



TEACHING AND LEARNING POLICY

Date of Policy/Reviews	Author(s)	Approved by Gov. Body	Signed	Date for Review
23.04.19	Kathy Allen			

Teaching and Learning Policy

We believe this policy should be a working document that is fit for purpose, represents the academy's Methodist ethos, enables consistency and quality across the academy and is related to the following legislation and guidance:

- Education Act 1996
- Education Act 1997
- Standards and Framework Act 1998
- Education Act 2002
- Rosehill Methodist Primary Academy Ethos 2018
- Rosehill Mission Statement, 'Learning Together and Living Our Christian Values' 2018

We believe we provide all staff with a framework to achieve the highest quality teaching and learning in order to inspire all children to learn so that they can achieve to the best of their ability. Through high quality teaching and learning, we will support pupils in developing the knowledge, understanding and skills that will enable them to fulfil their intellectual and personal potential and thereby help to prepare them to make a mature and critical contribution to society as an adult. We are also committed to our Christian values and teaching the children how to apply them in their daily lives.

We believe that the following key statements define **high quality teaching**:

- to set high expectations for all pupils;
- to talk regularly with learners about their learning and to listen to them;
- to ensure pupils know the learning objectives of all lessons and to know if they have achieved that objective;
- to be knowledgeable about what we are teaching;
- to reflect on our practice and challenge our own thinking;
- to ensure that we have a clear picture of our pupils' knowledge, skills and their level of understanding;
- to organise our classroom activities to encourage children to become successful learners through understanding how they learn;
- to deliver interesting, purposeful and exciting lessons with speed and challenge;
- to link lessons to real life situations and problems and with other subjects;
- to use open ended questioning techniques;
- to meet the needs of all learners by using different teaching strategies;
- to use paired learning opportunities;
- to formally and informally assess the attainment of our pupils;
- to use the outside environment as learning opportunities as much as possible;
- to use IT to support and develop learning;

We believe quality learning is reflected in the outcomes of the education experienced by the children and this is evident in their response, attainment and progress.

We believe **high quality learning** is achieved when pupils are:

- enthusiastic, attentive, responsive and on task;
- aware of classroom and school rules and abide by them;
- talking confidently using a wide range of vocabulary and ask appropriate questions;
- confident in asking for help and support;
- aware of their achievements and what they need to do in order to improve;
- producing good quality work;
- knowledgeable about their learning;
- independent learners and stay on task;
- confident in helping others to learn

We are committed to providing challenge for all learners in order to enable them to succeed and reach the highest level of personal and academic achievement possible. Pupils will achieve this if we allow them to learn in a variety of ways, with differentiated activities, with pupils learning at different rates and who have different interests and abilities.

We want to develop an awareness and belief that all learners have the right to be challenged. We want to develop children to be resilient and excited learners who understand the need for challenge to progress. We want to develop a curriculum that provides effective challenge and a learning environment where children are encouraged to take risks and work hard to succeed.

We believe the learning environment makes a significant contribution to the quality of education provided. Therefore, we have created a **learning environment in which:**

- space is used effectively;
- layout accommodates movement;
- resources are clearly labelled, accessible and well maintained;
- display reflects current learning and is changed regularly;
- working walls are used effectively to support learning
- the environment offers challenge and opportunity for further learning;
- the needs of the children are catered for;
- children are encouraged to be creative independent learners and thinkers
- there is consistency between classrooms with all having a book area, prayer space, maths and English working walls and children's writing on display.

We have a duty to reduce unproductive or unnecessary teacher workload associated with marking, planning or tracking pupil progress that does not contribute to the raising of pupil standards. But we must ensure that we do not cut or reduce some tasks associated with

marking, planning or tracking pupil progress that by so doing it has a negative impact on the quality of teaching and learning and pupil outcomes.

We have a duty to safeguard children, young people and families from violent extremism. We are aware that there are extremist groups within our country who wish to radicalise vulnerable children and to involve them in terrorism or in activity in support of terrorism. Periodic risk assessments are undertaken to assess the risk of pupils being drawn into terrorism. Academy personnel must be aware of the increased risk of online radicalisation and alert to changes in pupil's behaviour. Any concerns will be reported to the Designated Safeguarding Lead.

We are aware that under the 'Counter-Terrorism and Security Act 2015' we have the duty to have 'due regard to the need to prevent people from being drawn into terrorism'.

This duty is known as the Prevent duty and we believe it is essential that school personnel are able to identify those who may be vulnerable to radicalisation or being influenced by extremist views, and then to know what to do when they are identified.

We provide a safe environment where we promote pupils' welfare. Within this environment we work hard to build pupils' resilience to radicalisation and extremism by promoting fundamental British values and for everyone to understand the risks associated with terrorism. We want pupils to develop their knowledge and skills in order to challenge extremist views.

We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

We will work closely with the pupil' Working Together Committee' to ensure that the SIAMs agenda including courageous advocacy remains a focus of our work.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

We aim to be judged at least good in all school inspections by ensuring that standards for all pupils will be higher than schools of a similar size and that standards continue to improve faster than the national trend.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that are connected with this policy.

Aims

- To develop an exciting, engaging and relevant curriculum.
- To maximize children's learning potential.
- To promote high quality effective teaching.
- To achieve high quality learning.
- To develop an effective learning environment.
- To recognise and celebrate achievement, attainment and effort.
- To foster creativity, enthusiasm, enjoyment, motivation, independence and co-operation.
- To stimulate a desire for lifelong learning.
- To protect children from the risk of radicalisation and extremism.
- To reduce unproductive or unnecessary teacher workload associated with marking, planning or tracking pupil progress that does not contribute to the raising of pupil standards.
- To ensure compliance with all relevant legislation connected to this policy.
- To work with other schools and the Wesley Trust to share good practice in order to improve this policy.

Responsibility for the Policy and Procedure

Role of the Governing Body

The Governing Body has:

- delegated powers and responsibilities to the Headteacher to ensure all academy personnel and stakeholders are aware of and comply with this policy;
- responsibility for ensuring that the academy complies with all equalities legislation;
- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;
- the responsibility of involving the School Council;

Role of the Headteacher

The Headteacher will:

- ensure all academy personnel, pupils and parents are aware of and comply with this policy;
- work closely with the Wesley Trust, link governor, senior leadership team and Teaching and Learning Leads;
- provide leadership and vision in respect of equality;
- provide guidance, support and training to all staff;
- ensure a continuous professional development programme is in place for all teaching and support staff in order to develop teaching and learning throughout the school;
- ensure teaching staff have their statutory planning, preparation and assessment time;
- ensure all teaching and support staff are line managed;
- arrange professional development meetings throughout the year;
- ensure all lessons are free from unnecessary interruptions;
- monitor teaching and learning across the school through:
 - learning walks
 - lesson observations
 - questioning pupils
 - scrutiny of planning
 - scrutiny of pupil books
 - scrutiny of marking
 - professional development meetings
 - consulting parents
 - ensuring targets are challenging enough for all pupils
 - analysing pupil targets to see if they have been met
 - analysing and comparison of pupil performance data with school and national data
- reduce unproductive or unnecessary teacher workload associated with marking, planning or tracking pupil progress that does not contribute to the raising of pupil standards;
- make effective use of relevant research and information to improve this policy;
- provide reports to the Governing Body on the success and development of this policy.

Role of the Teaching and Learning Lead (Deputy Headteacher)

The Teaching and Learning Lead will:

- monitor the quality of teaching and learning in collaboration with the Senior Leadership Team and Lead Practitioners;
- monitor the performance of pupils by analysing data and by discussion with class teachers;
- ensure lessons are interesting, purposeful and exciting and delivered with speed and challenge;
- help reduce unproductive or unnecessary teacher workload associated with marking, planning or tracking pupil progress that does not contribute to the raising of pupil standards;
- work with all school personnel to ensure their professional needs are met;
- organise INSET for school personnel;
- lead the development of key skills throughout the school;
- provide guidance and support to all staff;
- provide training for all staff on induction and when the need arises;
- keep up to date with new developments and resources;
- monitor and review both skill delivery and development through the curriculum to ensure that consistency, continuity and progression are evident for all learners in all skills areas;
- along with the headteacher provide reports to the Governing Body on the success and development of this policy

Role of Subject Leaders

Subject Leaders will:

- comply with all aspects of this policy
- undertake appropriate training;
- ensure they are confident in their subject knowledge and use this to inform curriculum review and design
- monitor and evaluate the quality of learning for their subject;
- report the main findings of monitoring to teaching staff and the head teacher;
- develop action plans to drive through identified improvements
- implement the academy equalities policy and schemes;
- report and deal with all incidents of discrimination;
- attend appropriate training sessions on equality;
- report any concerns they have on any aspect of the school community.

Role Class Teachers

All teachers will:

- adhere to the teaching and learning policy;
- plan differentiated lessons which are interactive, engaging, of a good pace and follow our curriculum construct process;
- will plan lessons that have clear learning objectives, have activities that appeal to a range of learning styles, visual, aural and kinaesthetic and will provide challenge;
- plan learning which takes advantage of strong and meaningful links between subjects and to 'block' work to make effective use of time;
- use IT and interactive whiteboards as appropriate;
- inform parents each term on how they can support their child;
- inform parents during termly parent-teacher consultations of their child's literacy and numeracy targets;
- provide detailed annual pupil reports;
- set regular differentiated homework for all pupils;
- celebrate class achievements through the academy website.

Role of Support Staff

Support staff will:

- adhere to the teaching and learning policy;
- support the teaching; either through direct delivery or by enabling access for identified children;
- support a small group within the classroom;
- deliver an intervention group;
- carry out assessments;
- prepare resources;
- supporting children with IEPs / Individual Behaviour Plans (IBPs) or Educational Health Care Plan (EHCP)

Role of Pupils

Pupils will be encouraged to be effective learners by being:

- enthusiastic, attentive, and responsive;
- confident;
- aware of their targets and their achievements;
- knowledgeable about their learning

Role of Parents/Carers

Parents/carers will:

- be aware of and comply with this policy;
- be encouraged to support their children;
- be aware of their child's targets;
- be encouraged to take an active role in the life of the school by attending:
 - parents and open evenings
 - parent-teacher consultations/ workshops
 - class assemblies
- be encouraged to work in school as volunteers;
- be asked to take part periodic surveys conducted by the school;
- ensure regular and punctual attendance;
- notify academy on the first day of pupil absence;
- have holidays in term time and authorised by the academy;
- encourage effort and achievement;
- encourage completion of homework and return it to the academy;
- provide the right conditions for homework to take place;
- hand in homework on time;
- support the academy Behaviour Policy and guidance necessary to ensure smooth running of the school;
- ensure correct school uniform is worn.

Raising Awareness of this Policy

We will raise awareness of this policy via:

- the academy website
- the Staff Handbook
- meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops
- academy events
- meetings with academy personnel
- communications with home such as newsletters, website and class blogs,
- reports such annual report to parents and Headteacher reports to the Governing Body

Training

All academy personnel:

- have equal chances of training, career development and promotion
- receive training on this policy on induction which specifically covers:
 - all aspects of this policy
 - the principles of good teaching
 - delivering a good lesson
 - what constitutes good learning
 - classroom learning environment
 - planning
 - differentiation
 - marking
 - lesson observations
 - curriculum construct
 - homework
 - analysing data
 - equal opportunities
 - inclusion
- receive periodic training so that they are kept up to date with new information
- receive equal opportunities training on induction

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this academy.

Monitoring the Implementation and Effectiveness of the Policy

The practical application of this policy will be reviewed annually or when the need arises by the Teaching and Learning Lead, the Headteacher and the chair of the Learning Committee.