



Scissett Middle School

Working together, respecting all, because everyone matters

Policy	Teaching and Learning		
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Approver	N Thorpe Chair of Governors	Signature	NR.

Objective of Policy

This policy aims to:

- Explain how we'll create an environment at our school where pupils learn best and love to do so
- Summarise expectations to make sure everyone is committed to achieving a consistent approach to teaching and learning across our school
- Promote high expectations and raising standards of achievement for all pupils in our school
- Involve pupils, parents and the wider school community in pupils' learning and development

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Teaching and Learning Policy

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1. Aims

This policy aims to:

- Explain how we'll create an environment at our school where pupils learn best and love to do so
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2. Our guiding principles

At Scissett Middle School our vision is to ensure that we are all inspired with a love of learning, a zest for life and the confidence to excel whilst keeping our values at the heart of everything we do. We are a school that provides outstanding learning opportunities underpinned by a culture of RESPECT.

Our values:

Resilience

Excellence

Support

Pride

Enjoyment

Creativity

Trust

Pupils learn best at our school when they:

- Have their basic physical needs met
- Feel secure, safe and valued
- Feel a sense of belonging to the group
- Are engaged and motivated
- Can see the relevance of what they are doing
- Know what outcome is intended
- Can link what they are doing to other experiences
- Understand the task
- Have the physical space and the tools needed
- Have access to the necessary materials
- Are not disrupted or distracted by others
- Can work with others or on their own, depending on the task
- Are guided, taught or helped in appropriate ways at appropriate times
- Can practice what they are learning
- Can apply the learning in both familiar and new contexts

- Can persevere when learning is hard
- Can manage their emotions if things are not going well
- Recognise that all learners make mistakes and mistakes can help us learn
- Take ownership of their learning
- Have opportunities to pre-learn and over-learn

3. Roles and responsibilities

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

This is how we will create the above conditions for pupils' learning at all times:

3.1 Teachers

Teachers at our school will:

- Follow the expectations for teaching and professional conduct as set out in the [Teachers' Standards](#)
- Actively engage parents/carers in their child's learning, including home learning
- Teachers may communicate with parents by telephone or email or via face to face meetings
- Update parents/carers on pupils' progress each term and produce a report on their child's progress
- Meet the expectations set out in all school and Trust policies

3.2 Support staff

Support staff at our school will:

- Know pupils well and scaffold support to meet their individual learning needs
- Support teaching and learning with adaptability and resourcefulness
- Use agreed assessment for learning strategies
- Use effective marking and feedback as required
- Engage in providing inspiring learning opportunities
- Feedback observations of pupils to teachers
- Ask questions to make sure they've understood expectations for learning
- Identify and use resources to support learning
- Have high expectations and celebrate achievement
- Demonstrate and model themselves as learners
- Meet the expectations set out in all school and Trust policies

3.3 Subject Leaders

Subject Leaders at our school will:

- Help to create well-sequenced, broad and balanced curriculum plans that build knowledge and skills and provide appropriate challenge for all pupils
- Ensure that opportunities for pre-learning and overlearning are embedded
- Update and adapt the curriculum in response to data analysis and changing need

- Sequence lessons in a way that allows pupils to make good progress from their starting points
- 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
- Plan their curriculum intent to enable pupils to:
 - Achieve breadth and depth
 - Fully understand the topic
 - Demonstrate excellence
- Moderate progress across their subject by reviewing progress against a range of evidence and performance data
- Improve on weaknesses identified in their monitoring activities
- Create and share clear intentions for their subject
- Encourage teachers to share ideas, resources and good practice
- Meet the expectations set out in the marking and feedback and behaviour policy.

3.4 Senior leaders

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
- Ensure high standards for teaching and learning for both staff and pupils through quality assurance
- Plan and evaluate strategies to secure high-quality teaching and learning across the 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 collaborative working at all levels, for example by pairing teachers up to support one another where appropriate
- Address underachievement and intervene promptly
- Meet the expectations set out in school and Trust policies

3.5 Pupils

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, respecting the rights of others to learn
- Attend all lessons on time and be ready to learn, with any necessary equipment for the lesson
- Be curious, ambitious, engaged and confident learners
- Know their targets and how to improve
- Put maximum effort and focus into their work

- Complete home learning activities as required
- Meet the expectations set out in the behaviour policy

3.6 Parents and carers

Parents and carers of pupils at our school will:

- Support the school's behaviour and homework policies
- Value learning
- 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
- Provide resources as required to support learning
- Encourage their child to take responsibility for their own learning
- Support and give importance to home learning

3.7 Governors

Governors 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 pupils' progress and attainment
- Monitor the effectiveness of this policy and hold the headteacher to account for its implementation
- Make sure other school policies promote high-quality teaching, and that these are being implemented

4. The Curriculum

Our curriculum develops RESPECT: resilience, excellence, support, pride, enjoyment, creativity and trust. These qualities ensure that our learners have intrinsic values such as a healthy zest for life, a keen love of learning and demonstrate the confidence to excel.

4.1 Intent

The intent of the curriculum is broad and ambitious and is designed to give all pupils the knowledge they need to succeed. The curriculum for each subject area is well sequenced with a careful balance of skills and knowledge. Retrieval activities are built into planning so pupils know more and remember more.

This curriculum is designed to produce confident individuals who are next stage ready, a curriculum that also meets the needs of the whole child ensuring that they meet their full potential, a curriculum that is also mindful of our learners' physical and mental health. We want our learners to be happy, fulfilled and productive so that they may develop a clear and ambitious path to map out their own

futures. We wish them to drive towards their ambitions following the principles of growth mindset and demonstrate compassion, tolerance and respect in everything they encounter. Lessons will be planned well to ensure good short-, medium- and long-term progress.

Therefore, our curriculum will ensure all learners have access to:

- Opportunities that allow them to develop aspirations in their future endeavours, such as educational opportunities and careers.
- A broad range of academic, sporting and creative subjects as part of the core provision
- Learning experiences which allow them to explore their own identity, beliefs and views; to listen to those who may oppose them in order to develop understanding and tolerance
- Information which allows them to keep themselves safe from harm and promotes wellbeing and positive mental health in every aspect of their lives
- A range of opportunities outside of the classroom which enables the awakening of individual interests
- A rich range of literature which develops a love of reading and an understanding of the world beyond their immediate surroundings
- High quality teaching where the development of literacy and numeracy skills are woven across the entire curriculum
- Remote education so that there is no lost learning in periods of forced absence or school closure

See Curriculum Policy

4.2 Implementation

Lesson planning takes account of the starting points of the pupils.

- Schemes of work will be followed and adapted as a result of formative and summative assessment
- The resources and materials are used to support the ambitious well-planned curriculum
- Lessons will provide equality of access for all
- Lessons are planned to challenge all learners
- Teachers will provide opportunities to revisit and recap prior learning in order to embed skills and knowledge
- Pupils will be given opportunities for pre-learning and over-learning
- Teachers will be explicit about the content and skills being taught and how this fits into prior or future learning and the overall learning journey
- Teachers will check pupils' understanding systematically, identifying misconceptions and providing feedback
- Teachers use assessment well to check understanding; it will support and promote learning and progress
- Interventions (in or out of the classroom) are planned for those pupils who have a need
- Teachers will take responsibility for promoting high standards of literacy (including disciplinary literacy) and numeracy and undertake to teach these skills where appropriate
- Phonics teaching will be used to support pupils and weaker readers to decode and encode

The structure of a lesson will be determined by the skills and knowledge within the curriculum. We do not advocate a set structure to learning but expect all pupils to be actively engaged throughout. The following principles may be applied within a lesson:

Good routines are in place to ensure pupils are on task as soon as they enter the classroom. This could be a starter activity, a retrieval activity, a DIRT task or a simple entry task. Retrieval tasks should be a regular review of prior learning to help pupils make connections and embed learning. This retrieval practice will help the long-term memory by recapping prior learning.

Pupils will build on their prior knowledge and make links to consolidate their skills and understanding, thus creating a sense of continuity between lessons, within a scheme and possibly between subjects. The teacher makes clear how today's lesson fits into the wider scheme or into a social context. Understanding how the lesson is relevant to them, enables pupils to become more focused and motivated.

Pupils are presented with new learning in different ways, appropriate to the subject being taught.

Teachers may:

- Present new material in small steps allowing pupils to practise at each stage
- Use modelling
- Provide scaffolding to support learning and ensure that all pupils can access the lesson
- Use AfL strategies, including a range of questioning strategies, to check for understanding and adapt the lesson accordingly
- Give pupils plenty of opportunities to demonstrate their learning either through guided or independent practice
- Give effective feedback and allow pupils time to reflect on this to aid their progress

5. Learning Environment

Teachers must ensure a purposeful learning environment is maintained. The way in which the classroom is organised, presented and managed will have a significant effect on pupils' learning and behaviour. Pupils learn and progress best in a structured and stimulating environment

- A register must be taken every lesson
- Pupils must enter and leave the classroom in an orderly and calm manner as instructed by the teacher
- Teachers must dismiss pupils on time in order that they are punctual for their next lesson. Pupils must not be dismissed before the time at the end of the day which correlates to their expected end of day
- The seating of pupils is crucial and must be directed by the teacher. For all classes, there must be a seating plan which should be kept up to date by the teacher
- Teachers must ensure that classrooms are left clean and tidy. If furniture is moved, it should be returned to its original position. Graffiti and other damage must not be tolerated and should be reported immediately
- Teachers are responsible for ensuring stimulating displays to inspire pupils
- Shared classrooms are the responsibility of all staff who use them. Staff must ensure desks are clear and items are neatly put away

Teachers' Non negotiables:

- Be punctual to lessons
- Greet pupils at the door by standing on the corridor
- Enforce silent corridor conduct and ensure visibility
- Good routines are in place to ensure pupils are on task straight away
- Expect all pupils to have their planner and pencil case out on the table and bag safely stored
- Do not allow pupils out of lessons except in exceptional circumstances
- Lesson time is always used to proactively engage learners
- Ensure high quality work for individuals at all times including presentation

6. Scaffolding

Teaching and learning at our school will take the backgrounds, needs and abilities of all pupils into account. We will scaffold learning to cater to the needs of all of our pupils, including:

- Pupils with special educational needs and disabilities (SEND)
- Pupils with English as an additional language (EAL)
- Disadvantaged pupils
- Pupils that are more able

We will:

- Deploy support staff effectively to provide extra support
- Work with our SENDCO, our pupils with SEND, and their parents to establish the appropriate level of material to support these pupils to make good progress
- Using ability groupings for certain subjects where appropriate
- Providing writing frames and word banks
- Use pre-learning and over-learning where appropriate
- Use manipulatives such as Numicon
- Use reading intervention pathways such as Fresh Start and Lexia

See SEND and Equality Policy

Teaching Assistants

Teaching Assistants must be guided by the subject teacher within each classroom setting. Teachers should plan how to utilise the Teaching Assistant to support the needs of the pupils and there should be regular, two-way communication between the teacher and the TA about how teaching and support can be structured to ensure the best possible outcomes for learners.

Teaching assistants are managed by the SENDCO and are assigned to lessons based on the level of need within the group. They will have in depth knowledge of the specific needs of pupils with an EHCP or MSP and are able to provide 1:1 and shared support to these pupils however it can be, and often is beneficial for TAs to be directed to supervise other pupils allowing time for the subject teacher to work closely with the high need learners in the classroom.

Inclusion

Every pupil has the right to receive the highest quality education. It is our responsibility to ensure that their educational needs are met and staff must ensure they have read EHCPs and/or Support Plans and plan for personalised targets. Ensuring inclusion involves:

- Setting appropriate work for all pupils, taking account of starting points
- Responding to pupils' diverse learning needs
- Working to overcome potential barriers to learning
- Ensuring the organisation of seating within the room facilitates learning

Pupils who are working in the Isolation are provided with work which reflects their daily timetable and their ability. The work that they complete ensures that learning takes place and pupils make progress. Work is completed and sent back to the subject teacher.

7. Home learning

Home learning, or homework, will support pupils to embed skills and knowledge and consolidate work done in class. It is most effective when done in a supportive, secure environment, with focused time set aside. All home learning will be made available on Classcharts and pupils will be actively encouraged to write it into their school planners.

See the Homework Policy

8. Marking and feedback

Marking may be self, peer or teacher marked. Pupils receive regular oral and written feedback, using purple pen, which identifies targets / next steps for learning and allows them to make further progress. Bespoke time (DIRT) is built into lessons for pupils to act on that feedback using green pen.

See the marking and feedback policy

9. Assessment, recording and reporting

We will track pupils' progress using a combination of formative and summative assessment. We will provide regular targets for pupils, and provide written and verbal reports against these at parents' evenings. Pupils will receive a written three times a year.

See the Assessment and Reporting Policy

10. Quality Assurance

We will monitor teaching and learning in our school to make sure that all of our pupils make the best possible progress from their starting points.

SLT and subject leaders will monitor and evaluate the impact of teaching on pupils' learning through:

- Conducting learning walks and lesson observations
- Reviewing marking and feedback
- Termly tracking of pupil progress, half termly in Year 6.
- Scrutiny of long and medium term departmental planning
- Work scrutinies
- Regular line manager meetings
- Spotlights/Deep dives

See the Monitoring and Evaluation Policy

11. CPD

Continuing Professional Development

The emphasis of our CPD will be to improve the standards and the quality of teaching and learning. CPD planning will be linked and integrated with the school improvement plan and will be based on a range of information

- The needs of the school as identified through self-evaluation
- The needs of each department as identified in subject development planning
- Any issues identified through monitoring
- Appraisal
- National and local priorities
- Feedback from staff

The school uses a range of approaches to CPD in order to maximise the impact on teaching and learning

- Weekly in school training using expertise in school or an external relevant expert
- Teach Meets to share good practice
- Attendance at courses, conferences and networks
- School visits to observe successful practice
- Research opportunities
- Coaching and mentoring
- National accredited qualifications
- Trust wide training

The impact of CPD will be evaluated by analysis of pupil progress, monitoring of teaching and learning shows improvements, increased staff confidence, knowledge and reflective practice, recruitment, retention and staff progression.

All staff at Scissett Middle School have an entitlement to equal access to high quality induction and continuing professional development. All members of the school community will have opportunities through appraisal to discuss their professional development.

11. Review

This policy will be reviewed every two years by SLT. At every review, the policy will be shared with the full governing body.

12. Links with other policies

This policy links with the following policies and procedures:

- Behaviour policy
- Curriculum policy
- SEND policy
- Marking and feedback policy
- Monitoring and evaluation policy
- Assessment policy
- Equality policy
- Homework policy