

**Darwen St James'**  
C of E Primary Academy



**Teaching and Learning  
Policy  
2023/24**

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## **Aims**

This policy aims to:

- Explain how we'll create an environment at our school of high expectations where students learn best and love to do so
- Summarise expectations to make sure all staff have clarity and understanding about what excellent teaching and learning looks like across the school and in their own subject specialism.
- Ensure all members of the school community recognise the importance of excellent Teaching and Learning and a robust curriculum is our most powerful tool to achieve excellent inclusion and equality across the school.
- Ensure all staff have the skills and knowledge to identify gaps in students' learning and to address this through their teaching.

## **Our guiding principals**

Our school mission statement is to Nurture ambition through a living faith.

Our vision is to be an academy that delivers a purposeful curriculum through its living Christian faith. To nurture ambition in all of our learners to enable them to become positive citizens of tomorrow.

This is underpinned by our core Christian values of Hope, Courage, Love, Friendship and Perseverance.

We believe that education is transformational. Our role is to support all of our pupils to succeed irrespective of their starting points. We understand

that 'equal' treatment is not always sufficient to give 'equitable' outcomes – some students need more than others. We are committed to giving students whatever support they need to ensure they make the progress necessary to get the successful outcomes that they deserve.

We work tirelessly to remove barriers to learning for all students. We believe that relationships are the most important thing in schools. The way that staff and students relate to each other is fundamental to the success of what we are trying to achieve.

## **Responsibilities**

Teaching and learning in our school is a shared responsibility, and everyone in our school community has an important role to play.

### **Teachers at our school will:**

- Follow the expectations for teaching and professional conduct as set out in the Teachers' Standards
- Follow the expectations as set out in this policy
- Update parents/carers on pupils' progress through termly reports on progress and through 2 parents evenings.

### **Support staff at our school will:**

- Know pupils well and adapt support to meet their individual learning needs
- Support teaching and learning with flexibility and resourcefulness
- To use initiative and to be proactive
- Meet the expectations set out in this policy

### **Subject Leaders will:**

- Help to create well-sequenced, broad and balanced curriculum that build knowledge and skills
- Sequence lessons in a way that allows pupils to make good progress
- Use their budget effectively to resource their subject, providing teachers with necessary resources for learning

- Drive improvement in their subject, working with teachers to identify any challenges
- Timetable their subject to allocate time for pupils to achieve breadth and depth, fully understand the unit of work and demonstrate excellence
- Moderate progress across their subject, for example, systematically reviewing progress against a range of evidence and reviewing performance data
- Improve on weaknesses identified in their monitoring activities
- Create and share clear intentions for their subject- Action Plans
- Encourage teachers to share ideas, resources and good practice - lead staff meeting 1/2 a year.

**Senior leaders at our school will:**

- Have a clear and ambitious vision for providing high-quality, inclusive education to all
- Celebrate achievement and have high expectations for everyone
- Hold staff and pupils to account for their teaching and learning
- Plan and evaluate strategies to secure high-quality teaching and learning across school
- Manage resources to support high-quality teaching and learning
- Provide support and guidance to other staff through coaching and mentoring
- Input and monitor the impact of continuing professional development (CPD) opportunities to improve staff's practice and subject knowledge
- Promote team working at all levels
- Address underachievement and intervene promptly

**Pupils at our school will:**

- Take responsibility for their own learning, and support the learning of others
- Meet expectations for good behaviour for learning at all times
- Attend school everyday and be on time
- Be curious, ambitious, engaged and confident learners

- Know their next steps and how to improve - from year group expectations
- To be able to speak about what support they need to succeed
- Put maximum effort and focus into their work
- Complete home learning activities

**Parents and carers of students at our school will:**

- Value learning and encourage their child as a learner
- Make sure their child is ready and able to learn every day
- Support good attendance
- Participate in discussions about their child's progress and attainment Communicate with the school to share information promptly
- Encourage their child to take responsibility for their own learning
- Support and give importance to home learning

**Governors and trustees at our school will:**

- Monitor that resources and funding are allocated effectively to support the school's approach to teaching and learning
- Monitor the impact of teaching and learning strategies on students' progress
- Monitor the effectiveness of this policy and hold the headteacher to account for its implementation

**Planning**

Planning is a process not a product. It has one purpose; to enable high quality delivery which enables all students to learn. All teachers need to be clear and precise about the knowledge/skills they want pupils to learn in every lesson.

Planning is about hard thinking. Teachers should spend time thinking about what they want pupils to learn first before they give consideration to what you want them to do.

The questions teachers need to ask when planning a lesson are:

1. Where are the students starting from?

2. Where do you want them to get to?
3. How will you know when they are there?
4. How can you best help them get there?

## **Learning Objectives**

It is important that teachers, students and support staff are all clear about the key learning that will take place in a lesson. Teachers should make learning objectives explicit to students and all students should be able to explain what the key learning of the lesson is. The learning object should be displayed throughout the lesson so that staff and children can refer back to it.

## **Long term planning**

Schemes of work must be in place to support teacher's individual lesson planning, and should be saved in the Shared drive, in the electronic subject folders, so that it is accessible to all staff. When planning a lesson, teachers should be clear where this fits into their subject's overall curriculum. Teachers will know what prior knowledge is needed to be learnt before a lesson is taught, and when they will retrieve the key learning of a lesson in future lessons.

## **Short term planning**

We do not expect teachers to produce individual lesson plans but we do expect to see evidence of short term planning that is in the form of a weekly planning grid. This needs to show clear objectives, questions, key vocab and activities that will let the children demonstrate their understanding of the learning objective. We will also include adaptations and challenges.

## **Planning to meet the needs of all pupils**

Knowledge of the pupils; their prior attainment and specific needs, is a key part of planning.

Teachers are expected to know the profile of the students they teach by looking at data, SEND information, behaviour information and any social/family information - all given at transition meetings

If further information is required they can speak to the former class teacher, Pupil Wellbeing team and SENDcO.

High quality teaching is the first wave of intervention for meeting the needs of SEND students. Adaptive teaching and use of effective strategies and resources should be planned to ensure a quality first approach which meets the needs of all pupils and groups and maximises the use of any additional adults in the room. (see SEND policy)

When planning, teachers should consider the different pedagogical approaches we use to engage, motivate and challenge all learners, so that most students find a learning fit most of the time.

### **Teaching**

“Every teacher needs to improve, not because they are not good enough, but because they can be even better.” (Professor Dylan Wiliam)

Teachers must be explicit about the key knowledge and vocabulary that all pupils must use. Pupils must know the knowledge and key skills you want them to learn and the language they are expected to understand and use.

We are all teachers of English. The quality of both pupils’ and teachers’ language, through instructions and questioning, are significant determinants of progress.

### **High quality teaching strategies**

Allow all students to access learning and succeed with even the most challenging content if scaffolded appropriately.

What a “typical lesson” will look like will vary from subject to subject and individual teachers may utilise a variety of strategies based upon their professional judgement and knowledge. However, it is expected that the following high-quality teaching strategies are used effectively in the majority of lessons.

### **Challenge**

We should have high expectations of all students all of the time.

It is good for pupils to struggle just outside of their comfort zone.



All students must be working harder than the teacher over time and should begin learning as soon as they arrive in the classroom and for the whole lesson

### **Explanation**

Teacher instruction should be planned with awareness of demands on students' cognitive load, by presenting new material in small steps.

1. Limit the amount of material students receive at one time.
2. Give clear and simple instructions and explanations.
3. Think aloud and model steps.
4. Use more time to provide explanation and provide many examples.
5. Re-teach as necessary.

### **Modelling (I do)**

Teach to the top with expert instruction and modelling

To learn how to do something, students need to watch and listen to experts guide them through the process, step by step, before they make an attempt themselves.

Modelling supports explanation and can help students to make abstract ideas concrete. E.g.:

1. Demonstrate the worked activity in front of students, eg. using a visualiser
2. Think aloud to show the thought process.
3. Show it is ok to make a mistake and empathy, e.g. I found this bit challenging too.
4. Integrate quick fire questioning e.g. why am I doing this now?
5. Provide model answers

### **Guided practice with scaffolding (we do)**

Worked examples and scaffolding used to all support students to demonstrate their learning e.g. sentence starters, key word definitions, procedural steps visible etc

Effective class discussion and questioning can happen at this stage

### **Independent, deliberate practice (you do)**

Pupils should be provided with the time they need to practise new material in a number of ways in order to master it.

Scaffolding reduced or removed for majority of students.

This is the component that will look the most different across curriculum areas, but all practice should be careful, deliberate and ideally just outside of pupil's comfort zone.

### **Responsive Teaching**

Teachers should ensure that learning has stuck, by checking for understanding.

All teachers should confidently and accurately use teaching techniques to gather a secure overview about whether the key learning has actually been learnt. If learning is not yet secure for pupils the lesson should be adapted or retaught differently

For responsive teaching teachers can use:

### **Questioning**

Effective teachers ask a large number of questions skilfully, as questioning is our main tool to probe, check and extend student understanding.

Teachers should ask lots of questions, to lots of pupils, and then use what they learn from this process to adapt and reshape teaching within and between lessons.

Majority of questions should be done through cold calling, with targeted questioning used to support and challenge pupils.

Whole class responses to questioning can be done effectively with mini whiteboards, hand gestures etc.

### **Retrieval Practice**

Retrieval is a learning strategy that should be used regularly in lessons to support pupils with retrieving material that they have previously learnt from their long-term memory. It should be low stakes, completed without access to books and used in a spaced manner.

When used at the start of a lesson it can help to recap prior knowledge needed for today's lesson and support teachers with understanding prior learning of the class.

When used as a quiz it can show what has become sticky knowledge

### **Use effective feedback**

Feedback exists in many forms (eg. teacher marking of exercise books, verbal feedback, peer and self assessment), but what matters is what pupils do with it.

Effective feedback should:

- Be frequent and timely
- Always generate action and should be more work for the recipient than the donor.
- Be specific and focused on the most prominent areas to improve.
- Be accompanied by support in how to be successful and the next step
- Allow time for editing and improving work in green pen

### **Marking and assessment**

Marking and assessment have two purposes.

1. It allows pupils to get feedback which they act on to make progress over time.
2. It informs a pupil's future planning and teaching

Effective marking should be meaningful, manageable and motivating for the recipient whilst simultaneously being manageable and sustainable for the teacher.

Marking must be primarily formative, may be selective, and be clear about what pupils must act upon to improve their work.

Marking must follow the Marking Policy.

Assessment is conducted formatively everyday through marking and feedback, this feeds into planning and next steps for pupils.

Summative assessment takes the form of NFER tests termly from Year 1-6.

### **The Learning Environment**

In order for there to be excellent learning behaviour there needs to be the right classroom conditions, where all pupils feel safe, supported and valued.

To ensure all students are confident in knowing what is expected of them in terms of work and behaviour, all teachers are expected to have:

High expectations – teachers should always have high expectations for learning and behaviour for all their students

Teachers must be set up and prepared for every lesson before it begins - this should be done the night before.

- Teach to the top, with necessary scaffolds to support those who need it
- Promoting active engagement not just compliance
- Establish a growth mindset culture, mistakes are celebrated, use language of “not there yet”
- Focus praise on effort, value the “struggle of learning”

Teachers build positive relationships with all students through positive behaviour management

- Welcome all pupils into your class by greeting them on the yard in a morning and afternoon
- Use positive framing to remind pupils of expectations and learning routines
- Use meaningful praise and rewards as much as possible - classdojos, tokens, certificates and Green jumpers
- Provide students with the opportunity to change their behaviour, before they are removed from lesson, continuing with poor behaviour and accepting the resulting sanction is a “choice they have made”
- Have restorative conversations using SMART thinking sheets
- Demonstrate consequences are temporary, eg new lesson, fresh start

### **Teachers have clear and consistent routines and procedures**

This is to ensure that there is a safe, orderly learning environment and learning time is maximised

- Meet and greet pupils on the yard - on time
- Title, learning objectives and starter activity are shared on board from very start of lesson – learning begins immediately, every minute matters
- Have consistent classroom rules and expectations which are fair and reasonable, so that all pupils know exactly what is expected of them when they enter your classroom.
- Always challenge pupils when rules and expectations are broken, by using our behaviour policy.

## **Home Learning**

Home learning, or homework, will support pupils to further develop their learning outside of the classroom. In EYFS and KS1 children will get set homework based around phonics, reading, basic number and number bonds. Year 2 will get SATs practice in Spring 2 and Sum 1 term.

KS2 will get homework around reading, SPAG and Maths (especially x table practice). It will be planned, meaningful and set to link to their learning in class, either current or to check sticky knowledge.

## **Google classrooms**

Work will be set on Google Classroom for pupils who are absent but not unwell or who are suspended from school due to their behaviour, as we have a statutory obligation to provide them with learning activities which they are able to tackle from home.

Ideally pupils should be set work that allows them to keep up with the learning in class, however, especially for practical subjects, this is not always possible and other activities may need to be set, such as a link on the classroom stream to another resource like purple mash, TT rock stars, LBQ etc.

Children are expected to complete this work and the teacher is expected to check and mark the work.

## **EYFS**

### **Teaching and learning**

We believe it is essential to have a balance between adult and child-led learning in Early Years. This allows children to practise new skills and take ownership of their learning by applying it in different situations.

Carefully planned adult-led activities are important to ensure children learn specific skills and knowledge. During play, they can practise these skills and we can then see how much of this learning children have embedded. Both Reception and Nursery follow daily timetables which provide set times for adult-led sessions and time for children to learn through continuous provision. Teachers plan for both adult-led and child-led sessions based on children's needs and any gaps in their

learning. Staff will make on-going assessments of the progress and attainment of each child and use this information to aid future planning.

### **Learning through play (child-led learning)**

Learning through play and practical hands on experiences underpins our approach to teaching and learning in Early Years. Through play, children develop a number of skills such as language, their emotions and creativity, social and intellectual skills. Children are able to practise and learn new skills and revisit prior learning and experiences at their own level and pace. Independent learning takes place indoors and outdoors and it is in these different environments that children explore and discover their immediate world. For most children their play/independent learning is natural and spontaneous although some children may need extra help from adults. Adults model and provide time, space and appropriate resources which inspire independent learning opportunities and the imaginations of the children. They observe play and join in when appropriate, watching and listening before intervening. Adults will model, observe, facilitate and extend children's learning. They will often ask children questions about the independent learning in order to develop their language and communication skills. All staff value child-initiated learning and provide safe but challenging environments that support and extend learning and development.

### **Adult-led learning**

Through adult-led activities we can introduce children to new ideas, provide opportunities for them to develop their skills and ensure that they experience all areas of learning in the EYFS. In addition to child-initiated learning, children are provided with daily adult-led sessions. Reception and Nursery each have Phonics, Literacy and Maths as regular teaching sessions. Teachers also plan whole class/group inputs linked to other areas of the curriculum when appropriate. Children also have at least one daily story session. These whole class/group sessions help to develop vital habits of learning such as learning as a group and taking turns. Teachers plan sessions based on the children's needs and differentiate them accordingly. Children are active learners during these sessions and they are provided with skills which they can then go and practise independently. Adult-led learning can also take place during continuous

provision and indoor and outdoor activities are planned to help address gaps in children's learning.

### **Outdoor learning**

Outdoor learning is a fundamental part of the Early Years and it has a positive impact on children's development. Being outdoors offers children the freedom to explore, use their senses and be physically active. It also offers opportunities to do things in different ways and on different scales compared to indoors. Our outdoor environment provides a range of resources and activities for children to explore and we try to ensure each of the curriculum areas are incorporated into the outdoor environment each day. Nursery and Reception each have their own outdoor areas and they either have free-flow access or timetabled sessions inside and outside. Each area has a range of learning opportunities including a mud kitchen, climbing equipment, role play/stage area, balancing equipment, large scale construction, wheeled vehicles, water play and literacy and maths opportunities. Outdoors is both a teaching and learning environment, where there is a balance of child-led and adult-led learning. The outdoor area is comprehensively risk assessed and daily checks are completed by staff.

### **Parent partnership**

Parents play a key role in children's development and it is essential for us to have a strong partnership with parents to ensure each child reaches their full potential. We encourage parents to make contributions and share information about their child's learning and development. We also regularly share information on children's progress and next steps in learning. We regularly invite parents in for workshops, assemblies or stay and play sessions to ensure they feel valued and develop good relationships with staff members. We do this through:

- Having informal conversations at the start and end of the day
- Providing regular homework and advice on home learning
- Organising a range of activities throughout the year that encourage collaboration between child, school and parents: Special assemblies, performances, sports day, stay and play sessions, etc.
- Sending home a school planner so parents can comment on their child's reading and use it to communicate with the key person

- Using Classdojo and the schools website
- Holding parents' evenings twice per year
- Sending out a termly report
- Holding welcome meetings at the start of the year for all parents
- Providing an opportunity for parents to meet their teacher/key person before their children start Nursery

### **Monitoring and Evaluation of Teaching and Learning**

We will monitor teaching and learning across the school to make sure that all our students make the best possible progress from their starting points

Aims of monitoring and evaluation:

- To make secure judgements of teaching and learning across the school
- To monitor and evaluate the progress of students
- To evaluate the performance of individual teachers against the Teacher Standards and check that high standards of professional performance are established and maintained
- To identify training needs across the teaching and support staff and drive the CPD programme

SLT will monitor and evaluate the impact of teaching on pupil's learning through:

- Conducting learning walks
- Book scrutinies
- Review of termly progress
- Gathering input from pupil voice and teacher questionnaires

### **Continuing Professional Development**

"Be the best you can until you know better, and when you know better, do better and be better". Maya Angelou

All staff should engage with high quality researched based CPD and to be open minded, reflective and proactive at continually trying to improve their teaching practice.

Teaching and Learning CPD will be focused around what will make the biggest impact to teachers and pupils, and staff will be given time to work collaboratively to implement it.



The aim is to ensure all CPD is embedded, reviewed and evaluated.

CPD is:

- Focused on Quality First Teaching
- Underpinned by the Teaching Standards
- Developmental
- Seen in practice in the classroom
- Disseminated to all staff

Links with other policies

The implementation of this policy is supported by the following frameworks and documents:

Professional standards for teachers – DfE

Appraisal policy

Continued professional development policy

Home School Agreement

Marking and Feedback Policy

Behaviour Policy

SEND Policy

Subject Leaders Handbook

Staff Handbook

Appendix 1 - Teaching Standards

Appendix 2 - Term Dates for planning



## PREAMBLE

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

## PART ONE: TEACHING

### A teacher must:

#### 1 Set high expectations which inspires, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

#### 2 Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

#### 3 Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

#### 4 Plan and teach well structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

#### 5 Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

#### 6 Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

#### 7 Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

#### 8 Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.

## PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
  - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
  - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
  - showing tolerance of and respect for the rights of others
  - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
  - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

## Appendix 2 - Term Dates-

### AUTUMN TERM 2023

Re-opens on	Tuesday 5th September 2023
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Half Term Closure after school	Thursday 19th October 2023
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Re-opens on	Monday 30th October 2023
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Closure (School closes at 1:30pm)	Friday 22nd December 2023
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<i>Number of openings</i>	73
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### SPRING TERM 2024

Re-opens on	Monday 8th January 2024
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Half Term Closure after school on	Friday 9th February 2024
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Re-opens on	Monday 19th February 2024
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Closure after school (School closes at 3:15pm)	Friday 28th March 2024
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<i>Number of openings</i>	54
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## SUMMER TERM 2024

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Re-opens on	Tuesday 9th April 2024
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Bank Holiday Closure	Monday 6th May 2024
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Half Term Closure after school on	Friday 24th May 2024
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Re-opens on	Monday 10th June 2024
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Closure (School closes at 1:30pm)	Friday 19th July 2024
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<i>Number of openings</i>	<b>63</b>
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Inset days

Monday 4th September 2023

Friday 20th October 2023

Monday 8th April 2024

Monday 22nd July 2024

Tuesday 23rd July 2024

**TOTAL NUMBER OF SCHOOL OPENINGS – 190**