Frays Academy Trust
Teaching and Learning Policy

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Version History

Version	Author of the Document	Status and Purpose	Changes Overview
1	Executive Headteacher	Policy Creation	Policy created.
2 (July 2018)	Executive Headteacher	Policy Review & Update	Policy updated to reflect branding changes. No further amendments required

Approval

Signed by Chair	
Date of Approval/Adoption	
Date of Review	

Notes on Document

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Aims and Values

In the schools in the Trust, we aim to create a caring, secure and stimulating environment in which all children are enabled to develop intellectually, spiritually, socially, morally and physically to gain an understanding of the diverse cultural society in which they live. We believe that every child should have the opportunity to fulfill their potential in all aspects of life.

Our aim is for every child to leave our school with an awareness of Christian values, being able to succeed in a social environment, to be both literate and numerate and be equipped with relevant ICT skills. School should be a positive experience whereby children can take pride in their achievements and enjoy the educational experiences offered.

We have a clear model for effective teaching and learning which incorporates the elements below:
- A step-by-step progressive approach to the development of skills within each lesson, which will be planned over a sequence of lessons
- Modelling, scaffolding, practising and assessing
- Teaching pupils to become independent learners
- Success criteria based on the skills being developed in the lesson
- Passion and enthusiasm by teachers, other adults and pupils in the lesson
- A positive classroom ethos
- A clear purpose to a lesson or sequence of lessons
- Creative use of resources to enable pupils to make quick progress
- High expectations in every lesson that challenge and engage pupils
- Knowledge of every pupil in the class, their learning needs and how teaching and activities need to be differentiated for them
- Marking that helps pupils to improve their work and is reflective
- Strategic use of adults within the class throughout the lesson to support groups of learners to make quicker than expected progress
- A lesson that is well-balanced between pupil and teacher 'talk'
- Good subject knowledge by the teacher in enabling

Our whole school approach: consistency and high expectations

We believe that children learn best when there is consistency and continuity in our approach. We hold common expectations of our practice and through mutual challenge and support we ensure that it is of a consistently high quality.

We expect each teacher to take a full and determined responsibility for the progress of all of the pupils in their class. We expect teachers to have consistently high expectations of all pupils in all areas of their learning and school-life.

The purpose of our teaching and learning: pupil progress

We teach for progress. This means that we work to ensure that all pupils are improving skills, knowledge and understanding across all lessons and activities.

We recognise the need for consolidation and practice, but we are vigilant in our avoidance of tasks that involve unnecessary repetition or low levels of challenge.

Six core elements of our provision

1. Subject knowledge
We believe that children learn best when teachers are well-informed, knowledgeable and confident about what they are teaching. Our curriculum planning; our use of subject leaders; our CPD programme and our staffing patterns ensure that all learning is led by staff, with excellent subject knowledge.

2. Planning
Our planning is based on systematic and accurate assessment of our pupils' prior learning. We plan teaching strategies carefully, creatively and imaginatively, based on our knowledge of our pupils' needs. We choose, design and adapt tasks that will challenge all pupils, whatever the level at which they are working.

3. Interventions
We plan interventions that will support pupils and will move them on in their learning. These are determined by our accurate knowledge of pupils' previous learning and by our high expectations of their progress. We know the impact that we expect these interventions to have and we evaluate them with regard to the difference they have made to pupils' learning.

4. Homework
We recognise the importance of pupils learning at home. We believe it helps them to consolidate and extend school learning as well as helping to involve families.
Our homework policy outlines the arrangements that we make to plan regular and appropriate homework at each stage of our school. We evaluate the effectiveness of our homework by the impact that it is having on pupils' learning.

5. Assessment for Learning
We use a range of techniques to systematically check our pupils' understanding throughout each stage of the lesson. We anticipate the most likely areas of misunderstanding and we prepare planned interventions and support that will address these. However, we are also ready to adapt our approach spontaneously when we meet unexpected misconceptions or difficulties.

6. Marking and feedback
We have agreements about our approach to marking: its frequency; content and depth. We plan regular routines for pupils to respond to marking, so that it improves their learning.
We give ongoing oral feedback to individuals and to groups of pupils throughout lessons. Our feedback is more often positive than negative. It is sharply focused on the learning and aptitudes that we want to improve.
The purpose of all our feedback, in marking, in target-setting and orally, is to give pupils precise and motivating information about how well they are doing and what they should do next to improve.

Outcomes: basic skills, classroom climate, pupil attitudes

Basic skills
We recognise the centrality to learning of the core basic skills. We have organised our teaching programmes for reading, writing, communication and maths so that there are clear lines of progression; consistent teaching approaches; high expectations of pupils at every stage and a rigorous assessment of pupils' learning and progress.

We design our whole curriculum to afford every opportunity for pupils to apply and so consolidate these core basic skills. Our expectations of their cross-curricular work are as high as those we hold in subject-specific lessons.

We use time very carefully, minimising waste and taking every opportunity to practise and reinforce core basic skills.

Classroom climate
Through careful and imaginative planning; our high-quality teaching; good relationships and our high levels of teacher responsibility, we generate high levels of enthusiasm from our pupils. We expect pupils to be active participants in their learning and we structure routines and rewards to support them. We want our pupils to show commitment to their learning. We give positive feedback when we see examples of this and we take measured and thoughtful action when it is absent.

Pupil attitudes
We are developing the aptitudes of resilience, confidence and independence. We ensure that the tasks we choose give regular opportunities for pupils to develop these attitudes. We explain their importance to learning. We notice and comment positively when pupils demonstrate these and we model them in our own actions. We work with individual pupils to build these attitudes where they are lacking.

Quality of Teaching
Successful learning depends on high quality teaching. Outstanding teaching encompasses the following characteristics:

Teaching style
- The teaching is fast paced, exciting, dynamic and interesting. Time is used very well to support pupils in the learning.
- Teaching methods are very well matched to the content and to the learners - some may be original or innovative; for example, content closely linked to students' experiences or to interesting practical situations. Challenging tasks are based on accurate assessments of pupil's prior skills, knowledge and understanding.
- The teacher is not afraid to take risks, challenge and question the children and take them out of their comfort zone.
- The teacher develops students' basic and other cross-curricular skills, for example, Literacy, Numeracy, independent learning and PSHE.
- Teaching demonstrates high expectations for all pupils.

Preparation and classroom management
- Planning is exemplary; demonstrates clear progression and solid links to previous learning.
- Students have easy access to, and make use of, additional resources, which they use independently to support or enhance their learning.
- Planning takes account of groups of pupils who need to make accelerated progress in order to close the attainment gap.
- A range of excellent, stimulating resources are provided and used effectively. These cater for all types of learners (e.g. visual, auditory and kinaesthetic).
- The classroom is a lively and interesting place; it includes good displays of students' work (representing all abilities), things which give a subject specific flavour to the room, and annotated examples of levelled work used to support learning.

Pupil response and progress
- All students are challenged and make excellent progress, especially those at the ends of the ability range and those who lack confidence; some make exceptional progress; a lot of ground is covered in the lesson but under achievers are not left to continue under achieving.
- Planning draws on excellent subject knowledge, either by the teacher, year group partner or phase leader
- Teaching generates high levels of enthusiasm and commitment to learning; enjoyment pervades the classroom.
- All the students are involved in the lesson and all contribute in some form.
- All students know how to improve as a result of regular and constructive feedback; where appropriate this is linked to national criteria or examination requirements.
- Pupils demonstrate high levels of resilience

Support Staff
- LSAs are well informed, understand the planning and are clear about their role in the lesson.
- Support staff provide targeted assistance to particular children throughout the lesson and are clearly guided by the teacher.
- LSAs are actively and effectively involved, engaging with pupils throughout the whole lesson. They have an excellent direct impact on the pupils that they work with.

Assessment
- The teacher checks progress throughout the lesson. Where there are misconceptions, the teacher intervenes and, as a result, makes a significant impact on the quality of learning.
- Marking is constructive and helps pupils to achieve high expectations
- Feedback on pupils work on features a two-way dialogue between teachers and pupils and leads to high levels of engagement and interest
- Students evaluate their own and others' progress accurately and constructively.
- The use of success criteria is firmly embedded into the routine of the lesson.
- Both the teacher and children are aware of their targets and what the 'next steps' are in their learning.

Targets
- Pupils have regular access to their targets. They understand their targets and how to achieve them.
- Pupils' targets are challenging and enable pupils to make exceptional progress.
- Targets are child-friendly. There is evidence of regular assessment towards pupils' targets

Curriculum
We aim to provide a broad and balanced curriculum. For all subjects we have, comprehensive schemes of work which a constantly reviewed and updated.

The five core subjects are: **English   Maths**
                                Science   ICT
                                RE

English is taught mainly through the Literacy Hour and a Big Writing Session at the end of the week (Total 5hrs 20mins). This work is supported and extended by Guided Reading sessions outside the Literacy Hour in both Key Stage One (4 sessions) and Key Stage Two (4 Sessions). Time allocated for this is 1 hour 30 minutes in both Key Stages.

Maths is taught through the Numeracy Hour and comprises 5 hours teaching time in both Key Stages.

Science work has an emphasis on investigations right from Reception. Children are taught in their own class group. Science accounts for 2 hours teaching time in Key Stage 2 and 1hour 50mins in Key Stage 1.

ICT should be reflected in all subject areas as well as being a subject in its own right. It takes place either in the computer suite or in classes with laptops. In both Key Stages, ICT accounts for 1 hour teaching time.

RE is a very important part of the curriculum in our schools and some focus should be on Christianity and Christian values. It comprises 1 hour teaching time, in both Key Stages.

Music is taught by class teachers and comprises of the equivalent of 40 minutes of teaching time per week in Key Stage 1, and 25 minutes teaching time in Key Stage 2. In addition, KS2 pupils are taught Recorder lessons by Exland School of Music for 30 minutes a week.

PSHCE is taught weekly, Key Stage One for 35 minutes and in Key Stage Two for 30 minutes

PE is taught in both Key Stages for 2 hours

MFL is taught throughout Key Stage Two for 30 minutes a week

The foundation subjects are: **History** **Geography**
DT **Design and Technology**
Art

The foundation subjects may be blocked throughout the term to allow better use of the timetable. The time allocation for these subjects is explained below:

In KS1 children spend the equivalent of the following weekly times on each subject:

2 hours on 'Creative Development' (Art – 40 mins, DT – 40 mins, Music – 40 mins),
1hour 20 mins on 'Knowledge and Understanding of the World' (History – 40mins, Geography – 40mins)

In KS2 children spend spend the equivalent of the following weekly times on each subject:

1 hour 40 minutes studying Art and Design and Technology (50 minutes on each)
1 hour 40mins studying History and Geography (50 mins each)

Behaviour Management
We always have high expectations of children's behaviour and staff use various positive strategies to reinforce and reward this.
Where problems arise a support system is in place. Each class should have:

- An agreed system for 'time out' in year colleagues classes to 'cool off' (work to be sent). ***NO CHILD SHOULD BE SENT TO STAND OUTSIDE A CLASSROOM.***
- Support from Key Stage Managers (and other colleagues) is available.

- Both the Head and Deputy Head of School will offer any support needed to reinforce positive behaviour strategies.
- Parents will be contacted where behaviour is causing concern and alternative strategies will be discussed.
- KS2 also operate a 'Sanction' system for any child who has not met our expectations in any way. This operates at lunchtime and is supervised by Key Stage Two staff on a rota basis. It is also used as a sanction for any child who has failed to complete homework.

Our Behaviour policy supports the above and can be referred to for further details.

Strategies for ensuring Continuity and Progression
The curriculum is carefully monitored to ensure continuity across year groups and progression from one year group to the next. Teachers' planning should build on what the children know and assessment should support the planning of the next steps of the children's learning. A clear curriculum planning framework is in place for medium and long term planning.

Use of LSA's/ Other adult helpers
We believe all adults who work in our school have an important role to play. It is the teachers' duty to keep LSA's informed about their role in their own class and share planning with them.
Other adults should also be knowledgeable about any children they work with or any important class information - as deemed relevant by the teacher. We value all the help we receive and teachers need to work with LSA's and other adults to ensure that they realise this.

Learning Environment
Classrooms should be welcoming and stimulating with appropriate information clearly displayed and accessible. (class timetable, support timetable, daily plans, fire escape route, medical and behavioural information).   Each class should be equipped with clearly labelled resources appropriate to their year group, for effective delivery of the curriculum. Good classroom management is a high priority.

Children should be given access to a variety of settings to enrich the learning, especially the Early Years Foundation Stage with access to the Outside learning Environment.

SEN
We have approximately 25% of our children on the special needs register. These children will need support with many of the tasks that are undertaken in the classroom. Differentiation of work is vital to enable these children to access the curriculum fully. Some children with statements also receive support hours from a Special Needs Assistant. These hours should be used profitably to aid the maximum development of that child, keeping in mind the targets on their IEP's. . The Inclusion Manager advises staff on children's needs and writes IEP's in conjunction with class teachers.

Able Pupils
All staff are expected to plan for the able children in their class. Differentiation of work is vital to enable these children to be extended within the curriculum. Advice is available from the Gifted and Talented Co-ordinator.

EAL
Some of our children have English as an additional language. We also try to identify targets for these children - to help their mastery of English. The EAL Co-ordinator will identify the pupils who need extra support and the EAL learning support assistants will work on their specific targets in the afternoons (in

class, or in small groups). The Co-ordinator is supported by members of the Ethnic Minority Achievement Support Service.

Staff Training and Development
For staff to implement this policy effectively they need to be knowledgeable about the subjects they teach and current policy. They also need to regularly update their skills. All staff need to be given the time and opportunity to attend relevant courses and feedback to others. Staff are required to attend all school based INSET (subject to teaching commitment as contracted) which aims to support current staff and school needs.

The Head of School is the Staff Development Co-ordinator and will disseminate information re INSET. The Head of School also plans carefully related INSET with the SLT.

Monitoring of Teaching and Learning (see policy on Monitoring and Evaluation)
Teaching and Learning is monitored each term. The Senior Leadership Team and Curriculum Leaders visit classes and carry out lesson observations using the Ofsted evaluation criteria for the quality of teaching and learning. Most lesson observations will last for 1 hour but will include opportunities to scrutinise lesson planning, pupils' work, the Learning Environment as well as talking to pupils about their learning. The Teaching and Learning Evaluation Pack is used (see teaching and learning file). Staff receive feedback, both orally and written and all judgements form part of the overall teaching profile which is compiled at the end of the academic year. Regular 'Learning Walks' also take place by members of the SLT.

Review
This policy will be reviewed annually by the School Leadership Team and consultation with staff will take place.