



The Dartmoor Federation comprises:

- Boasley Cross Primary School
- Bridestowe Primary School
- Exbourne Church of England Primary School
- Highampton Community Primary School
- Lydford Primary School
- Northlew & Ashbury Parochial Church of England Primary
- Okehampton College



Lydford
Primary



Okehampton
College

Teaching and Learning Policy

This policy was adopted by The Dartmoor Federation Governing Body on

11 June 2012

and reviewed by the Teaching & Learning Challenge Group on

29 September 2017

Learning is a lifelong process that is not restricted to the classroom.

The Dartmoor Federation aims to further raise the progress and attainment of its learners by promoting positive attitudes to learning through effective teaching. Pupils and staff have high expectations of each other.

The Dartmoor Federation is committed to achieving consistently outstanding teaching standards, recognising that a high quality of teaching will promote high standards of learner's progress and attainment.

This Policy aims to ensure that all learners within The Dartmoor Federation are provided with high quality learning experiences that lead to a consistently high level of student progress and attainment allowing each individual student to fulfil his/her full potential.

Teaching and Learning

The Dartmoor Federation places Teaching and Learning at the top of its priorities for securing ongoing improvement. The four important principles, outlined below, should be fully embedded within ongoing practice at all school sites;

- **Expectations:** establishing high expectations for all students and setting challenging targets for them to achieve. The use of assessments / prior attainment to determine the appropriateness of tasks and the degree of challenge.
- **Progression:** strengthening the transition from Pre-school into Foundation; Foundation to KS1 and from Key Stage 1 to 2; Key Stage 2 to Key Stage 3 and 4 and ensuring progression in teaching and learning across Key Stage 3 and 4.
- **Engagement:** promoting approaches to teaching and learning that engage and motivate students and demand their active participation.
- **Transformation:** strengthening teaching and learning through a programme of professional development and practical support.

Effective Teaching and Learning:

The Dartmoor Federation recognises that students do not all learn in the same way. We recognise that the way students learn and behave is affected by the surroundings and ethos in which they are taught, and realise the importance of the entitlement of all students to an environment which is healthy, safe, clean and conducive to study.

We are aware of the many factors which can influence students' learning. We will take note of those factors over which we can have no direct control, such as gender and the social, cultural, or linguistic background of students, and students' previous learning. We seek to ensure that these factors will have no adverse effects on the opportunities The Dartmoor Federation offers to all its students.

In order to ensure that learning is as successful as possible, we will take active steps to monitor, evaluate and where necessary, improve:

- the partnership between The Dartmoor Federation's schools, the home and the community;
- the grouping of students;
- the effectiveness of assessment and data in informing teaching and learning;
- how The Dartmoor Federation processes inform and direct improvements to resources available for teaching and learning;
- the range and level of students' skills;
- the extent to which work is appropriately matched to students' identified needs;
- the extent to which students' work encourages the development of problem solving skills and study skills;
- the extent to which students understand the purpose of the work being undertaken;
- the extent to which students feel a sense of ownership of their work;
- the extent to which students feel that their efforts are recognised, accepted, supported and valued;

- the extent to which students have a positive attitude towards the subjects they study;
- the extent to which the teachers have a positive attitude towards the students they teach.

Dartmoor Federation processes will continually be reviewed to avoid complacency and to ensure effective progress.

We will strive to ensure teaching:

- is focussed on learning outcomes for students (knowledge, understanding, and skills) and aims to develop the attitudes and values of mature adult learners;
- is flexible and meets the changing needs of students;
- proceeds from an understanding of students' knowledge, capabilities and prior attainment;
- is coherent, in the integration of objectives with teaching procedures and assessment;
- ensures the clear communication to students of expectations, requirements and ways in which they can achieve their potential;
- encourages questioning and criticism of accepted views and theories;
- makes use of a wide range of teaching strategies, including the use of various information and communication technologies;
- respects student's views and responses;
- recognises the diverse range of intelligencies and skills that young people either bring to their learning or need to have developed through effective teaching.

Homework/Homelearning

Homework is considered an important aspect in promoting and extending learning. Work will be set and marked in line with Dartmoor Federation policy.

Display

Lively and interesting displays of work have an important impact on learning. Well displayed work demonstrates to pupils, teachers, parents and visitors the value that is placed on students work. Pupils whenever possible should be involved in displays of their work.

Routines and Rules

Routines and rules in the classroom contribute to a healthy learning environment. To be effective they should be:

- agreed and clearly understood by all members of staff in each of The Dartmoor Federation schools.
- fair and consistent;
- realistic and positive;

- kept to a minimum but enforced.

All rules should result in the students knowing the boundaries of behaviour and should be set within the terms of The Dartmoor Federation Behaviour Policy.

Achievement

Achievement and successes should be recognised at every available opportunity, celebrated with the students and rewarded. It is recognised and appropriate that rewards, vary across The Dartmoor Federation schools.

Supply Teachers

To ensure continuity, teachers should leave written guidance and suggested activities for all planned absences from the classroom. At Okehampton College, in the event of unplanned absence, a telephone call or e-mail should be made to the Head of Faculty and Cover Manager who should ensure that the work is passed to the teacher covering the absence. In each of the Primary schools absences should be notified to the Executive Headteacher (Primary).

Dartmoor Federation Policies

Dartmoor Federation policies are set out in the green Policy Files. It is the duty of each teacher to be familiar with the policies and apply them accordingly.

Continuing Professional Development

Staff are entitled to a programme of Continual Professional Development (CPD) in order to further their knowledge, skills and understanding. The CPD Programme will be informed through the appraisal system.

Appraisal

Current Appraisal procedures are fully implemented and monitored.

Responsibilities

Responsibility for monitoring the quality of teaching and learning resides with the Senior Leadership Team and Subject Leaders. The Senior leadership team of The Dartmoor Federation comprises of the Executive Principal, the Headteacher of the College, the Executive Headteacher (Primary) and the Federation Business Manager. Each Faculty Leader and Progress Leader at Okehampton College is line managed by a member of the College Senior Leadership Team who meet regularly to discuss monitoring procedures. Faculty Reviews at Okehampton College are undertaken on an annual basis by the Senior Leadership Team with Head of Faculty support, the outcomes of which are shared with all members of the Faculty.

Faculty / Subject leaders should ensure quality of teaching and learning, in accordance with the appraisal cycle, through the following:

- undertake termly lesson observations of their faculty team using time set aside for 'Leadership and Management'. They should provide feedback and implement support structures if and when necessary;
- undertake termly sampling of student books to monitor progress, consistency of marking, differentiation and presentation;
- undertake regular analysis of data to determine student potential, performance and appropriateness of teacher planning;
- focus on teaching and learning as an agenda item in all Faculty meetings;
- undertake thorough analysis of examination results, and implement strategies for future improvement.

Within Primary sites quality management will be initially for core subjects – English, Mathematics and Science.

It is the responsibility of the Executive Principal, the Headteacher of the College, Executive Headteacher (Primary), Heads of School and Heads of Faculty to ensure that both a programme of assessment is in place and adhered to, and that assessments are used to inform teaching and learning with clear communication to students as to how improvements can be made.

It is the responsibility of all Line Managers within the appraisal process to ensure that staff are set appropriate, yet challenging targets. The quality of teaching and learning should be monitored using The Dartmoor Federation agreed recording documentation and staff should review their performance on an annual basis.

It is the responsibility of each individual member of staff

- to maintain their teacher files,
- to have a working knowledge of students' prior achievement and ongoing assessment data and predictive indicators
- to ensure that such information informs lesson planning (expectation and progression).

It is the responsibility of the designated senior manager and core subject co-ordinator in Dartmoor Federation Primary Schools to distribute relevant data to staff and to ensure that staff fully comprehend its value.

All staff should be aware of the criteria by which good and outstanding teaching, learning and assessment is judged (Ofsted) and to actively seek improvement in their practice. High expectations of both staff and student performance are central to high quality teaching and learning.

It is also the responsibility of the Senior Leadership Team to recognise where practice falls short of these high expectations and to provide supportive measures for this to be addressed and improvements made. In the event of continued poor practice, capability procedures should be initiated to support the member of staff concerned.

The Governing Body has a responsibility to monitor the quality of teaching and learning through discussion with the Senior Leadership Team, visits to schools, and conferences with pupils. Governors will receive information relating to standards of teaching each term via the Governor Teaching & Learning Challenge Group.

Each student in The Dartmoor Federation has a responsibility to ensure that they maximise their learning potential, engage positively in lessons, not interfere with the learning of others and be respectful to both staff and their peers.