



ST. MARY'S
ACADEMY TRUST

St Mary's Academy Trust

Teaching and Learning Policy

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CONTENTS

1. Aims
2. Core Educational Beliefs
3. Expectations of Teacher's Teaching and Learning
4. Learning Environment
5. Behaviour, Safety and Personal Conduct
6. Curriculum
7. Assessment
8. Fulfilling Wider Professional Responsibilities

Appendix A

This policy should be read in conjunction with the following policies and documents:

- *Teacher Standards*
- *Code of Conduct*
- *Pay and Performance Management Policy*
- *Curriculum Policy*
- *Assessment Policy*
- *Trust and school Behaviour Policy*
- *Safeguarding and Child Protection Policies*
- *EYFS Policy*

1. Aims

- To ensure all of our children have the very best start in life and the firm foundations of academic success through high quality learning experiences.
- To ensure a consistent approach to teaching, learning and the use of assessment to develop good and outstanding practice throughout school
- To ensure that all of our pupils have equal opportunities to a high standard of education
- To ensure effective delivery of the agreed curriculum
- To develop the whole child and instil in our pupils the qualities that will send them out into the world as well rounded citizens.
- To raise academic achievements through learning that is personalised to each and every individual.
- To be a consistent reference point for monitoring and evaluation
- To allow parents and carers to engage with their child's learning

2. Core Educational Beliefs

We believe children learn best when:

- They feel happy, safe and secure
- All aspects of their development are seen to be of equal worth
- They work in a stimulating and organised environment
- They are given a broad range of learning experiences
- They are set tasks that are appropriately demanding
- They have intrinsic motivation and a love of learning
- They are given the skills and freedom to explore and investigate, organise and take responsibility for their own learning
- Their diverse individual experiences, backgrounds and voices are valued and respected giving an equitable opportunity for all to reach their maximum potential.
- They work in an environment of cooperation, collaboration and social learning

3. Expectations of Teachers Teaching and Learning

- To plan, prepare and deliver lessons and series of lessons that engage and motivate all pupils
- To have a secure subject knowledge and pedagogical understanding
- To meet the needs of individual pupils through a personalised curriculum, including setting and delivering personal targets, differentiated teaching and the use of analysis groups
- To ensure that the lessons delivered are consistently at least good and that therefore the quality of education pupils receive over time is outstanding (see appendix A)
- To use all adults effectively within the classroom to cater for the needs of all pupils, including the least and most able and to ensure that our use of adults ensures an equality of education for all.
- To ensure that all pupils have opportunities to work with the teacher, other adults, collaboratively with their peers and independently
- To ensure that all pupils make good progress from their individual starting points
- To develop positive relationships with parents, including ensuring that parents are regularly informed of their child's progress in all aspects of school life
- To use effective, open-ended questioning where appropriate to encourage children's thinking skills.
- To develop independent thinking skills and to allow pupils opportunities to think creatively, use their initiative and take responsibility for their own learning
- To use a variety of teaching strategies and ensure that pupils experience a range of learning opportunities
- To allow pupils the opportunity to consolidate, secure and apply learning in a range of contexts, including through extended writing, problem solving and investigations and collaborative projects
- To ensure all pupils secure basic numeracy and literacy skills, including the modelling of correct use of standard English

4. Learning Environment

- To create a learning environment in which all stakeholders feel safe, supported, welcomed and encouraged to achieve their full potential
- To create an engaging and stimulating learning environment wherever learning is taking place
- To develop a range of displays which both celebrate pupils' work and achievements and enhance learning
- To create and maintain a learning environment which is structured and well organised in order to maximise learning time and develop independence in pupils

5. Behaviour, Safety and Personal and Professional Conduct

- To act in accordance with the Trust and School's Vision and Values
- To act as a role model for all children, setting high expectations of behaviour, work ethic and aspirations

- To develop and demonstrate mutual respect between children and staff
- To follow and meet the Trust's Code of Conduct for all staff members
- To consistently implement the school's behaviour policy, including ensuring that all pupils are treated equally and with unconditional positive regard
- To engage proactively in continued professional development opportunities and work collaboratively with all staff, both within school and across the Trust

6. Curriculum

- To deliver a broad, balanced and relevant curriculum which meets the statutory requirements of the National Curriculum and also offers pupils wider opportunities to enrich their educational experiences
- To deliver a personalised curriculum which is specifically designed to meet the needs of all abilities of pupils and provides them with a range of relevant, challenging and stimulating learning experiences
- To have a good subject knowledge and understanding of all areas of the curriculum to allow for its effective delivery
- To be able to use effective and appropriate teaching strategies for the delivery of different aspects of the curriculum

7. Assessment

- To make accurate judgements of pupils' attainment and progress across all areas of the curriculum and have a secure understanding of what their pupils can and can't do
- To use daily formative assessment strategies effectively to monitor pupils' progress; inform teaching and learning; identify and address misconceptions for pupils and ensure that lessons are planned appropriately to meet the needs of all learners
- To provide pupils with regular and high quality feedback and marking which supports pupils in achieving next steps to learning and allow them the opportunity to respond to this feedback in order to make progress
- To report to parents on the progress of their pupils through parents' evenings and written reports, including sharing pupils' current attainment, progress and targets
- Report summative assessment judgements to senior and middle leaders as required in a timely manner
- To engage in the process of data analysis as a tool to inform teaching and understand the needs of a class

8. Fulfilling Wider Professional Responsibilities

- To make a positive contribution to the wider life and ethos of the school, including supporting the school in providing opportunities for enriching the wider curriculum

and creating memorable experiences for children in their time at St. Mary's Academy Trust

- To develop effective and professional working relationships with all colleagues in order to provide the best possible education for all pupils
- Take responsibility for their own professional development and seek opportunities to improve their own practice

APPENDIX A

Outstanding teaching and learning

In addition to meeting all of the teacher standards, outstanding teaching will be defined as:

- Demonstrating outstanding teaching over time in a range of subjects, including the core subjects of reading, writing and maths.
- Achieving greater than expected progress with the class in reading, writing and maths. This is defined as the cohort making a mean average progress of 4.0 or greater (with 3.0 points per year being set as expected progress by St. Mary's Academy Trust) □ Evidencing work outcomes of a high quality in both core and non core subjects.

Outstanding teaching is defined by:

- Teachers demonstrate deep knowledge and understanding of the subjects they teach. They use questioning highly effectively and demonstrate understanding of the ways pupils think about subject content. They identify pupils' common misconceptions and act to ensure they are corrected.
- Teachers plan lessons very effectively, making maximum use of lesson time and coordinating lesson resources well. They manage pupils' behaviour highly effectively with clear rules that are consistently enforced.
- Teachers provide adequate time for practice to embed the pupils' knowledge, understanding and skills securely. They introduce subject content progressively and constantly demand more of pupils. Teachers identify and support any pupil who is falling behind, and enable almost all to catch up.
- Teachers check pupils' understanding systematically and effectively in lessons, offering clearly directed and timely support.
- Teachers provide pupils with incisive feedback, in line with the school's assessment policy, about what pupils can do to improve their knowledge, understanding and skills. The pupils use this feedback effectively.
- Teachers set challenging homework, in line with the school's policy and as appropriate for the age and stage of pupils, that consolidates learning, deepens understanding and prepares pupils very well for work to come.
- Teachers embed reading, writing and communication and, where appropriate, mathematics exceptionally well across the curriculum, equipping all pupils with the necessary skills to make progress. For younger children in particular, phonics teaching is highly effective in enabling them to tackle unfamiliar words.

- Teachers are determined that pupils achieve well. They encourage pupils to try hard, recognise their efforts and ensure that pupils take pride in all aspects of their work.
- Teachers have consistently high expectations of all pupils' attitudes to learning.
- Pupils love the challenge of learning and are resilient to failure. They are curious, interested learners who seek out and use new information to develop, consolidate and deepen their knowledge, understanding and skills. They thrive in lessons and also regularly take up opportunities to learn through extra-curricular activities.
- Pupils are eager to know how to improve their learning. They capitalise on opportunities to use feedback, written or oral, to improve.
- Parents are provided with clear and timely information on how well their child is progressing and how well their child is doing in relation to the standards expected. Parents are given guidance about how to support their child to improve.

Teachers are quick to challenge stereotypes and the use of derogatory language in lessons and around the school. Resources and teaching strategies reflect and value the diversity of pupils' experiences and provide pupils with a comprehensive understanding of people and communities beyond their immediate experience.