



Teaching and Learning Policy

Ratified by the Governing Body:
Signed by the Governing Body:
To be reviewed (every 3 years):

Chair signature _____

Introduction

At Leycroft Academy we believe in the concept of lifelong learning and the notion that learning should be a rewarding and enjoyable experience for everyone; it should be fun. Through our teaching we 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 Teaching and Learning Policy is intended to promote high quality teaching and learning to raise standards of achievement for all children. It also reflects the aims and objectives of the school and supports its vision.

This policy should be read in conjunction with our Curriculum Pathways and subject specific policies.

Principles of Teaching and Learning

Learning is the purpose of the whole school and is a shared commitment. At Leycroft Academy we recognise that education involves children, parents/carers, staff, governors, the community, and the Trust, and that for optimum benefit all should work closely together to support the process of learning. Working in partnership, we aim to:

- ✓ provide a supportive, positive, healthy, caring, and safe environment, which has high expectations and values all members of the school community.
- ✓ recognise the needs and aspirations of all individuals and provide opportunities for all pupils to make the best possible progress and attain the highest personal achievements.
- ✓ provide rich and varied contexts and experiences for pupils to acquire, develop and apply a broad range of knowledge, skills and understanding.
- ✓ provide a curriculum which promotes the spiritual, moral, social, cultural, physical, mental and emotional development of the pupils.
- ✓ encourage all children to be enthusiastic and committed learners, promoting their self-esteem, self-worth, and emotional well-being.
- ✓ develop children's confidence and capacity to learn and work independently and collaboratively.
- ✓ develop enduring values of respect, honesty, equality, integrity, tolerance, fairness, and trust.
- ✓ encourage children to value the diversity in our society and the environment in which they live.
- ✓ encourage children to become active and responsible citizens, contributing positively to the community and society.

As a school, we are committed to our mission statement –

‘Our role is to enable each individual child to achieve their potential through equality of opportunity provided in a multicultural and inclusive educational setting. We believe that learning should be an enjoyable, lifelong experience and see parents/carers as our partners in the educative process.’

Ethos

The ethos and atmosphere underpin the agreed aims of the school. In the course of their daily work the staff will contribute to the development of this ethos through:

- ✓ providing a calm and effective learning environment.
- ✓ providing a welcoming environment, in which courtesy, kindness and respect are fostered.
- ✓ providing positive role models.
- ✓ providing an environment that promotes positive behaviour in line with the school’s behaviour policy.
- ✓ effective management of their professional time.
- ✓ developing links with all stakeholders and the wider community.
- ✓ valuing and celebrating pupils’ success and achievements.
- ✓ reviewing personal and professional development to ensure a high level of professional expertise.

Roles and Responsibilities

Learning and teaching is a shared responsibility and all members of the school community have an important part to play.

All members of the school community should work towards the school’s aims by:

- ✓ esteeming children as individuals and respecting their rights, values, and beliefs.
- ✓ fostering and promoting good relationships and a sense of belonging to the school community.
- ✓ providing a well-ordered environment in which all are fully aware of routines and behavioural expectations.
- ✓ offering equal opportunities in all aspects of school life and recognising the importance of different cultures.
- ✓ encouraging, praising, and positively reinforcing good relationships, behaviours, and work.
- ✓ working as a team, supporting, and encouraging one another.

Teachers will endeavour to:

- ✓ provide a challenging and stimulating curriculum designed to encourage all children to reach the highest standard of achievement.
- ✓ ensure that learning is progressive and continuous.
- ✓ be good role models, punctual, well prepared, and organised.
- ✓ keep up-to-date with educational matters.

- ✓ provide clear information on pupil progress.
- ✓ have a positive attitude to change and the development of their own expertise.
- ✓ work collaboratively with all involved in education to develop a shared philosophy and commonality of practice.

Parents/carers are encouraged to support their child's learning by:

- ✓ ensuring that their child attends school regularly.
- ✓ supporting the work of pupil targets and becoming actively involved in the implementation of any support programmes.
- ✓ participating in discussions concerning their child's progress and attainment.
- ✓ ensuring early contact with school to discuss matters which affect a child's happiness, progress, and behaviour.
- ✓ actively supporting the Home-School Agreement.

LAC Role

It is the Local Academy council's role to monitor and review the policy and its practice through:

- Regular visits to oversee the delivery of their scheduled subject.
- Reporting to the Head Teacher and teachers.
- Reporting to the Local Academy Council.

The LAC will also

- Receive reports from the Head Teacher.
- Attend INSET as appropriate.
- Receive reports from the Building and Site Supervisor on relevant issues, in particular Health and Safety, and to follow up any relevant issues.
- Promote and always ensure equal opportunities in relation to age, race, gender, class, sexual orientation, and belief.
- Promote and always ensure the practice of giving value and respect to all cultures and faiths.

Planning

Planning takes place termly, with reference to the National Curriculum 2014, Early Years Foundation Stage, and the School Curriculum Pathways. Scheme of work are drawn up by staff that are carefully balanced to ensure full coverage in all subject areas. Teachers ensure breadth and balance to the curriculum and endeavour to make use of cross curricular opportunities to enhance learning.

The school works with a rolling plan of themes (2 years for Key Stage 1 and 2 years for Key Stage 2, Lower Key Stage 2 and Upper Key Stage 2, 4 years for Complex Sensory students), working within broad themes which are able to be adapted to the needs and interests of all learners. Medium term plans are tailored to the needs of the specific class, adapting the learning areas and opportunities to their interests, needs and level of learning. Daily planning supports the point of learning of individual pupils and is very adaptable to changes to support pupil's point of learning and changing experiences.

Half termly plans are submitted and weekly plans for English, Mathematics and foundation subjects are available in classrooms at the beginning of each week. Plans are based upon previous assessment data; pupil need and subject expectation. Curriculum time can be planned as continuous study throughout the term, or as blocks of study.

Weekly class team meetings allow staff to share information, think through adaptations to learning opportunities and plan learning around what is happening for each pupil. It also allows staff to reflect on their own learning and supports the working parties/projects that are going on across the school.

Phase and Subject leaders have a variety of roles. These include:

- ✓ taking the lead in policy development and the production of schemes of work designed to ensure progression and continuity in their phase/subject throughout the school.
- ✓ supporting colleagues in their development and implementation of the scheme of work, and in assessment and record-keeping activities.
- ✓ monitoring progress in their phase/subjects and advising the Headteacher on action needed.
- ✓ using release time to support colleagues.
- ✓ keeping up to date through reading, attending relevant courses and Trust wide working groups.

Organisation

Classroom environments are created to support the different range of needs within the class.

Where needed pupils have individual workstations which allow for maximum concentration and support pupils who find the world a distracting or disturbing place.

Everything we do is through personalised learning and supports pupils as individuals, incorporating their individual needs, interests, and ways of learning.

Opportunities will be made for:

- ✓ whole class teaching.
- ✓ group work, organised according to appropriate criteria (i.e., ability, mixed ability, friendship, etc.).
- ✓ one to one teaching.
- ✓ collaborative learning in pairs or groups.
- ✓ independent learning.

All areas of the learning environment will be planned for, including, where appropriate, the outside areas, to ensure opportunities for a range of practical activities, which will develop appropriate knowledge, skills and understanding. The classroom will be organised to facilitate learning and the development of independence. For example

- ✓ In each classroom there will be resources to supplement those also kept in the main curriculum resource cupboards.
- ✓ Writing/stationary/art resources will be always available for use.
- ✓ Labels and posters should wherever possible reflect the language diversity in the school.
- ✓ Pupils will be involved in the maintenance and care of all equipment and resources.

- ✓ Classrooms provide a stimulating and purposeful learning environment, including stimulating displays where appropriate.

Differentiation

So that we always have the highest possible expectations of individual learners and so they can demonstrate what they can do, understand, and achieve, teachers will differentiate the curriculum according to individual needs by:

- ✓ Pace.
- ✓ Content.
- ✓ Task.
- ✓ Relevance.
- ✓ Resources.
- ✓ Extension.
- ✓ Autonomy.
- ✓ Outcome.
- ✓ Teacher/adult support.

Differentiated tasks will be detailed in weekly planning. Learning objectives will be specified for all differentiated teaching and reference will be made in weekly plans to individual Learning Plans where appropriate.

Homework

Homework is a valuable element of the learning process.

At Leycroft Academy, we use half termly challenges to encourage parents/carers to work with their children at home. Books are also sent home for families to share together. We also share information with parents/carers on individual programmes e.g. ALD/PECS activities in the home etc.

We believe that homework should be set:

- ✓ to involve parents/carers in their children's learning.
- ✓ to take advantage of the home context to apply learning.
- ✓ to extend the time for learning, thus enabling children to practise and consolidate their skills and knowledge and strategies.
- ✓ to view learning as a life -long process and not just restricted to school hours.

Assessment, Recording and Reporting

Regular assessments are made of pupils' work to establish the level of attainment and to inform future planning. There are clear protocols around annotation and recording. Annotated pupil work should refer to how much help the pupil needed, attention to task, equipment used, reference to the skills, knowledge and understanding in relation to the learning objective and, where appropriate, next steps.

Work Tray Records

The main purposes of the work tray record sheets are to give feedback to the pupils we are working with, provide opportunities to reflect and develop their understanding of the work they have completed, and to create a lasting record of the progress and support they received within their English and Maths lessons.

They should also be used by TAs and support staff to access the planning for the lessons, and the objectives for the individual children they are working with.

Creating the Work Tray Record Sheets

The majority of the first page of the work tray record sheets should be completed by the teacher in advance of the lesson they are teaching and should be accessible to support staff so that the objectives and activities can be shared before the lesson begins.

Paragraph Styles

Leycroft Academy Work Tray Record Sheet

Key: ■ = Activity has changed ■ = Activity has remained the same ■ = Objective is the

Record sheet for –

Current level:

Week 1		Week 2		Annotation	
Date	Name of Staff	Date	Name of staff	I	Independent
				NP	No prompt
				VP	Verbal prompt
				VIP	Visual prompt
				PP	Physical prompt
				GP	Gestural prompt

Objective _____ Teaching Points _____

Assessment Level – _____

Context:	Teaching Activity	Mapping Language
If too difficult...	Teaching activity:	
Next Steps:	Mapping language:	
Next Task:	Social response:	

Filling in the Work Tray Record Sheets

After the work has been completed, the supporting member of staff should fill in the 'Date' and 'Name of Staff' section underneath the relevant week. They should then make their annotation about how the child has progressed against their learning objective.

Paragraph Styles

Leycroft Academy

Comments / Dates / Annotation

Date:	I NP VP VIP PP GP SP	Sta
-------	-------------------------	-----

Annotations

The main purposes of the annotation sheets are to give feedback to the pupils we are working with, provide opportunities to reflect and develop their understanding of the work they have

completed, and to create a lasting record of the progress and support they received within the lesson.

They should also be used by TAs and support staff to access the planning for the lessons, and the objectives for the individual children they are working with.

Creating the annotation sheets

The annotations should be completed by the teacher in advance of the lesson they are teaching and should be accessible to support staff so that the objectives and activities can be shared before the lesson begins. Sections on the annotation sheets to be completed before the lesson are:

- Date and name: It is important that the date is clearly visible on each annotation so the chronology of lessons is easily tracked.
- Activity: The activity section is a simple description of the task the children are doing during that lesson.
- Learning Objective: Is not the same as the activity and should be a specific and focused objective for what skill the children should be learning in the lesson. For example, the activity may be making a Birthday card, but the objective may be to cut accurately along straight lines.
- WILF (What I'm Looking For): In these sections the Learning objective should be broken down into smaller skills so that if the learning objective is not achieved, the difficulties and issues can be identified and pinpointed. For example, if cutting a straight line is the learning objective, the WILF might be to hold the scissors correctly, to open and close the scissors steadily etc.

Additionally, annotations should be clearly differentiated for pupils with different ability levels, either through the learning objective, the WILF section or in the nature of the activity itself.

Filling in the Annotations

After the work has been completed, the annotation should be completed by the member of staff working with that child. These should be completed neatly and accurately to both set a positive example for the children, and to ensure the record is clear and can be used at a later date.

Sections that should be completed are:

- Staff Initials: The staff member completing the annotation should include their initials so that if there are any queries regarding the sheet or the lesson itself in the future, they can be identified.
- The Support and Assessment codes: See below. These codes are a quick way of highlighting the amount of support a child needs to access the activity, and how successfully they have completed it. If support has been required, it will be necessary to identify the nature of that support and what it was for within the comments section. The assessment code should be completed cautiously and should take into account the amount of support that was required.

Support Codes	Assessment Codes
FS – Full support	N – Not achieved
FPP/FVP – Lots of physical/verbal prompts	PA – Partially achieved
PP/VP – Some physical/verbal prompts	A – Achieved but need consolidating
S2I – Initial support to independence	FA – Fully achieved
I – Totally independent	NA – Not applicable

- Notes/comments (including support level given): If a child has completed a WILF section successfully and independently, further comment may not be necessary. Otherwise, a brief comment to identify the difficulty, support provided, and any progress made throughout the lesson should be added.
- IEP Evidence: Staff working with the children should have access to the child's IEP targets throughout all lessons. If progress is made against any of their targets, it should be noted on the form and further annotated onto their tracker document.
- Gap Task: Should be set and completed after the lesson and completed by the child at the end of the lesson. They should reflect the success of the child within the lesson, and be used to either correct misconceptions or errors, consolidate the learning from the lesson, or move the learning on by providing a further challenge or problem to solve in a different context.

Annotations should be stuck neatly into books once completed alongside any physical work that has been produced. This work should be marked and corrected as appropriate, with a comment added to praise or advise the child on how to improve.



Week:	Date:	Name:	Subject:
Activity:			
<u>Learning Objective:</u>			
<u>WILF:</u>	<u>Support code</u>	<u>Notes/comments (including support I</u>	

All staff must follow annotation guidelines. All annotations need to be signed and dated. Staff should print their name in the box on the page to indicate who has been working with the pupil. Teaching Assistants in lessons have responsibility for the learning and progress of the pupil they are working with, and they are the ones who should be checking, during the lesson, that progress is being made and reshaping things if necessary. The learning and progress of the class is, of course, the overall responsibility of the teacher. Learning is reviewed daily.

Towards the end of each term teachers record the progress that pupils have made on TRACK. This leads to interventions being put in place for those pupils who aren't making the progress that we are aiming for in terms of their targets. Pupils who are exceeding their targets are then set new ones.

Those children that are academically able to are entered for the Reception Baseline Assessment Framework and Standard Assessment Tests (SATS) during year 2 and year 6, and we also conduct the phonics screening test for our year 1/2 pupils where appropriate. Initial assessment is used in Reception/Early Years within six weeks of starting school and Foundation Stage Profiles are maintained.

Monitoring and performance management

Pupils work, as evidenced in their Pupil evidence work tray folders/exercise books, will be monitored, and moderated at least twice yearly, in line with the monitoring schedule and calendar issued to staff, in each of the core curriculum areas and annually in other subject areas by the Head Teacher. This will form part of the evidence for performance management.

Subject Leads will regularly monitor pupil's participation/work/folders to support action planning for their subject. This will form part of the evidence for subject leaders' performance management.

The Head Teacher or school leadership team will formally observe each class teacher at least twice a year for performance management purposes.

Timetable coverage and staff deployment will be reviewed annually to ensure best value (both financial and educationally). This will be to inform school self-evaluation.

The follow further evidence will also be monitored and be used as evidence for performance management judgements and school self-evaluation

- ✓ Teacher working folder
- ✓ Teacher long and medium-term planning
- ✓ Assessment documents (both numerical and evaluative)
- ✓ Pupil work (all)
- ✓ Identified pupil evidence from a targeted trawl of work.
- ✓ Drop in evidence from the HT/SLT learning walks
- ✓ Staff adherence to school/Trust policy and procedures
- ✓ Annual Review/EHCP paperwork
- ✓ Feedback from parents/carers and other stakeholders

UPS teachers will be monitored with respect to their contribution to developing and supporting others in line with the post threshold standards.

Middle leaders (TLRs) and Upper Threshold Teachers will be monitored in line with their impact on the areas of accountability they undertake.

Effective Teaching and Learning

Effective teaching and learning is identified in the qualified teacher standards documentation ('Teachers Standards Framework'), all teachers having met this standard to pass their training and NQT year. These standards exemplify the evidence that all good teaching should encompass.

In addition, there are standards for post threshold teachers and those for senior teachers for teachers to refer to.

In our schools all teachers will engage in the process of self-evaluation, collective review, and analysis of impact on standards of teaching. The performance management policy and other curriculum policies and practices are integral to the teaching and learning policy and each interweave to support a whole school approach.

Staff are observed formally across the year and given feedback on areas of strength and areas for development. This in addition to their professional development interviews will support continuing professional development.

Staff development meetings also focus on supporting sharing expertise and developing skills and knowledge across the teaching workforce.

Continual Professional Development

Very many things encompass continual professional development for staff. The list below is not exhaustive but will give a flavour of the range of activities which may contribute to professional development of staff.

- Peer Coaching
- Leading policy development
- Work shadowing
- Appraising others
- Team working
- Training others
- Professional qualifications
- ICT training
- Networking
- Collaborating
- Research activities
- Pupil pursuit
- Recruitment of others
- Working with Governors
- Experiential learning
- Regular professional staff meetings
- Mentoring
- Inset Days
- Shadowing
- Observing others and being observed
- Team teaching.

Learning beyond the Classroom

Many learning experiences at Leycroft Academy occur beyond the classroom through several activities.

Examples include:

- Day trips and residential visits
- Visiting specialists (for example the animal man, theatre groups etc)
- Creative Partnership working
- Inclusion events across the city
- Inclusion at other schools
- School council
- Use of external space around school for exploration, investigation, and learning
- Sporting events and galas across the city and beyond
- Extended school cluster events

