



Blackpool Gateway Academy Teaching & Learning Policy 2021/22

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By:	SLT

OUR VISION

“Learning today for a brighter tomorrow”

At Blackpool Gateway Academy we are committed to providing a high quality education within a happy, nurturing and stimulating environment, where all children recognise their individual ability to achieve their full potential. We aim to equip all children to meet the challenges of their education, future work and prepare them with the skills they need to have a successful and happy life.

Our school is located in an area of Blackpool that has high levels of deprivation. A majority of pupils in our school are from disadvantaged backgrounds and enter our baseline at lower than age related expectations. As such we provide a nurturing environment centered around children's wellbeing. We have the highest expectations of governors, staff, children and parents to enable everyone to be the 'best they can be' no matter their background or need. In addition we are also part of the Government's Opportunity Area and the Get Blackpool Reading Initiative.

INTENT

At Blackpool Gateway Academy, we ensure that our children receive the very best education possible. We provide all children with the necessary skills in core and foundation subjects to succeed.

At Gateway, we follow the National Curriculum and supplement this further through well sequenced and progressive schemes of works such as 'Power Maths' and 'White Rose' (mathematics), 'Focus' and 'Talk for Writing'. We have further adapted our curriculum to have a greater focus on reading, oracy, and recall of prior learning to embed learning into the long term memory, so children are equipped with the communication skills to fully participate in an ever changing world to ensure success across the curriculum.

In addition, we have enhanced our curriculum by creating a bespoke, return and recovery scheme of work for each subject to ensure any potential gaps in learning are addressed enabling us to fully meet the needs of our pupils. This was designed to look at key skills that children need to be fully secure in before moving learning on, so their knowledge is built on firm foundations and prepares them for the next stages of their education. We have implemented a tailored and carefully planned math learning ladder. The teaching and learning of maths has been progressively sequenced into strands of mathematics to aid richer and wider opportunities to enable children to use and apply mathematics in a variety of meaningful ways, providing a broader and richer mathematics curriculum.

As a result, we expect pupils to make good progress and are able to communicate their learning more effectively. We ensure that our monitoring cycle is continually developed through close scrutiny and monitoring by leaders across school and incorporates discussions with all stakeholders. We link closely with the local community and take part in charity events, harvest collections and elderly residents.

At Blackpool Gateway Academy, we recognise that our children need a rich and broad curriculum that will support and develop their Cultural Capital. With this in mind, subject leads and class teachers, consider carefully how learning is sequenced and built on to ensure the children are equipped for their futures. As a result, Foundation subjects also follow a carefully planned knowledge and skills based progression of learning to ensure a high quality broad and balanced

curriculum. This is to give children the knowledge and experiences they need to succeed in life and be respectful and productive members of the community.

At Gateway, we ensure that all year groups (as appropriate to age and stage) have adopted the latest Relationships and Sex Education Guidance (RSE). RSE is taught within the personal, social, health and economic (PSHE) education curriculum through a weekly lesson. Our Dimensions scheme has the RSE elements throughout each year group's curriculum map to ensure a progression of teaching and learning. The Biological aspects of RSE are taught within the science curriculum. Pupils in year 5 and 6 also receive stand-alone sex education sessions delivered by a trained professional of the Coram Education Team. PSHE is delivered in an Inclusive environment where lessons are adapted to meet the academic and social needs of all children, including those with SEND.

Where possible, and to strengthen further cultural capital, our curriculum is enhanced further through a variety of enrichment experiences such as field study visits, workshops, experience days and residential. During recent times when visits have not been possible due to government guidance we have arranged visitors to come to school to deliver 'in house workshops' to ensure we give our children the best possible experiences to enhance the curriculum. For example during the pandemic we were visited by guest speakers for the Owl Sanctuary to enhance the Science curriculum and we were visited by a performing arts group who performed 'Treasure Island' to enhance our writing curriculum .

When possible, School trips are planned to support the children's subject knowledge either pre topic (to give the children a hook for their learning or post topic to consolidate prior learning. Residential visits will be booked when permitted for UKS2. We also link our school trips to support our curriculum drivers of **possibility, growth and community**.

Through assemblies, class teaching and natural discussions, children learn about the fundamental British Values and our school Core Values as part of our social, moral, spiritual and cultural curriculum. There is also work conducted and interwoven around personal development and character building with particular emphasis on resilience, independence and ambition. Furthermore, we have four houses within the school, named after influential people: Newton, Curie, King and Earheart. Everyone in school is part of a house and the system encourages the children to earn gems for modelling the core values. Weekly totals are revealed on our newsletter and rewards winning houses that will be awarded throughout the year.

Our passionate and dedicated staff have the highest expectations for our children and maintain this standard throughout their learning journey at Blackpool Gateway Academy. Lessons offer challenges at all levels with expectations that all children have an active role in their learning and are ambitious to keep persevering. High expectations of presentation and challenge are non-negotiable and are becoming embedded into daily teaching.

At Blackpool Gateway Academy we provide an inclusive curriculum and learning environment for all learners. Children with Special Educational Needs and Disabilities (SEND) have full access to all National Curriculum subjects appropriate to the age and stage of their development. We use a range of approaches to support children with SEND needs and ensure that learning is differentiated for all children through bronze, silver, gold challenges. In addition to this, we effectively deploy support staff to provide further scaffolding and resources to differentiate as appropriate. When this support is in place and when a child is deemed to still not be making

sufficient progress, this begins the SEND referral process. We are also developing a 'Rainbow Room' within school for children who are working significantly below their Key Stage standard to access provision which is tailored to meet their individual needs.

Pupil Premium children are given equal opportunity to access the curriculum their peers follow. At Blackpool Gateway Academy, we strengthen Pupil Premium children's learning experiences through enhanced resources such as access to technology, quality concrete resources and bespoke nurture sessions. All children at Gateway are assessed using Boxall profiling and pedagogical approaches are informed by the outcomes with the suggested strategies from Boxall profiling.

As a part of our pastoral provision, we have an external counsellor who delivers individual and group therapy sessions when required to provide a holistic curriculum. In addition, we have Stanley our Therapy dog, who is currently in training, and will be deployed to encourage children to learn, self regulation and reluctant readers.

Our Family Support Officer works closely with our families to ensure family needs are met. We recognise good attendance is vital to ensure children reach their potential and working collaboratively with our Pupil Welfare Officer, we strive to ensure our pupils attend school every day.

Our Commitment

It is our expectation at Gateway that pupils leave us as confident, motivated, life-long learners who take pride in their work and are ambitious for their own futures, equipped with the skills and knowledge needed for the next stage in their education and wider life.

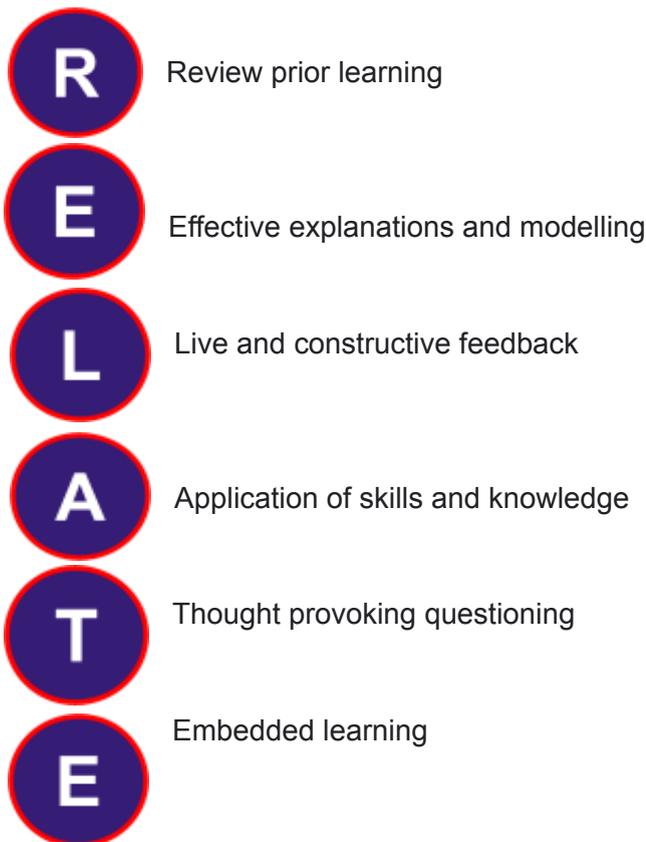
In addition to Gateway's core values, self-confidence and interpersonal skills are developed through ongoing opportunities for speaking and listening throughout the curriculum, utilising Elklan strategies also ensuring all pupils can succeed. Pupils are set achievable goals and targets in line with their learning journey ensuring confidence through success and challenge is achieved.

Our Teaching and Learning Policy reinforces the need for teaching that is broad, balanced, nurturing, engaging and fully inclusive to all learners. We aim to cultivate a sense of community and belonging at Gateway teaching children to foster a love of learning through our core values.



IMPLEMENTATION

Learning at Blackpool Gateway Academy is the act of: frequently transferring knowledge between the working and long-term memory; connecting new learning to prior learning; and giving pupils a wealth of knowledge: cultural capital. In order to achieve this, we apply research-informed pedagogy to plan, teach and assess learning to ensure a high quality education that builds upon previous learning and provides a vast vocabulary acquisition is established for all pupils. The word 'relate' (to make a connection) summarises our approach to providing nurturing, engaging and contextual learning experiences for all pupils:



Barak Rosenshine's PRINCIPLES OF INSTRUCTION

A thematic interpretation for teachers by Tom Sherrington (@teacherhead)

REVIEWING MATERIAL

- 1 Daily review
- 2 Weekly and monthly review

Daily review is important in helping to re-activate prior learning from the last lesson. Let's not be surprised that students don't immediately remember everything. They won't! It's a powerful technique for building fluency and confidence and it's especially important if we're about to introduce new learning – to activate relevant prior learning in working memory.

QUESTIONING

- 1 Ask questions
- 2 Check for student understanding

The main message I always stress is summarised in the margin: ask more questions to more students in more depth. Rosenshine gives lots of great examples of the types of questions teachers can ask. He also reinforces the importance of process questions. We need ask how students worked things out, not just get answers. He also really goes on stressing that asking questions is about getting feedback to see teachers about how well we've taught the material and about the need to check understanding to ensure misconceptions are flushed out and tackled.

SEQUENCING CONCEPTS & MODELLING

- 1 Present new material using small steps
- 2 Provide models
- 3 Provide scaffolds for difficult tasks

Small steps – with practice at each stage. We need to break down our concepts and procedures (like multi-stage maths problems or writing) into small steps that can be practised.
Models – including the importance of the worked-example effect to reduce cognitive load. We need to give many worked examples, too often teacher give too few.
Scaffolding is needed to develop expertise – a form of mastery coaching where cognitive supports are given – such as how to structure extended writing – but they are gradually withdrawn. The sequencing is key. Scaffolds on a bike are really powerful aids to the learning and confidence building – but eventually they need to come off.

STAGES OF PRACTICE

- 1 Guide student practice
- 2 Obtain a high success rate
- 3 Independent practice

Teachers needs to be up close to students' initial attempts, making sure that they are building confidence and not making too many errors. This is a common weakness with less effective teachers'. Guided practice requires open observation and feedback.
High success rate – in questioning and practice – is important. Rosenshine suggests the optimum is 80% (i.e. high but 95-100% (too strict)). He even suggests 70% is too low.
Independent, monitored practice. Successful teachers make time for students to do the things they've been taught to themselves, when they're ready. 'Students need' evidence, successful, independent practice in order for skills and knowledge to become automatic'.

In order to ensure this is established successfully throughout the school, CPD is delivered through staff meetings that both cover the elements of RELATE and model them explicitly. Weekly morning briefings are hosted for all staff that discuss pedagogical approaches and share/model of good practice. Inclusion of support staff in this process provides a whole school clarity on the expectations and vision for the school and supports all on implementing it. Further to this, subject monitoring and appraisal processes are centred around the principles of teaching and learning that are incorporated into RELATE. In order to support the successful development of all staff, further opportunities are granted to all staff as a result of the appraisal and monitoring process in the shape of CPD, staff training sessions and team teaching.



Review Prior Learning

At the beginning of each lesson, pupils will engage in an 'entry task' that will provide opportunities to review prior learning, including retrieval practice and/or 'fix it time'. A consistent approach is applied throughout each subject allowing a strong start to each lesson in which pupils independently engage in this process.

Retrieval Practice

Opportunities for daily, weekly and monthly review are planned for using a 'spaced' approach that recalls both implicit and explicit learning from the long term memory to the working memory. A mixture of techniques/activities are utilised that:

- retrieve knowledge relevant to the lesson in order to develop schemas via making connections between prior and new learning
- retrieve knowledge relevant to the lesson for fluency practice of implicit learning that reduces the cognitive load for new learning
- retrieve knowledge independent to the lesson

Fix-It Time

Pupils use a purple pen to respond to the feedback / marking from the prior lesson or to independently edit / improve their work.

Refer to the 'Relate' Handbook for examples of activities for retrieval practice and fix-it time.



Effective Explanations and Modelling

An awareness of 'cognitive load' theory is evident in explanations and modelling:

- New learning is presented in small steps allowing a sequential and progressive learning journey that is differentiated to the needs of all learners.
- Modelling and the opportunity for student practice are interleaved throughout lessons allowing

pupils to apply newly taught material.

- Scaffolding through the use of questioning, resources and support is applied during student practice allowing individuals to meet the learning objective.

Mistakes are utilised within the lesson to address misconceptions and promote an ethos in which pupils are motivated by challenge and subsequently develop a growth mindset. In order to consolidate learning in the long-term memory, teachers and TAs give clear and detailed instructions, provide experiences beyond the classroom, think aloud and model the small steps through use of:

- WAGOLLS and WABOLLS
- Dual Coding Theory
- Visualisers
- Worked examples
- Concrete resources



Live and Constructive Feedback

In order to support rapid progress for all children, teachers give live and constructive feedback that addresses misconceptions, challenges pupils further and acts as a formative assessment. This can take many forms including the use of:

- Verbal feedback
- Live marking
- Peer assessment
- Agree - Build - Challenge
- Assessment for learning techniques
- Next step marking
- Mini plenaries

In depth marking is also used to assess pieces of work to provide individualised and qualitative feedback which sets personalised targets for individual children. High expectations and daily fix-it time for non-negotiables (such as letter/number formation) are vital to enable children to practise basic skills everyday.

By using a variety of feedback techniques, teachers are able to efficiently check children's understanding and tailor their planning/teaching to provide a bespoke learning experience for the children in their class. Giving feedback in this way also ensures any misconceptions are quickly addressed and children are able to progress through bronze, silver and gold challenges allowing for accurate challenge and support accordingly. We have found that children develop confidence and are able to celebrate their mistakes to move their own learning forwards.



Application of Skills and Knowledge

Our learning objectives are taken from the National Curriculum or relevant scheme of work e.g. White Rose, Focus. Pupils are given the opportunity to apply their skills and knowledge in cross-curricular and intra-curricular learning in a variety of ways, including:

- Fluency, Reasoning and Problem Solving
- Drawing
- Discussions
- Drama/Role Play
- Investigations



At Gateway Academy we believe that children learn at different paces and may have a variety of strengths across the curriculum. We maintain high expectations for all learners whilst implementing bronze, silver and gold progressive learning opportunities in each subject to scaffold, support and extend pupils at all stages in all levels of their individual learning journey.

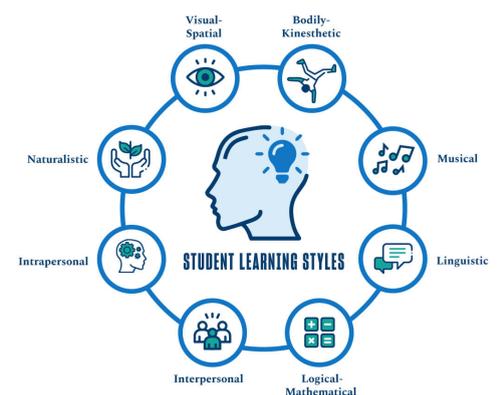
- **‘Bronze Challenges’** - are designed to scaffold learning in a variety of ways to enable children to achieve standards within the national curriculum to the best of their ability.
- **‘Silver Challenges’**- relate to the age-related expectations and end points of the year group within the national curriculum and are considered a good level of achievement and attainment.
- **‘Gold Challenges’** -provides further stretch and challenge for children reaching ‘Greater Depth’ knowledge. This is to give all children something to strive for and promotes our Core Values of Ambition and Excellence.

We encourage children to choose their level of challenge to promote our core value of Ambition and Excellence. We ensure that children are secure at each level of their learning before progressing onto the next challenge to minimise any gaps in knowledge and to boost self-esteem and confidence at all learning levels.

Support staff are used dynamically to promote independence and support for all learners of all abilities and to provide stretch and challenge throughout each lesson.

Learning Styles

We recognise that there are many factors affecting achievement, including ability, emotional state, age and maturity. We believe that many pupils, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term. We identify these needs as they arise and



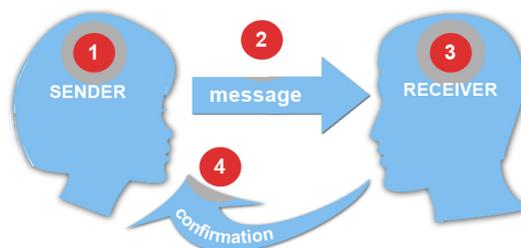
provide teaching and learning contexts which enable every child to achieve his or her full potential by using a variety of learning styles to engage all children and promote an inclusive learning environment.

Teachers provide a balance of activities to suit all learners. There is a need to raise achievement by using prior attainment data to set challenging targets to allow pupils to make good progress. Where ongoing underachievement exists in either teaching groups or vulnerable groups that the appropriate interventions are planned to raise achievement and make outstanding progress. We believe learning is more effective in a safe and secure learning environment, where appropriate opportunities exist for social, moral, spiritual and cultural elements to be explored and shared. Teachers will endeavour to make learning 'purposeful' for pupils by using a variety of practical resources from the real world.



Thought Provoking Questioning

Throughout each lesson, teachers ensure that they use a variety of questioning techniques including the use of open-ended questions thus allowing pupils to deepen their understanding, develop their thinking and communicate their learning. Questions are both pre-planned and reactive to the learning. Teachers ensure that they employ a 'wait time' allowing all pupils time to process the question, formulate a response and articulate their answer. Effective questioning allows teachers to check the students' understanding, address misconceptions and challenge them further.



Teachers may use different types of questioning techniques such as:

- Cold calling
- Say it again - better
- Think Pair Share
- Show-me boards
- Probing questions
- No Opt-Out
- Whole class response
- Metacognitive questioning is used to connect new learning to prior learning and to develop pupils' understanding of how they learn best.



Embedded Learning

When learning is embedded, pupils will have developed automaticity where learning will have entered the long-term memory. Once this has happened, children will be skilled in retrieving, articulating and applying their newly learnt knowledge and skills to other areas of the curriculum. This will be evident through opportunities, including:

- 'Hot Tasks'
- Independent pieces of work
- End of unit assessments
- Pupil voice
- Retrieval practice

Classroom displays will be used to assist with embedding learning as they are built upon week by week and transferred to the class floorbook half-termly, providing a record of the learning journey for pupils to revisit.

IMPACT

At Blackpool Gateway Academy we plan and deliver a carefully sequenced curriculum where teaching and learning is planned to encourage the development and application of a wider range of core skills and attributes that will help pupils achieve in later life such as healthy and active lifestyles, the ability to budget and self regulation skills in order to have positive peer relationships.

The progression of knowledge, skills and understanding is planned, reviewed and adapted to ensure that children's learning builds effectively over time in the hope that children leave us 'secondary ready' and equipped to deal with life after Gateway. Our teaching practice is rooted in evidence-based research. Teachers are self-reflective and enhance their pedagogy to help raise standards across the breadth and depth of the curriculum.

In order to ensure that the teaching and learning policy is implemented effectively across the school, we measure the impact of children's learning in a variety of ways such as

- Teacher assessment
- Baseline assessment results and Foundation Stage Profile
- National Curriculum descriptors for the end of each key stage.
- Standardised screening and assessment tools.
- Observations of behavioural, emotional and social development
- EHCPs
- Assessments by specialist services such as Educational Psychology, Communicate, SALT, and the SEND team can identify additional needs.

- Monitoring of progress will be carried out by the class teacher and used to inform future differentiation within whole class planning
- GL Assessments
- Suffolk Reading Assessments
- Pupil Progress Meetings
- PIVATS tracking

There is a need to raise achievement by using prior attainment data to set challenging targets to allow pupils to make outstanding progress. Blackpool Gateway Academy uses a range of assessment procedures within lessons (such as verbal communication, taping, role-play and drama, video and drawing) to ensure children with additional needs are able to demonstrate their achievement appropriately.

Working with Parents/Carers

Staff and parents/carers will work together to support the teaching and learning of pupils. Any targets identified will be shared with parents/carers through reports and parents evenings. Ideas and materials for supporting learning at home will be discussed with parents/carers and distributed on request. Termly parents/carers evenings provide regular opportunities to discuss concerns and progress. In addition to this parents/carers are able to make other appointments on request. At Gateway we believe regular communication between school and home ensures that concerns are promptly acted on. Formal midterm and final year reports are sent out as a written record of their child's achievement.

Evaluating the success of the Teaching & Learning Policy

As a school, we conduct regular whole school monitoring and evaluation procedures which include sampling of work and observations. Any outcomes identified as pertinent to high quality planning, teaching, learning and assessment will be taken forward by the whole staff and used to build upon successful practice. The quality of teaching and learning is evaluated through performance management, observations, SLT and subject leaders learning walks, pupil achievement and areas related to the teaching standards. This policy is reviewed annually and will be developed through consultation with staff, pupils and governors.

Responsibilities

The Governors are responsible, in consultation with the Senior Leadership Team (SLT) for establishing the policy for the promotion of high quality lessons, for monitoring the effectiveness of this policy and for reviewing it at the appointed review date.

The Headteacher is responsible for the overarching implementation of the policy and ensuring the development of teaching and learning is closely monitored and impactful across the school.

The Deputy Headteacher (Teaching and Learning) is responsible for leading the development of teaching and learning across the school and school improvement within the curriculum and its delivery.

The Assistant Headteacher (Inclusion) is responsible for inclusion and SEND related aspects including nurture and attendance at school and other responsibilities to attempt to overcome barriers and inhibiting factors that affect teaching and learning.

The Senior Leadership Team is responsible for the implementation and day-to-day management of the policy and procedures. They will monitor the quality of teaching and learning in the whole school and offer support and training to maintain high standards.

Subject Leaders are responsible for ensuring the curriculum meets learner needs, standard operating procedures are implemented across the department, monitoring and evaluating the quality of teaching and learning, providing support and training to develop teaching and learning across their department, and tracking the progress of students.

Staff are responsible for applying the school's Teaching and Learning Policy and procedures to provide high quality learning experiences for all students.

Linked Policies

- Feedback Policy
- SEND Policy
- Nurture and Behaviour Policy
- Subject Specific Policies



Signed:
Mrs Robnison

March 2022