



Inkersall
PRIMARY ACADEMY

Teaching and Learning Policy

This policy relates to all pupils in Inkersall Spencer Academy including those in
EYFS

The Local Governing Body of Inkersall Spencer Academy adopted this policy in Sept 2020.

Teaching and Learning Policy and Procedures

At Inkersall Spencer Academy our mission is to:

- Ensure that all children have a quality education, regardless of background or ability
- Equip children with the knowledge, skills and capital on the next stage of their learning journey;
- Achieve an all-round education, leading to the best possible outcomes.

We want all our children to experience what it feels like to be loved and looked after by close friends, to achieve academic success, to question and challenge what they hear and see. We want them to explore the world of human nature and develop a moral compass that helps them to make difficult decisions. We passionately believe in a need for our children to become life-long learners in a fast moving world.

Policy Scope

This policy applies to all members of the Academy community who are involved in teaching, learning and assessment through any of the means set out in this policy (eg Topic-based delivery; discrete lessons; assemblies; homework).

This policy should be read in conjunction with the Feedback, Marking and Assessment Policy and the Subject specific policies

Policy Aims

The aim of this policy is to ensure that we provide an outstanding learning experience that both meets the aims of our Academy and is compliant with national requirements. At Inkersall Spencer Academy we believe in the concept of lifelong learning and the idea that both adults and children learn new things every day.

We maintain that learning should be a rewarding and enjoyable experience for everyone and, most importantly, it should be fun! Through our teaching, we aim to equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives. This policy guides what teachers and support staff do, how time is managed, the organisation of the classroom and what our school does to create an effective learning environment.

The school policy for Teaching and Learning was developed and agreed by the whole staff and has the full agreement of the Governing Body. The implementation of this policy is the responsibility of all staff.

At Inkersall Spencer Academy, we aim:

- To develop a community of learners where learning is valued, enjoyed, supportive, lifelong and relevant to everyday life.
- To develop children to become resilient, reflective, resourceful and reciprocal learners.
- To enable children to become confident, resourceful, enquiring and independent learners who are enthusiastic about their learning through experiencing success and by increasing their self-esteem.
- To encourage children to take pride in their work and the work of others.
- To take account of individual needs and children's stages of development and build on knowledge and experience within a context of equality of opportunity for all regardless of class, race, creed, gender or ability.
- To have a consistent approach to classroom management and organisations.
- To ensure the highest standards of teaching across the Academy, to enable children to learn most effectively through effective planning, delivery and evaluation of the curriculum.

- To provide a curriculum that takes into account the diversity of interests of children attending Inkersall Spencer Academy and recognises the knowledge and experiences that children bring to the school.
- To provide a positive and stimulating work environment for all users of the school.

Equal Opportunities

Inkersall Spencer Academy is committed to equality of opportunity, and to promoting an ethos of dignity, courtesy and respect throughout the organisation. For further information, please refer to the Equality Policy. Every effort will be made to ensure that a fair and consistent practice, as detailed in this policy and procedure, is carried out.

Quality Assurance

The quality of Teaching and Learning at Inkersall Spencer Academy will be assured by:

- Ensuring this policy is disseminated and adhered to.
- Monitoring the impact of the policy.
- Addressing any underperformance in a timely manner, whether it has come to light through the monitoring procedures outlined in this policy or as a result of other Academy quality assurance mechanisms.

Roles and Responsibilities

The delivery of quality Teaching and Learning is a collective responsibility. The following section outlines the roles and responsibilities of individuals and groups within the Academy.

The Governing Body

- It is essential that Governors are informed about the effectiveness of the Teaching and Learning Policy and how it impacts upon raising standards.
- The Principal will be responsible for reporting such information to the Governing Body on a regular basis.
- Governors support, monitor and review the school policies on Teaching and Learning. In particular they:
 - support the use of appropriate teaching strategies by allocating resources effectively;
 - ensure that the school buildings and premises are best used to support successful teaching and learning;
 - monitor teaching strategies in the light of health and safety regulations; monitor how effective teaching and learning strategies are in terms of raising pupil attainment;
 - ensure that staff development and performance management policies promote good quality teaching; monitor the effectiveness of the school's teaching and learning policies through the school's self-evaluation processes.
 - These may include reports from subject leaders and the termly Principal's report to governors, as well as a review of the in-service training sessions attended by our staff.

The Principal and Senior Leaders

The Principal and Senior Leaders will ensure that the Teaching and Learning policy is disseminated and is implemented fully to ensure and sustain high quality Teaching and Learning throughout the Academy.

- They will ensure that they keep up to date with the latest research and recommendations in relation to Teaching and Learning.
- They will support and hold to account the Teaching and Learning Lead in carrying out the responsibilities.
- They will ensure that the other policies that the Teaching and Learning Policy links to are up to date and fully implemented.
- They will report on the quality of Teaching and Learning to the Governing Body in the Principal's report.

- They will strive to provide suitable resources and training to support the aims of this policy.

The Teaching and Learning Lead

The Teaching and Learning Lead, along with the Principal and Senior Leaders, will ensure that this policy is disseminated and implemented fully to ensure and sustain high quality teaching and learning throughout the Academy.

The Teaching and Learning Lead will keep up to date with latest research and communicate these in a timely manner to the Principal and Senior Leaders and teaching staff.

The Teaching and Learning Lead will work to determine and set in place the whole school overview.

The Teaching and Learning Lead will work to determine and set in place the medium term plans for the curriculum.

The Teaching and Learning Lead will work with the Curriculum Leads to support Teaching Staff in carrying out their responsibilities and hold them to account.

The Teaching and Learning Lead will review Teaching and Learning provision at the Academy and make any recommendations for improvement to the Principal and Senior Leaders in a timely manner.

The Teaching and Learning Lead will review and revise this policy.

Teaching Staff

Teaching staff will ensure they have familiarised themselves with all elements of the Teaching and Learning Policy and understand what is required of them, including in terms of planning expectations, seeking clarification from the Teaching and Learning Lead or Senior Leaders if they are unsure.

They will consult with the Teaching and Learning Lead for support with carrying out their responsibilities in line with appropriate expectations set out in the 'Teachers' Standards' document.

Support Staff

Support staff will ensure they have familiarised themselves with all elements of the Teaching and Learning Policy and understand what is required of them, seeking clarification from the Teaching and Learning Lead or Senior Leaders if they are unsure.

They will support teaching staff in carrying out their responsibilities as set out.

Children

Our children must:

- Try to be 'better than their best' when learning.
- Remember to use their SMART values when learning.
- Remember to follow the Home-Academy Agreement when they are learning.

Parents/Carers

We would like our parents and carers to have a fundamental role to play in helping their children to learn. As a school, we believe that when parents and school work together, for the good of their child, we see positive outcomes for both behaviour and learning.

Parents are informed about what and how their children are learning by:

- holding regular consultation evenings in which the progress made by each child, and his/her next steps learning, are explained and discussed
- sending termly and an annual report to parents explaining the progress made by their child and indicating areas for improvement;
- explaining to parents how they can support their children with homework;
- holding parent workshops to explain the work covered and the strategies and methods taught to the children.
- sending information to parents at the start of each term in which we outline the learning areas and topics that the children will be covering that term;

- ensuring our website is kept up to date with any changes to the curriculum
- keeping parents informed of a pupil's progress on a more regular basis if appropriate.

We believe that parents have the responsibility to support their children and the school in implementing school policies.

We would like parents to:

- have a positive attitude towards school and learning, supporting and working with school;
- make sure that their child has the best attendance record possible;
- make sure that their child is equipped for school with the correct uniform and P.E. kit;
- inform the school if there are matters outside of school that are likely to affect a child's learning or behaviour at school;
- attend progress meetings and parents' evenings;
- support the school's expectations with regard to behaviour and attitude.

We expect all members of the school community, including parents, to:

- support a positive school environment
- work as a team, motivating, supporting and encouraging each other
- offer equal opportunities in all aspects of school life
- provide an environment in which everyone can feel safe, secure and valued and have high expectations of behaviour
- promote positive relationships and a sense of belonging to the school community

Procedures

Teaching

When the quality of teaching is good or better, the following will be observed:

- well informed, planned and organised lessons
- thinking outside the box
- good knowledge of the subject being taught
- clear learning intentions, of which pupils are aware and increasingly identify
- high expectations of work and behaviour
- activities with appropriate resources to scaffold and extend learning
- positive relationships between the teacher and children
- tasks which are challenging and give opportunities for further development
- appropriate questioning skills to motivate and inspire children
- good time management leading to well-paced lessons
- adult support being appropriately deployed
- clear evidence of evaluation and assessment

Learning

When the quality of learning is good or better, the following will be observed:

- children on task, knowing the time available to complete work
- children able to explain the purpose of their task
- children involved in the decision making and learning process
- children asking questions as well as answering them
- children displaying positive attitudes, e.g. enthusiasm, pride in their work, interest, eagerness to move on, enjoyment, concentration, application
- quality outcomes in the work produced
- evaluations and positive feedback
- a safe, stimulating and comfortable work environment

- acknowledgement of different approaches, including trial and error and learning from each other.

In order to secure outstanding teaching and learning as described above, at Inkersall Spencer Academy, in addition to meeting the minimum requirements set out in the Teachers' Standards, we also expect to see evidence of the following procedures in our Inkersall learning experiences:

Austin's Butterfly

The children are taught the concept of Austin's Butterfly as a way of always looking at how and where to improve their work.

- The children learn that critique can be kind, helpful and very specific, focused on a well defined outcome that is immensely powerful.
- The premise of Austin's Butterfly teaches children that feedback is a positive experience and they learn how to give advice and feedback to others. Not only does it help the recipient, it helps them to clarify their understanding of what success looks like.
- The value of re-drafting is reiterated throughout the use of Austin's Butterfly and is a dominant strand in the writing curriculum. It ensures that the work we accept from the children is not mediocre or far short of their best. It gives children the time and space to continually improve.

This can be applied to all curriculum areas. If we settle for mediocrity, can we ever expect children to shine?

Deliberate Practice

Psychologists use the term 'working memory' to describe the ability we have to hold in our mind and mentally manipulate information over short periods of time. Many of the learning activities that children engage in place considerable burdens on the working memory, requiring children to hold in mind a great deal of information (eg a sentence to be written down) whilst doing something mentally challenging such as spelling individual words in that sentence.

It is good practice that, when working with children with working memory deficits, information is regularly repeated in order for it to be processed and embedded more readily.

Deliberate practice is key to this.

- Deliberate practice is the 'method based around the isolation and practice of the particular subskill one wants pupils to be able to do' (Daisy Christadoulou: 'Making Good Progress?') and works on the theory that children will experience the same concept but in different contexts in order to fully embed it.
- Anders Ericsson says that there are the four essential components of deliberate practice. When these conditions are met, practice improves accuracy and speed of performance on a range of tasks. They are as follows: - You must be motivated to attend to the task and exert effort to improve your performance. - The design of the task should take into account your pre-existing knowledge so that the task can be correctly understood after a brief period of instruction. - You should receive immediate informative feedback and knowledge of results of your performance. - You should repeatedly perform the same or similar tasks. We allow children to practise the same element in a range of different contexts.

Repetition of one focused concept.

- Can be individualised.
- Focused on responding to immediate feedback.
- Supports SEND and small-step challenges.

We use deliberate practice in a range of situations including:

- whole class 'revisiting' and 'reminding'
- small intervention groups

- one-to-one

Deliberate practice ideas will be shared and found on Google Drive in a folder called 'Deliberate Practice'.

These include using the same concept in different concepts, 'Do nows' (quick starters in English and Maths to reinforce prior learning and secure understanding), 'Play Nows' (quick games to enthuse and excite in those 'spare' five minutes) and 'rolling numbers' during Maths lessons to embed multiplication tables.

Active Learning

Children are given opportunities to be involved in the learning throughout the lesson. A range of strategies are used. There is an appropriate balance of adult/pupil talk, dependent upon activity.

There is an appropriate balance of children and adults asking questions during lessons. Opportunities are planned to enable children to develop and apply their skills, knowledge and understanding across the curriculum, including:

- use of IT including visual images,
- film,
- interactive teaching resources etc fieldwork and visits to places of educational interest
- guest visitors and performances
- creative activities
- debates, discussions,
- oral presentations and other speaking and listening strategies
- drama techniques
- designing and making things
- participation in athletic or physical activity.
- Setting challenges for themselves

Children should be taught to take responsibility for their own learning; to review the way they learn and how they learn and how to overcome challenges in their learning.

Questioning

Questions will be asked to assess learning, challenge and to deepen thinking and understanding. The range will include open/closed; higher and lower order questions; SOLO taxonomy questions and question stems can be used.

Questions will be differentiated to include and challenge different learners.

Opportunities will be planned for children to develop their own questions and questioning eg during Whole Class Reading sessions, at the start of topics, during science investigations, etc

Kagan Structures (see Kagan Structures reference books for further info)

We use Kagan Learning structures to promote effective co-operative learning

Effective learning could include:

- investigation and problem solving
- research
- whole-class work
- group work (in groups selected for different reasons)
- paired work
- individual work
- independent work, which is child directed
- collaborative work
- selecting and using relevant resources to support learning
- asking and answering questions

Gender Issues

As a school, we are aware that nationally there is a gender difference between the performance of boys and girls, particularly in writing.

We are working towards avoiding this gap using a variety of strategies that include:

- Building positive relationships through mutual respect, on the understanding that respect must be earned and not just be expected
- Creating and embedding our GROW Curriculum to allow writing for real purposes and audiences wherever possible, including 'Writing Across the Curriculum' opportunities
- Embedding the use of Whole Class Reading, and a wide range of texts, as a way of increasing reading for enjoyment of boys

Assessment for Learning (see the Feedback, Marking and Assessment Policy for further details).

Whiteboards can be used for children to show answers to questions in 'show me' situations. Thumbs up, traffic light cards and smiley faces can be used to show levels of understanding, success in lessons and during learning situations.

Feedback and Marking (see the Feedback, Marking and Assessment Policy for further details)

Regular feedback will be given to the children.

It:

- refers to learning objectives, success criteria, children's individual targets and level related spelling, punctuation, grammar and handwriting.
- Opportunities are planned within learning time for children to regularly respond to feedback and marking so that it is relevant and worthwhile.
- Children are trained to self and peer assess using red and purple pens
- Marking guidelines and symbols are discussed, agreed and developed with the children and stuck into their books as a source of reference
- Marking and feedback is used regularly to enable children to address misconceptions and make improvements to their work

Learning Environments

A stimulating environment sets the climate for learning and this is what we expect at Inkersall Spencer Academy.

An exciting, well-organised classroom promotes independent use of resources and supports high quality learning and this is what we aim to achieve at Inkersall Spencer Academy. Teachers and children work together to establish an attractive welcoming and well organised environment engendering respect, care and value for all resources. Classrooms must be bright and tidy, and should be word and number rich.

Displays might be used to:

- Celebrate success - achievement, Star/Learner of the Day/Week
- Support class organisation – visual timetables, clearly labelled resources
- Promote Independence by providing prompts – questions, support for when children are stuck
- Support learning – working walls, presentation examples, interactive & challenging
- Reflect the current topic/themes/ learning

Specified displays in classrooms include:

- Whole Class Reading including the book cover and related information
- GROW and British Values display to reinforce the fundamental values Inkersall Spencer Academy is based upon
- Maths working wall including Modelled Maths and non-negotiables information

- Modelled/Shared writing that clearly reflects the grammar taught.

The Curriculum

Inkersall Spencer Academy plans a 'GROW Curriculum' for its pupils. Topics are selected for their 'hook and grab' element and have their beginnings in what the children wanted more of in the curriculum, including drama, cooking and art. There is a whole school overview on the website, detailing the topics based on the National Curriculum, mapping what has been covered to ensure balance and breadth.

Topic reviews check the children's knowledge and understanding regularly.

Curriculum Subject Leads check that the depth and breadth of the teaching of their area of responsibility is planned for through work scrutiny, planning scrutiny, lesson visits and interviews with children.

Evaluating and Sharing Good Practice

Work in the classroom is observed on a regular basis. This will be done through the development of the Lesson Study model, Showcase Lessons and team teaching as well as subject observations. Class teachers will have the opportunity to discuss her/his professional needs as a teacher with the relevant people.

The aims of these observations are to:

- promote the effectiveness of the teacher in the classroom
- support the teacher's continuing professional development
- inform the Senior Leadership Team of practice, enabling them to address issues relating to expectations, continuity, progression, policy and practice
- allow time for reflection on personal practice
- allow the sharing of good practice both within and between phases

Planning

English:

Year-group-based.

Reading and Writing overviews identify coverage across the year. Yearly overviews link key texts (film and book) to topics and identify specific genres to cover in lessons. Short term planning is via the use of weekly planning proforma and Smart Notebook files, uploaded to Google Drive. Whole Class Reading planning is via weekly planning proforma and Smart Notebooks and each block covers a half-term.

Maths:

A yearly overview is available for all year groups to ensure coverage. Planning is linked to Powermaths and White Rose Maths Schemes of work and access to these websites assists in planning. Short term planning is via the use of weekly planning proforma and Smart Notebook files, uploaded to Google Drive.

Curriculum:

A whole school overview identifies topics. Year group overviews breaks the topics down into curriculum areas. All Subject Leads identify links on the year group overviews. Topics are blocked on a half-termly overview to ensure coverage. Lessons are planned using a half termly topic overview and Microsoft Powerpoint and Smart Notebooks and are uploaded to Google Drive. A hard copy of all levels of planning is available on the classroom planning wall.

Assessment, Recording and Reporting

At the Academy we appreciate that a vital aid to learning is for pupils to be actively involved in their own assessment. (See Feedback and Marking Policy)

School reports will be sent home at the end of each term and a longer one in the summer term of each year and a specific reference to the child's progress in Reading, Writing and Maths will be made, with reference to the records made or pieces of work retained. In addition to this end of term summary reports will also be sent home at the end of the Autumn

and Spring terms in order to help parents to be informed of their child's progress, behaviour and attendance in the interim parts of the year where they do not have parents' evenings.

Monitoring and Evaluation

The quality of teaching learning provision secured by this policy will be monitored, evaluated and resourced. A 'Monitoring Teaching and Learning' file keeps all information relating to any monitoring activities which take place each half-term.

These include:

- Half-termly overview of monitoring activities
- Lesson visits
- Book scrutiny forms
- Supporting teaching and learning activities
- Pupil interviews
- Subject audits
- Planning scrutinies (linked to lesson/book audits)

The Principal and Senior Leaders will report to the Governing Body on the quality of Teaching and Learning in the Principal's termly reports. The Governing Body will monitor the outcomes of the Teaching and Learning Policy. Phase Leaders are given copies of any monitoring in their phase and are involved in subsequent discussions and action planning should a member of staff need to secure improvement.

Staff development may include:

- Support with planning
- Team teaching
- Action planning
- Coaching and mentoring
- Specialised programme of CPD