

The Teaching and Learning Policy underpins the ethos of the Academy and outlines the expectations for all staff.

It should be read in conjunction with the following policies:

- Marking Policy
- Assessment Policy
- SEN
- Gifted and Talented Policy
- Behaviour Policy
- Homework Policy
- Display Policy
- PSHE Policy
- Maths Policy
- English Policy
- Handwriting Policy
- Guided Reading Policy
- Spelling Policy

Aims

- To create an academy where learning is enjoyable, stimulating and equips the children with the skills to become lifelong learners.
- To help children to develop lively, enquiring, imaginative and creative minds.
- To develop the children's ability to question and problem solve which allow them to lead their own learning.
- To broaden the children's minds and aspirations through high quality learning experiences.
- To develop opportunities for the children to apply taught skills and enable them to lead their own learning.
- To play an active role in the life of the academy, having a shared ethos and a sense of belonging within the academy's community.
- To help pupils understand the benefits of a healthy lifestyle and promote this within the academy.
- To have respect for and an understanding of the opinions, cultures, beliefs and lifestyle choices of others.
- For children to take responsibility for their own actions and reflect upon the choices they make and the impact these can have on themselves and others.

Curriculum

The school believes in a creative, cross-curricular, thematic approach to teaching and learning based upon the acquisition of progressive skills. The curriculum needs to be fun, engaging and purposeful to motivate the children to be fully immersed in their learning.

We will be using Curriculum 2014, developed through the Chris Quigley Essentials document. However, Year 2 and Year 6, will be following Curriculum 2000 for Maths, English and Science, until the end of 2015, in line with national guidelines.

Although all subjects need to be covered throughout the year, staff have flexibility within their timetable to dictate the length or duration of different subject areas within the week.

Curriculum Enrichment Days

These will be used to supplement the curriculum to ensure coverage and support charitable and national or local initiatives.

Planning

All planning needs to be based on secure Assessment for Learning. Gap analysis will be done through the Assertive Mentoring system and pre-assessments.

Lessons need to have a clear learning focus and not be activity led.

Teaching Assistants should be included in the planning process. They should be given copies of all planning and they should annotate their copy with their assessments.

Long Term Planning

Long Term plans are in place for:

- Writing
- Maths
- PE
- ICT
- Science
- Topic
- RE
- Art

Medium Term Planning

Medium Term plans will be drawn up in the half term prior to the new topic which will include:

- The subjects to be taught
- Possible outcomes
- Skills to be covered.

These will be developed either in Key Stages or individually, depending on the up-coming topics.

Short Term Planning

Short term plans will be produced by the class teacher, planning a sequence of appropriate lessons to enable them to meet the needs of the children. This can be written or typed, but must be saved in the Planning File 2014-2015 in the staff shared area.

Short term plans need to include:

- Date
- Key children/flexible groupings
- Learning objectives - differentiated when appropriate
- Roles of staff (teacher and TA) throughout the lesson, even if the TA is required to carry out admin tasks at certain times
- Success criteria must be referred to e.g. when and where it is being used
- Challenge/extension activity

- Assessment should be written on the planning sheet (minimum requirement) however assessment grids may be used.
- Y1 and EYFS planning should identify the resources needed

All short term plans must reflect the use of AfL.

Early Years

Early Years planning must also include free flow and outside learning opportunities. They must reflect which stage of development the activities are aimed at.

All planning will be available for the SLT and subject leaders for monitoring purposes.

The Quality of Teaching

Teachers should:

- Have high expectations of all pupils
- Endeavour to motivate, inspire and engage all pupils
- Praise children's efforts, achievements and good behaviour to raise self-esteem
- Base their teaching on quality AfL
- Provide a stimulating and immersive learning environment
- Plan lessons that are relevant, purposeful, have pace and are differentiated to meet individual needs
- Give children opportunities to lead their own learning and to reflect on what they have done
- Provide children with the opportunity to choose how to present their work
- Ensure that teaching assistants are used to support learning effectively
- Ensure that resources are used effectively
- Adapt their role to provide the children with a variety of learning experiences e.g. facilitator, direct teaching, modelling etc
- Reflect on their own practice
- Have good listening skills and build positive relationships with pupils and staff
- Use different questioning techniques; including developing the children's own use of questioning
- Use positive behaviour management (see behaviour policy)
- Show good subject knowledge
- Have access to relevant training to support their roles

Teaching Assistants

Teaching Assistants should:

- Have high expectations of all pupils
- Endeavour to motivate, inspire and engage all pupils
- Support the creation of a stimulating learning environment
- Support the application of the behaviour policy
- Be well organised and use their own initiative within the classroom setting
- Have an awareness and understanding of the levels, expected progress and outcomes of all individuals and groups within their class
- Be part of the Pupil Progress reviews
- Deliver short term interventions and evaluate their impact
- Have good listening skills and build good relationships with staff and children
- Praise children's efforts, achievements and good behaviour to raise self esteem
- Have access to relevant training to support their roles

- Support assessment by maintaining records

The Quality of Learning

High quality learning takes place when:

- Children are engaged, motivated and enthusiastic
- Learning objectives/success criteria are understood by all
- Pupils and staff feel confident to take a risk and failure is seen as a learning opportunity
- Pupils are engaged in their learning and high standards of behaviour are expected
- Pupils are able to independently access appropriate and relevant resources
- Pupils use self and peer critique to set their own targets and improve their work
- Pupils and staff ask and answer relevant and challenging questions
- Children are able to work independently and collaboratively in small group, as a class and across age phases
- Children are involved in the planning and have involvement in the direction of the topic
- Pupils are able to transfer skills in a range of situations to solve problems
- Pupils are given opportunities to discuss, question, listen to others, reflect and challenge others thinking
- Homework is used effectively to reinforce and extend learning
- Feedback to pupils is constructive and extends their learning
- Pupils are exposed to a range of high quality learning experiences

The Learning Environment

The layout of the room is at the discretion of the teacher, although it must reflect the topic. The children need to be fully immersed in their topic and the learning environment should motivate and inspire the children.

Each room must also have the following elements:

- Good to be Green display
- School rules
- Maths and English working wall
- A mix of children's work and relevant, up-to-date prompts for learning
- Differentiated number lines available
- Phonics/key word mats available
- Months of the year and days of the week in Key Stage 1
- Resources need to be accessible to all children and clearly labelled if in trays.
- All classes to have an attractive reading area
- Good organisation

Displays

Displays should be of a high standard.

- Displays will evolve over the period of a topic
- Work needs to be produced to go on display
- Children's work needs to be celebrated
- Displays could possibly include prompts to aid learning, questions, information and vocabulary
- Working walls in English should include a WAGOLL
- Working walls in English should be updated regularly and changed with every unit of work
- End of topic/unit success criteria should be displayed on the working walls
- Maths working walls should be updated with each new topic
- TAs should work together to maintain corridor displays

- At the end of each unit, displays in the ICT suite should be changed
- Photographs on displays should be used to show visits and extra-curricular activities. They need to be printed off professionally rather than on the school printers as they need to be of a high quality. It is the class teachers' responsibility to make sure all visits have been displayed.

Assessment for Learning

- All assessment should inform future planning
- Assessment for learning should be evident in all planning
- Staff should provide daily developmental feedback in a variety of ways to help pupils to progress
- Work should be marked in an age appropriate manner (see marking policy)
- Children are made aware of how they can improve their performance
- Half-termly pupil progress meetings identify target pupils and track their progress
- Pupils are encouraged to critique their own and others work against set criteria and identify areas for improvement

Date: September 2014

Review: September 2015