

Violet Way Academy Teaching & Learning Policy



Rationale.

Effective teaching and learning is key to achieving and securing our school's vision and values. This policy sets out the expectations we have of our team at Violet Way Academy. It explains how we design and deliver learning to ensure our children make progress. It also sets out the roles and responsibilities of different stakeholder groups.

Aims

This policy forms part of a whole school policy for learning and teaching. It has direct links with planning and assessment including the school's commitment to Assessment for Learning. Practice detailed in the policy is also instrumental in the achievement of the school's aims and values. This policy is linked most closely to the achievement of the following school aims:

Aims and values

This Policy relates directly to the following whole school aims and values that have been agreed by all stakeholders:

Violet Way Vision and Values

“REACH FOR THE STARS”

Our Aim:

- Total commitment to enabling every learner to reach their potential
- Inspirational and challenging experiences for every child in a personalised context
- Opportunities for children to develop their individual strengths and interests
- Fostering of positive attitudes, independence and enthusiasm for learning
- An emphasis on consideration for others, politeness and tolerance
- Recognition of the value of partnerships between home and the community
- Provisions of a stimulating, caring, safe and efficiently run environment in which to work and play

Definitions

Why have a teaching and learning policy?

Children will not make at least good progress in our school unless we secure communality and consistency around our practice. In Spring 2017 a coaching programme was introduced to facilitate opportunities for staff to share what they do. Beyond this hands on sharing, we have looked carefully at all of our policies, proforma and systems, and designed them to ensure learning is appropriately targeted, differentiated and assessed.

This policy recognises these systems, programmes and policies, and sets out to all staff our shared expectations.

Responsibilities

It is the responsibility of every member of staff to ensure this policy is understood and adopted. The policies and practices outlined should be embedded and part of daily school life.

The role of the Headteacher and senior leadership team:

- to ensure the policy is shared and discussed, and that its contents are followed.
- To identify training needs and facilitate professional development
- Plan a programme of coaching to facilitate opportunities for staff to share and explore learning and teaching strategies together

The role of Govenors;

- To agree and review the policy on a regular basis
- Challenge and question the HT/DHT and others to ensure the policy is implemented and impacts positively on learning and teaching.

Procedures and Practice

Planning: all planning is placed on the agreed proformas and an annotated copy is placed in each class's planning file (purple).

- Long Term Planning: LTP currently follows the NC2014 and is based around the themed curriculum. Long Term overviews are discussed and agreed with all staff. The themes enable an even distribution of coverage throughout the year based on an annual rolling programme. The curriculum leader is able to monitor the coverage and address gap analysis-informing subject leaders and class teachers of the gaps that need to be taught stand alone.
- Parent Planners/Curriculum Newsletters: these are written termly and act as a guide to help parents share the learning that is taking place in the classroom. They consist of bullet points and accessible information about 'learning experiences'.
- Medium term Planning: a medium term plan is written for every subject area and details the areas of the NC2014 that are to be covered and provides examples of the route learning will take and the differentiation that will be implemented to maximise learning.
- Short Term Plans: All short term planning is to be placed on agreed proformas and shows in more detail the content of each stage of learning. Differentiation and acknowledgement of how learning will be assessed are key to effective planning. Plans will describe where and how other adults will be deployed to maximize learning opportunities. Guided Learning, where appropriate, will also be described, and it will be clear how every learner will be challenged.

Effective Teaching & Learning

Relationships;

Staff will consistently;

- ✓ Use praise and encouragement to maximize relationships
- ✓ Model a desire to learn with children and plan exciting approaches and experiences
- ✓ Foster and nurture independence and enquiry (encourage children to ask 'why')

Professional understanding;

- ✓ Use a variety of teaching techniques to capture children's imagination and engage them
- ✓ Know when it is best to model and scaffold or when it is best to set the children a task and provide delayed teacher input
- ✓ Have a secure understanding of the curriculum and how it can be tailored to enrich learning and meet a range of needs
- ✓ Know the features of effective learning (see Ofsted's latest guidance through their evaluation schedule – the proforma used to evaluate all teaching and learning during learning walks)

Planning and differentiation

- ✓ Use agreed proformas and consult with subject leaders to design learning that will maximize achievement and attainment
- ✓ Use assessment data to guide each learning opportunity and target under achievement
- ✓ Share clear and appropriate TBQs (The Big Question) and STS (Steps To Success) that are written in child language. TBQ should begin with the words 'Can you ?'
- ✓ Share the learning journey before schemes of work and lessons so that the 'bigger picture' is available to the learner.
- ✓ Reflect and review on learning through planned plenaries and other assessment opportunities throughout the lesson and stage of learning.
- ✓ Have the confidence to be flexible and take risks
- ✓ Plan for challenges and extensions
- ✓ Ensure the pace of the lesson allows for sufficient 'take up' of ideas but also keeps learners engaged

Assessment for Learning;

‘Assessment for learning is the process of identifying what the learner has or has not achieved in order to plan the next steps in the teaching or learning. It involves using assessment in the classroom to raise pupils’ achievement and is based on the idea 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’

Key Features of effective assessment for learning	How does this manifest itself in the classroom? Key Indicators
Learning Objectives and Success Criteria	
<ul style="list-style-type: none"> • Is the teacher clear about ‘TBQ & STS’? • Does the teacher identify TBQ.’s across a series of lessons? • Does the teacher share with pupils the relationship between the specific lesson objectives, the wider learning objectives / curricular targets and the tasks/ activities they are set? • Is TBQ. shared with the pupils in a way they can understand? E.g. <i>Today’s Big Question is ...</i> • Is the success criteria that lie beneath TBQ shared or developed with the pupils? 	<ul style="list-style-type: none"> • Clearly written on plans. • Clearly accessible to pupils. • Activities match TBQ and allow it to be met. • Pupils understand what they are learning. • Curricular targets are discussed and displayed. • Weekly / unit outcomes of literacy/ numeracy planning are displayed. E.g. <i>This week we are learning to ... / The Big Question is ...</i> • A ‘process’ or ‘working wall’ is used to clarify the planning and learning process. • Pupils can rephrase and explain. • Language of ‘Steps To Success’ is familiar. • Steps to Success is regularly used by pupils • Steps to Success is written up in books, on sheets, on the ‘working wall’ – a visible prompt. • Pupils’ discussions are about TBQ and STS with peers and teacher.
Modelling, showing how . . .	
<ul style="list-style-type: none"> • Does the teacher show/ explain what ‘good’ work will be like – a modelled example is displayed • Are pupils clear about the expected standards and what they will need to do in order to reach them 	<ul style="list-style-type: none"> • Teacher regularly models expectations through IWB/ Flip charts, etc. • Teacher regularly shares and discusses examples of other pupils’ work. • Pupils articulate what they need to do to improve – specifically. • STS / ARE /STEPS are available and used e.g. displayed in classroom. • Pupils’ work is used and annotated to exemplify different standards.
Questioning	
<ul style="list-style-type: none"> • Does the teacher use questioning effectively, to find out what pupils know and understand; to promote further learning; to prompt thinking and reflection? 	<ul style="list-style-type: none"> • Teacher uses a range of lower and higher order questions to promote thinking, reasoning and understanding. • Teacher uses a variety of techniques which ensure maximum participation. • Pupils ask questions frequently of teacher and of

	<p>each other.</p> <ul style="list-style-type: none"> • Teacher asked .differentiated questions to specific pupils. • Teacher asks questions throughout lesson.
Feedback	
<ul style="list-style-type: none"> • Does the feedback (both oral and written from appropriate adults and peers) to the pupils, focus on TBQ? • Does the feedback make pupils aware of the achievements they have made in relation to TBQ? • Does the feedback provide an improvement prompt or 'closing the gap' prompt? • Do the pupils understand / use the feedback to improve their work? • Are the pupils given time to respond to feedback? • Is there evidence that pupils act upon the feedback to improve their work? 	<ul style="list-style-type: none"> • Written and oral feedback is understood by pupils and can be explained orally by them. • Pupils' rates of progress and improvement through their verbal responses and written work are clear. • The TBQ in subsequent lessons demonstrate that learning is moving on. • Pupils are motivated, on task and clear about their learning. • Pupils are able to 'help themselves' and are moving towards greater independence in their learning. • Visual prompts are used to support independent learning strategies.
Peer / self assessment	
<ul style="list-style-type: none"> • Are pupils involved in other ways in the assessment process, e.g. peer/ self assessment; negotiating, recording, monitoring their own progress through personal targets? 	<ul style="list-style-type: none"> • Pupils are given opportunities to discuss their work. • Pupils are regularly observed discussing steps to success and their work with peers. • Pupils are able to support each other and identify next steps. • Pupils actively and regularly engage in personal target setting and understand why they do it.
Plenary	
<ul style="list-style-type: none"> • Do teachers and pupils reflect on the extent to which TBQ/STS has been achieved, e.g. in the plenary, self/ peer assessment ? 	<ul style="list-style-type: none"> • Self assessment is a regular, frequent and familiar strategy used in the classroom. • Language of learning objective is revisited frequently during the lesson. • Plenary probes learning through quality questioning and pupil responses – it does not just repeat and explain the activity. • Next learning steps are discussed and/ or recorded.
Responding to assessment	
<ul style="list-style-type: none"> • Do teachers use what they find out from assessment to: inform their interventions in the midst of pupils' learning; adjust their planning? 	<ul style="list-style-type: none"> • Teachers intervene at timely intervals throughout lessons to ensure pupils remain focussed. • Teachers' planning shows clear differentiation and alterations. • Teachers' teaching shows clear change of direction when and where necessary. • Pupils are always clearly challenged by what they are learning. • Pupils engaged, motivated and interested.

The Learning Environment

- ✓ Ensure groups of children receive targeted teacher focus. Teachers avoid, except where necessary, circulating the room responding to questions.
- ✓ Use other adults effectively
- ✓ Use working walls as hooks to support learning with children independently accessing resources that can help them
- ✓ Use a multi sensory approach to learning – video clips, sound, outdoor learning, artefacts, ICT etc.
- ✓ Identify and use appropriate resources for lessons

Inclusion

Staff use Individual Education Plans/Learning Passports to tailor learning to specific needs. These are shared with learning support staff and monitored for impact. Lesson Plans identify how learning is differentiated and how adult support will be targeted.

Equal Opportunities

The governing body will comply with relevant legislation; race relations; sex discrimination; age discrimination; disability discrimination, religion or belief; equal pay; employment relations and the part-time workers and fixed term employee regulations. The governing body will promote equality in all aspects of school life, particularly as regards all decisions on advertising of post, appointing, promoting and paying staff, training and staff development.

Parental Involvement

Support of parents in the learning journey of children is central to securing good progress. Parent Planners are sent to families termly to help them access the learning experiences of their children. Termly assemblies also provide opportunities for families to engage with learning and find out what children are doing. Parent Evenings' provide opportunities to review progress and share achievement and attainment related to Age Related Expectations.

Monitoring and Evaluation

The Headteacher, senior leadership team and governors have planned a programme of monitoring to assess the impact of learning and teaching.

The quality of teaching and standards in writing are a key focus of school development.

Above all, staff are immersed in their teaching and love learning with children.