

London Enterprise Academy Teaching and Learning Policy



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1.0 London Enterprise Academy Mission Statement

London Enterprise Academy is a secondary free school in Tower Hamlets set up by serving teachers, professionals and local parents. Our vision is to create a truly outstanding free school delivering the very best educational opportunities, nurture academic excellence and enhanced ambition in all its pupils, inspire the next generation of professionals and entrepreneurs from diverse background

2.0 Policy links to School mission, aims and values

All of the work of London Enterprise Academy is intended to support the delivery of our mission statement in full. Outstanding Teaching and Learning is essential in ensuring that every child reaches his or her full potential. We have high expectations of both our staff and pupils in allowing students of any background to achieve their best, which will grant them choices for their futures. We will lead by example and develop an ethos which is aspirational. We will provide a caring, listening and safe environment, while standing firm on our high expectations for all.' We have aligned our Teaching and Learning ethos into our motto which is 'learning for life'. This underpins the values that we would like each and every student to demonstrate – LEADS: Leadership, Excellence, Ambition, Determination and Sincerity. The LEA way is to lead. Our Teaching and Learning Pedagogy is underpinned by: Bloom's Taxonomy, Walkthru's, Rosenshine's principles instructional coaching via Steplab and consistent use of AFL techniques, thus setting the highest expectations for our students' achievement.

3.0 Statutory Framework

DfE requirement

Teaching Standards 2012

4.0 Purposes

To ensure that effective teaching and learning takes place within classrooms which produces excellent achievement and behaviour.

London Enterprise Academy is a Learning community where learning is actively encouraged, developed and valued among all its members. Each student will have opportunities to consider how he or she learns best and to develop as a learner. Teaching is inclusive; every student has an entitlement to achieve academically, socially, personally and intellectually to their fullest potential. All staff have responsibility for developing the literacy and other cross-curricular skills of their students.

Assessment for Learning is at the heart of all teaching at London Enterprise Academy.

5.0 Implementation

Before the lesson:

- Staff should use prior attainment, data and targets of all students in order that they can plan and deliver differentiated lessons which meet the needs of every student.
- Follow the guidance of national strategies.
- Have an episodic lesson structure, with a variety of activities to reinforce learning.
- Include the use of starters to engage students at the beginning of lessons.
- Make time for a plenary which reinforces and summarises what has been learnt and allows students to reflect on their learning.
- Planning will include the use of Assessment for learning techniques. This will include activities such as making pupils aware of the learning objectives and success criteria for pieces of work, the developed use of questioning techniques within the lesson, the use of

lone, pair, share techniques and opportunities for peer and self-assessment as well as setting clear targets for improvement.

At the start of lessons:

- Teachers will arrive punctually and meet students in the corridors at the start of lessons. Students are expected to come to lessons with the correct equipment and ready to learn. Teachers will support them to become more organised learners and this will include the use of sanctions when appropriate. Lessons will start punctually to ensure an orderly and speedy settling down to learning.
- The teacher will identify (and display as appropriate) the learning objectives of each lesson. Teachers will set the context for learning, providing the “big picture” and linking learning with previous and future work, and using the school’s Assessment for Learning techniques.

During lessons

Teachers will ensure a positive atmosphere, which encourages students, recognises their achievements, gives plenty of praise, and sets high standards. All teachers will endeavour to ensure a calm and orderly classroom. The teacher will regularly use the school’s AfL techniques.

Teachers will establish high expectations by:

- Being a positive role model and an enthusiastic learner.
- Ensuring that there is appropriate challenge in the work set.
- Providing clear examples of what good work will look like.
- Challenging insufficiently good work or resources.
- Using higher order questioning to develop the depth of answers.
- Ensuring that the lesson moves at a good pace.
- Enable students to appropriate steps on the road to having responsibility for their own learning.
- Reviewing progress at the end of the lesson.

At the end of lessons:

- Teachers will use Plenary time to summarise learning, emphasise key points, make links with other work and look ahead to following lessons and enable students to reflect on their learning.
- Teachers should ensure that students leave the lesson in an orderly manner and so that they can be on time for the next lesson.

Teaching and Learning - NON-NEGOTIABLES

At LEA we aim to make all lessons good or outstanding. In order to do this there are some ‘**non-negotiables**’ that are expected in every lesson across the school. All staff are expected to adhere to the LEA non negotiables for teaching and learning. These expectations must be fully entrenched into all lessons. These are:

1. Attend line up on time to meet students or greet them at the door. Students will stand behind their desk with equipment ready
2. Progressive learning outcomes on display at the beginning of the lesson and referred to throughout the lesson
3. A Do NOW task ready for pupils as soon as they enter the room
4. Seating for learning (gender mixed) using data

5. AfL used to review progress on more than one occasion
6. Teachers circulate throughout the lesson
7. Lesson is at least 80% student led
8. At the end of the lesson teacher escorts the class to the stairs
9. Promote a positive learning environment using a range of rewards and sanctions logged on BW
10. Set appropriate homework to be logged in pupil planners

Teachers are free to do this in ways that best suit their lessons and according to agreed departmental guidelines but the expectation is that all eight 'non-negotiables' will be seen in all lessons. Heads of department are expected to monitor and support colleagues to ensure consistent practice across the school.

TEACHING AND LEARNING PEDAGOGY: LEADS

In keeping up with the trends of education, where research informs practice- we are constantly seeking ways to improve the quality of teaching and learning by engaging with modern research. Current research has underpinned our pedagogy, which we have now aligned to our ethos and values.

L – Learning about our students

E- Embed knowledge

A – Assess routinely and regularly and adapt teaching

D-Demonstrate by Modelling

S- Stretch and Scaffold

CPD

We aim to support all of our teachers, from ECT level to expert, in their continued professional development

ECT Training:

Our ECTs receive a bespoke training. This package of training and support is known as 'ECF-based training' because it is based on the early career framework (ECF).

The framework sets out what they should learn, and learn how to do, during the 2 years of their induction. It is designed to develop their teaching knowledge, skills and working habits. Their protected time is used to observe other teachers and to read a plethora of journals and books to develop their own pedagogy

Teacher CPD and development:

All teachers receive regular opportunities for personal CPD as well as compulsory CPD offered on INSET days. These look at Teaching and Learning from a pedagogical level, planning and

delivery. Teachers learn best from each other therefore, the development of action research groups and subject specific enhancement meetings form a very important part of our CPD arrangements. More informal CPD arrangements include; peer support from outstanding partner schools, in-house coaching, shadowing, peer observations and support from subject specific leads and school improvement partners.

Our Wednesday morning briefings are designated as teaching and learning briefings. Teachers share their expertise with staff.

We invest in external CPD to support the development of curriculum expertise and specialist roles such as safeguarding.

Middle Leaders:

Middle leaders receive a bespoke CPD course to enhance their leadership skills and help support with the development of their departments. This includes but is not limited to the NPQML and the NPQSL programmes.

Support is also provided for middle leaders through school improvement consultants and Trusts leads to drive expected standards across faculties and departments.

Monitoring:

Teaching and Learning is monitored through:

- Lesson observations –
- Learning Walks
- Book looks
- Student voice
- CPD training
- Data drops – in line with assessment policy
- Recognising and praising good practice
- Reviews from school improvement partners
- Steplab

Homework:

- Homework should be set in accordance with the school policy.

SCHOOL PRIORITIES

London Enterprise ~Academy is always seeking the best practice to secure outstanding outcomes for our learners. We use the following to guide our response to teaching and learning:

Expert advice from consultants and school improvement partners.

Ofsted Reports

Latest research and National Trends this might be informed by:

Updated guidance from the DFE, OFSTED and local authority.

6.0 Links with other policy areas

Homework Policy

Behaviour for Learning

Literacy Policy

Inclusion Policy

Home-School Agreement

SEND Policy

7.0 Communication

This information is located in the guidance published for students on the relevant section of the school's website. For staff referenced in their staff handbook in the Procedures and Policies section, staff shared drive and in the relevant sections of the school's website. For parents/carers in the relevant sections of the school's website

Date Adopted

Signature of chair of Governors

Signature of Principal