

# Teaching and learning policy

## Albany Academy

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### 1. Aims

Our aim is to develop all our children as amazing learners. Using the skills and behaviours of High Performance Learning (HPL) and the specific skills and knowledge of each subject, we will support pupils to become high performing.

This policy aims to:

- Explain how we'll create an environment at our schools where pupils learn best and love to do so
- Summarise expectations to make sure everyone is committed to achieving a consistent approach to teaching and learning across our schools
- Promote high expectations and raising standards of achievement for all pupils in our schools
- Involve pupils, parents and the wider school community in pupils' learning and development



## 2. Our guiding principles

Every **child** is taught by excellent teachers, who are supported by world class professional development.

**Teachers** teach, applying the teacher standards, using Assessment for learning formative assessment (AfL), Rosenshine's principles and High Performance Learning (HPL). Teachers are supported in their teams by frequent curriculum planning -including 'all through' planning across phases - and through their Personal Professional Development (PPD) delivered by trained coaches and mentors and being part of a Teacher Learning Community (TLC). They have access to the Walk Thru resources (evidence based training materials which detail the steps for each teaching technique fully and clearly).

All children should:

- Have their basic physical needs met
- Feel secure, safe and valued
- Feel a sense of belonging to the group
- Are engaged and motivated
- see the relevance of what they are doing
- Know what outcome is intended
- Be able to link what they are doing to other experiences
- Understand the task
- Have the physical space and the tools needed
- Have access to the necessary materials
- Not be disrupted or distracted by others
- Work with others or on their own, depending on the task
- Be guided, taught or helped in appropriate ways at appropriate times
- Practice what they are learning

- Apply the learning in both familiar and new contexts
- Persevere when learning is hard
- Manage their emotions if things are not going well
- Recognise that all learners make mistakes and mistakes can help us learn
- Use the HPL skills and behaviours in their learning
- Be able to know more and do more over time.

### 3. Roles and responsibilities

Teaching and learning in our schools is a shared responsibility, and everyone in our school community has an important role to play.

This is how we will create the above conditions for pupils' learning at all times:

#### 3.1 Teachers

Teachers at our schools will:

- Follow the expectations for teaching and professional conduct as set out in the [Teachers' Standards](#)
- Implement STEP 1, 2 3 (before, during, after the lesson) in the INSIDE OUT document:
- 1 Before the lesson the teacher will ensure they:
  - Have deep and fluent knowledge and flexible understanding of the content they are teaching.
  - Have knowledge of the requirements of curriculum sequencing and dependencies in relation to the content and ideas they are teaching.
  - Have knowledge of relevant curriculum tasks, assessments and activities, their diagnostic and didactic potential; being able to generate varied explanations and multiple representations/analogies/ examples for the ideas they are teaching.
  - Have knowledge of common student strategies, misconceptions and sticking points in relation to the content they are teaching
- 2 During the lesson the teacher will ensure they orientate, then review and present new information. This is followed by the challenge – feedback and finally repetition. Each of these steps uses principles of instruction identified as valid by Rosenshine.
- 3 After the lesson the teacher will:
  - **Review** how effectively children learned
  - Use formative assessment, compare with previous cohorts, discuss with subject experts
  - **Reflect** on what they, the teacher, did and the effect it had on all the students and their performance
  - **Replan** to improve students' performance now they know the children better
- Embed the skills and behaviours of HPL into every lesson
- Use the evidence based techniques illustrated in Walk thrus to inform their pedagogy
- Collaborate with colleagues and plan together
- Deliver the planned all through curriculum, ensuring consistency of curriculum experience for all children
- Work with TAs and the SENCO to ensure all children can access the curriculum
- Actively engage parents in their child's learning [for example via newsletters, website, letters, open days/mornings, parents' meetings, class charts], including clearly communicating the purpose of home learning
- Update parents on pupils' progress in line with school reporting procedures through online portals such as classcharts and summative reports.
- Meet the expectations set out in the following policies: behaviour policy, Inside Out, feedback policy.

### 3.2 Teaching Assistants

TAs at our schools will:

- Know pupils well and differentiate support to meet their individual learning needs
- Support teaching and learning with flexibility and resourcefulness
- Use agreed assessment for learning strategies
- Use effective feedback as required
- Engage in providing inspiring lessons and learning opportunities
- Feedback observations of pupils to teachers
- Ask questions to make sure they've understood expectations for learning
- Identify and use resources to support learning
- Have high expectations and celebrate achievement
- Demonstrate and model themselves as learners
- Use the language of HPL when speaking with pupils
- Meet the expectations set out in the following policies: behaviour policy, Inside Out, feedback policy.

### 3.3 Subject/phase/faculty leaders

Subject/phase/faculty leaders at our schools will:

- Help to create well-sequenced, broad and balanced curriculum plans that build knowledge and skills
- Deliver an all through curriculum
- Support teachers and TAs by providing clarity and training in the curriculum and key concepts
- Sequence lessons in a way that allows pupils to make good progress from their starting points
- Use their budget effectively to resource their subject, providing teachers with necessary resources for learning
- Drive improvement in their subject/phase, working with teachers to identify any challenges
- Mentor teachers in the most effective way of teaching
- Timetable their subject to allocate time for pupils to:
  - Achieve breadth and depth
  - Fully understand the topic
  - Demonstrate excellence
- Moderate progress across their subject/phase by, for example, systematically reviewing progress against a range of evidence and reviewing qualitative and quantitative performance data
- Improve on weaknesses identified in monitoring activities
- Create and share clear intentions for their subject/phase
- Ensure teachers share ideas, resources and good practice
- Work closely with the SENCO to ensure that all children can access the curriculum
- Ensure that published information to parents is consistent with what is taught
- Ensure that knowledge organisers are available for all parts of their curriculum
- Ensure an orderly environment
- Resource strategically
- Establishing goals and expectations for staff
- Ensure quality teaching
- Lead teacher learning and development
- Meet the expectations set out in the following policies: behaviour policy, Inside Out, feedback policy.

### 3.4 Senior leaders

Senior leaders at our schools will:

- Have a clear and ambitious vision for providing high-quality, inclusive education to all
- Celebrate achievement and have high expectations for everyone
- Promote the use of HPL, evidence-based techniques and Afl in all teaching
- Ensure that staff are able to access training
- Hold staff and pupils to account for their teaching and learning
- Plan and evaluate strategies to secure high-quality teaching and learning across the school
- Manage resources to support high-quality teaching and learning
- Provide support and guidance to other staff through coaching and mentoring
- Input and monitor the impact of continuing professional development (CPD) opportunities to improve staff's practice and subject knowledge
- Promote team working and collaboration at all levels, for example by buddying teachers up to support one another where appropriate
- Address underachievement and intervene promptly
- Meet the expectations set out in the following policies: behaviour policy, Inside Out, feedback policy.

### 3.5 Pupils

Pupils at our schools will:

- Take responsibility for their own learning, and support the learning of others
- Always meet expectations for good behaviour for learning, respecting the rights of others to learn
- Attend all lessons on time and be ready to learn, with any necessary equipment for the lesson
- Be curious, ambitious, engaged, and confident learners
- Know their targets and how to improve
- Put maximum effort and focus into their work
- Complete home learning activities as required
- Meet the expectations set out in the following policies: behavior policy, Inside Out, feedback policy.

### 3.6 Parents

Parents and carers of pupils at our schools will:

- Value learning
- Encourage their child as a learner
- Make sure their child is ready and able to learn every day
- Support good attendance
- Participate in discussions about their child's progress and attainment
- Communicate with the school to share information promptly
- Provide resources as required to support learning
- Encourage their child to take responsibility for their own learning
- Support and give importance to home learning
- Use the language of HPL when discussing learning with their child.

### 3.7 Executive Headteacher

The Exec. Head will:

- Ensure that training is available in all schools
- Ensure that sufficient mentors and coaches are trained within the trust to support teachers and TAs

### 3.8 CEO

The CEO will:

- Hold the headteachers to account for the implementation of this policy
- Champion the use of HPL, AfL and other evidence based strategies
- Report on the quality of teaching and learning to the trust board.

### 3.9 Local Governors

Governors at our schools will:

- Monitor that resources and funding are allocated effectively to support the school's approach to teaching and learning
- Monitor the impact of teaching and learning strategies on pupils' progress and attainment
- Monitor the effectiveness of this policy and hold the headteacher to account for its implementation
- Make sure other school policies promote high-quality teaching, and that these are being implemented.

## 4. Planning

Planning is a vital element of teaching. Teachers and TAs will have half termly planning days to reflect on the curriculum covered to date and plan the following half term for the children they teach. These planning days will enable regular joint planning; teachers to access expert mentors and support from Walk Thru resources.

- Plan using guidance from STEP 1, 2 3 (before, during, after the lesson) in the INSIDE OUT document
- Lessons will be planned well to ensure good short-, medium- and long-term progress.
- Plan to ensure that the skills and behaviors of HPL are taught throughout lessons.
- Use Walkthrus to strengthen their pedagogy
- See our EYFS policy for more details on our school's teaching and learning in the early years.

## 5. Learning environment

When pupils are at schools, learning will take place in classrooms, outdoor spaces, halls, music rooms and ICT suites.

These spaces will be kept safe, clean and ready for pupils to use them. The Estates Team will help ensure that the learning environments are always ready for pupils to use.

They will be arranged to promote learning through:

- Clearly labelled, comfortable and attractive zones such as reading corners and quiet areas
- Posters of material pupils have previously learned about and can identify
- Accessible resources for learning such as books, worksheets and other equipment
- A seating layout that allows everyone to see the board and participate
- Displays that celebrate and support pupils' learning

## 6. Inclusion

We have the highest expectations for all of our pupils and believe that all pupils can achieve highly and can develop the skills and behaviour of high performance.

Teaching and learning at our schools will take the backgrounds, needs and abilities of all pupils into account. We will adapt teaching and learning to cater to the needs of all of our pupils, including:

- Pupils with special educational needs and disabilities (SEND)
- Pupils with English as an additional language (EAL)
- Disadvantaged pupils
- We will do this by:
  - Using support staff effectively to provide extra support
  - Working with our SEN co-ordinator (SENCO), our pupils with SEND, and their parents to establish the appropriate level of material to support these pupils to make good progress
  - Providing scaffolding: for example writing frames, knowledge organisers and word banks

See SEND policy.

## **7. Home learning**

Home learning, or homework, will support pupils to make the link between what they have learnt in school and the wider world. It's most effective when done in a supportive, secure environment, with focused time set aside.

All home learning can be made available in various forms including: the school's website, digital learning platform or sent home as a physical copy.

Home learning will be reasonable in challenge and length, and its purpose will be clearly outlined alongside each task. Home learning will help develop a child's independence.

## **8. Feedback**

Feedback will clearly explain to pupils what they're doing well and what they need to do next to continue to improve their work.

It is given in many forms: see Feedback policy.

## **9. Assessment, recording and reporting**

We will track pupils' progress using a combination of formative and summative assessment through ongoing formative assessment, and formal summative assessment at the end of each Key Stage.

## **10. Monitoring and evaluation**

We will monitor teaching and learning in our school to make sure that all of our pupils make the best possible progress from their starting points.

School leaders/ subject leaders/curriculum leaders will monitor and evaluate the impact of teaching on pupils' learning through:

This will be done through:

- Conducting learning walks
- Reviewing feedback

- Termly pupil progress meetings
- Gathering input from the school council
- Planning scrutinies
- Book scrutinies

See Appraisal policy.

### **11. Review**

This policy is delegated to the LGCs. It will be reviewed regularly by the Headteacher and CEO.

At each review and following changes the policy will be shared with the Trust Board.

### **12. Links with other policies**

This policy links with the following policies and procedures:

- Behaviour policy
- Curriculum policy
- Early Years Foundation Stage (EYFS) policy
- SEN/SEND policy and information report
- Feedback policy
- Home-school agreement
- Assessment policy
- Equality information and objectives
- Appraisal policy
- Inside Out