

Market Harborough Church of England Academy



Teaching and Learning Policy

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| This policy replaces | No previous policy |
| Date policy approved by Governing Body | Feb 2019 |
| Date of next review | February 2022 |
| Reviewer | Staff |

Learning and Teaching Policy February 2019

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 classroom practice, values and the ways in which we have purposefully integrated our curriculum into our unique ethos. We value teamwork, shared ownership and the roles and responsibilities of the individual.

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.

This policy should be read in conjunction with our subject policies.

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

In our school with God's help we:

- Respect ourselves, value others and our environment and show compassion in all we do
- Build strong relationships based on good manners, trust, generosity and forgiveness
- Follow instructions and always try our hardest even when we find things difficult
- Think carefully about the choices we make and try to be wise and courageous
- Count our blessings and be grateful for the good things in our world and trust that as each day closes, we have been a better person than we were the day before

Our school aims form the foundations of all we do in our school and all we aspire to achieve:

We want all our children and our staff to be

- successful, engaged learners who grow in knowledge and skills.
- Confident individuals who lead safe, happy and healthy lives, living life in all its fullness
- Caring towards our wider community; working together to serve the common good.
- Welcoming and cherishing towards everyone

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Roles and Responsibilities

The role of teachers and Learning Support Assistants [LSAs]

In the classroom, teachers and LSAs will:

- provide a challenging and stimulating curriculum designed to encourage all children to reach the highest standard of achievement;
- recognise and be aware of the needs of each individual child;
- ensure that learning is progressive and continuous;
- be good role models, punctual, well prepared and organised;
- provide clear information on school procedures and pupil progress;
- work collaboratively with all involved in education to develop a shared philosophy and commonality of practice.

Professional Learning Opportunities

Our staff are responsible for developing their own professional knowledge and encouraged to reflect on the learning and progress being made in the classroom. In particular, they take part in:

- Lesson Study programs (see appendix one)
- take part in incremental coaching sessions (see appendix two)
- respond to feedback from learning walks
- attend Professional Learning Collaborative staff meetings
- reading and sharing up-to-date research
- half-termly pupil progress meeting
- annual performance management reviews.

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:

- observations through incremental coaching
- leading lesson study
- developing a culture of research engaged practice
- conducting planning and book scrutiny
- learning walks
- leading pupil progress meetings

The role of governors

Our governors support, monitor and review the school's approach to teaching and learning. In particular, 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;

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- 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.

The role of parents and carers

We believe that parents and carers have a fundamental role to play in helping children to learn. We do all we can to inform parents and carers about what and how their children are learning by:

- holding parents' evenings to explain our school strategies for teaching and their child's progress
- sending information to parents and carers, at the start of each term, which outlines the topics that the children will be studying during that term at school
- sending parents and carers reports in which we explain the progress made by each child, and indicate how the child can improve further
- explaining to parents and carers how they can support their children with homework, and suggesting, for example, regular shared reading with very young children, and support for older children.

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 in implementing school policies. 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;

Planning

Children learn best through a well-planned vibrant curriculum that provides opportunities for working both cooperatively and independently.

Planning will take into account the following requirements:

- Each lesson will have a clear learning objective and success criteria which matches the activities completed
- Key questions will be included in the learning and teaching opportunities to promote thinking and learning
- Questions and activities will reflect the needs of all children
- Teachers will ensure that their time will be used to support learning e.g. to work with a target group on focussed teaching

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- Time given in lessons for children to reflect on their own learning (allowing for corrections and editing to improve their work)
- Plans will be annotated to reflect the learning that took place
- Time will be allocated to reflect, evaluate and amend planning at the end of each day, as necessary.

Teaching and Learning

Children learn best when they are inspired, motivated and challenged. In lessons the teachers will ensure that:

- The pace of learning is appropriate to ensure that at least good progress is made resulting in high quality outcomes.
- The staff have the highest expectations of all children.
- As far as is possible, a mastery approach to the curriculum is consistently used by all staff.
- Children enjoy their learning and have opportunities to work collaboratively on projects
- Children have the opportunity to work independently and with teacher support
- Children are able to articulate their learning
- Children take pride in their work
- Support and scaffolds are put in place to help learners who require additional support and challenge is present to stretch higher attaining children, as necessary.

See Practice and Pedagogy Rubric for further information [Appendix 3]

Assessment

Children learn best and will take responsibility for their own learning when teachers have an insight into what they understand and use this to plan further learning while providing helpful feedback. Teachers will make sure that:

- The information gathered from formative and summative assessments are used to secure pupils progress in planning.
- Daily assessments are used to monitor progress, identify gaps in learning, and plan subsequent lessons.
- The Marking Policy is being fully implemented with pupils receiving regular feedback, both orally and through accurate marking, and children are given the opportunity to respond to the feedback
- Agreed assessment records are kept up to date including:
 - Pupil progress meeting notes
 - Daily assessment sheets
 - Maths small steps assessments
 - English cold and hot write data and no more marking reports
 - Question analysis from PIRA, PUMA and GAPs tests
 - Any additional data analysis with a focus on gaps in learning

Monitoring and review

We are aware of the need to monitor the school's teaching and learning policy, and to review it regularly, so that we can take account of new initiatives and research, changes in the curriculum, developments in technology or changes to the physical environment of the school. We will therefore review this policy every two years or earlier if necessary.

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Appendix One Lesson Study

Market Harborough Church of England Academy follows a program of Lesson study cycles throughout the year to ensure we are up to date with current research and best practice and that it is suitable for the context of the children at our school.

The process involves:

- Discussion on area that requires improvement
- Research with a small group of teacher participants
- Jointly planned lessons to address improvement / change decided
- Post lesson discussions
- Whole school amendment – where applicable

Appendix Two Incremental Coaching

Market Harborough Church of England Academy follows a program of incremental coaching to ensure high standards of quality first teaching throughout the school. The process involves an element of classroom observations, followed by a post lesson discussion on the strengths and areas to improve. The discussions involve small sections focussing on specific conversations, questions, responses that may have happened in the lesson. Improvement targets are agreed with actions and timescales attached. These areas are then logged for monitoring purposes and reviewed on a fortnightly basis.

Appendix Three

| Practice and Pedagogy Rubric | | | |
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| | Emerging | Developing | Highly Accomplished |
| Learning Environment | Organised, neat and purposeful Reading area Working walls in place Resources labelled | Stimulating High expectations evident from quality of learning on display Good organisation of resources to support learning Children using the scaffolds and prompts to support learning. | Aspirational with models of excellence Multiple evidence of resources enhancing learning and promoting school values |
| Principles of Instruction | Lessons are typified by the following principles of instruction: <ul style="list-style-type: none">• Start with a review of previous learning | | |

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| | <ul style="list-style-type: none"> • Material is presented in small chunks to prevent cognitive overload. • Questioning is consistently used to check understanding. • Use of models • Practice is guided after new material is introduced –asking questions, checking for understanding, correcting errors. • Consistently checking for understanding. • Scaffold difficult tasks – adults, modelling, provide prompts, anticipate errors • Provide and monitor independent tasks. • Provide opportunities for retrieval practice of learning [weekly/monthly] | | |
| Behaviour for Learning Pupil engagement | <p>Relationship Policy displayed. Respectful relationships Good engagement and on task behaviour. Staff are quick to support children who have become off task. Talk partner are used. Learning is planned so lots of children are engaged lots of the time.</p> | <p>Relationship Policy and school values promoted and referred to. High levels of engagement by the vast majority of children. Children are collaborative learners and respond well to each other and adults. Talk partners are an embed and effective strategy Opportunities for high level pupil engagement e.g. word waves, think time, no hands up accountable reading, writing are key features.</p> | <p>Relationship Policy and school values embedded in all aspects of the classroom. Excellent levels of engagement by all children throughout. High level of risk taking High level of collaboration in learning. Learning always ensures children that all pupils are consistently engaged and accountable for their learning.</p> |
| Expectations across curriculum | <p>Planning is in line with age related expectations. Uses agreed school formats</p> | <p>Skills and knowledge developed in a rich context. Expectation matched to pupil needs and acceleration opportunities is built in for learners. Evidence of quality outcome in all books</p> | <p>High expectations across all subjects for all children. Evidence of pride in learning as displayed in staff and pupil attitudes and outcomes in books.</p> |
| Learning Objective and Success Criteria | <p>LO shared with the children and visible in books. LO is precise, linked to the days learning and not context driven Success criteria is shared with the children. The learning is driven by the LO and SC</p> | <p>Children are clear about LO and what it means for the specific lesson. Learning Journey visible in classroom and referred back to – revising the big picture. Children clear what it looks like to be successful and can articulate this.</p> | <p>Children very aware of what the LO means and how to achieve it. Success criteria has been co-constructed with the children and children have complete clarity of what success looks like. This information is used by them to achieve success and recognise their next steps in learning.</p> |
| Modelling | <p>Modelling is evident in lessons and planning.</p> | <p>Modelling is interactive and involves the children through good questioning Modelling from adults and children is a common feature of the lessons. Modelled work is referred to throughout the lesson and it has an impact on the learning.</p> | <p>Modelling consistently and accurately bridges gap between what is already known and next steps based on strong assessment. This accelerates progress. Evidence of a rich dialogue about the models. Modelling leads to enhanced independence as children use the models to support learning.</p> |
| Questioning for | Key / hinge questions are | Open ended questions | Questioning is used adaptively to |

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| understanding | evident in planning and lessons. Questions feed into next steps within and between lessons Teachers do not rely on hands up for responses to questions | Variety of question types / styles (6 levels of questioning) Purposeful questioning that challenges the pupils. Learning opportunities build on pupil responses to planned hinge questions. Hinge questions are timed effectively [throughout lesson] to support assessment for learning. | enhance the learning experience Children engage in purposeful talk for learning and thrive on challenge. Questioning consistently probes and deepens the learning experience. Questioning strategies are used equally well with all learner groups. |
| Feedback and Marking | Feedback follows school policy Feedback is built into the learning through in class adult marking, co-operative marking, self-marking. Feedback relates directly back to the LO Impact of feedback is visible in children's work Mini plenaries and dedicated feedback time {DIRT} used throughout the lesson | Feedback is effective and supports children in making good progress. Mini plenaries/DIRT are used effectively and consistently to develop learning within the lesson. Systems for enabling pupil to evaluate their own and others' learning are in place and are effective. | Children respond well to constructive feedback Feedback results in excellent progress Checking for understanding is fully embedded in learning. Pupils are fully involved in evaluating their own and others' learning to great effect Pupils are able to evaluate their work against modelled versions to a high standard. |
| Challenge and support in lessons | Scaffolding and support used to appropriately. Challenge meets the needs of the pupil Adults are deployed to support a range of pupils including more able. | All adults provide good value for money and ensure lessons flow well All adults are aware of next steps for learning and use this to support and challenge learners effectively. Children make good progress as a result of support and challenge. | Expectations are consistently high. Teaching by all adults systematically builds on prior skills and challenges all learner groups All Adults are able to model well and share high expectations. There is a shared responsibility that all pupils make progress |
| Adaption of teaching | Assessment information is used to inform planning next steps of class / groups / individuals on an in lesson, daily, weekly and half termly basis. | Assessment information is well used, supports the planning process and has a significant impact on the learning of the pupils. | As a result of high quality assessment throughout the child[ren] learning journey, the teacher plans appropriate learning experiences. All groups of learner make significantly accelerated progress. |