TEACHING AND LEARNING POLICY

Ratification

Date Approved: July 2021
SIGNED: Fiona Pearson, Chair of Governors
SIGNED: Mrs Pavan Chandhoke, Principal

Review Date: July 2022

Context and Purpose

The Rosecliffe Spencer Academy mission is to:

- Ensure that all children have a quality education, regardless of background or ability
- Equip children with the knowledge, skills and capital for the next stage of their learning journey
- Achieve an all-round education, leading to the best possible outcomes

Learning should be a rewarding and enjoyable experience for everyone. Effective teaching equips children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives.

The purpose of the Teaching and Learning Policy is to guide what teachers and support staff do, how time is managed and the organisation of the classroom to create an effective learning environment.

Whole School Approach

This policy applies to all members of the Academy community who are involved in teaching, learning and assessment.

This policy should be read in conjunction with the Feedback, Marking and Assessment Policy.

Objectives of the Policy

The specific objectives of the Teaching and Learning Policy are:

- To develop a community of learners where learning is valued, enjoyed, supportive, lifelong and relevant to everyday life.
- To develop children to become resilient, reflective, resourceful and reciprocal learners.
- To enable children to become confident, resourceful, enquiring and independent learners who are enthusiastic about their learning.
- To encourage children to take pride in their work and the work of others.
- To take account of individual needs and children's stages of development and build on knowledge and experience within a context of equality of opportunity for all regardless of class, race, creed, gender or ability.
- To have a consistent approach to classroom management and organisation.
- To ensure the highest standards of teaching across the Academy, to enable children to learn through effective planning, delivery and evaluation of the curriculum.
- To provide a curriculum that takes into account the diversity of interests, knowledge and experiences of children attending the Academy.
- To provide a positive and stimulating work environment for all users of the Academy.

Roles and Responsibilities

The delivery of quality Teaching and Learning is a collective responsibility. The roles and

responsibilities of individuals and groups within the Academy are:

Principal	The Principal ensures that the Teaching and Learning policy is disseminated and is implemented fully to ensure and sustain high quality Teaching and Learning throughout the Academy. Additionally, the Principal will:

- Report on Teaching and Learning to the Governing Body on a regular basis.
- Keep up to date with the latest research and recommendations in relation to Teaching and Learning.
- Ensure that related policies are up to date and fully implemented.
- Provide the resources and training needed to support the aims of the policy.

Teaching Staff　　Teaching staff will ensure they are familiar with all elements of the Teaching and Learning Policy and understand what is required of them. They will carry out their responsibilities in line with appropriate expectations set out in the 'Teachers' Standards' document.

Governing Body　　To support the implementation of the policy and to give advice and guidance where relevant.
It is essential that Governors are informed about the effectiveness of Teaching and Learning. Governors support, monitor and review the Teaching and Learning Policy, support teaching strategies and ensure that the Academy buildings and premises are best used to support successful teaching and learning.

Support Staff　　Support staff will ensure they are familiar with all elements of the Teaching and Learning Policy and understand what is required of them to support teaching staff in carrying out their responsibilities.

Pupils　　Pupils should try to be 'better than their best' when learning. It is important that pupils remember to use their GROWTH values when learning and follow the Home-Academy Agreement.

Parents/Carers　　Parents and carers have a fundamental role to play in helping their children to learn and should:

- Maintain a positive attitude towards learning, supporting and working with the Academy.
- Make sure that their child has the best attendance record possible.
- Ensure their child is equipped with the correct uniform and P.E. kit.
- Inform the school if there are matters outside of

school that are likely to affect a child's learning or behaviour.

- Attend progress meetings and parents' evenings.
- Support expectations with regard to behaviour and attitude.

Key Elements of the Teaching and Learning Policy

Teaching

When the quality of teaching is good or better, the following will be observed:

- Well informed, planned and organised lessons
- Thinking outside the box
- Good knowledge of the subject being taught
- Clear learning intentions, of which pupils are aware and increasingly identify]
- High expectations of work and behaviour
- Activities with appropriate resources to scaffold and extend learning
- Positive relationships between the teacher and children
- Tasks which are challenging and give opportunities for further development
- Appropriate questioning skills to motivate and inspire children and that are based around SOLO taxonomy
- Good time management leading to well-paced lessons
- Adult support being appropriately deployed
- Clear evidence of evaluation and assessment

Learning

When the quality of learning is good or better, the following will be observed:

- Children on task, knowing the time available to complete work
- Children able to explain the purpose of their task
- Children involved in the decision making and learning process
- Children asking questions as well as answering them
- Children displaying positive attitudes - enthusiasm, pride in their work, interest, eagerness to move on, enjoyment, concentration, application
- Quality outcomes in the work produced
- Evaluations and positive feedback
- A safe, stimulating and comfortable work environment
- Acknowledgement of different approaches, including trial and error and learning from each other

Teaching and Learning Practice

In order to secure outstanding teaching and learning the following approaches are used.

Austin's Butterfly

Pupils are taught the concept of Austin's Butterfly as a way of looking at how and where to improve their work. Every classroom and working area has a poster to show the

children the butterfly image from beginning to end

Deliberate Practice

When working with children information is regularly repeated in order for it to be processed and embedded more readily. Deliberate practice is key to this. Deliberate practice is used in a range of situations including:

- Whole class 'revisiting' and 'reminding'
- Small intervention groups
- One-to-one situations

Active Learning

- Children are given opportunities to be involved in the learning throughout the lesson
- There is an appropriate balance of adult/pupil talk, dependent upon activity
- There is an appropriate balance of children and adults asking questions during lessons
- Opportunities are planned to enable children to develop and apply their skills, knowledge and understanding across the curriculum, including:
    o Use of IT including visual images, film, interactive teaching resources etc
    o Fieldwork and visits to places of educational interest
    o Guest visitors and performances
    o Creative activities
    o Debates, discussions, oral presentations and other speaking and listening strategies
    o Drama techniques
    o Designing and making things
    o Participation in athletic or physical activity
    o Setting challenges for themselves

Questioning

- Questions are used to assess learning and to deepen thinking and understanding
- The range will include open/closed; higher and lower order questions
- SOLO taxonomy questions and question stems can be used
- Questions will be differentiated to include and challenge different learners
- Opportunities will be planned for children to develop their own questions and questioning techniques in Whole Class Reading sessions, at the start of topics and during science investigations

Kagan Structures

Kagan Learning structures are used to promote effective, co-operative learning including:

- Investigation and problem solving
- research

- Whole-class work
- Group work (in groups selected for different reasons)
- Paired work
- Individual work
- Independent work, which is child directed
- Collaborative work
- Selecting and using relevant resources to support learning
- Asking and answering questions

Gender Issues

Nationally there is a gender difference between the performance of the pupils, particularly in writing. Strategies to address the gap include:

- Building positive relationships through mutual respect, on the understanding that respect must be earned and not just be expected
- Creating and embedding our Irresistible Curriculum to allow writing for real purposes and audiences wherever possible, including 'Writing Across the Curriculum' opportunities
- Developing the inclusion of Rainbow Grammar as a tool for writing.
- Embedding the use of Whole Class Reading, and a wide range of texts, as a way of increasing reading for enjoyment for everyone

Learning Environments

A stimulating environment sets the climate for learning and an exciting, well-organised classroom promotes independent use of resources and supports high quality learning. Displays are used to celebrate success, support class organisation, promote independence (by providing prompts) and support learning by reflecting the current topic/themes. Specified displays in classrooms include:

- Rainbow Grammar display including language and structures relevant for the age and ability range within the class
- Whole Class Reading including the book cover and related information
- GROWTH and British Values display to reinforce fundamental values
- Maths working wall including Modelled Maths and non-negotiables information
- Modelled/Shared writing that clearly reflects the grammar taught

The Curriculum

Knowledge Organisers are produced, sent home and added to the school website so that parents and carers are able to see what the children are learning in school that term. Curriculum letters are put on the school website, containing a more detailed description of what is going to be covered each term and topic reviews regularly check the children's knowledge and understanding. Curriculum Subject Leads check the depth and breadth of the teaching of their area of responsibility through work scrutiny, planning scrutiny, lesson visits and interviews with children.

Evaluating and Sharing Good Practice

Work in the classroom is observed on a regular basis. The aims of these observations are to:

- Promote the effectiveness of the teacher in the classroom
- Support the teacher's continuing professional development
- Inform the Senior Leadership Team of practice, enabling them to address issues relating to expectations, continuity, progression, policy and practice
- Allow time for reflection on personal practice
- Allow the sharing of good practice within and between phases

Planning

English:
- Year group-based Reading and Writing overviews identify coverage across the year
- Yearly overviews link key texts (film and book) to topics and identify specific genres to cover in lessons
- Short term planning is via the use of weekly planning proforma and Smart Notebook files, uploaded to Google Drive
- Whole Class Reading planning is via weekly planning proforma and Smart Notebooks and each block covers a half-term.

Maths:
- A yearly overview is available for all year groups to ensure coverage
- Planning is linked to Powermaths and White Rose Maths Schemes of work and access to these websites assists in planning
- Short term planning is via the use of weekly planning proforma and Smart Notebook files, uploaded to Google Drive.

Curriculum:
- A whole school overview identifies topics
- Year group overviews breaks the topics down into curriculum areas
- All teachers identify links on the year group overviews
- The SLT has overarching responsibility for ensuring Subject Leads monitor subjects thoroughly.
- Topics are blocked on a half-termly overview to ensure coverage.
- Lessons are planned using a half termly topic overview and Microsoft PowerPoint and Smart Notebooks and are uploaded to Google Drive

Assessment, Recording and Reporting

School reports will be sent home in the summer term of each year making specific reference to the child's progress in Reading, Writing and Maths. In addition, end of term summary reports will be sent home at the end of the Autumn and Spring terms to inform parents and carers about their child's progress, behaviour and attendance during the parts of the year where they do not have parents' evenings.

Monitoring and Evaluation of Teaching Provision

All information relating to monitoring activities is kept in the Monitoring Teaching and Learning file and includes:

- Half-termly overview of monitoring activities
- Lesson visits

- Book scrutiny forms
- Supporting teaching and learning activities
- Pupil interviews
- Subject audits
- Planning scrutinies (linked to lesson/book audits)

The Principal reports to the Governing Body on the quality of Teaching and Learning and the Governing Body monitor the outcomes of the Teaching and Learning Policy.

Phase Leaders are given copies of any monitoring in their phase and are involved in subsequent discussions and action planning should improvement be required. Staff development may include:

- Support with planning
- Team teaching
- Action planning
- Coaching and mentoring
- Specialised programme of CPD
- Monitoring and Review of Policy

Review & Monitoring

This policy will be reviewed:	Annually
By:	Pavan Chandhoke
Last Reviewed:	July 2021
Next Review date:	July 2022
Changes made:	

Supporting Documentation

Feedback, Marking and Assessment Policy – to be updated in September 2021
Home - Academy Agreement