Teaching and Learning Policy

Updated: October 2020

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It is the aim of the Trust to ensure schools retain their own uniqueness yet share the same values and ethos as each other

- To ensure that school improvement within school has a positive impact on teaching and learning in all schools so they are at least Good or Outstanding
- Provide a curriculum that is engaging and challenging for **all** pupils therefore progress is sustained across the curriculum and outcomes are above national average.
- Trust values develop schools around a core ethos of team-ship where everybody supports each other and builds a work ethic based on good will and respect.
- Staff well-being and workload are recognised and supported by leaders at all levels.
- Staff development is at the forefront of school development and leaders are skilled in identifying the ability of individuals and creating opportunities to develop further leaders to continue to build capacity across Trust schools.

School improvement

Any attempt to raise standards in our schools must be focused on classroom learning. Continued and sustained improvement is dependent upon improving the quality of teaching and learning that is taking place on a daily basis.

It is our expectation that all pupils across the Trust are provided with high quality learning experiences that lead to consistently high levels of pupil achievement.

By adopting a Trust approach to teaching and learning we aim:

- To provide consistency of high quality teaching and learning
- To enable teachers to teach as effectively as possible
- To enable children to learn and progress as efficiently as possible
- To give the children the skills they require to become lifelong learners building resilience and perseverance.
- To provide an inclusive education for all children
- To learn from each other, through the adoption of collaborative teaching and learning, where good practise is shared.

There is no single recipe for improving teaching and learning in our schools. However, there are key elements which are essential in raising standards and although may differ slightly from school to school the basic structures will remain.

School Self- evaluation

Each school will use internal and external data, monitoring activities, evidence from reports to identify the strengths within the school and concise next steps. These will be shared with the CEO and LGB

School improvement plan

School's use SEF to produce development points for the SIP. This document will have clear objectives and actions to ensure outcomes are achieved. Key leaders including core subject leaders should have an input in this document and understand their role in the school improvement agenda. SIP should be shared, initially with the CEO and LGB. School staff should all be aware of this document and the key issues to be addressed by the school. It should be a working document which is evaluated throughout the year and additional targets added to if necessary.

The curriculum

Core subjects (Maths, English + Science policies)

Class teacher's plan and sequences lessons that introduce new knowledge and build upon previous learning. Core subjects (Maths, English and Science) follow medium term plans based around requirements of the National curriculum. Teachers use these to plan units of work for pupils.

Foundation subjects (Wider curriculum policy)

Design technology	Geography	Art	History	Music
PE	PSHE	Computing	MFL	RE

These subjects can be taught discretely or as part of a 'thematic approach'. The national curriculum requirements must be met and the use of a progression document ensures skills are covered and built upon across the year groups and Key stages.

Lesson Structure

All lessons have clear learning objectives

- These are shared verbally and displayed in a child friendly language.
- Learning objectives across the school begin with 'To be able to …'
- Learning objectives identify the key learning and do not state the context of the lesson.
- Learning objectives will be differentiated appropriately.
- Learning objectives are recorded in pupil's books.
- When marking pupils work, the main focus is on meeting the learning objective.

All lessons have well planned steps to learning.

- All pupils are clear about how they will achieve the learning objective
- Steps to learning are displayed for pupils to follow during the lesson or created with the children's input.
- Steps to learning may evolve as the lesson develops.

- Steps to learning are modelled to achieve learning through teacher led examples.
- Weekly planning includes differentiated steps to learning which will be highlighted for clarity.
- Pupils use the steps to learning to self and peer-assess their work.
- Pupils are reminded of the steps throughout the lesson, often pupils' work is used to reinforce effective use of the steps to learning.
- Steps to learning may be revisited during the plenary to reinforce learning and address misconceptions.

All lessons are clearly differentiated to enable **all** pupils to access learning

- All learners are challenged appropriately.
- Planning shows clear differentiation.
- The pitch of lessons is based on pupil's levels and aspirational targets.
- Learning Objectives may be the same for all pupils but the steps to learning, activities and adult support may vary.
- Questioning is differentiated, rephrased and open ended.

All pupils are actively engaged in learning

- Pupils are actively engaged during all parts of the lesson – teachers take into account children's concentration span and ensure pupils are never sitting passively.
- Pace of lessons ensures pupils' learning and engagement are maintained throughout.
- Opportunities for 'talking partners' are regular features in all lessons.
- Mini whiteboards may be used to develop understanding to ensure pupils are active and engaged during lessons.
- Visual, kinaesthetic, auditory strategies are all used to engage and enhance learners.
- Regular opportunities for pupils to work in a variety of situations, including independently, pairs and groups.
- Effective use of computing where appropriate to support learning, through SMART boards, laptops, Ipads and multi-media software.

All pupils receive regular and clear feedback which enhances learning

- AFL and effective marking is embedded in everyday practise, and is used to inform planning, teaching and learning.
- Marking follows school's policy.
- All pupils are clear about how they need to improve and how to achieve this.
- Pupils identify express their own opinion on learning using system identified in schools policy eg faces, RAG teachers then respond to pupils through their marking.
- Marking is linked to the Learning Objective and identifies the next steps required.

- Pupils are given time to address misconceptions or complete next steps identified by marking.

Learning is enhanced through consistent classroom management

- Effective behaviour management ensures no 'learning time' is wasted.
- Consistent application of whole school behaviour policy.
- Pupils are encouraged to have high levels of independence.
- Classrooms and resources are well organised and readily available.
- Pupils know the school rules and sanctions.
- All adults have high expectations of pupils' behaviour and attitudes.
- Respect forms the basis for positive relationships between pupils and adults.

In classrooms with support staff learning is enhanced through effective use of this additional support

- Additional adults are used to support learning and their role is clearly identified in the planning.
- Planning is shared in advance with teaching assistants/HLTAs and available on the platform.
- Teaching assistants are fully engaged with pupils at every stage of the lesson.
- They are clear about who they are supporting and why, through discussions with the class teacher.
- Teaching assistants/HLTAs may plan for groups to further differentiate learning in Phonics and Guided Reading.
- Teaching assistants/HLTAs are involved in assessing pupils' understanding, recording observations and reporting to the teacher.
- HLTAs may plan and deliver interventions for identified groups.
- HLTAs may deliver whole class sessions using class teacher's planning and resources.

Remote/blended learning

- Remote learning is provided either digitally or through work packs to ensure the needs of **all** pupils are met in their home settings.
- Work is linked closely to match classroom learning and teachers provide feedback for those pupils engaging in the learning
- Provision is 'developing' to provide 'blended' learning, so individual pupils can access 'live' lessons from their home setting

Assessment (Assessment Policy)

- Clear assessment cycle which includes target setting for all pupils based on starting points and aspirational expectations.
- Moderation opportunities for all subjects across year groups and other Trust schools
- Data analysed and progress stories written for each class which identify key groups and strategies required to improve rates of progress
- CEO and senior leaders to challenge data and strategies used to deliver the curriculum during standards meeting

Behaviour strategies (Behaviour Policy)

- Each school will have a clear behaviour policy
- School rules will be shared with pupils, staff and families
- Systems for involving parents in regards to behaviour will be clear eg Behaviour plans, STAR charts, behaviour books
- Use of behaviour support workers and outside agencies will be identified to support individuals for who the normal systems are having little or no impact upon