St Alban's C of E Academy

Teaching & Learning School Policy

This policy for effective learning and teaching results from the school's need to impact positively upon all elements of classroom practice.

At St Alban's Academy 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 school we are committed personalising learning. At our school we provide a rich and varied learning environment that allows children to develop their skills and abilities to their full potential.

Aims

- To promote quality teaching and learning in all subjects and areas of the curriculum throughout all classes;

- To encourage a commonality of approach, appropriate to children's ages, to all lessons taught, but not at the expense of the originality/flexibility of the teacher;

- To enable children to become confident, resourceful, enquiring, independent and resilient learners;

- To foster children's self-esteem and help them build positive relationships with other people;

- To develop children's self-respect and encourage children to respect the ideas, attitudes, values and feelings of others;

- To enable children to understand their community and help them feel valued as part of this community through collaboration and co-operation;

- To help children grow into reliable, independent and positive citizens.

- To ensure equality of opportunity

- To raise standards of achievement and attainment of all the children in our school.

Effective learning

We acknowledge that people learn in many different ways and we recognise the need to develop strategies that allow all children to learn in ways that best suit them. The psychologist Howard Gardner identifies seven main areas of intelligence: linguistic, logical/mathematical, visual/spatial, kinaesthetic, musical, interpersonal/group working, and intrapersonal/reflective. We take into account these different forms of intelligence when planning teaching and learning styles.

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.

Effective teaching

When teaching we focus on motivating the children and building on their skills, knowledge and understanding of the curriculum. We use the school curriculum plan to guide our teaching. This sets out the aims, objectives and values of the school and details what is to be taught to each year group.

We base our teaching on our knowledge of the children's level of attainment. Our prime focus is to develop further the knowledge and skills of the children. We strive to ensure that all learning opportunities set are appropriate to each child's level of attainment. Learning opportunities that are planned take into account children's interests, what motivates and hooks them into learning, their prior learning and their relative starting points to ensure that work is differentiated to challenge all groups of learners. When planning work for children with special educational needs we give due regard the children's individual need and personalise their learning. We have high expectations of all children, and we believe that their work here at St Alban's Academy is of the highest possible standard.

We set academic targets for the children in each academic year and we share these targets with children and their parents. We review the progress of each child at the end of the academic year and set revised targets.

We plan our lessons with clear learning objectives and ensure there is differentiated success criteria. Our lesson plans contain information about the learning opportunities to be set based on the children's relative starting points, the resources needed, and the way we assess the children's work. We evaluate all lessons so that we can modify and improve our teaching in the future and identify the next steps in learning for all groups of learners.

All of our staff are role models and establish good working relationships with all children in the class. We treat the children with kindness and respect. We treat them fairly and give them equal opportunity to take part in class activities. All our teachers follow the school policy with regard to discipline and classroom management. We set and agree with children the class code of conduct. We expect all children to comply with these rules that we jointly devise to promote the best learning opportunities for all. We praise children for their efforts and, by so doing, we help to build positive attitudes towards school and learning in general. We insist on good order and behaviour at all times. When children misbehave we follow the guidelines for sanctions as outlined in our school behaviour policy.

Our classrooms are attractive, enabling, inclusive, interactive, clutter free and promote independence within the learning environment. We change displays at least once a term, to ensure that the classroom reflects the topics studied by the children. We ensure that all children have the opportunity to display their best work at some time during the year. All classrooms have a range of dictionaries and fiction and non-fiction books, as well as displays relating to literacy and numeracy. We believe that a stimulating environment sets the climate for learning, and an exciting classroom promotes independent use of resources and high-quality work by the children.

All staff reflect on their strengths and areas of development and plan their professional development needs accordingly. We do all we can to support our teachers in developing their skills, so that they can continually improve their practice.

We conduct all our teaching in an atmosphere of trust and respect for all.

The rest of this policy is divided into four sections:

- Non-negotiables

- The learning environment

- Experiences/Strategies

- Resources

Each section is broken down into key statements that it is felt are crucial to the promotion of effective teaching and learning, and when utilised, the vehicles by which the standards and achievements of the children at St Alban's Academy can be raised.

It is our intention to utilise all of the sections outlined to inform all that we do, to ensure our standards are always high and we are continually aiming to raise standards of achievement.

Non-negotiables

- Children
- Learning Objectives
- New learning explicit
- Starting points
- Pace and Engagement
- Challenge
- Questioning that deepen thinking
- Differentiation
- Modelling and Demonstrating
- Assessment
- Learning environment for independent learning
- Learning behaviours
- Children take ownership of their learning
- Progress
- Collaboration
- Respect
- Plenaries

Non negotiables
Quality teaching will be promoted and achieved by:

Children are at the heart of the teaching and learning. Learning is child centred. Given their starting points, children are provided with learning opportunities that are challenging, open-ended, investigative and collaborative enabling all groups of learners to achieve, grow and reach their true potential

Learning Objectives are made explicit to the children, this is done visually in some way so they are clear and transparent and delivered in a way that hooks children

New Learning is made explicit in every lesson to ensure the children are clear about what they have got to do in order to make progress

The relative starting points of all the children are taken into account when planning and delivering learning to ensure that in all parts of the lesson, learning matches the children's needs

In every lesson a range of strategies will be used to ensure the children are engaged in their learning, these will be varied and be used to best meet the needs of the learners

Lessons are paced so that all groups of learners make rapid progress, therefore no time is wasted, learning is moved on appropriately to meet the needs of learners ensuring they make progress

Planned learning in all parts of the lesson is matched to the attainment levels of all children so that they make progress in all parts of the lesson leading to rapid progress in all parts of the lesson

Bloom's taxonomy is used effectively in all parts of the lesson to challenge and deepen their thinking to support them in making rapid progress

All learning is differentiated in all parts of the lesson to meet the needs of all the learners. Lessons are never 'one size fits all'

Modelling and demonstrating will be used in to share the learning steps, making thinking explicit and showing the learning process (metacognition)

Assessment will be used in all parts of the lesson by the teacher, the other staff and the children to identify what the children can do and what they need to do in order to improve

The learning environment will be set up so that children can access all learning resources independently to support them in their learning. The learning environment will be clutter free and all health and safety risks eliminated

The learning opportunities engage the children; as a result they are interested and inspired and display good learning behaviours. A thriving learning culture is explicit and noticeable.

The teacher acts as a facilitator of learning, skilfully intervening and moving learning on in all parts of the lesson so they make rapid progress

Children are active in all parts of the lesson and it is children that lead the learning. Teachers do not talk for too long and over direct

In all parts of the lesson there will be opportunities to collaborate in the learning, giving children opportunities to share ideas, questions each other and rehearse their learning that has been introduced so they are successful in the lesson

Interactions between adults-pupils and pupils-pupils are positive and there is a respect agenda where everyone's contributions are valued

Plenaries are used effectively to review new learning and make next steps explicit. Mini plenaries happen throughout the lesson to check understanding and progress so learning can be moved rapidly on

Learning Environment	
Quality teaching will be promoted and achieved by:	Quality learning is achieved when:
Furniture layout and classroom organisation taking into account issues of safety. Furniture and classroom layout promoting independence. Resources labelled and organised and easily accessible by pupils.	School strategies are designed and developed to respect the environment. Children access resources independently for their learning
Furniture that is suitable for tasks	Children contribute towards an orderly learning environment, they understand and know the need for tidiness and show both individual and collective responsibility
Work areas for key curriculum areas where appropriate and high quality continuous provision in Early Years	
Classroom organisation and groupings reflecting purpose and showing flexibility.	Children act in an appropriate manner within the learning environment.
Displays that are varied in terms of materials used: 2D/3D; board; table displays; tactile and pure observation.	Planned learning opportunities utilise displays appropriately to enhance learning opportunities
Displays that are interactive and presenting children with challenges.	An aesthetic environment prevails, which reflects experiences and work undertaken.
Displays that are colourful, that informs and stimulate.	Children talk about and discuss displays/work exhibited and understand their importance and value.
Displays that show the process of learning and not just the finished product	Children show competencies and skills in the presentation of their work.
Displays in the learning environment that represents a range of curriculum areas/Early Learning areas.	Children respect each other's space, belongings and those of the class/ school.
Displays that contain all children's work (across a range of subjects and abilities) Displays where children's work is attractively mounted and clearly labelled with child's/ children's names.	Children having ownership of their learning environment.
Targets (reading, writing, maths, key words, sounds) will be attractively displayed in the classroom to support children in their learning	
Reading areas will be organised in an attractive and inviting way providing a range of fiction and non-fiction reading materials for the children to access freely	

The availability of private/ personal space, which is respected. Interactive whiteboard is used for a range of purposes and is integral to teaching and learning	

Experiences (strategies)	
Quality teaching will be promoted by:	**Quality learning is achieved when:**
Effective planning, showing clear learning objectives, differentiation to meet the needs of all groups of learners given their starting points, challenging learning opportunities and resources, differentiated success criteria, next steps in learning identified and children's targets to support in personalising the learning	Children respond to, and are able to work in the variety of organisations offered to them.
	Children display confidence within a range of teaching situations, and can adapt to them with ease.
Utilisation of team planning and teaching where appropriate	Children demonstrate their knowledge, skills and understanding in a variety of ways.
Organisation that is varied and appropriate to planned tasks	Children have the opportunity to work in their preferred learning style.
Ranges of teaching styles are used to engage all learners.	
	Children repeatedly accept challenges and respond positively to them.
Children being given opportunities to participate in whole class, small group, paired and individual learning situations where appropriate.	Children know what is expected of them.
	Children can state how, why and what they are doing and talk about their learning confidently
There is a range of interactive strategies used to ensure all children engage in learning. Interactive board used in range of ways to make learning stimulating	Children are interested and involved in what they are doing.
Children being involved in selecting learning opportunities.	Children exhibit enthusiasm, determination and concentration
Learning opportunities planned are challenging, open-ended, investigative and collaborative provide all groups of learners with choices and opportunities to lead their own learning	Children can confidently explain what they have done, what they are assigned, and what the next stages of work they need to do.
Teacher sharing a high, yet realistic, level of expectancy.	
Lessons/learning opportunities that are set in context, where previous work is reviewed, what is expected is reinforced, and the next stages are outlined.	Children are not afraid to take risks, or get things wrong.
Pace of lessons is rigorous	Children recognise that the process is as important as the end result.
Experiences that are stimulating, exciting, creative, interactive and relevant, and relate directly to individual needs Experiences that build upon and consolidate previous learning.	Children are enthusiastic and engaged as a result of experiences

Children being encouraged to take risks.

Questioning that is direct, and varied, according to the ability of the individual. Range of questions used to promote learning. Range of talk used to promote learning process.

The use of appropriate vocabulary

Questioning (Blooms Taxonomy) that involves all children. Questioning will be used to promote critical thinking, logical reasoning and problem solving

Introduction part of lesson, main teaching opportunities and plenary time is all used to good effect engaging learning and giving opportunities for talk given the children's relative starting points

Children given opportunities to learn which are not always dependent on language.

Children experience range of visits/ visitors to extend their learning

Modelling and demonstrating will be used in to share the learning steps, making thinking explicit and showing the learning process

Key skills are promoted and embedded across the curriculum to enable the children to develop their confidence and competence

Learning experiences link to school policy e.g. calculations policy

Staff will ensure they have a an up to date subject knowledge that is sufficient to move the children's learning forward

Staff will ensure they have an up to date Knowledge and understanding of the Statutory frameworks needed to support teaching

Children display confidence in answering questions, and are not afraid to attempt new things.
Children can reflect on how and why they are learning.

Children engage in range of talk (TTTP, talking to groups/adults etc.) to secure their learning.

Relevant terminology is used in discussion and written work.

All children actively take part in all parts of the lesson.

Children are given opportunity to demonstrate their ability through practical tasks (Re: EAL/maturity)

Children's learning takes place in broad range of contexts.

Children are able to see the learning steps and use them to further develop their key skills

Children achieve their full potential and are able to demonstrate this is a variety of ways

Relevant school policies are used to support the development of planning, teaching and learning when and where appropriate

Resources	
Quality Teaching Will Be Promoted By:	Quality Learning Is Achieved When:
Effective lines of communication	School management and organisation is directly related to pupil learning.
Positive, professional relationships between school based staff.	Children feel valued and trusted.
Positive relationships: pupil-pupil; pupil-teacher; pupil-other adult; teacher-other adult/parents; group-group; individual-group.	Strategies for relationships are evident in the learning environment.
A fair and consistent classroom regime.	Strategies promote equality of opportunity
A secure environment promoting confidence.	Children exhibit confidence in what they are doing.
Whole school rules that are relevant, known and understood, consistently and constantly reinforced, and are for the benefit of both the individual and the group, and are supported by an effective discipline policy	Children have positive attitudes to rules and know and understand what is expected of them.
Positive attitudes	Children display a sense of importance and react enthusiastically to their tasks.
Valuing individuals	Children contribute to discussions and support each other.
Children feel able to support each other, respecting all people, their cultures, all resources and the learning environment.	Children respect each other and their environment.
Encouraging self-criticism and positive criticism.	There is constructive criticism
Children have an understanding of differing relationships.	Children adapt their behaviour responses and actions according to the different situations
Utilising a variety of assessment and marking strategies in line with a school policy	Children are involved in self and peer assessment
An awareness of all available resources human and other. Range of resources used appropriate to lesson and to promote range of learning styles.	Children recognise human/ other resources and show they value their importance.
Resources that are clearly labelled, accessible and appropriately/ safely stored.	The school has recognised systems for the ordering, utilising, monitoring and replacement of resources.
The quantity of resources being appropriate to the planned tasks.	Children independently access resources to support their learning.
Resources are fit for purpose and of high quality.	Children show confidence in justifying their choice of resources.
Resources being utilised to the full to make learning more engaging	Children make informed choices as to the resources they need to undertake tasks.
	Resources are fully utilised to enhance the learning situation.

Children respecting and taking responsibility for selection of, and upkeep of resources.	Responsibility for resources is shared by all, and accountability is understood.
Teaching assistants are deployed effectively to target different groups of learners in all parts of the lesson to effectively move learning on.	Children are able to access and return own resources within their classroom.
	Children interact throughout lesson with other pupils and staff taking about their learning
Teachers use all parts of lesson to continue to move learning on.	
Teaching assistants have the autonomy to move learning on at their discretion	Teachers and teaching assistants work effectively with a range of pupils across the lesson to challenge and move learning forward
ICT that appropriate to the learning opportunities used to enhance and move children's learning forward	Relevant ICT resources used effectively to enhance and move children's learning forward during lessons

Lesson Structure

Whilst acknowledging that no one lesson is identical to another it is agreed that every lesson contains key elements that are vital to children's learning. It is our intention to ensure all of our lessons include these key elements.

These key elements are:

➢ Well defined key, differentiated (where appropriate) learning objectives and success criteria

➢ Whole class differentiated direct teaching that is interactive and engaging, teaching that involves all children, where a range of interactive strategies are used to ensure high levels of pupil involvement.

➢ Range of opportunities planned into learning for children to collaborate and reflect about their learning.

➢ Dedicated improvement and reflection time provided in every lesson

➢ Differentiated group work making learning objectives clear to the pupils enabling them to fully understand what is expected of them during the activity stage of the lesson (tasks set to abilities) by:

❖ Matching printed resources to pupils reading levels in the class.
❖ Setting different learning opportunities for different ability groups, differing in length and nature.
❖ Differentiating resources for the learning opportunities e.g. non-standard measures /standard measures for science investigation.
❖ Differentiating by support.
❖ Differentiating by outcome, setting targets for children to achieve in a lesson when working from the same starting point.

➢ Differentiated tasks that provide children with stimulating, challenging and creative activities that promote core skills where possible. Activities where children's responses are expected in a variety of ways and there is no over reliance on worksheets.

➢ The perfect plenary at different points of the lesson to whole class or groups. Plenary sessions that reinforces learning objectives and identify next steps in learning that is interactive and involves all pupils.

➢ Effective planning (reflected in the delivery of the lesson) showing key learning objectives, classroom organisation, activities, tasks, homework where appropriate, resources, methods of assessment.

➢ Well paced lessons

➢ Effective marking and the ongoing assessment of children's work that directly informs future planning to ensure progression. Assessments that link to individual target setting to move children onto next steps for learning and these next steps are clearly communicated to pupils, parents and anyone supporting children in classrooms.

Reviewed: Annually