



Title	Teaching and Learning
Reviewed	September 2021
Next Review	September 2022
Associated Policies	Assessment Policy Home Learning Policy Marking, Feedback and Presentation Policy Relationships and Behaviour Policy Curriculum Statements Staff Handbook
Originator	Kate Cleaver

Introduction

The purpose of this policy is to provide an agreed set of standards, consistency of practice and equal opportunities for all learners. The principle of inclusive learning and equality of opportunity are embraced and learning is promoted for each individual learner regardless of their prior experience, ability, gender, age, ethnicity, or any other circumstance.

We recognise that it is the responsibility of all staff to teach the basic skills effectively in order to enable all pupils, whatever their ability, to achieve their potential.

At Ecton Village Primary Academy (EVPA) we believe in fostering a desire to learn in all our pupils, learning should be a lifelong process and should bring satisfaction and pleasure. Through our teaching we aim to equip our children with the necessary skills, knowledge and understanding to be able to make informed choices about what is important to them in their lives. By providing children with the right environment, high quality teaching, real life learning experiences, embedded values, a broad and balanced curriculum and appropriate feedback, our hope is they will grow up to lead happy and rewarding lives.

Aims

The aim of this policy is to highlight the characteristics of effective teaching and their relationship to promoting successful learning experiences for pupils of all abilities.

Effective teaching enables us to fulfil our stated school aims, which are to:

- provide a happy, safe, secure and friendly environment where everyone's contribution is valued and respected and where the well-being of the individual is paramount;
- promote consistency in the quality of teaching to enable pupils to make good rates of progress and reach the highest levels of attainment of which they are able;
- ensure that all pupils have access to the same high quality of teaching and learning;
- provide a broad and balanced curriculum whatever the individual's learning needs;
- promote a feeling of family and community; through helping and sharing, through respecting and caring for others, by encouraging trust and openness between all members of the school community;
- communicate and work in partnership with children, parents, staff and the wider community;
- give children an understanding of the values and expectations of the wider society to enable them to develop within it as they grow.

We also

- acknowledge the individual worth of each member of our school community, in order to promote self-esteem, confidence and independence;
- accept that everyone is different and respect those differences, celebrating our diversity, and giving equal opportunity to all;
- promote staff well-being and continue to provide professional development.

We will aim to achieve the above through:

- providing a learning environment that is stimulating and supportive of children's learning;
- creating a learning climate that actively develops a 'can do' culture;
- where appropriate, lessons will be based on knowledge of the children's prior attainment;
- providing lessons that allow children opportunities to apply creative thinking skills such as generating their own ideas, showing imagination and originality;

- ensuring consistency in teaching strategies, behaviour routines and approaches to learning across the school;
- ensuring that children become responsible for their own learning, and fully understand the next steps they need to take;
- staff being positive role models through their own high standards;
- providing focused professional development, support and training for all staff;
- school leadership focussing on continuous improvement;
- utilising effective performance management systems which support the drive to raise standards;
- strategies that promote high standards of behaviour and engagement;
- the effective use of learning support assistants;
- engagement with parents including the provision of homework.

Academy Values

All pupils and adults are expected to demonstrate the I REACH Academy Values in everything they do. Our Values are integral to our ethos and pupils are rewarded for demonstrating the values of:

- Independence
- Resilience
- Engagement
- Ambition
- Co-operation
- Honesty

Roles and Responsibilities

It is the responsibility of all teachers to provide the highest quality teaching at all times for our pupils.

It is the responsibility of the Principal and subject leaders to monitor the quality of the teaching and learning within the school and to identify where development and support are needed.

Directors have a statutory duty to monitor the processes of that are in place, evaluate the outcomes and ensure that the school is addressing pupils' needs.

Expectations of the Principal

The Principal will work to secure and sustain effective teaching and learning throughout the school, whilst monitoring and evaluating the quality of teaching and standards of pupil progress and achievement through benchmarking and target setting. The Principal will provide suitable resources within training and environment to maximise the effectiveness of learning and teaching in order to optimise student potential and grades.

The Principal will work to:

- Create and maintain an environment and a code of behaviour which promote and secure good teaching, effective learning, high standards of achievement, good behaviour and discipline, and which enable teachers to meet the standards set out in the professional development framework.
- Determine, organise and implement a full, broad and balanced curriculum and its assessment; monitor and evaluate them in order to identify and act on areas for improvement and enrichment.
- Provide effective and appropriate support to all pupils.
- Monitor and evaluate the quality of teaching and standards of learning and achievement of all pupils, including those with additional needs.
- Promote positive strategies which encourage respect for all members of the school community regardless of age, gender, ability, race, religion and sexual orientation.
- Develop effective links with the community, including business and industry, to extend the curriculum and enhance learning and teaching.

- Create and maintain an effective partnership with parents/carers to support and improve pupils' achievement, personal development and well-being.
- Aim to provide regular and sincere celebration of pupil achievement – sporting, cultural and academic.
- To ensure that the learning environment is pleasant, welcoming and supports learning.
- To create an atmosphere that has a focus on learning and teaching within the school.
- To manage the budget and resources to ensure excellence in teaching and learning.

Expectations of the Board of Directors

Directors have a statutory duty to monitor the processes of that are in place, evaluate the outcomes and ensure that the school is addressing pupils' needs.

Expectations of the Classroom Teacher

Mutual respect between teacher and pupils underpins effective teaching. Classroom teachers are therefore expected to:

- Be consistent, fair and to create an atmosphere of trust with the pupils who they teach.
- Support pupils in their learning and to help them become confident independent learners.
- Plan effectively following agreed formats.
- Mark pupil work in accordance with the Feedback, Marking and Presentation Policy.
- Set home learning that challenges and extends pupils in accordance with the Home Learning Policy.
- Create a secure, stimulating classroom climate that will motivate pupils to learn and to perform to the best of their abilities.
- Support their colleagues and curriculum leads in order to achieve the learning outcomes for the subject.
- Be a role model for their pupils and other teachers.
- Differentiate appropriately for the pupils in their classes.

Expectations of the Pupils

Children should:

- Attend school regularly and punctually.
- Work sensibly and to the best of their ability.
- Aim to achieve goals and meet targets and respect the right of others to do the same.
- Take responsibility for their own learning.
- Meet deadlines – completing home learning on time.
- Ask for help when needed.
- Be polite, pleasant and tolerant.
- Work effectively in groups therefore developing the skills of negotiation and cooperation.

Children should, at all times, demonstrate the 'I REACH' values and work within the 4 school boundaries:

1. We learn and play safely
2. We are kind with words and actions
3. We follow adult instructions
4. We respect people and property

Achieving High Quality Teaching

Rosenshine (2010, 2012) summarised at least 40 years of research on effective classroom instruction and devised a set of key principles that maximise impact of teaching in the classroom. From these we have developed agreed features of what an effective lesson at EVPA should include.

1. The lesson is well planned so children are working at the appropriate level of challenge.

2. Connections with previous learning are made by the teacher and pupils, usually at the beginning of the lesson.
3. The learning intention is shared - communicated clearly and revisited as necessary throughout the lesson.
4. New learning is presented in small steps, with appropriate periods of pupil practice after each step.
5. The teacher has high expectations and fosters an ethos of self-belief in the pupils.
6. Skilled open questioning promotes thinking and assesses learning of all pupils (with follow up action as necessary to secure learning).
7. When answering questions or solving problems, time is given for rehearsal and reflection and “talk partners” are used.
8. Children collaborate and teach others through a range of opportunities and thus are able to demonstrate their knowledge, skills and understanding.
9. The lesson is well paced so that pupils are engaged and display positive attitudes to learning.
10. Modelling of knowledge and skills by adults is provided for all new learning and, where necessary, for consolidation of new learning.
11. Anchor charts are used in the classroom and referred to in order to guide and support learning.
12. Pupils engage in regular review of their own learning (including completing Next Steps) as well as reviewing and discussing that of others.

Achieving Effective Learning

Effective learning takes place when pupils know:

- How to make progress
- What they are achieving
- How to learn - including thinking and questioning skills, using methods and resources
- The attitudes needed in the classroom, including respect, interest, responsibility and responding to challenge
- How to work independently and without close supervision
- How to work collaboratively
- The skills they need to develop, including enquiry, research, analysis, reflection

Achieving the Best Quality Curriculum

We strive for outstanding teaching that is well pitched, accurately differentiated and engaging for all pupils. Our curriculum is made up of a number of integrated units per year group. Each unit has a lead subject focus and activities are planned to ensure that through the year the skills set out in the National Curriculum are covered. Yearly overviews show balance and progression.

For English we use Read, Write, Inc for the foundations of literacy skills. This is used to ensure approaches used across all classes are consistent and effective in moving learning on. This begins in FS1 and continues throughout KS1. Once children are ready to move on from phonics, reading monitoring and assessment is undertaken through the combined use of Accelerated Reader and teacher assessment. A reading culture is fully embedded in the school and children enjoy reading a range of fiction and non-fiction texts. There are opportunities for writing across all areas of the curriculum and in all key stages. Technical accuracy is of utmost importance and teachers use verbal and written feedback to address misconceptions.

For mathematics, teachers use the White Rose Maths Hub scheme of work as a framework; this provides rich and practical opportunities for learning through problem solving and reasoning. Teachers also use Nrich and NCETM to provide low threshold – high ceiling problems. There is additional guidance to support the teaching of mathematics through the calculation policy. We use TimesTables Rockstars to ensure

progress of tables and division knowledge. Tackling tables is used alongside this to support intervention with some children.

The wider curriculum is a bespoke curriculum created by us, for our children. Our curriculum is both academically ambitious and nurturing. Our curriculum is designed to meet, at a minimum, the requirements of the National Curriculum and enables increasing proportions of learners to progress well in all year groups.

Achieving the Best Quality Planning

Teachers complete short term learning plans that ensure all learners are supported and challenged.

Teachers have clearly identified pupils needing extra support for special needs or for intervention and plan appropriate activities to meet their needs.

Teachers clearly identify higher attaining pupils and plan appropriate activities to engage, challenge and extend them.

Learning is planned to reflect a well-balanced range of activities to include a range of teaching and learning styles and opportunities are given for pupils to work in pairs or small groups as well as individual and whole class work.

At EVPA we expect all planning to:

- begin with clear learning objectives;
- begin in a structured way that builds on prior learning;
- develop activities from the learning objectives using appropriate skills and knowledge that pupils have already acquired or are going to acquire;
- show extension and consolidation activities, including using more challenging activities for teaching the more able;
- build in the necessary assessment opportunities;
- set work that matches the current learning needs of the child;
- set work that is interesting, stimulating and purposeful.

Grouping

All pupils are taught in mixed age, mixed ability classes groups all subjects with the exception of RWInc. We believe that pupils perform best where good quality support and challenged is offered to all pupils within a mixed ability class, where they can learn and achieve alongside their peers. Pupils need to be given the opportunity to undertake low threshold, high ceiling learning to ensure no cap is put on their understanding.

Marking

Marking is a formal or informal recognition of work in progress or completed. This includes open-ended questioning, dialogue focusing on learning intentions and writing observations and learning targets onto work.

Specific formative comments on pupils' work act as a record as well as being a reminder of the focus for future progress. Marking should be comprehensible to pupils and parents and to this end be consistent and should use words, numbers or pictures.

Marking will:

- identify and recognise achievement, not coverage;
- highlight areas for improvement and ways of achieving it;
- encourage self-assessment and evidence this by encouraging the pupils to use purple pens;

Please see our Feedback, Marking and Presentation Policy and Guidelines.

Home Learning

Home Learning is a valuable element of the learning process, pupils should be encouraged to continue their learning at home through the setting of interesting and challenging tasks.

Please see our Home Learning Policy guidance for details.

Assessment

There should be a variety of Assessment for Learning techniques used throughout lessons, these form part of our overall approach to assessment. Pupils should be given planned opportunities to demonstrate their understanding and their depth of learning within each lesson. Assessments should also take place beyond the point of learning to ensure that the learning is secure over time.

Please see our Assessment Policy for details.