

# Victoria Primary Academy

A Member of Hatton Academies Trust



Creating Learners Without Limits

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| <b>Title</b>               | <b>Teaching and Learning</b>   |
| <b>Reviewed</b>            | <b>September 2022</b>  |
| <b>Next Review</b>         | <b>September 2023</b>  |
| <b>Associated Policies</b> | <b>Learning Essentials</b><br><b>Assessment</b><br><b>Home Learning</b><br><b>Marking, Feedback and Presentation in Books</b><br><b>Behaviour</b><br><b>Behaviour Plans</b><br><b>Curriculum Statements</b><br><b>Staff Development Handbook</b><br><b>Staff Handbook</b><br><b>(See also additional information contained within the Teaching And Learning Policies and Procedures folders)</b> |
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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 2022/23 as we continue to implement new approaches to the curriculum and assessment materials.

At Victoria Primary Academy we have adopted the Hatton Principles of Pedagogy and this policy should be read in conjunction with those. The principles set out our approach and expectations around what high quality teaching and learning is and what our children should be experiencing daily within lessons.

## **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

## **Curriculum**

We seek to offer a curriculum that is

- Unapologetically ambitious,
- Knowledge rich
- Supports the acquisition of vocabulary in a systematic way
- Uses the very best educational research and evidence to support our methods

## 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 and Senior Vice 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 at Victoria needs:

Clarity and visibility of knowledge

- High expectations that are ambitious
- Challenge for all children
- Challenge at all levels
- Well-sequenced lessons
- Vocabulary taught explicitly and cumulatively
- Strong relationships
- Excellent explanations
- Well pitched questions
- Tasks that cause hard thinking and dialogue
- Skilful application of knowledge
- Routine retrieval practice
- Strategically placed and interleaved practice

## 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

### [Principles of Pedagogy](#)

At Victoria Primary Academy we have developed alongside the Trust the Principles of Pedagogy. This document sets out fully our minimum expectations around pedagogy. This

also gives us as professionals a common language and starting point when discussing our pedagogy and approaches.

We use varied pedagogical approaches to support the development of learner skills. We believe it is essential to select the very best evidence based research while avoiding a reductive approach where research is used without full consideration. As such we use key pieces of research such as Principles of Instruction and Retrieval Practice in an integrated and systematic way. We do not blindly follow latest trends or unquestioningly adopt anything without researching and questioning thoroughly how things will meet the needs of our children.

### 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.

### Learning Conversations, Learning walks 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. Learning walks are undertaken often by the Senior Vice Principal in order to ensure there is the greatest possible understanding by senior staff of day to day classroom practice. This also is not part of the appraisal process.

### Planning

- For English in Reception and Key Stage 1 we use Read, Write, Inc for the foundations of literacy skills. Pupils across the Academy will progress through RWInc phonics. For pupil in Year 3 upwards we use The Write Stuff approach developed by Jane Considine. These resources are used to ensure excellent 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.



- In mathematics Teachers use the established principles of pedagogy that are used in all other subjects. We 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 Science, Art, DT, History and Geography we use the CUSP curriculum.
- 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.

### Lesson Typicality

All lessons follow a six part format. This may be explicitly planned under the below headings or adapted to meet the particular subject but the expectation is that all lessons will include elements of the six parts:

**Connect-** to prior learning, this is with pace, precision and organisation

**Explain-** the intended knowledge This is dynamic, to ensure learning is generative and responsive.

**Example** these are shared models of intended knowledge. They are concrete, to ensure learning is unmissable and successful.

**Attempt-** enables practice. This is generative, to ensure learning is rehearsed and draws upon worked examples

**Apply-** Children record their work, to ensure learning is consolidated, connected and embedded

**Challenge-** Questioning and tasks that deepen and challenge pupil thinking using images and statements to support critical thinking.

### Metacognition

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

### 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 .

## Grouping

All pupils are taught in mixed ability class groups for all subjects with the exception of RWInc. We believe that pupils perform best where good quality support and challenged 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 in learning and demonstrate what they understand, children should not be constrained in their learning – we do not believe that traditional forms of differentiation are always 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* guidance 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.

## **Subject Leaders**

Subject 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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