

Digitech Studio School Teaching and Learning Policy 2017

This policy should be read in conjunction with the Marking assessment and feedback policy

The Digitech Mission:

ALL students create impressive work.

ALL students leave Digitech with well-developed employability skills and quality experiences of work.

ALL students progress to relevant destinations on their journey to great jobs; students are well prepared for the high tech, creative and digital sectors.

Strategic Objectives

The school's continuing strategic objectives are:

1. To embed a learning culture which improves the standards of student achievement, raises aspirations and promotes excellence across the curriculum. We will focus on key areas of outcomes for learners:
 - Improving the consistency of outcomes across all courses and all learners
 - Raising student achievement in specialist subject areas to exceed national benchmarks
 - Improve the proportion of students achieving high grades
2. To work collaboratively with local and national employers.
3. To further develop the culture and ethos to provide an outstanding learning environment for the whole school community.

Aims of this policy:

- To establish a strong culture of learning through an agreed set of practices and a shared language.
- To provide a safe and secure learning environment which is happy, welcoming and engaging for all students.
- To provide a focused and relevant studio school curriculum that will motivate students and develop skills to enable them success in the work place.
- To develop teacher autonomy through providing a framework upon which lessons are planned in order to maximise progress.
- To provide common criteria against which great teaching and learning practice can be celebrated and developed, and where practice falls short, intervention is implemented to challenge and improve performance

- To ensure a common high quality of experience for all students to help maximise each individual's potential, whilst supporting creativity and individuality within teaching and learning.
- To help spread and share all great teaching and learning practice.

One big idea: We firmly believe that assessment is the bridge between teaching and learning.

We use evidence about learning to adapt teaching and learning to meet students' needs.

Key priorities surrounding teaching and learning at Digitech

Planning and Intelligent sequencing. Teachers create long term and mid-term plans for each specification. Mid-term planning ensures that learning intentions and lesson standards are intelligently sequenced. Teachers structure activities into a sequence which supports students with their learning. Opportunities to interleave and space out topics serves to interrupt the forgetting of key knowledge and ensures that students recall and retrieve information from past lessons. Regular low stakes testing such as Quizzes are a very effective way of making sure students are revisiting older learning. It is vital to give students the opportunity to rehearse and refine skills that will lead to examination success. Teachers produce a Knowledge Organiser for each topic that is used in Do Now quizzing. Homework supports students to interact with the knowledge organisers. A variety of homework tasks should be set to develop deepen, extend knowledge in our pursuit of impressive work.

Classroom teachers should respond to assessment data, to tailor individual lessons to meet the needs of individual students, especially those who are at the risk of underachieving. Key vulnerable groups will be identified and supported, including disadvantaged and SEND students. In lessons, teachers should support and challenge students through sharply focused and timely interventions, matching needs accurately. Individual lesson planning at Digitech is to tailor the scheme of work to the specific abilities and needs of classes and students.

Knowing our students: Teachers will keep detailed contextual information on their seating plans (using MINT Class). Teachers will use this to support them in planning and delivering their lessons to meet the needs of their students.

Knowledge of student assessment data – Teachers are required to be experts on all student's progress data for their subject through regular assessments and use of SISRA. This enables future planning to be focused and targeted to meet the needs of all students, with a particular focus on key groups.

Differentiation – Plan appropriately challenging learning and scaffold down.

Differentiation at Digitech takes five distinct forms, with an effective lesson making use of multiple types:

- By task – where students of differing abilities and/or learning styles are given tailored activities to enable them to achieve the Learning Objective.

- By outcome – where all students are given the same, open-ended tasks to complete allowing for student response at different levels.
- By support – where more support is given to some students than others.
- By choice – Where more than one method or strategy may be deployed in order to achieve the same Learning Outcome, students are allowed to select the style/method that will work for them, and that they enjoy.
- By resource – Where a different array of resources may be provided based on attainment and understanding, since some resources may be more or less suitable dependent upon literacy, speed of working, need for stretch and challenge, etc.

The Learning Environment: – A supportive learning environment must be created to ensure:

- Students feel welcomed and aware of teachers' high expectations for them.
- Students do not disrupt the learning of others (refer to Digitech Behaviour Policy).
- Teachers will make professional use of peer to peer support and break out spaces.
- Students take pride in their presentation of work in all subjects.

Effective formative assessment:

Teachers systematically and effectively check students' understanding throughout lessons anticipating where they may need to intervene.

Teachers seek to gather information about learning through the use of questioning and observation. The key strategies are:

- Random and targeting questioning (Plan your questions: No Hands Up: Full Response)
- Close monitoring of student performance.
- Activities to follow up verbal and written feedback to activate students to begin to master their next steps.

Vocational Links – Teachers will plan lessons that relate to the vocational aspects of the course and where possible actively engage with employers to extend the learning of students.

Literacy – In lessons, teachers will plan activities that encourage high level oracy through effective questioning, discussions and debating tasks. Students answer questions with a full response and are able to define and spell key words across the curriculum.

Strategies for raising attainment: Underachievement should be addressed in line management meetings and intervention and pre-teach strategies implemented swiftly. Parents / Carers should be involved at the earliest stage.

- Personalised Learning Checklists (PLC's) and Diagnostic Therapy Testing (DTT) will be used in all subjects for students to have a greater understanding of knowledge gaps.
- Planned Dedicated Improvement and Reflection Time (DIRT) in lessons.
- Regular Low Stakes testing

- Higher Prior Attaining strategies in lessons, such as proof reading, redrafting, research and debate.
- Missed lesson policy – students who are absent for a lesson will have an identifiable ‘Close the Gap’ sticker placed in their book with direction from the class teacher on how to achieve this. Lesson resources can be linked on Show My Homework with work completed during a after school club.

Students will be expected to take responsibility for their learning by:

- Attending regularly.
- Being punctual.
- Be fully equipped for their lessons (including the correct uniform).
- Have a responsibility for their own learning needs.
- Have an enthusiastic and committed approach to learning.
- Work hard to develop their oracy in varied contexts.
- Complete homework tasks to the best of their ability.
- Participate in extra-curricular opportunities and intervention.
- Work co-operatively and supportively with peers and adults.
- Represent Digitech Studio School positively with employer partners and the wider community.

Teachers 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 on MINT.
- Assessing and feeding back on work regularly, in line with the Digitech Assessment guidelines.
- Performing regular self-assessment on their teaching.
- Give professional feedback to other teachers.
- 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 regularly in CPD through the Digitech CPD programme and 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 parent’s evenings.
- Supporting students with attending work experience placements where possible.

- Supporting Digitech’s behaviour policy and any sanctions that are given to their students.

Employer’s roles including Academy Councillors and other regular visitors will support learning by:

- Contributing to activities such as possible Open Days / Projects /Guest speaking events
- Presenting themselves as positive role models to be emulated

Appendix

Mp	MEDIUM TERM PLANNING Mp Sequencing of learning over time. Clarity of learning gains over the medium term.	Tt	Teach To The Top Tt Plan appropriately challenging learning and scaffold down. Maintain high expectations and standards.
Kn	KNOWLEDGE Kn Knowledge is power. Knowledge rich curriculum enables learning/progress.	Mo	Modelling Mo Modelling shows students the steps or the sequence and models top grades and process.
Kc	Key Concepts Kc are presented in a logical sequence on Knowledge Organisers.	So	Scaffolding So Scaffolds help students achieve impressive outcomes.
Vo	Vocabulary Vo Students actively learn key words and definitions to build knowledge.	Qn	Questioning Qn Questioning develops articulation, accuracy and depth of thinking.
Ur	Urgency Ur Not Pace. Teachers caring about quality and depth of learning in good time.	Fr	FULL RESPONSE Fr Always insist on a full response to questions in class and on tasks.
Qw	Quality Work Qw Students books portfolios and exhibition work are a strong barometer of the quality of teaching.		
Ew	Extended Independent Writing Ew Deep application of knowledge and understanding through extended and independent writing.		

Digitech Pedagogy 2017-18

Know your specification

Know your students

Planning			High Expectations			Impressive Work	
Mp Medium planning	Kn Knowledge	Ur Urgency	Qw Quality Work	Tt Teach to the top	Qn Questioning	As Assessment	Fb Feedback
	Kc Key Concepts		Ew Ext Ind Writing	Mo Modelling	Fr Full Response	Lst Low Stakes Testing	Lf Live Feedback
	Vo Vocabulary			So Scaffolding		Rt Reteach	Rd Redraft
						Qz Quizzing	

DRW