



STRONGER TOGETHER



Teaching and Learning Policy

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Contents

Intent Statement

Teaching and Learning is at the core of our purpose as a Trust. How we teach and what we teach is what makes a difference to the pupils in our care and can significantly alter their life chances. This is why this policy has to be considered the central document to all areas of the Trust Academies life.

The Trust acknowledges that all members of staff make an input into this area, which is why it is essential that we work as a team within our Academies as well as within our organisation to ensure that we provide the highest standards in all areas of school life.

Our vision is to create a community where children participate in their learning, succeed and are proud of their achievements. We strive to actively promote British values and prepare our children to become role models, thus preparing them for life in modern Britain, within their communities and the world.

The Raleigh Learning Trust expects every teacher to deliver good or outstanding lessons - no child deserves less.

By adopting a whole Trust approach to teaching and learning across the Trust, we aim:

- To provide consistency of teaching and learning across our Trust
- To enable teachers to teach as effectively as possible through support and CPD
- To enable children to learn as efficiently as possible
- To give children the skills they need to be lifelong learners
- To provide an inclusive education for all
- To learn from each other through the adoption of a collaborative, enquiry based approach to teaching and learning, where good practice is shared
- At our Trust, we provide both high quality teaching and a rich and varied learning environment, which allow children to develop their skills and abilities and to achieve their full potential. The children are also encouraged:
 - To become confident, resourceful, enquiring and independent learners;
 - To develop their self-esteem and help them build positive relationships with other people;
 - To develop both the children's self-respect and ability to respect the ideas, attitudes, values and feelings of others;
 - Show respect for all cultures and, in so doing, to promote positive attitudes towards other people;
 - Enable children to understand their community and help them feel valued as part of this community;
 - Help children grow into independent and positive citizens

Teaching:

Effective teaching can be defined as that which leads to improved student progress.

The Raleigh Learning trust defines effective teaching as that which leads to improved student achievement creating outcomes that matter to their future success.

At The Raleigh Learning Trust, we know that the quality of the Trust cannot exceed the quality of its teachers and learning supports. We also know that an effective school is full of effective classrooms. As a result, we believe that in an effective lesson:

- children are content and secure and are able to experience a sense of achievement on a daily basis
- children understand the purpose of education, its importance in their future life and that the tasks they are asked to perform in school are credible, purposeful, well planned and supported;
- children understand what they are learning and how to achieve their learning intentions – the objectives are shared with children;
- everyone is included and all needs are met - provision is inclusive and lessons differentiated well;
- all children learn and make good progress which will be defined on an annual basis by the Senior Leadership Team based on cohort, National requirements and local and National comparisons.;
- all children, including those with gifts and talents and SEND, face an appropriate degree of challenge;
- children with AEN/SEND are supported well;
- activities are pitched to match children's skills, knowledge and understanding - we start from where the children are; Learning is personalised
- the pace of a lesson promotes high performance and allows thinking time;
- activities are fit for purpose - activities are carefully chosen to optimise learning;
- active learning is promoted through a variety of tasks;
- children have opportunities to improve and move forward;
- children have opportunities to be independent in their thinking and learning, make choices and are supported to take risks;
- children are engaged and motivated;
- behaviour is good and any inappropriate behaviour is dealt with effectively and with the child's self- esteem and needs taken into consideration
- adults and children have high expectations of children's learning;
- misconceptions are dealt with and are used as opportunities for learning;
- resources are accessible, selected carefully, are appropriate and of a high quality and shared across the Trust
- learning supports and other adults are deployed well and impact positively on learning;
- Children receive effective feedback enabling them to improve their performance and have opportunities for self-evaluation and reflection.

Implementation of this Policy

Good planning and preparation is key to effective teaching and central to the Trust intent that all children receive high quality teaching and Learning opportunities

This will include:

- Clearly identified Learning Intentions and Success Criteria
- Clear continuity and progression from previous lessons
- How learning support will be deployed
- What resources are required and how they will be used, including learning/working walls

The lesson will show that teachers and learning support assistants have:

- Excellent subject knowledge
- An awareness of the learning needs of all the pupils in the lesson
- An appropriate pace to facilitate excellent learning of all pupils
- Prepared a range of activities to engage the children and cater for different learning styles
- Encouraged and facilitated positive behaviour for learning through:
 - Encouraging high levels of engagement
 - Redirecting low level disruption
 - Giving children time to talk about their learning through paired or group work
 - Contextualised learning to 'hook' the children into a topic or lesson and make them curious
 - A range of high quality and differentiated questions which can elicit responses and help to reshape learning for children, as well as making the children think
 - Enthusiasm for the subject areas which will translate to children visibly enjoying their learning

What do Raleigh Learning Trust identify as good learning?

At the Trust, we believe that effective teaching will lead to effective learning. This policy outlines what effective learning and teaching looks like in practice. We believe that people learn best in different ways and as a Trust, we are committed to personalising learning. At our schools, we provide a rich and varied personalised learning environment that allows children to develop their skills and abilities to their full potential.

The Trust believes that effective learning results in-

1. Knowing you have succeeded because recognising why you failed helps you work out how to change what you did in order to succeed next time.
2. Feeling you can do more
3. Explaining what you have learned
4. Applying it to other situations
5. Teaching it to someone else
6. Feeling good about yourself

We encourage children to take responsibility for their own learning, to be involved as far as possible in reviewing the way they learn, and to reflect on how they learn – what helps them learn and what makes it difficult for them to learn.

The Curriculum:

The Raleigh Learning Trusts expects individual Academies to provide a curriculum that is broad and balanced and that focusing on depth of learning and mastery of content. This enables teachers to remain with subjects or topics for longer ensuring pupils have mastered the content before looking at new material. We use a range of resources to support our curriculum.

The Classroom

The classroom must promote effective learning. We expect that all children will experience consistently high quality learning environments. We expect that every aspect of the classroom should promote learning. Consequently, we do not expect to see anything in classroom that is not related to the children is learning experience

We expect that every classroom should have:

- Quality displays celebrating the children’s marked work and interactive displays that relate to current learning,
- Working walls,
- Dyslexia / SEND friendly focus
- All classrooms will be clean, tidy and uncluttered. Everything in the room will promote learning,
- Promote calmness
- Be inviting
- Have somewhere to sit and reflect
- Have books and resources in good repair
- Have an extensive range of books – fiction, non-fiction, picture books, encyclopaedias, comics, magazines, newspapers at different levels
- It should be clean and well- kept and safe
- Have a range of dictionaries and thesauruses
- Should always be left ready for the next teacher. We expect clear surfaces, no food left overs, PE equipment stored correctly and generally no clutter so that all children can use rooms straight away so no loss to learning

Impact

Areas within the Raleigh Learning Trust that will be subject to Monitoring and Evaluation

The school ethos and pastoral care provision

- A positive, child-centered ethos exists within the school
- An open door policy exists and everyone feels welcome and valued
- Children feel safe, happy and enjoy learning
- Positive relationships exist with all members of the school community
- The school values, aims and vision are promoted and implemented in daily school life

The management and leadership of the school

- There is specific evidence of progress within our school development plan
- All members of staff contribute to the ongoing development of the school
- Target Setting is well established and a shared desire to raise standards is in place
- Members of staff provide feedback that is positive in relation to the school leadership

Teaching and Learning and, in particular, how effective we are in meeting the requirements of the Teaching and Learning Policy

- Effective schemes of work are in place
- The statutory requirements of the Curriculum are reflected in planning
- There is evidence of the effective implementation of our Teaching and Learning Policy
- Planning will be realistic and effective, showing clear learning objectives, differentiation, cross curricular links and high expectations
- The teaching will reflect these clear learning objectives, differentiation will be appropriate to individual children's learning styles, interests and abilities, there will be evidence of links with previous learning, there will be high expectations and lessons will be well paced
- A variety of teaching strategies and resources will be used which are appropriate to the learning objectives, including the use of ICT
- A balance of curriculum is covered
- Learning Intentions and Success criteria will be identified and shared within the lesson
- The teaching will stimulate the children
- Teachers will demonstrate a sound knowledge of the subject
- Children will be given opportunities to develop independence in their learning
- Children will be involved in setting their own targets for learning and improvement and this will be displayed on class target wall in each classroom.
- Children will acquire new knowledge or skills in their work, develop ideas and increase their understanding
- Children will show engagement, application and concentration and work productively
Children will develop and/or illustrate the capacity to work independently and collaboratively
- An effective transition between key stages exists

Standards of work and progress

- Presentation of work will be of a high standard and reflect the school's policy on presentation and marking
- The standard of each child's work in books, displays and performance indicates continuing progress that is appropriate to age, ability, , strengths and needs
- Children's work reflects the teachers' high expectations and knowledge of individual children, including that gained through assessment for learning
- Standards are monitored between year groups and key stages
- End of key stage results reflect rising standards across the school at a level compared favorably with chosen benchmarking data

The learning environment

- The learning environment should be reflective of needs of children within each class – less stimulating, visual aids/ timetables etc.
- Displays will be fresh and imaginative and reflect the best work of all children
- Displays will be varied and should consist of a range of topics over the year
- Displays may include working displays that will provide a stimulus or reference or contain teaching points
- Targets will be on display within each classroom
- The classroom will be organised/ tidy and children will have an established routines
- Resources will provide additional interest and be appropriate to the lesson objectives
- Values, school ethos will be visible literally or through teaching
- The grounds and premises are clean and used as a resource for learning

The attitudes and behaviour of the children

- The children should display an enthusiastic attitude to learning
- The children should demonstrate the ability to stay on task for periods of time appropriate to their age and needs
- The children should demonstrate the ability to work co-operatively and independently
- The children should be polite and well behaved when on school trips and when representing the school in events away from school e.g. sports fixtures, concerts etc.
- The children should demonstrate the school values and rules manifested in our individual school's Positive Behaviour Policies
- Children should follow classroom rules, routines, and signals for listening, looking etc.
- Relationships are based on respect, patience and co-operation
- There is evidence of self-discipline, independence and responsibility fostered within each classroom

The curriculum, assessment and record keeping

- Planning will show that the statutory requirements of the Curriculum are being met
- Planning will indicate that the Literacy Strategy and the Numeracy Strategy of the Trust are being delivered effectively
- Marking of children's work will be thorough, meaningful and assist in future planning in accordance with individual school policies
- Formal assessment indicates the progress of individual children and informs planning (AfL) by identifying areas that require support or suggest opportunity
- Assessment and record keeping inform the teaching of children with special educational needs
- Pupil reports are written and records kept in accordance with assessment policy if each individual school

Approaches to Monitoring and Evaluating

The degree of formality is determined by the information sought through any monitoring activity. The Raleigh Learning Trust uses a range of approaches including the following:

- Classroom Observation
- Self-Evaluation with individual teachers/ key stages
- Moderation Exercises/ Internal Standardisation - a comparison of children's work across classes and year groups
- Standardised Tests
- Statutory Assessment Results
- Book Trawls
- Team Teaching
- Class Overview files/ Observation files
- Marking Trawls
- Literacy Moderation of whole school action
- Notes kept by teachers/ classroom assistants
- Questionnaires/ Surveys/ Audits
- Link Governors walk arounds and reporting
- Learning Walks
- Whole-school self-evaluation and Trust wide Peer to Peer Quality Assurance and evaluation support
- Review of actions plans, School Development Plan, policies and procedures
- Review meetings with staff and pupils
- The OFSTED inspection process

The Principal

- Has overall responsibility for evaluating the quality of teaching, including assessment, and how effective it is in promoting children's learning
- Will identify the core and additional areas which need to be monitored and evaluated through all available avenues, including Post holder Reviews, Benchmarking, and other classroom observations
- Will ensure that the staff and the governors all understand the purpose of monitoring and evaluation, and its influence in raising standards
- Will ensure that the data generated from monitoring and evaluation is collated, analysed and is used to review progress, recognise achievement, to set targets and to inform future planning
- Will monitor the effectiveness and efficiency of roles and systems which support pupils' learning including pastoral care issues and the work and overall deployment of all staff including the building supervisor, administrators, classroom assistants and lunch time supervisors
- Will monitor the quality of staff development processes and activities
- Will carry out direct observations of teachers

The Assessment Lead

- Will report to the Principal in monitoring and evaluating the quality of teaching, including assessment, and how effective it is in promoting children's learning
- Will ensure that records are kept in line with school policy and ensure that these records are reviewed to promote pupil learning and progress
- Will advise and support staff in quality issues as necessary to enhance the Monitoring and Evaluation process
- Will assist the Principal in monitoring the roles and systems which support pupils' learning
- Will ensure that all notes and data relating to monitoring and evaluation are stored electronically and made available to the SENCO and Principal upon request
- Will assist the Principal with Internal Standardisation/ Moderation process and ensure levels are agreed throughout the school
- Will create Key Stage Targets with the relevant staff and advise on the action plans required to fulfil the necessary requirements
- Will collaborate with relevant Heads of Department and analyse the Standardised Test Scores/ End of Key Stage results and advise on consequent future planning
- Will meet with the SENCO to analyse data and provide the necessary support for all relevant children
- Will ensure all staff are confident in use of Assessment Manager
- Will ensure that the class overview files and class charts are completed and all data is up-to-date and inserted into Assessment Manager
- Will review the assessment pupil tracking data to identify pupils requiring support and advise on low achieving/ underachieving/ gifted and talented pupils
- Will review pupils' work via 'book scoop' sampling with Literacy Leads

- Will review the climate for learning throughout the school via a termly 'learning walk'.
- Will review staff awareness and professional development
- Will carry out learning walks to ensure a stimulating learning environment is evident in accordance with school policy
- Will delegate monitoring and evaluation activities to the appropriate level, with clarity of expectations and outcomes to be achieved
- Will assess how recorded work relates to teachers' planning for individual needs
- Will conduct surveys with relevant members of school community and ensure that data gathered from monitoring is used to identify overall strengths and weaknesses and that this information is used to promote professional discussion with staff and inform school improvement planning
- Will carry out self-evaluation at whole school level to identify areas for priority on School Development Plan
- Will report to the appropriate audience, including parents and the governing body, on what the monitoring is showing and how the information can be used to best advantage
- Will liaise with staff members and outside agencies to obtain support, advice and agree and review strategies for school improvement
- Will consult with and inform parents of relevant updates in school development as the need arises
- Will carry out review meetings with staff and pupils or provide data on request
- Will review all action plans and coordinate review of School Development Plan progress throughout the year with Heads of Department and Principal

SENCO

- Will review IEPs LAC and SEN folders in order to ensure that records are kept in line with school policy and that these records are used to promote pupil's learning
- Will support and advise SEN classroom assistants as necessary
- Will ensure that all notes and data relating to the monitoring and evaluation of SEN and LAC pupils are monitored weekly and made available to the Principal
- Will ensure that the SEN and LAC overview for the year is up-to-date and circulated to staff
- Will meet with the Assessment Manager to analyse data and provide the necessary support for all relevant children.
- Will liaise with the Assessment Manager to ensure that the school's tracking system is used to keep the SEN / LAC register up to date and available for all staff to inform future planning
- Will ensure that all documentation relating to SEN / LAC pupils is made available to other professionals, such as psychologists, and that the correct level of support is given, including the organisation of annual reviews

Heads of Department

- Will have responsibility for ensuring that the coverage of their subject meets the requirements of the Curriculum
- Will analyse and utilise all information relating to their subject (including standardised test scores, Key Stage Assessments and informal school assessments if relevant) to advise future planning
- Will bid for and manage resources/budget for their subject development and evaluate cost-effectiveness
- Will create an action plan for their subject area in line with the School Development Plan and in consultation with the Principal, will review the progress and outcome of the action plan
- Will review their subject policy termly and inform staff of any curriculum developments as appropriate
- Will report to Governors annually the progress made in their subject area if required
- Will review planning termly to ensure
 1. Consistency and appropriateness of planning
 2. Assess balance, continuity and progression across the subject
 3. Ensure that differentiation is taking place
- Will carry out book trawls and sampling as requested in order to ensure –
 1. Full implementation of the agreed curriculum for their subject
 2. How recorded work relates to teachers' planning
 3. That the curriculum is progressive and continuous
 4. That levels of achievement are appropriate and sufficiently high

5. The range of activities being monitored
 6. Findings are fed into whole school development
 7. Work is marked appropriately and in line with Trust wide policy
- Will use data gathered from monitoring to identify overall strengths and weaknesses in their subject and report these findings to the Principal for consideration in future School Development Planning
 - Will regularly monitor, evaluate and review pupil targets
 - Will review staff awareness and professional development through classroom visits as per timetable and observe:
 1. Teachers' subject knowledge
 2. To identify necessary support programmes for colleagues
 3. Curriculum coverage
 4. Availability and effective use of resources
 5. Identifying good practice
 6. Teachers' assessment of pupils
 7. Pupil targets
 8. Enjoyment and Achievement
 9. Moderation of levels achieved in work
 10. Pupils' responses, attitudes and standards
 11. Assessment, recording and reporting
 12. Use of support staff
 13. Individual pupil targets (if subject appropriate)
 14. Children to determine their responses to specific curricular areas
- Heads of Department will be given management time in which to monitor aspects of their subject (1 period a week).
 - Teachers will be given advance notice of the monitoring focus taking place. There will be feedback provided, both at an individual and whole staff level where appropriate, which will inform future developments.
 - There will be an agreed criteria shared with staff by which it will be possible to make judgements relating to the agreed focus.

Class Teachers

Will contribute to developing an accurate and evidence based overview of standards and quality

- Will use findings from monitoring and evaluation and take appropriate action to address development points in teaching and learning
- Will seek support from the SENCO, subject leader or principal if required
- Will annually summarise and report to the parents on the progress made by each child in their class using data where appropriate
- Will regularly reflect on and evaluate teaching and learning in their own classroom through their planner evaluations to be sent to the Principal if asked
- Will use data to set targets for individuals in own class, for groups or class as a whole – low achievement, underachievement, gifted and talented, particular subject area pertaining to the whole class e.g. spelling
- Will regularly monitor, evaluate and review pupil targets – IEPs, IBP's
- Will discuss progress and review of targets with pupils
- Will monitor and evaluate the effectiveness of additional adult support if appropriate
- Will monitor and evaluate the progress and standards of substitute or trainee teachers
- Will complete Assessment activities as listed in the assessment timetable
- Will review IEP / IBP targets with SENCO and Behaviour manager and liaise with parents
- Will maintain class records/ notes in the class overview file
- Will discuss progress with parents at interviews in October and February and upon request by any parent as appropriate
- Will provide support for parents to aid child's learning at home where necessary
- Will participate in transition meetings / annual reviews with other staff members as appropriate
- Will participate Internal Moderation

Learning Support

Will carry out duties as required in their job descriptions and that are commensurate with their level

The Local Governing Body Cluster

- Will support and reinforce the view that the purpose of monitoring and evaluation is school development, recognising progress, achievement and continuous improvement
- Will underpin the school review and planning processes
- Will take an active and strategic role in whole school self-evaluation
- Has responsibility for ensuring that the individual school fulfils its statutory duties
- Will have responsibility to review the overall standards and achievement of all aspects of the school's work
- Will regularly review policies and procedures and their effectiveness
- Will review assessment data and consider its implications via the Assessment Manager's report
- Will use data to set realistic targets for Principal's Performance Management
- Will monitor continued development of the school through discussion, questioning and participation in relevant training
- Will monitor and evaluate school expenditure and analyse value for money

Parents

- Are responsible for their own child's health, welfare and well-being
- Should actively assist the school in raising their own child's standards and achievement
- Should provide opportunities for extended educational provision
- Should seek clarification of any point by appointment with the class teacher
- Should attend parents' evenings, SEN review meetings, information meetings and any other school events
- Should study their child's Annual Report and ask for clarification on any matter if necessary
- Should talk regularly to their child about school

Pupils

- Are responsible, with support, for their own progress towards meeting their own targets and goals
- Should play a role in the target setting and success criteria for every classroom task
- Should help create their own targets and achievements for behaviour (age appropriate) and learning
- Should be involved in discussions with their peers, class teacher, parents and other adults regarding their progress
- Are jointly responsible for their own development (social, emotional, physical, intellectual)
- Are responsible for their own achievements out of school

Policy Links to:

Curriculum Policy

Marking Policy

Teaching of writing policy

Good and effective practice guide to creating a supportive classroom environment

Peer-to-Peer Quality Assurance Document

Supporting Memory retention in pupils CPD Booklet