive behaviour;
- Share student concerns with Form Teachers, Subject Leaders, Heads of Year, Special Education Needs Coordinator (SENCo) and Senior Leadership Team (SLT) as necessary;
- Meet deadlines, particularly key reporting and assessment points;
- Attend staff meetings and briefings as required as a means of ensuring a secure knowledge of school priorities and key updates;
- Contribute to the discussion and development of the school's teaching and learning agenda;
- Take responsibility for their ongoing professional development through Performance Review and Staff Development (PRSD), sharing practice with colleagues, Twilight Professional Development (TPD) and engagement with the priorities set out in the Continuous Professional Development (CPD).

## 2. Responsibilities

### a. The Senior Leadership Team will:

- Ensure teaching and learning is at the heart of the College Development Plan by providing strategic leadership;
- Formulate, introduce and monitor compliance with College policies based on promoting high standards of teaching and learning;
- Organise and lead staff training, in particular through TPD and In-Service Training Day (INSET);
- Hold regular line management meetings with Subject Leaders, maintaining a clear focus on whole-school and subject-specific priorities.

### b. Subject Leaders will:

- Line manage teachers within their subject area;
- Devise and implement the Department's strategic plan, in line with the aims and objectives of the College's Development Plan;
- Ensure appropriate schemes of work are in place to satisfy the requirements of the relevant Key Stages and examination board specifications;
- Develop high quality approaches to learning and teaching at all levels in the subject;
- Monitor and evaluate the effectiveness of provision in all aspects of the subject;
- Ensure that College policies on assessment, reporting, homework and resources are implemented;
- Prepare students for public examinations;
- Keep abreast of developments in the subject and undertake relevant professional development as required;
- Maintain a high profile for the subject throughout the College, including promoting interest in relevant extra-curricular opportunities, career opportunities and relevant activities;
- Be responsible for the effective use of the subject's budget, including the requisition of materials as necessary, and the care and maintenance of displays, equipment and accommodation;
- Promote positive behaviour inside and outside the classroom;



- Ensure compliance with all College policies.

## c. **The SENCO and Deputy SENCO will:**

- Develop strong relationships with all members of staff across the school to raise the profile of students with additional needs, and provide additional support to enable students to develop both academically and socially;
- Identify, assess and plan for needs, and develop support programmes to meet those needs and break down any barriers to learning;
- Be responsible for the day-to-day operation of the College's Special Educational Needs (SEN) policy;
- Support the identification of students with SEN;
- Liaise with the parents and carers of students with SEN;
- Liaise with outside agencies and educational psychologists;
- Implement a personalised provision for those students with SEN to support their next steps in education;
- Lead an evaluation and undertake annual reviews of Individual Education Plans/Personal Learning Plans.

## d. **Heads of Year will:**

- Work with the Senior Leadership Team to ensure students are supported through high-quality, responsive pastoral care;
- Oversee the Pastoral Care programme for their year group;
- Monitor the academic progress, attendance, punctuality and behaviour and, as required, inform or lead necessary interventions to support individual students;
- Identify and nominate students worthy of recognition for the Principal's Award, prizes and other rewards;
- Organise pastoral meetings, including producing agendas, recording and communicating action points;
- Maintain a Year Group noticeboard;
- Organise and, as necessary, lead assemblies, induction programmes, prize-giving and other dedicated events;
- Work with the Senior Leadership Team to ensure ongoing self-evaluation of pastoral, curricular and academic provision.

## e. **Form Teachers will:**

- Safeguard each student's well-being and promote their personal and academic development in school;
- Serve as the primary point of home-College contact;
- Monitor the attendance, punctuality, uniform and behaviour of students, liaising with pastoral and senior leaders about concerns as required;
- Deliver pastoral care lessons as per the form time schedule;



- Check that students are ready for learning at the start of each school day;
- Pass on important communications.

## f. **Learning Support Assistants will:**

- Provide learning and social support for statemented students;
- Work closely with the SENCo and Deputy SENCo;
- Assist teachers with the support and care of students with additional educational needs;
- Understand the specific needs of the student(s) to be supported;
- Contribute to the evaluation of Individual Education Plans/Personal Learning Plans;
- Support the inclusion of students with additional educational needs in the mainstream classroom;
- Support the students in moving around the College and assist with supervision during unstructured times.