



# Fierté Multi Academy Trust

## 2018-19

### Policy on Teaching and Learning

At the heart of our Trust are both the UNICEF Rights Respecting values and articles and Learning Behaviours. Through these, we aim to put [children's rights](#) at the heart of our schools. We work together to embed children's rights in our ethos and culture; to improve well-being and develop every child's talents and abilities to their full potential. We aspire to give children a sense of pride and achievement in all that they undertake.

#### 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 Fierté Multi Academy Trust. 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:

**Safe, Positive Environment: Fierté Multi Academy Trust is a special place, where we feel safe and secure in a creative, interactive and stimulating environment.**

**Positive and Productive Relationships: At Fierté Multi Academy Trust we are a happy, caring, supportive family. We work together as a team to develop a community where we respect each other and celebrate achievements.**

**Teaching and Learning: Fierté Multi Academy Trust is an exciting, inspiring and enjoyable place to learn, where we develop a thirst for knowledge. We can all become successful, independent lifelong learners who take pride in all themselves, their work, their school and their community.**

#### Definitions

Why has a teaching and learning policy?

Children will not make good progress in our school unless we secure communality and consistency around our practice. In September 2015 a Pupil Leadership Team alongside a whole school 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 Governors;

- To agree and review the policy on a regular basis
- Challenge and question the HT 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 that are accessible through the learning platform (Staffroom → Planning Blank Proformas).

- Long Term Planning: LTP currently follows the National Curriculum. Teachers plan topics of work around a heading and build programmes of study for each subject area. These over arching topics and focus areas are given to the school curriculum leader.
- Parent Planners: 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 national curriculum 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, as it will be clear how every learner will be challenged.

### **Effective learning and teaching**

#### **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 L.O's (Learning Objectives) and SC (Success Criteria) that are written in child language. SC should begin with the words 'Can I .....?'

- ✓ 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
<b>Learning Objectives and Success Criteria</b>	
<ul style="list-style-type: none"> <li>• Is the teacher clear about 'L.O.'s and SC?</li> <li>• Does the teacher identify L.O.'s across a series of lessons?</li> <li>• 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?</li> <li>• Is L.O. shared with the pupils in a way they can understand? E.g. <i>Today's Big Question is ...</i></li> <li>• Is the success criteria that lie beneath L.O. shared or developed with the pupils?</li> </ul>	<ul style="list-style-type: none"> <li>• Clearly written on plans.</li> <li>• Clearly accessible to pupils.</li> <li>• Activities match LO and allow it to be met.</li> <li>• Pupils understand what they are learning.</li> <li>• Curricular targets are discussed and displayed.</li> <li>• Weekly / unit outcomes of literacy/ numeracy planning are displayed. E.g. <i>This week we are learning to ... / The Big Question is ...</i></li> <li>• A 'process' or 'working wall' is used to clarify the planning and learning process.</li> <li>• Pupils can rephrase and explain.</li> <li>• Language of 'success criteria' is familiar.</li> <li>• Success criteria is regularly used by pupils</li> <li>• Success Criteria are written up in books, on sheets, on the 'working wall' – a visible prompt.</li> <li>• Pupils' discussions are about LO and SC with peers and teacher.</li> </ul>
<b>Modelling, showing how ...</b>	
<ul style="list-style-type: none"> <li>• Does the teacher show/ explain what 'good' work will be like – a modelled example is displayed</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher regularly models expectations through IWB/ Flip charts, etc.</li> <li>• Teacher regularly shares and discusses</li> </ul>

<ul style="list-style-type: none"> <li>• Are pupils clear about the expected standards and what they will need to do in order to reach them</li> </ul>	<p>examples of other pupils' work.</p> <ul style="list-style-type: none"> <li>• Pupils articulate what they need to do to improve – specifically.</li> <li>• Success criteria / levels are available and used e.g. displayed in classroom.</li> <li>• Pupils' work is used and annotated to exemplify different standards.</li> </ul>
<p><b>Questioning</b></p>	
<ul style="list-style-type: none"> <li>• Does the teacher use questioning effectively, to find out what pupils know and understand; to promote further learning; to prompt thinking and reflection?</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher uses a range of lower and higher order questions to promote thinking, reasoning and understanding.</li> <li>• Teacher uses a variety of techniques which ensure maximum participation.</li> <li>• Pupils ask questions frequently of teacher and of each other.</li> <li>• Teacher asked differentiated questions to specific pupils.</li> <li>• Teacher asks questions throughout lesson.</li> </ul>
<p><b>Feedback</b></p>	
<ul style="list-style-type: none"> <li>• Does the feedback (both oral and written from appropriate adults and peers) to the pupils, focus on LO?</li> <li>• Does the feedback make pupils aware of the achievements they have made in relation to LO?</li> <li>• Does the feedback provide an improvement prompt or 'closing the gap' prompt?</li> <li>• Do the pupils understand / use the feedback to improve their work?</li> <li>• Are the pupils given time to respond to feedback?</li> <li>• Is there evidence that pupils act upon the feedback to improve their work?</li> </ul>	<ul style="list-style-type: none"> <li>• Written and oral feedback is understood by pupils and can be explained orally by them.</li> <li>• Pupils' rates of progress and improvement through their verbal responses and written work are clear.</li> <li>• The LO in subsequent lessons demonstrate that learning is moving on.</li> <li>• Pupils are motivated, on task and clear about their learning.</li> <li>• Pupils are able to 'help themselves' and are moving towards greater independence in their learning.</li> <li>• Visual prompts are used to support independent learning strategies.</li> </ul>
<p><b>Peer / self assessment</b></p>	
<ul style="list-style-type: none"> <li>• Are pupils involved in other ways in the assessment process, e.g. peer/ self assessment; negotiating, recording, monitoring their own progress through personal targets?</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils are given opportunities to discuss their work.</li> <li>• Pupils are regularly observed discussing steps to success and their work with peers.</li> <li>• Pupils are able to support each other and identify next steps.</li> <li>• Pupils actively and regularly engage in personal target setting and understand <b>why</b> they do it.</li> </ul>
<p><b>Plenary</b></p>	
<ul style="list-style-type: none"> <li>• Do teachers and pupils reflect on the extent to which LO has been achieved,</li> </ul>	<ul style="list-style-type: none"> <li>• Self assessment is a regular, frequent and familiar strategy used in the classroom.</li> </ul>

e.g. in the plenary, self/ peer assessment ?	<ul style="list-style-type: none"> <li>• Language of learning objective is revisited frequently during the lesson.</li> <li>• Plenary probes learning through quality questioning and pupil responses – it does not just repeat and explain the activity.</li> <li>• Next learning steps are discussed and/ or recorded.</li> </ul>
<b>Responding to assessment</b>	
<ul style="list-style-type: none"> <li>• Do teachers use what they find out from assessment to: inform their interventions in the midst of pupils' learning; adjust their planning?</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers intervene at timely intervals throughout lessons to ensure pupils remain focussed.</li> <li>• Teachers' planning shows clear differentiation and alterations.</li> <li>• Teachers' teaching shows clear change of direction when and where necessary.</li> <li>• Pupils are always clearly challenged by what they are learning.</li> <li>• Pupils engaged, motivated and interested.</li> </ul>

## 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 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 levels of achievement and attainment.

### **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.***

Adopted: September 2018

Review Date: September 2019