Teaching and learning at Digitech

Context:

Digitech offers a **personalised** educational experience that equips students with a comprehensive set of skills. These will serve as a strong foundation for a successful career. Through consistent, excellent teaching, personal coaching, relevant work experience, and comprehensive skills development, learners will graduate as self-aware, confident and purposeful professionals.

Aims:
This policy supports our achievement of the following aims.
- To provide a safe, secure and engaging learning environment for all learners and coaches
- To provide a focused and relevant curriculum that will motivate learners.
- To ensure that all learners are making excellent progress in matching the school aims for value added and rates of progress.
- To ensure that students receive a cohesive experience that makes the relevance of their studies clear through the skills that they acquire *and* apply
- To support all Learning Coaches to plan and deliver lessons that respond to the needs of all learners in the classroom, maintaining the balance of challenge and support
- To Embed the Studio CREATE skills across the curriculum and in the ethos of the school
- To set appropriate and informed individual targets for students

In order to achieve these aims, there are key priorities for Staff and Students. These priorities recognise the professional skills of teaching staff, describing the conditions that we create in order to support and challenge students to achieve on a daily basis. Learning coaches will exemplify the integration of the CREATE framework.

The key Priorities for Teaching:

- **Communication:** Learning Coaches will **communicate** regularly with students through high quality formative feedback. They will question carefully, and to depth, and will develop a high level of oracy in their students.

- **Relating to others:** Learning Coaches shall keep detailed contextual information on their seating plans about how each student accesses their learning. Learning coaches will use this to support them in planning and delivering their lessons to suit their students

- **Enterprise:** Learning Coaches set aspirational targets that motivate and challenge students to succeed. Learning Coaches plan lessons that excite and challenge students, giving them opportunities to strive towards their targets.

- **Applied:** Learning Coaches will model professionalism by setting and meeting clear expectations of punctuality, communication and learning behaviours for their students. They will support these by welcoming students at the door of each lesson

- **Thinking:** Learning coaches will ensure that lesson planning comprehensively covers the required content and skills in their subject area, ensuring a clear path to progress over time. They will plan lessons where their students understand and can articulate the objectives of the lesson.

- **Emotional intelligence:** Learning Coaches will support and encourage students to match the high expectations of Digitech through high-quality coaching conversations, by communicating with them in a positive manner, and through praise and encouragement.

Students will be expected to take responsibility for their learning by:
- Attending regularly.
- Being punctual.
- Fully equipped for their lessons (including the correct uniform).
- Have a responsibility to their own learning needs and contributing to their own target setting
- Have an enthusiastic and committed approach to their learning.
- Working hard to develop their oracy in varied contexts
- Completing home-learning tasks to the best of their ability
- Participate in extra-curricular opportunities.
- Work co-operatively and supportively with peers and adults.
- Represent the STUDIO positively with employer partners and the wider

Learning Coaches will support learning by:

- Planning and delivering lessons that address the key Teaching and Learning priorities
- Monitoring, and responding to, the attainment of their teaching groups.
- Develop and share contextual information about learning skills for their students.
- Assessing and feeding-back on work regularly, in line with the Digitech Assessment guidelines
- Performing regular self-assessment on their teaching.
- Taking part in the CLF Performance management process
- Building strong relationships with parents or carers through regular contact home, parents' evenings and reporting processes.
- Take part in regular CPD through the Digitech CPD programme and the CLF training.

Parents/Carers will support learning by:

- Supporting the aims and Ethos of Digitech by expecting success from their students
- Supporting students to attend regularly and punctually, with the correct uniform
- Supporting students to complete homework to the best of their ability
- Communicating regularly with staff, and attending parents evenings,
- Supporting students with attending work experience placements where possible
- Supporting Digitech's behavior policy and any sanctions that are given to their students

Reviewed June 2015

Performance management and Quality assurance

- Digitech will quality assure teaching in line with the CLF. (appendix a)
- Digitech will adopt the CLF Performance Management process (appendix b)
- All staff will be able to draw best practice from a calendared CPD programme, combining DSSB specific training with the CLF CPD processes
- Student-centric observations and learning walks will take place regularly in order to identify specific skills gaps for students. This will inform personal target setting, intervention processes, and CPD recommendations for staff
- Those staff identified to have performance issues will be given an Individual Teacher Action Plan (ITAP)

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