



## Garstang Community Academy

### Learning Policy 2022-23

#### Rationale

- Every student has the right to a high quality and inspirational education.
- Opportunities for staff to develop and improve their own teaching should underpin CPD.
- Varied teaching and learning strategies allow every student to make at least good progress and achieve their target regardless of ability and prior attainment.
- Collaboration of staff e.g. across curriculum areas and across FCAT schools, facilitates the sharing of good practice and whole school consistency of approach.
- A high level of challenge is crucial if students are to achieve their potential.

#### Aims and intentions

Our aim is to ensure that the quality of teaching and learning at Garstang Community Academy is never less than 'good' by ensuring lessons are planned in accordance with the GCA lesson model. All lessons will include:

- An immediate, meaningful and engaging Go Task to ensure no learning time is wasted. The vast majority of Go Tasks will incorporate **knowledge retrieval practice or the pre-teaching/ practice of using tier 3 vocabulary**
- Challenging learning outcomes.
- A 'Teach to the top and support from the bottom' approach ensuring every student is sufficiently challenged.
- Carefully planned formative assessment tasks branded as 'Assess' / 'Apply' tasks which directly link to the 'challenge outcomes' allowing the teacher and students to assess the extent of learning/ progress made during the lesson
- Differentiation via well planned modelling, explanations and scaffolding
- A 'no passengers' philosophy, including a 'no hands up' policy when questioning students.

In addition we aim to:

- Set regular, challenging homework in line with the school's Homework Policy.
- Give students meaningful feedback (through the use of EBI's) to address misconceptions and enable deeper understanding and/or progress to be made during 'gap fill' lessons

#### Responsibilities

##### The Student

- To care about the appearance and content of work produced.
- To formulate challenging goals and ambitions and work hard to achieve them.
- To engage in and take responsibility for their own learning by participating fully in learning activities in the classroom - there can be no passengers.
- To enter the classroom in a calm, quiet and purposeful manner.
- To find and complete the 'Go Task' immediately on entry into the classroom.
- To remain fully engaged in their own learning for the duration of every lesson – conversations, should they occur, should be centred around learning and not social interactions.
- To think about answers to all questions asked, and to answer questions when they are directed to them, not to put up hands or shout answers out.
- To ask questions to further understanding and/or clarify understanding in an appropriate way.

- To engage in and take responsibility for their own learning by completing set class work in an appropriate time and to the best of their ability.
- To engage in and take responsibility for their own learning by completing set homework on time and to the best of their ability.
- To be proud to achieve.

### The Subject Teacher

- To plan challenging learning outcomes which consider the range of targets in the class and specific learning needs of individual students. Teachers should teach to the top and support from the bottom.
- To ensure no learning time is wasted in lessons. **Immediate Go Tasks are carefully planned to allow students to practice knowledge retrieval and/or the use of tier 3 vocabulary.** This allows learning to start immediately as students enter the lesson. Good 'pace' allows maximum progress to be made by all learners.
- To ensure that all students are engaged in and take responsibility for their own learning by participating fully in learning activities in the classroom. This includes having a 'no hands' policy. *Passengers* are challenged by the teacher.
- To use well planned Assess and Apply tasks to provide stretch and challenge to all learner which assess the extent to which the learning outcomes have been met and allow the teacher to carefully plan/adapt future learning.
- **Formative assessment techniques are used throughout the lesson to quickly identify strengths and weaknesses in learning; the teacher responds adeptly to ensure rapid progress towards challenge outcomes.**
- **Differentiation is evident via well planned modelling, explanations and scaffolding. Teachers are familiar with the specific learning needs of SEND students and activities are planned taking these needs into account. TAs are used effectively to support learning.**
- To follow the [GCA Internal Assessment, Marking and Feedback Policy](#) to ensure that all pupils receive feedback (through the use of EBI's) that addresses misconceptions and allows for deeper understanding and/or progress to be made during Gap-Fill lessons.
- To manage behaviour in line with the GCA BfL Policy to ensure that the learning environment is safe and productive.
- To use Award Points to reward high performance and effort.
- To have high expectations of all students.
- To set regular, challenging and meaningful homework.
- To frequently engage with pedagogical CDP to ensure their teaching practice is continually improving.

### Subject Leaders

- To ensure all teaching in their subject area is at least good. This is evident through lesson observations, learning walks and book looks.
- To support teachers, when necessary, to fulfil the above Teacher Responsibilities.
- To ensure that improving Teaching and Learning is on the agenda of every Subject Team meeting.

### SLT

- To regularly meet with Subject Leaders to review the quality of learning (SCP meetings)
- To support Subject Leaders, when necessary, to fulfil the above Subject Leader responsibilities.

### Deputy Head Teacher/Assistant Head Teacher (T&L)

- To ensure a structured CPD programme facilitates the continued improvement of Teaching and Learning at GCA.
- To ensure the implementation of this Learning Policy.
- To review this policy as necessary.