St John's Church of England Academy

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unlocking potential

Teaching and Learning Policy

Date of Review: July 2022

Date of Next Review: July 2023

Responsible Group: School Policy

Teaching and Learning Policy

'Tell me and I forget. Teach me and I remember. Involve me and I learn.' Benjamin Franklin

Statement of intent

Every child has the right to the best possible education. We aim to ensure that all pupils, regardless of ability, SEND or circumstances, reach their full potential and gain the skills and knowledge necessary to lead successful lives.

This policy provides procedures aimed towards ensuring high quality teaching and learning throughout the school.

It aims to:

- Embed an agreed range of good practice across the school.
- Ensure consistency throughout the school.
- Inform staff of the school's expectations led by our Christian Vision and Values.
- Provide a unified focus for monitoring learning and classroom practice.
- Ensure that the needs of pupils are met.
- Improve and enhance the quality of teaching.
- Ensure that pupils are receiving a broad, balanced and relevant curriculum, meeting the requirements of the national curriculum.
- Ensure that teaching is appropriately differentiated for all pupils.
- Enhance the professional development of staff.

1. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Equality Act 2010
- DfE (2018) 'Primary school accountability in 2018'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- STA (2018) 'Early years foundation stage: Assessment and Reporting Arrangements (ARA)'
- STA (2018) 'Key stage 1: Assessment and Reporting Arrangements (ARA)'
- STA (2018) 'Key stage 2: Assessment and Reporting Arrangements (ARA)'
- DfE (2017) 'Statutory framework for the early years foundation stage'
- DfE (2019) 'Assessment framework: Reception Baseline Assessment'
- DfE (2018) 'Reporting to parents at the end of key stages 1 and 2'

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This policy operates in conjunction with the following school policies:
- Behaviour Policy
- Marking and Feedback Policy
- Special Educational Needs and Disabilities Policy

Roles and responsibilities

2.1 The governing board is responsible for:
- Ensuring reports are provided by the headteacher and subject leaders and that action is taken where areas are identified as requiring improvement.
- Ensuring the standards and ethos sub-committee meets regularly to monitor progress against School Improvement and RAP Priorities.
- Visiting the school to increase knowledge of classroom activity and conducting the following activities:
  - Observing lessons
  - Viewing samples of pupils' work
  - Viewing anonymised records of achievement
  - Talking to pupils about their experiences
  - Talking to teachers about their experiences
  - Reporting their findings to the entire governing board

2.2 The SLT is responsible for:
- Taking a general overview of the atmosphere in the school on a day-to-day basis by visiting classes and talking to staff and pupils.
- Liaising with parents to ensure needs are being met.
- Carrying out focussed classroom-based observations.
- Reviewing and commenting on planning, including on data targets.
- Discussing SEF subject reports with staff.
- Completing a self-evaluation of the school's quality of teaching.
- Reporting on the quality of teaching and learning in the governors' report.
- Acting as role models for teaching staff.

2.3 Subject Leaders are responsible for:
- Developing and reviewing curriculum policies and schemes of work in collaboration with colleagues.
- Writing Subject SEFs and Action Plans for their specific subject.
- Taking accountability for the progress of pupils in their given subject.
- Reporting on the effectiveness of the curriculum to the SLT and the governing board.
- Providing professional advice to the governors.

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2.4 Teaching staff are responsible for:

- Monitoring and evaluating their teaching.
- Seeking professional dialogue and constructive criticism from subject leaders, SLT and external professionals.
- Reviewing and evaluating their planning regularly.
- Setting appropriate and challenging targets for pupils based on ability.
- Collaborating with colleagues to moderate pupil achievement.
- Involving parents and other professionals in the monitoring process.
- Completing an annual review assessing the progress of their pupils.
- Accessing appropriate CPD to support their professional development.

2.5 Teaching Assistants are responsible for:

- Ensuring they are fully up to speed with what is being taught and expected of them.
- Supporting the class teacher and pupils
- Participating in professional dialogue and seeking advice from teachers, subject leaders, SLT, SENDCo and external professionals.
- Accessing appropriate CPD to support their professional development.

2.6 Pupils are responsible for:

- Being on time for school.
- Being prepared to learn.
- Placing coats and bags in the appropriate area.
- Being attentive.
- Listening to and following all reasonable instructions.
- Treating everyone with respect.
- Not disturbing others learning.

2.7 External monitoring

- School improvement support will be provided by DGAT.
- A DGAT school improvement partner will work on an annual cycle to monitor teaching performance.
- DGAT personnel will scrutinise all available data and discuss the school's self-evaluation, along with all matters arising from it, with the Headteacher, Chair of Governors and SLT.
- The school improvement partner, DCEO and QAL will undertake lesson observations.
- The support of leaders from local schools will be sought to evaluate the work of the school through professional discussion and joint lesson observations.
- Ofsted and SIAMS inspections will be used to identify strengths and weaknesses, and to develop an action plan for improvement.

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3. Self-evaluation

3.1 Discussion with senior leaders

Senior leaders should discuss the following questions to assess the quality of teaching at the school:

- What is the school's view on teaching?
- What is being done to monitor teaching?
- How is assessment used to inform planning, ensure appropriate challenge, set targets and provide feedback?
- To what extent do teachers use assessment for learning within the lesson to ensure that all pupils understand the lesson objectives?
- Are judgements based on the interpretation and evaluation of data and evidence?
- Are strengths and weaknesses in teaching and management identified?
- What strategies do TAs employ to support learning?
- Do pupils work independently, co-operate to solve problems, develop workplace skills and understand what they need to do to improve?
- What happens if pupils are absent or fall behind with their work? What support is in place to help them

3.2 Discussion with pupils

The following questions should be discussed with pupils to assess the quality of teaching and learning at the school:

- Tell me about this piece of work. What were you learning?
- Show me a piece of work that you are really proud of. Why?
- Do you know how to improve your work? Do you have the opportunity to improve your work?
- Can you show me somewhere that you have up-levelled your work.
- What do you think about your Maths/English homework?
- What do you think the school could do to make Maths / English more enjoyable/interesting for you?
- Which aspect of Maths/English do you find challenging/difficult?
- What do you think about Worship in the school? How do you think it could be made more interesting for you?

4. Learning environment

4.1 Setting the tone

The teacher will set the tone for the morning and afternoon sessions by taking the register.

4.2 Seating arrangements

The teacher will consciously decide upon and plan the seating arrangements for pupils in order to maximise educational attainment. Arrangements will be changed to suit different activities and to allow students to work independently. A seating plan should be available for those providing cover when the teacher is absent.

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4.3 The classroom

It is imperative that the learning environment maximises opportunities to learn. Displays are changed on a termly basis and geared towards aiding learning, not providing distraction. Desks should be free from clutter and arranged in a manner providing suitable space for all. The room is well-ventilated and maintained at a suitable temperature.

5. Our Philosophy and Principals

5.1 Our Principals for Teaching and Learning

We will provide opportunities for our pupils to practice the key principles of our curriculum intent: to be **articulate, aspirational, curious** and **appreciative.**

These will be carefully considered when planning sequences of learning.

We will use Rosenshine's Principles of Instruction in our classroom practice:

- Begin a lesson with a short review of previous learning.
- Present new material in small steps, with pupil practice after each step.
- Limit the amount of material the pupils receive at one time.
- Give clear and detailed instructions and explanations.
- Ask a large number of questions and check the understanding of all pupils.
- Provide a high level of successful active practice for all pupils, with enough mistakes to show that they are being challenged
- Guide pupils as they begin to practice.
- Teachers model steps and think aloud to show pupils how to solve problems. (Provide scaffolds for difficult tasks.)
- Provide models for problem solving and worked examples.
- Ask pupils to explain what they have learned.
- Check pupil's responses / understanding in a variety of ways
- Provide systematic feedback and corrections
- Use more time to provide explanations
- Provide many examples
- Re-teach material when necessary
- Prepare pupils for independent practice (review & review)
- Monitor pupils through weekly/monthly reviews of learning

5.2 We reward and recognise achievement in the following ways:

- Praise more than criticise, using formal and informal approaches.
- The school formally rewards pupil in the following ways:
    - Dojo Points
    - Stickers
    - Pupil to show work to other staff
    - Super Star Certificates
    - Celebration Worship
    - Golden Book

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- Termly Shining Star Award
- Contact parents to praise individuals
- The school informally rewards pupils in the following ways:
  - Congratulating pupils privately or in class
  - Saying 'well done' to the whole class
  - Writing positive feedback on written work

5.3 School Rules

We are:

- Ready to learn
- Respectful
- Safe

5.4 The teacher will manage disruptive behaviour by:

- Using non-verbal cues such as raising eyebrows or frowning.
- Referring to the pupil by name.
- Verbal Comment
- Quietly speaking to the pupil while the rest of the class is engaged.
- Reminding the pupil of the sanctions that follow a poor choice.
- In exceptional circumstances, calling for support from another member of staff.
- Ensuring the school's Behaviour Policy is adhered to at all times.

5.5 To ensure that the quality of teaching is of the highest standard, we commit to ensuring that our teachers:

- Understand what excellent teaching is.
- Creatively plan and deliver lessons.
- Motivate pupils effectively.
- Enjoy and have a passion for teaching.
- Continue to learn and enhance their skills.
- Hold high expectations for all pupils.
- Understand how thinking and questioning develop learning.
- Are consummate professionals.
- Engage pupils of all abilities.
- Seek out and accept constructive feedback from peers, pupils and parents.
- Are given opportunities to lead.
- Involve parents and carers in their teaching.
- Understand and implement effective behaviour management strategies.

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6. Teaching strategies

The curriculum

6.1 Reception classes follow the EYFS profile. Years 1-6 follow the national curriculum.

6.2 The curriculum is balanced, with suitable proportions of time spent on statutory and non-statutory subjects. The curriculum is carefully timetabled, and content is suitable for the age and ability of the pupils. In addition, the curriculum is made accessible to all through differentiation and the provision of the necessary resources.

6.3 While teaching the national curriculum, wider aspects of learning, such as the development of social skills, self-esteem, mental health and well-being also form a significant part of pupils' education.

Planning and preparation

6.4 Lessons are clearly linked to the national curriculum. They are differentiated to clearly show how pupils of all abilities are catered for.

6.5 Lessons have clearly identified learning objectives and success criteria, showing continuity from one lesson to the next.

6.6 Lesson plans clearly show how teaching assistants are used to enhance learning. Each plan contains a list of resources to be used during the lesson and how these resources will complement teaching.

6.7 The school gives teachers adequate preparation, planning and assessment (PPA) time, as per the School Teachers' Pay and Conditions Document (STPCD).

Delivery

6.9 Lessons are delivered in a confident, lively style with good projection. Lessons are balanced, in terms of teacher and pupil-led activities, and cater for different learning styles. A range of lesson types are used including practical, visual, dramatic, investigative and group work.

Resources

6.10 Resources are prepared in advance and made readily available to pupils. They are accessible to all and appropriate for the learning objectives of the lesson. In addition, they cater to pupils' different learning styles. Resources and ideas are shared between teachers to facilitate good practice.

In-class support

6.11 TAs possess a good knowledge of the needs of individual pupils and are actively involved in the lesson to aid pupils' learning. In some circumstances, TAs are utilised on a one-to-one basis with a child in need of additional help.

Pupil involvement

6.12 Pupils are provided opportunities to follow-up teachers' marking and improve / upskill their work. Pupils are also allowed opportunities to mark their work (self-assessment), and that of their

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peers (peer-to-peer assessment). The learning objective of each lesson is explained at the start and displayed throughout.

High expectations

6.13 The school sets high expectations for all pupils, regardless of ability, circumstances or needs.

SEND

6.14 Pupils with SEND are treated as individuals. Every pupil is provided with the appropriate support. Pupils causing concern are discussed with the SENDCo, if necessary, additional professional support is provided. Teachers also discuss, informally, the needs of individual pupils, enabling all teachers to be aware of pupils requiring support.

6.15 In order to best meet the needs of our disadvantaged children and children with Special Educational Needs and Disabilities, we ensure that every child has their barriers to learning identified and discussed. Quality First Teaching is our main driver to try to close the gap and appropriate interventions are considered, planned and reviewed termly.

7. Assessment

Baseline assessment

7.1 Pupils joining the school will receive a baseline assessment when they start.

7.2 Strategies for baseline assessment include:

- Use of past national curriculum tests.
- Assessing pupil progress over the first six weeks that they are enrolled.
- Cognitive ability tests which test ability in verbal reasoning, non-verbal reasoning and quantitative reasoning, rather than national curriculum content.

7.3 Following the introduction of the Reception baseline assessment in 2020, the school will adopt an approved baseline scheme in line with the DfE's 'Assessment Framework: Reception Baseline

Formative assessment (assessment for learning)

7.4 Formative assessment creates a positive learning environment where pupils can see the steps necessary for their own success. It enables teachers to set appropriate work at the level necessary for pupils' continuing progress.

7.5 Formative assessment is a powerful way of raising pupils' achievement. It is based on the principle that pupils will improve most if they understand the aim of their learning, where they are in relation to this aim and how they can achieve the aim.

7.6 Formative assessments are used to:

- Identify pupils' strengths and gaps in their skills/knowledge.
- Identify the next steps for learning.
- Inform future planning.
- Enable appropriate strategies to be employed.
- Facilitate the setting of appropriate targets for the class, group and individual.

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- Track the pupil's rate of progress.
- Facilitate an evaluation of the effectiveness of teaching and learning.
- Inform future teaching and learning strategies.
- Identify individuals and groups for specific intervention support.

7.7 Formative assessment will not be punitive. It is used to guide teaching and learning and help pupils achieve their targets. It is not used to judge a teacher's performance.

7.8 Methods of formative assessment include the following:
- Question and answer sessions
- Hot seating
- Quizzes
- Self-assessment

Summative assessment (assessment of learning)

7.9 Summative assessment is important for:
- Accurate information regarding a pupil's attainment and progress.
- Informing both parents and teachers of a pupil's attainment and progress.

7.10 Summative assessments:
- Identify attainment through one-off tests at any given point in time.
- Record performance in a specific area on a specific date.
- Provide end of key stage test data against which the school will be judged.
- Ensure statutory assessments at the end of KS1 and KS2.
- Provide information about cohort areas of strength and weakness to build from in the future.
- Are used to determine a pupil's final grade.
- Are used to judge a teacher's performance.
- Are used to monitor the progress of individuals and groups of pupils.

7.11 Methods of summative assessment include:
- End of year exams.
- External examinations such as the national curriculum tests.

8 Reporting

8.1 Reporting to parents provides the opportunity for communication about their child's achievements, abilities and future targets. End of year reports are written so that they have a positive effect on pupils' attitudes, motivation and self-esteem.

8.2 We provide opportunities for parent consultation sessions so that parents can discuss how well their child has settled and are developing. In addition, we provide opportunities for a mid-year progress report and a final end-of-year report.

8.3 We provide parents with an end-of-year written report before the end of the Summer term, which includes the results of statutory tests and assessments, and gives information relating to progress and attainment

8.4 We give parents the opportunity to discuss their child's progress, by appointment.

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8.5 We will publish the following KS2 results on our school website:

- Average progress scores in reading, writing and maths
- Average 'scaled scores' in reading and maths
- Percentage of pupils who achieved the expected standard or above in reading, writing and maths
- Percentage of pupils who achieved a high level of attainment in reading, writing and maths

9.16 We will provide a link to our performance tables on our school website.

9.17 We also provide reports for pupils at the end of KS1 and KS2 which include the outcomes of national curriculum assessments.

Moderation

9.18 Regular moderation of levelling takes place each term to ensure consistency. Teachers meet in phase groups or in cross phase groups to analyse pupils' work against national curriculum or EYFS requirements. During the Summer term, teachers in Reception, Year 2 and Year 6 are involved in formal teacher assessments, as part of end of key stage assessments and LA moderation. Individual learning

10 Individual learning Plans ILPs – My Plan / My Plan+

10.1 ILPs are available for pupils who are not progressing as expected, to allow pupils to lead their own achievement.

10.2 ILPs are regularly reviewed to ensure that they are still effective.

EHC plans

10.3 Some young people with SEND may require additional support from professionals outside of the school setting. In these cases, the views of parents, psychologists and further specialists will be sought. Based on these views, and in collaboration with the pupil, an EHC plan will be sought. More information can be found in the school's SEND Policy.

Monitoring and reporting

This policy will be reviewed annually by the SLT.

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