

# Learning and Teaching Policy February 2023

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## Market Harborough Church of England Academy Teaching and Learning Policy

<b>This policy replaces</b>	Feb 2022
<b>Date policy approved by Governing Body</b>	March 2023
<b>Date of next review</b>	Feb 2025
<b>Reviewer</b>	SLT

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## Section One

### Our School's Vision and Mission Statements

At Market Harborough Church of England Academy, the whole staff work together to maintain a common philosophy and approach throughout the school. This Teaching and Learning Policy reflects **our aims, our golden threads and our values. These form the beating heart of our school and are central to all we aspire to be and do.**

Staff, pupils and governors regularly review our vision and aims. The statements confirm the continuing commitment Market Harborough Church of England Academy has to its children and staff.

### School Mission Statement

Our mission statements 'All Growing together in God's love' reflects the bottom line in our organisation. We are all growing and we grow best in an environment where we feel important and are valued for who we are

**Growing** – All flourishing and developing academically and socially

**Together** - teamwork

**God** – having a Christian Ethos

**Love** – showing kindness, friendship, and support for one and other.

### Our school is a place where we are all:

- Successful, engaged learners who are knowledgeable, skilled, enjoy learning, make strong progress and achieve
- Confident, articulate individuals who can lead safe, healthy and hopeful lives
- Responsible citizens who are a hope for humanity at a local, national and global level.
- Respectful of ourselves and others; developing an understanding of different cultures, faiths, and the richness of the world we live in.
- Strong stewards of our earth, recognising the interdependence of our world and its future sustainability.
- Outward facing; keen to serve our community; exemplifying 'love our neighbour'.
- Aspiring to 'live life in all its fullness' [John 10:10], knowing who we are and knowing our own self-worth
- Inclusive; welcoming and cherishing everyone.
- Aspiring to the very highest expectations of ourselves and others, demonstrating the very best standards of conduct, moral purpose and integrity.
- Working in unity with parents/carers, our parish and our wider community, walking in the ways of Christ, knowing that together we are stronger and achieve more.

**We will seek to accomplish these aims by:**

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- Weaving our golden threads [ **Hope for Humanity, Stewards of the Earth, A Community of Learners and Passionate Readers, Confident Communicators**] and our values [**Service and Relationships, Generosity and Thankfulness, Forgiveness and Compassion, Hope and Trust, Courage and Perseverance, Respect and Dignity**] through the heart of our curriculum.
- Putting the Christian message of love and respect at the heart of all we do
- Providing a rich and exciting curriculum, both within and beyond the classroom which builds broad as well as subject specific knowledge, skills and learning behaviours over time
- Being a research engaged learning community providing structures which enable collaboration both within and beyond the school.
- Developing effective and high quality professional development opportunities within a learning culture which maximises opportunities for teachers to learn from each other and provides support as well as challenge.
- Relentlessly focusing on developing high quality learning experiences, promoting expert teaching and robust assessment strategies which ensure pupils make strong progress.
- Celebrating our own achievements and the achievements of others, recognising our own unique qualities and talents.
- Providing a nurturing and caring environment for all.
- Looking to Jesus as an example of leadership to emulate –supporting and challenging our community to be the best they can be. Holding each other to account and ensuring that breaking down barriers of disadvantaged is our guiding principle.
- Developing reflective leadership, using robust self-evaluation systems to consider the impact of our actions and carefully consider next steps.
- Developing children as autonomous learners and leaders.
- Relentlessly focus on developing our partnership with parents/carers, the wider community, the church and other schools.

This policy should be read in conjunction with the following policies:

- Special Educational Needs and Inclusion Policy
- Learn AT Ripple Policy
- Learn AT Lesson Study Policy
- Homework Policy
- Assessment and Feedback policy
- EYFS Policy
- Handwriting Policy
- English Policy
- Maths Policy
- Curriculum Policy
- PE [including Health and Safety] Policy
- Learn AT Curriculum Pedagogy Policy

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## **Section Two**

### **Rationale to our approach to effective professional learning to secure high quality teaching.**

High quality teaching is integral to authentic school quality. **School improvement strategies which prioritise the development of high-quality and research-informed teaching may secure exceptional learning outcomes for pupils (Rivkin et al, 2005).**

Coe et al suggest that there are six components of effective teaching:

- Pedagogical Content Knowledge
- Quality of Instruction
- Classroom Climate
- Classroom Management
- Teacher Beliefs
- Professional Behaviours

Dylan Wiliam has said, 'Teaching is such a complex craft that one lifetime is not enough to master it, but by rigorously focusing on practice, teachers can continue to improve throughout their career.'

Within our school, we ensure that all professional learning is:

- collaborative
- situated in practice.
- research evidence-informed
- supported by specialist expertise.
- inquiry-oriented
- focused on aspirations for students.
- sustained over time.

(Opfer, Pedder, 2011; Cordingley, Bell 2012; Higgins et al 2014)

### **Research engaged professional learning.**

Professional learning will be provided for teachers in the following ways:

#### **Collaborative Lesson Research (Lesson Study)**

Teachers have the opportunity to participate in specialist supported and facilitated Collaborative Lesson Research during school time. This professional learning is supported at trust level, where appropriate, by subject specialists and the provision of research articles and research-informed, authoritative guidance and resources. Where possible, this provision could include Teaching Assistants.

In Learn-AT, the characteristics of effective Collaborative Lesson Research (Lesson Study) as defined by Takahashi (2016), will be integrated into its implementation in schools:

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- Participants engage in lesson study to build expertise and learn something new
  - It is part of a highly structured, school-wide process
  - It includes significant time spent on engaging with and understanding new research evidence informed information, with support from a knowledgeable other or study of materials for teaching' Takahashi and McDougal 2017)
  - It is done over several weeks rather than a few hours •
- Knowledgeable others contribute insights during the post-lesson discussion and during planning as well.

We define collaborative lesson research (CLR) as having the following components:

- (1) Clear research purpose
- (2) Kyouzai Kenkyuu (a period of engagement with CPD, study and/or relevant research literature)
- (3) A written research proposal
- (4) A live research lesson and discussion
- (5) Knowledgeable others (CPD facilitators and subject specialists)
- (6) Sharing of results (Takashi, McDougal 2016; Seleznyov 2018)

## Incremental coaching

Incremental coaching is a form of targeted coaching which aims to support teachers in developing their teaching skills. The individual professional learning needs of teachers is met through the provision of instructional coaching sessions (plus feedback). Frequency might be weekly or fortnightly or as appropriate to the individual colleague's needs. The Trust provides support for the development of coaching expertise and the provision of effective and developmental feedback for all coaches.



Further professional learning opportunities [trust and school]

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Professional learning is further supported at regular Professional Learning Collaborative staff meetings and collaborative network meetings [both within the school, trust and external opportunities]. Expert colleagues, research articles and research-informed, authoritative guidance and resources are used to promote further learning opportunities. This provision extends to support staff in school where appropriate.

Teachers are invited to regular pupil progress meeting where there is opportunity to engage in dialogue relating to individual pupil progress.

The annual performance management cycle which is in place for staff enables individual to reflect on their own personal learning and ways the school can support staff.

## **Post-Graduate and Professional Study**

Opportunities for post-graduate and master's level study will be accessible to those teachers and leaders who would benefit from developing expertise in educational research and inquiry in other disciplines.

## **Section Three**

### **Roles and Responsibilities**

#### **The Role of the Senior Leadership Team**

Our SLT are responsible for ensuring good opportunities for CPD across the school and monitoring the effectiveness of the planning, teaching and assessment in order to maintain high standards of quality first teaching through a cycle of:

- strategically evaluating provision and creating aspirational improvement plans which develop high quality teaching in all areas.
- Improving teaching through incremental coaching.
- leading lesson study.
- developing a culture of research engaged practice and using staff professional learning time to cascade information.
- conducting planning and book scrutiny.
- learning walks.
- leading pupil progress meetings.

#### **The role of teachers**

Our teachers are responsible for:

- developing their own professional knowledge and encouraging them to reflect on the learning and progress being made in the classroom.
- providing a challenging and stimulating curriculum designed to encourage all children to reach the highest standard of achievement.
- recognising and responding to the needs of each individual child to ensure each child makes the best possible progress;
- ensuring that learning is progressive and continuous.
- being good role models, punctual, well prepared, and organised.
- work collaboratively with all involved in education to develop a shared philosophy and commonality of practice.

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- use a range of teaching techniques as identified within the Practice and Pedagogy Rubric;
- ensuring the school Assessment and Feedback Policy is fully implemented.
- following the agreed school policies and schemes of work.
- taking responsibility for a curriculum area (excluding temporary or first year qualified teachers).
- sharing responsibility for their own professional development, in order to extend their understanding of current initiatives.
- build successful partnerships with all the groups that form the school community.

## **The role of Learning Support Assistants [LSAs]**

Our LSAs are responsible for:

- developing their own professional knowledge and encouraging them to reflect on the learning and progress being made in the classroom;
- Supporting with a challenging and stimulating curriculum designed to encourage all children to reach the highest standard of achievement;
- recognising and responding to the needs of each individual child to ensure each child makes the best possible progress.
- Supporting groups of children (talking, questioning, modelling, reinforcing classwork, engaging in practical art, craft or technology activities);
- being good role models, punctual, well prepared, and organised.
- providing clear information on school procedures and pupil progress.
- working collaboratively with all involved in education to develop a shared philosophy and commonality of practice;
- attending relevant courses and training for their post.
- leading intervention groups to support literacy and numeracy skills.
- working with children who have Additional Support plans to support a particular target area.
- contributing to 'in the moment' marking and providing feedback to both children and teachers.

## **The role of governors**

Our governors support, monitor and review the school's approach to teaching and learning. They:

- hold the school to account on the quality of teaching and learning for all pupils.
- monitor the use of appropriate teaching strategies and efficient allocation of resources.
- ensure that the school buildings and premises are used optimally to support teaching and learning.
- seek to ensure that our staff development and our performance management both promote good-quality learning opportunities.
- monitor the effectiveness of the school's teaching and learning approaches through the school's self-review processes, which include reports from subject leaders, the headteacher's report to governors, and a review of the in-service training sessions attended by staff;
- contributing annually to the School Development Plan.

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- taking responsibility for developing expertise and building links with particular curriculum and/or management areas.
- fostering positive relationships with parents and the wider school community.

## **The role of parents and carers**

We believe that parents and carers have a fundamental role to play in helping children to learn. Teachers work collaboratively by:

- holding parents' evenings to explain our school strategies for teaching and their child's progress.
- sharing information, which outlines the topics that the children will be studying during that term at school;
- providing reports in which show attitude, effort and current attainment, in order to work with parents in a timely manner on the next steps;
- sharing expectations of the children's home learning, for example, regular shared reading.

In addition, we provide bespoke support for parents as and when necessary.

We believe that parents and carers have the responsibility to support their children and the school. We would therefore like parents and carers to:

- ensure that their child has the best attendance record possible.
- ensure that their child is equipped for school with the correct uniform and PE kit.
- do their best to keep their child healthy and fit to attend school;
- inform school if there are matters outside of school that are likely to affect a child's performance or behaviour;
- promote a positive attitude towards school and learning in general.

## **The role of pupils**

Children are active in their own learning by:

- being polite and helpful, and treating others as they would want to be treated.
- working hard and always doing their best.
- listening carefully and respecting the opinions of others.
- respecting their own and school equipment and the school building.

## **Section 4**

### **Practice and Pedagogy Rubric**

The aim of this document is to provide some common language that enables the SLT and staff to 'grow' common beliefs about what good teaching looks like. This rubric is used to inform coaching sessions and learning walks across the school.

<b>Practice and Pedagogy Rubric</b>
<b>Why? What has informed this rubric?</b> Rosenshine's Principles D Willingham -cognitive science. Memory is the residue of thought, Power of stories, understanding is



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remembering. Deep knowledge is the goal but shallow knowledge comes first, the power of practice.  
Shimamura's MARGE model – especially the importance of being able to **relate** new information to what is already known. Children need to self- **generate** knowledge and reframe in own terms.

D William on formative assessment [5 ideas]

R Bergers – Ethic of Excellence – models, multiple drafts, critique, make work public

## Behaviour and Relationships

1. Promote interactions and relationship based on mutual respect, empathy, kindness between staff and pupils and pupils and pupils.
2. Promote learner motivation through empowering, developing feelings of competence and autonomy for all pupils.
3. A climate of high expectations is communicated in all we do– high challenge and high trust.
4. Schoolwide agreed routines are in place, executed with speed and efficiency [due to routines being practised until embedded]. Productivity is maximised and minimum time wasted.
5. Schoolwide and class agreed choices and consequences system in place and used consistently. Pupils talk confidently about schools' values and golden threads.
6. Excellent communication means that parents and the community see themselves as partners in learning.

## Curriculum Planning

1. Have a deep and fluent knowledge and flexible knowledge of the content you are teaching.
2. Have a knowledge of common pupil strategies, misconceptions, sticking points in relation to content you are teaching.
3. The curriculum is knowledge rich and knowledge is being taught in line with curriculum requirements of each subject.
4. Plan for reading [teach vocabulary necessary to support this]
5. Concepts are being taught in small steps, relating to previous learning to build knowledge.
6. The highest expectation of the standards students will reach by:
  - Expecting sophistication and precision.
  - selecting demanding options.
  - eliminating low level tasks.

## Structuring Learning

1. Each lesson will have a clear learning objective/question and success criteria which matches the activities completed
2. Expectations are consistently high for all learners and the expectation is learning will be challenging.
3. Giving students an appropriate sequence of learning tasks; signalling learning objectives, overview, key ideas, and stages of progress
4. Matching tasks to learners' needs and readiness; scaffolding and supporting to make tasks accessible to all, but gradually removing them so that all students succeed at the required level
5. There may be different levels of scaffolding for different children.
6. **Ensure the use of effective teaching approaches and additional adults e.g.,** mastery teaching approaches, effective use of small groups for correction, targeted pre-teach, corrective teaching and interventions.

## Explaining Learning [including modelling and scaffolding]

1. Presenting and communicating new ideas clearly, with concise, appropriate, engaging explanations,

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engaging in live modelling where appropriate.

2. Teacher demonstrates narration of thinking to support with metacognition.
3. New vocabulary is deliberately and explicitly taught.
4. Ensuring children understand how their learning relates to the bigger picture (and re-activating/checking prior knowledge)
5. Using examples (and non-examples) appropriately to help learners understand and build connections. Teacher sets the standard - show what excellence looks like /average looks like/deconstruct examples and create success criteria.
6. High quality modelling/ demonstrating new learning with appropriate scaffolding and challenge; using worked/part-worked examples. Pupils are provided with worked examples [novice learners], gradually fading out support to independent work.

## Questioning

1. Using questions and dialogue as an embedded feature of teaching, to promote elaboration and connected, flexible thinking among learners (e.g., 'Why?', 'Compare', etc.) -no hands up, think, pair share, show me boards,
2. Using questions to elicit student thinking, getting responses from all students.
3. Systematically checking for understanding [asks at least 3 pupils what they have understood.
4. Build on strategies above by asking further probing questions – probe further-ask other pupils to join in. Check others understanding -What did you understand from x's response
5. Identification and explicit reteaching on misconception. Support to embed the change.
6. Teacher asks process questions -focusing on questions such as how we know or how we worked it out. Teacher models and rehearses dialogue around these questions.
7. Kagan structures are well used to support co-operative learning. This ensures that pupils are held accountable for their contribution, students participate equally and many pupils engage at once.

## Feedback

1. Ensuring that task and activities are designed to elicit evidence of learning to support feedback
2. Responding appropriately to feedback from students about their thinking/knowledge and understanding.
3. Provide pupils with actionable feedback which moves learning forward e.g., redraft, redo, repeat specific aspects of learning to improve fluency, revisits and respond to more questions, re-learn where there are gaps and re-test.
4. Provide feedback that is positive and specific and matched to the student
5. Systems are in place for pupils to develop the tools to be able to generate their own feedback – modelling through mini-plenaries [think S Clarke models]
6. Provide whole class feedback -read all work-note strengths/areas for improvement -give feedback to class and improvement time

## Practice and Retrieval

1. Teachers give pupils tasks which embed and reinforce learning, practising until they are fluent [reclaiming knowledge with minimal effort and a degree of automaticity]
2. In practising, teachers help children link concrete examples with abstract ideas.
3. Teacher guides the early stages of practice for the new learning -systematically checked for errors and next steps taken.

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4. Teachers provide opportunities for independent practice.
5. Teachers build in time to review and revise previously taught material in a **coherent way e.g.** use quizzes to check pupils understanding of knowledge, using pupils to engage in peers support retrieval
6. Revision and review are planned daily, weekly and monthly in a systematic way for **all learning**.
7. **In all cases, feedback and outcomes of practice and retrieval are used to support further learning. Where necessary, gaps and errors are addressed and retaught.**

## Activating Independence

1. Teachers help pupils to plan, regulate and monitor their own learning, moving from structured to more independent learning as they develop expertise and knowledge.
2. Teachers present activities and interactions that activate pupil thinking and enable relating of new concepts/knowledge to their existing schema.

## Pupil Progress

1. Pupils are making good and accelerated progress with no significant gaps between groups of pupils [including SEND] or subjects.
2. Curriculum planning demonstrates high levels of ambition relating to pupil progress.
3. Pupils across the cohort demonstrate good subject knowledge and skills- learning and remembering more. Consistent evidence of misconceptions of learning informing planning and pupils learning as a result.
4. Pupils' books across all subjects and pupils' groups are exemplary. Pupils' response to feedback and work in books show progress over time.

## Contribution to Culture

1. Strong relationships with others where positive behaviours are modelled continuously.
2. Teaching flourishes because of an established climate of reflection and improvement which improves the practice of self and others.
3. Systematic engagement in research and a desire to engage in CPD.
4. Strong recognition that our work focuses on improving outcomes for children in our locality.

**Using Rosenshine Principles to support high quality teaching.**

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Teaching plan using <u>Rosenshine</u>		
Lesson Order	Content	Purpose
<b>Finding out</b> 1. Daily Review	Prior knowledge questions	Info for teacher and retrieval practice
<b>The teaching</b> 2. New materials in small steps 3. Ask questions 4. Provide models 8. Scaffolds	Step by step, used worked examples, think aloud, co-constructed success criteria, lots of questions	Eases cognitive load and checks understanding
<b>Children practise</b> 5. Guide student practise 9. Independent practise	They use SC, worked examples, peer explanations	Mastery and over-learning for automatic retrieval
<b>On the move feedback</b> 6. Check student progress	Checking, correcting, reteaching	Check all pupils for mastery
<b>Regular retrieval practice</b> 10. Weekly and monthly review	Frequent quizzes, this week, last week, last month	Embeds learned material into long term memory

## Special Educational Needs

This policy should be read alongside our SEND and Inclusion Policy. IN addition, we ensure that we use the principles outlined in Education Endowment Foundation report into SEND support in the mainstream school to guide our practice and strategies we use to support pupils our school.

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1

Create a positive and supportive environment for all pupils, without exception



- An inclusive school removes barriers to learning and participation, provides an education that is appropriate to pupils' needs, and promotes high standards and the fulfilment of potential for all pupils. Schools should:
- promote positive relationships, active engagement, and wellbeing for all pupils;
- ensure all pupils can access the best possible teaching; and
- adopt a positive and proactive approach to behaviour, as described in the EEF's Improving Behaviour in Schools guidance report.

2

Build an ongoing, holistic understanding of your pupils and their needs



- Schools should aim to understand individual pupil's learning needs using the graduated approach of the 'assess, plan, do, review' approach.
- Assessment should be regular and purposeful rather than a one-off event, and should seek input from parents and carers as well as the pupil themselves and specialist professionals.
- Teachers need to feel empowered and trusted to use the information they collect to make a decision about the next steps for teaching that child.

3

Ensure all pupils have access to high quality teaching



- To a great extent, good teaching for pupils with SEND is good teaching for all.
- Searching for a 'magic bullet' can distract teachers from the powerful strategies they often already possess.
- The research suggests a group of teaching strategies that teachers should consider emphasising for pupils with SEND. Teachers should develop a repertoire of these strategies they can use flexibly in response to the needs of all pupils.
  - flexible grouping;
  - cognitive and metacognitive strategies;
  - explicit instruction;
  - using technology to support pupils with SEND; and
  - scaffolding.

4

Complement high quality teaching with carefully selected small-group and one-to-one interventions



- Small-group and one-to-one interventions can be a powerful tool but must be used carefully. Ineffective use of interventions can create a barrier to the inclusion of pupils with SEND.
- High quality teaching should reduce the need for extra support, but it is likely that some pupils will require high quality, structured, targeted interventions to make progress.
- The intensity of intervention (from universal to targeted to specialist) should increase with need.
- Interventions should be carefully targeted through identification and assessment of need.
- Interventions should be applied using the principles of effective implementation described in the EEF's guidance report [Putting Evidence to Work: A School's Guide to Implementation](#).

Report published 20th March 2020

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## SPECIAL EDUCATIONAL NEEDS IN MAINSTREAM SCHOOLS

### High-quality teaching for pupils with SEND

The evidence review for this guidance report found strong evidence that improving high quality teaching for all pupils will improve outcomes for pupils with SEND. Teachers should develop a repertoire of these strategies they can use flexibly in response to individual needs and use them as the starting point for classroom teaching for all pupils, including those with SEND.

*"The importance of good quality teaching cannot be under-estimated. Practice is clear that schools should regularly check that high quality teaching for individual pupils, is the first step in responding to pupils' needs. Additional intervention and support cannot compensate for poor teaching."*

Rachel Rossiter, Assistant Headteacher



This resource supports the [Special Educational Needs in Mainstream Schools](#) guidance report

## Assessment and Feedback

This policy should be read in conjunction with our assessment and feedback policy. Teachers will make sure that: The information gathered from formative and summative assessments are used to secure pupils' progress in planning

Daily informal assessments are used to monitor progress, identify gaps in learning, and plan subsequent lessons.

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The Assessment and Feedback Policy is being fully implemented and responsive teaching is embedded across the school.

Agreed assessment records are kept up to date including:

- Pupil progress meeting notes
- Daily assessment records
- End of unit maths assessments
- English hot write data, no more marking reports and writing criteria checklists for each year group
- Question analysis from PIRA, PUMA, practise SATs and GAPS tests
- Any additional data analysis with a focus on gaps in learning

## **Providing feedback that moves learning forwards.**

Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation (EEF).

The EEF research shows that effective feedback should:

- recognise, encourage, and reward children's effort and achievement and celebrate success,
- redirect or refocus either the teacher's or the learner's actions to achieve a goal,
- be specific, accurate and clear,
- indicate how a piece of work could be corrected or improved against assessment criteria,
- help pupils develop an awareness of the standards they aim to achieve,
- provide additional support/more challenging work and to identify the nature of the support/challenges required.