



Creating Learners Without Limits

Title	Teaching and Learning
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Associated Policies	Learning Essentials Assessment Home Learning Marking, Feedback and Presentation in Books Behaviour Behaviour Plans Curriculum Statements Staff Development Handbook Staff Handbook (See also additional information contained within the Teaching And Learning Policies and Procedures folders)
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The Principles of Teaching and Learning

At Victoria Primary Academy we are committed to high quality teaching and learning to raise standards of achievement for all children. This policy forms part of our approach to teaching and learning and will evolve and be adapted during the academic year 2018/19 as we continue to implement new approaches to the curriculum and assessment materials.

At Victoria Primary Academy we have *Learning Essentials*, these ensure strategies, techniques and expectations are clear and that all children are accessing the best teaching and learning. Although there is an expectation that all teachers adopt our *Learning Essentials*, we do not expect all teachers to perform in exactly the same way at the same time. These need to be read in conjunction with this policy.

Core Purpose

Our mission statement demonstrates our core purpose and underpins our curriculum:

Creating Learners without Limits

All members of the team are committed to:

- Providing a supportive, positive, healthy, caring and safe environment where learners can be supported and challenged to achieve the very best of their potential in all areas of the curriculum
- Providing a curriculum that promotes spiritual, moral, cultural, social and emotional development for all pupils
- Developing a curriculum that allows children's natural curiosity to flourish and enable them to become involved with the curriculum and their learning
- Providing an atmosphere of mutual respect and trust where pupils demonstrate The Academy Values and behave well in line with our behaviour policy
- Valuing the achievements of all learners and rewarding effort and success

Academy Values

All pupils and adults are expected to demonstrate the Academy Values in everything they do. Our Values are integral to our ethos and pupils are rewarded for demonstrating the values of:

- Responsibility
- Perseverance
- Patience
- Cooperation
- Respect
- Integrity
- Aspiration

Roles and Responsibilities

It is the responsibility of all teachers to provide the highest quality teaching at all times for our pupils.

It is the responsibility of the Principal and Senior Team to monitor the quality of the teaching and learning within the school and to identify where development and support are needed.

Directors have a statutory duty to monitor that the processes are in place and that the school is addressing pupils' needs. Governors/Board members are encouraged to view the lesson observation process by arrangement with the Principal and the agreement of the staff member being observed.

Expectations of the Principal

The Principal will work to secure and sustain effective teaching and learning throughout the school, whilst monitoring and evaluating the quality of teaching and standards of pupil progress and achievement through benchmarking and target setting.

The Principal will provide suitable resources within training and environment to maximise the effectiveness of learning and teaching in order to optimise student potential and grades.

The Principal will work to:

- Create and maintain an environment and a code of behaviour which promote and secure good teaching, effective learning, high standards of achievement, good behaviour and discipline, and which enable teachers to meet the standards set out in the professional development framework.
- Determine, organise and implement a full, broad and balanced curriculum and its assessment; monitor and evaluate them in order to identify and act on areas for improvement and enrichment.
- Provide effective and appropriate support to all pupils.
- Monitor and evaluate the quality of teaching and standards of learning and achievement of all pupils, including those with additional needs.
- Promote positive strategies which encourage respect for all members of the school community regardless of age, gender, ability, race, religion and sexual orientation.
- Develop effective links with the community, including business and industry, to extend the curriculum and enhance learning and teaching.
- Create and maintain an effective partnership with parents/carers to support and improve pupils' achievement, personal development and well-being.
- Aim to provide regular and sincere celebration of pupil achievement – sporting, cultural and academic.
- To ensure that the learning environment is pleasant, welcoming and supports learning.
- To create an atmosphere that has a focus on learning and teaching within the school.
- To manage the budget and resources to ensure excellence in teaching and learning.

Expectations of the Board of Directors

- Monitor the sustainability of effective teaching and learning throughout the school.

Expectations of Curriculum Leads

- To be accountable for the standards of learning and teaching across their subject (TLRs/Leadership only).
- To report to Senior Leaders about standards of learning and teaching across their subject.
- To lead by example and set high standards that can be sustained.
- To communicate the learning and teaching aims of the subject.
- To disseminate information to staff efficiently, effectively and promptly.
- To ensure that the learning environment is pleasant, welcoming and supports learning.

Expectations of the Classroom Teacher

Mutual respect between teacher and pupils underpins effective teaching. Classroom teachers are therefore expected to:

- Be consistent, fair and to create an atmosphere of trust with the pupils who they teach.
- Support pupils in their learning and to help them become confident independent learners.
- Plan effectively following agreed formats.
- Mark pupil work in accordance with the Feedback, Marking and Presentation Policy.
- Set home learning that challenges and extends pupils in accordance with the Home Learning Policy.
- Create a secure, stimulating classroom climate that will motivate pupils to learn and to perform to the best of their abilities.
- Support their colleagues and curriculum leads in order to achieve the learning outcomes for the subject.
- Be a role model for their pupils and other teachers.
- Differentiate appropriately for the pupils in their classes.

Expectations of the Pupils

- Attend school regularly and punctually.
- To demonstrate the Academy Values and follow the Academy Rules.
- Work sensibly and to the best of their ability.
- Aim to achieve goals and meet targets and respect the right of others to do the same.
- To take responsibility for their own learning.
- To meet deadlines – completing home learning on time.
- Ask for help when needed.
- To co-operate with all academy adults.
- To be polite, pleasant and tolerant.
- To work effectively in groups therefore developing the skills of negotiation and co-operation.
- To look after their own property and respect the property of others.

Effective Learning

Effective learning takes place when pupils know:

- How to make progress
- What they are achieving
- How to learn, including thinking and questioning skills, using methods and resources
- The attitudes needed in the classroom, including respect, interest, responsibility, responding to challenge
- How to work independently and without close supervision
- How to work collaboratively
- The skills they need to develop, including enquiry, research, analysis, reflection

Quality First Teaching

Quality first teaching needs:

- Clear planning
- Assessment for learning
- Different teaching styles
- Pace and challenge for all pupils
- Organised classroom management
- Effective partnership with Teaching Assistants
- Good classroom relationships
- Relevant home learning
- Monitored progress
- A stimulating environment
- Regular evaluation and review

Teaching and learning styles and strategies

All children are individuals and with differing needs as different times within their primary years. We recognise that knowing our pupils well is the key to successful planning and learning.

The range of teaching and learning strategies used to cater for the needs of all the pupils at Victoria Primary Academy is extensive. These include:







- Explanation
- Instruction
- Questioning
- Observation
- Modelling
- Reporting back

- Investigation
- Consolidation and practice
- Problem solving
- Individual work
- Paired work
- Collaborative work
- Using ICT
- Extended writing
- Peer assessment
- Songs / rhymes
- Directing and telling
- Discussion
- Demonstration
- Listening
- Making judgements
- Oral Feedback
- Role play
- Research
- Brainstorming
- Sharing
- Simulations
- Revision
- Mind Mapping
- Art work
- Written work
- Self-assessment
- Feedback through marking
- Puzzles and games

Learning Essentials

At Victoria Primary Academy we have six Learning Essentials, these are designed to ensure we have consistency across year teams and the academy. It is an expectation that all teachers ensure these are adhered to as our universal offer to all pupils of Quality First Teaching. Please see the Learning Essentials document for further guidance on what the expectations are for each of our Learning Essentials.

Our Learning Essentials are:

-  Good quality modelling, effective use of partner learning and other effective T & L strategies to ensure progress is evident
-  Pupils that are enabled to demonstrate what they can do, know and understand in a variety of ways
-  A learning environment that enables pupils to take ownership of their learning, build in confidence and show independence
-  Planning that offers challenge and support at appropriate levels
-  The knowledge that creating success and creating belonging is key for all our learners
-  Adults and children that act as role models.

Partner Work

We recognise the importance and power of partner work in successful learning. Pupils work alongside a partner to explain, teach, listen, encourage, assess, question, extend and share ideas. Partners could be matched for ability or mixed ability depending on the learning and should be regularly changed to ensure pupils show their ability to work with a variety of different people in a range of different settings.

Engagement

Learning needs to be interactive, fun and stimulating, to ensure participation is demanded from all we have a 'no hands up' policy. A range of strategies are used in order to select pupils for answers, the most common of which is labelled teaching sticks which are randomly drawn from a pot. Pupils are aware that they could be called upon at any point to share their ideas or answer a question, passive pupils are not an option at Victoria Primary Academy.

The Quality Framework for Learning and Teaching (QFLT)

At Victoria Primary Academy we use the QFLT to enable us to have a common language of learning and teaching across the school. Themes are used as focus points for developing pedagogy and improving teaching, these are underpinned by Learner Behaviours and Teacher Behaviours.

For example:

Theme A4 - *Opportunities are planned for evaluation and feedback to and by learners*

Learner Behaviour - *Learners can assess their own learning and plot or predict their next steps*

Teacher Behaviour - *Teachers make frequent opportunities for learners to self and peer assess*

Learning Conversations and Lesson Visits

At Victoria Primary Academy we use learning conversations to enable opportunities for quality dialogue about teaching and its impact on learning. Lesson visits are used as informal observations, they do not form part of the appraisal process, but are part of the continuous development and improvements in learning and teaching.

Achievement Team Meetings and Coaching

Achievement Teams are used to ensure that learning is effective and progress is maximised. Achievement Teams consist of groups of teachers who meet in teams to discuss key pupils and aspects of teaching and learning. There is a collective shared responsibility to bring about improvements to learning and progress through structured professional conversations.

Achievement teams meet on a three weekly cycle, actions are agreed for short term improvements, these are reviewed by the team. The framework for achievement teams is followed with fidelity, the achievement team leader will ensure all members of the team understand and can fulfil their responsibilities.

At Victoria Primary Academy we use the TGROW model for coaching. All teachers are part of coaching pairs who work together to ensure that learning and progress is maximised through thought provoking and challenging conversations.

Accelerated Progress Learning Sequences (APLS)

When progress slows for a pupil consideration should be given to planning an APLS. This is a structured approach delivered for 10 minutes each day, to give daily practice and reinforcement of foundational learning. For further information please see a member of the senior team.

Planning

- For English we use Read, Write, Inc for the foundations of literacy skills. Pupils across the Academy will progress through RWInc phonics. For pupils who continue to require additional support for literacy skills we use Fresh Start in Years 5 and 6. Once children are ready to move on from the phonics element of RWInc we base our English planning of the RWInc Literacy and Language materials. These resources are used to ensure good coverage and to ensure approaches used across all classes are consistent and effective in moving learning on. Individual units are adapted and added to ensure they match the needs of our pupils. Please speak to the English lead for details of how to adapt a unit.
- In mathematics Teachers use the White Rose Maths Hub scheme of work as a framework, which provides rich and practical opportunities for learning through problem solving and reasoning. Teachers also use Nrich and NCETM to provide low threshold – high ceiling problems. There is additional guidance to support the teaching of mathematics, e.g. calculation policy, approach to the teaching of times tables and mathematical vocabulary, we use Tackling Tables to ensure progress of tables and division knowledge. Please refer to the maths lead for further guidance.
- For the connected curriculum we use Edison units.
- All year groups follow agreed long term planning which links directly with the National Curriculum and draws together all of the above.
- Teams work together to complete short term learning plans that ensure all learners are supported and challenged.
- The teacher will have clearly identified pupils needing extra support for special needs or for intervention and have planned appropriate activities to meet their needs.
- The teacher will have clearly identified more able pupils and will have planned appropriate activities to challenge and extend them.
- Learning should be planned to reflect a well-balanced range of activities to include a range of teaching and learning styles
- Opportunities should be given for pupils to work in pairs or small groups as well as individual and whole class work.
- Planning/planning folders should clearly identify pupil premium pupils, pupils with SEND, EAL pupils and More Able pupils. Talk partners should also be identified.
- Planning should be annotated at the end of lessons to show AfL and next steps.

Starting a lesson

Lessons should begin promptly and in an engaging manner. Pupils should become directly involved in the learning immediately. Lessons can begin in a variety of ways and places within the learning environment, at tables, on the carpet area, using Q & A techniques, TTYP etc.

Learning intentions

We use learning intentions and we articulate the purpose of the learning to ensure that pupils across the academy become familiar and secure with the aims & purpose of their learning and teachers can use them as robust planning & assessment foci.

Main lesson

This part of the lesson should facilitate the new learning for pupils and provide opportunity for them to demonstrate their understanding. Regular assessment of the pupils' progress should be an integral part of the lesson. This may be through questioning, teacher, peer or self-assessment.

The learning should be explained and resources identified. Learning should be well structured and planned, relevant and challenging. Planned use of support should be made in partnership with Teaching Assistants.

Metacognition

We use the idea of a meta walk – I do, we do, you do – to support children to learn and progress.

The Four Modes of Learning

- Foundational
- Conceptual
- Collaborative
- Personal

At Victoria Primary Academy our pedagogy is underpinned by an understanding of how pupils learn, the four modes of learning support this understanding.

We recognise the importance of foundational learning to ensure children become secure with their knowledge, skills and understanding: regular practice leads to automaticity. FAST learning is a key feature of this, one of our current approaches is Tackling Tables. These are delivered with fidelity to the structure of FAST learning.

Conceptual learning recognises the importance of metacognition. The deepest learning occurs when connections are made to past learning concepts. Higher order questioning enables pupils to explain, justify and consider what if. Conceptual learning builds a pupil's mental stamina through using a mixture of paired, group and individual work, active learning and cognitive replay (paraphrasing, think-pair-share, self and peer assessment).

Collaborative learning takes place when children are given group challenges that have a purpose and lead to a learning outcome, this enables pupils to assess their own learning and that of others.

Personal learning enables pupils to become more independent and resilient in their learning.

Learning will:

- Be matched to pupils needs and abilities
- Build on knowledge and skills acquired previously
- Relate to key questions, enquiry, investigation and problem solving
- Develop a range of pupils' skills
- Use different teaching strategies
- Enable pupils to evaluate their own work
- Encourage pupils to apply what they have learned in other situations

The teacher will:

- Ensure support and challenge is given to all learners during the lesson. We do not remain with a focus group for a prolonged period of time but intervene in a timely and efficient manner with all pupils during the course of the learning
- Give clear instructions
- Link work clearly to the learning intention
- Have high expectations
- Demand high quality in terms of work and effort
- Not talk for too long
- Use target and technical language
- Display key words and/or write them on the board
- Facilitate learning
- Maintain a presence in the classroom
- Enable mini-plenaries to take place, where appropriate, so that pupils remain focused and evaluate their progress
- Ensure time is used appropriately to give good pace to the lesson

The pupils will:

- Listen and respond positively to the teacher and each other
- Be kept on task
- Be stretched and challenged
- Be motivated
- Want to achieve well and achieve

Plenary

A review of what pupils have learnt should occur at the end of every lesson by recapping the Learning, this can be completed in a variety of ways.

Grouping

All pupils are taught in mixed ability class groups for all subjects with the exception of RWInc/Fresh Start. We believe that pupils perform best where good quality support and challenge is offered to all pupils within a mixed ability class, where they can learn and achieve alongside their peers. Pupils need to be given the opportunity to undertake low threshold, high ceiling learning to ensure no cap is put on their understanding. We use a mastery approach, all pupils should be given the opportunity to move on their learning and demonstrate what they understand, children should not be constrained in their learning – we do not believe that traditional forms of differentiation are appropriate for our learners.

Feedback, marking and presentation

Feedback must be informative and support the learners to improve, marking should be carried out in a timely manner and in line with academy procedures. Presentation in books follows agreed formats to ensure consistency and clarity. Please see our *Feedback, Marking and Presentation Policy and Guidelines*.

Home Learning

Home Learning is a valuable element of the learning process, pupils should be encouraged to continue their learning at home through the setting of interesting and challenging tasks. Please see our *Home Learning Policy* for details.

Assessment

There should be a variety of Assessment for Learning techniques used throughout lessons, these form part of our overall approach to assessment. Pupils should be given planned opportunities to demonstrate their understanding and their depth of learning within each lesson. Assessments should also take place beyond the point of learning to ensure that the learning is secure over time.

Please see our *Assessment Policy* for details.

Monitoring and Evaluation

Classroom Observation and Learning Walks are used to monitor and evaluate the effectiveness and quality of teaching and learning at Victoria Primary Academy. They also form an important part of the process of reviewing the performance of the school through self-evaluation. Lesson observations are also used as an important part of continuous professional development for teachers.

Please see *The Staff Development Handbook* for further details.

Improvement Leaders

Improvement leaders are responsible for updating their own curriculum statement, formulating their own improvement plan, monitoring and evaluating their subject throughout the year and writing an impact statement at the end of the academic year.

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