

Teaching & Learning Policy

If you require this document in an alternative format please contact
office@tssmat.staffs.sch.uk or 01543 472245

Last review date:		June 2020	
Next Review date:		June 2021	
Review Cycle:		Annually	
Statutory Policy:		Yes	
Publication:		Website. G/Policies	
Date	Version	Reason for change	Source
19.05.20	1.0	Scheduled Revision	Existing Policy

Teaching and Learning Policy

Introduction

Teaching and Learning is at the core of our purpose as a Trust. What we do in this area is what makes a difference to the pupils in our care. This is why this policy is seen as the central document to all areas of school life. We acknowledge that all members of staff make an input into this area, which is why it is essential that we work as a team to ensure that we provide the highest standards in all areas of school life.

Section 1 – What is at the heart of Teaching and Learning at The Small Schools Multi Academy Trust?

Our vision is to create a school community where children participate, succeed and are proud of their achievements. We strive to actively promote British values and prepare our children to become role models, thus preparing them for life in modern Britain.

Our Aims

We expect every teacher to deliver good or outstanding lessons - no child deserves less.

By adopting a whole Trust approach to teaching and learning across the Trust we aim:

- To provide consistency of teaching and learning across our Trust
- To enable teachers to teach as effectively as possible through support and CPD
- To enable children to learn as efficiently as possible
- To give children the skills they need to be lifelong learners
- To provide an inclusive education for all
- To learn from each other through the adoption of a collaborative, enquiry based approach to teaching and learning, where good practice is shared
- At our Trust, we provide both high quality teaching and a rich and varied learning environment which allow children to develop their skills and abilities and to achieve their full potential. The children are also encouraged:
 - To become confident, resourceful, enquiring and independent learners;
 - To develop their self-esteem and help them build positive relationships with other people;
 - To develop both the children's self-respect and ability to respect the ideas, attitudes, values and feelings of others;
 - Show respect for all cultures and, in so doing, to promote positive attitudes towards other people;
 - Enable children to understand their community and help them feel valued as part of this community;
 - Help children grow into independent and positive citizens

What makes great teaching?

Great teaching is defined as that which leads to improved student progress.

We define effective teaching as that which leads to improved student achievement using outcomes that matter to their future success. (*What makes great teaching? Review of the underpinning research: Coe, Aloisi, Higgins and Major October 2014*)

Teaching:

At The Small Schools Multi Academy Trust, we know that the quality of the Trust cannot exceed the quality of its teachers. We also know that an effective school is full of effective classrooms. As a result, we believe that in an effective lesson:

- children are content and secure and are able to experience a sense of achievement;
- children understand what they are learning and how to achieve their learning intentions – the objectives are shared with children;
- everyone is included and all needs are met - provision is inclusive and lessons differentiated well;
- all children learn and make good progress - children achieve;
- all children, including those with gifts and talents, face an appropriate degree of challenge;
- children with AEN/SEND are supported well;
- activities are pitched to match children's skills, knowledge and understanding - we start from where the children are;
- the pace promotes high performance and allows thinking time;
- activities are fit for purpose - activities are carefully chosen to optimise learning;
- active learning is promoted through a variety of tasks;
- children have opportunities to improve and move forward;
- children have opportunities to be independent in their thinking and learning, make choices and take risks;
- children are engaged and motivated;
- behaviour is good and any inappropriate behaviour is dealt with effectively (see Behaviour Policy) ;
- adults and children have high expectations of children's learning;
- misconceptions are dealt with and are used as opportunities for learning;
- resources are accessible, selected carefully, are appropriate and of a high quality;
- teaching assistants and other adults are deployed well and impact positively on learning;
- Children receive effective feedback enabling them to improve their performance and have opportunities for self-evaluation and reflection.

To achieve this, our teaching will be characterised by:

Good planning and preparation, which will be clearly linked to the New Primary National Curriculum. This will include:

- Clearly identified Learning Intentions and Success Criteria
- Clear continuity and progression from previous lessons
- How teaching assistants will be deployed
- What resources are required and how they will be used, including learning/working walls

The delivery of the lesson, which will show:

- Excellent subject knowledge
- An awareness of the learning needs of the pupils in the lesson
- An appropriate pace to facilitate excellent learning
- A range of activities to engage the children and cater for different learning styles
- Positive behaviour for learning through:
 - Encouraging high levels of engagement
 - Redirecting low level disruption
 - Giving children time to talk about their learning through paired or group work
 - Contextualised learning to 'hook' the children into a topic or lesson and make them curious

- A range of high quality questions which can elicit responses and help to reshape learning for children, as well as making the children think
- Enthusiasm over the subject areas which will translate to children visibly enjoying their learning

What is good learning?

At the Trust we believe that effective teaching will lead to effective learning. This policy outlines what effective learning and teaching looks like in practice. We believe that people learn best in different ways and as a Trust we are committed to personalising learning. At our schools we provide a rich and varied learning environment that allows children to develop their skills and abilities to their full potential.

Effective learning results in:-

1. Knowing you have succeeded
2. Feeling you can do more
3. Explaining what you have learned
4. Applying it to other situations
5. Teaching it to someone else
6. Feeling good about yourself

We encourage children to take responsibility for their own learning, to be involved as far as possible in reviewing the way they learn, and to reflect on how they learn – what helps them learn and what makes it difficult for them to learn.

Section 2 - Curriculum:

Our curriculum is broad and balanced focusing on depth of learning and mastery of content. This enables teachers to remain with subjects or topics for longer ensuring pupils have mastered the content before looking at new material. We use a range of resources to support our curriculum all underpinned by the Primary National Curriculum 2014.

Long/Medium Term Planning:

- Our whole school curriculum plan plots the content covered from Nursery to year six for each individual year group and each curriculum area.
- This is broken down carefully and opportunities to promote mastery are available throughout.
- It enables us to ensure balance and progression across the school and to identify cross curricular links and opportunities for educational visits.

Short Term planning:

- For English and Mathematics we use the planning provided by the National Curriculum Programme of Study which is supported by Hodder Education and Babcock: Texts That Teach.
- Staff are encouraged to adapt planning on a daily basis to ensure the needs of their children are met, based on their assessment for learning (see Assessment policy).

Section 3 - The Classroom

The classroom should promote effective learning. We expect that all children will experience consistently high quality learning environments. We expect that every aspect of the classroom should promote learning. Consequently we do not expect to see anything in classroom that is not related to the children's learning experience (see Display Policy)

We expect that every classroom should have:

- The Trust vision displayed

- The Trust's key values displayed
- A visual timetable in use
- Reading/Book Area
- Literacy Resource Area
- Maths Resource Area

Also there should be the following:

- Quality displays celebrating the children's work and interactive displays that relate to current learning,
- Working walls,
- Dyslexia friendly focus
- All classrooms will be clean, tidy and uncluttered. Everything in the room will promote learning, so we don't expect to see stickers on trays or anywhere else in the classroom,
- Everything should be stored in the correct storage units.

The Book corner/library should;

- Promote calmness
- Be inviting
- Have somewhere to sit
- Have quality storage
- Have books in good repair
- Have an extensive range of books – fiction, non-fiction, picture books, encyclopaedias, comics, magazines, newspapers
- Have a variety of different books at different levels
- It should be clean and well kept
- Have a range of dictionaries and thesauruses
- Have a range of comics, newspapers and magazines
- Books written by the class and individual children

Corridor:

- All surfaces are clean and uncluttered
- There is no litter
- Displays change every half term
- They reflect and celebrate learning that has taken place in the classroom
- "One off" displays e.g. "Sports day" should only be up for no more than a term.

Hall:

- Should always be left ready for the next teacher. We expect clear surfaces, no food left overs, PE equipment stored correctly and generally no clutter so that all children can use the hall in a clean and safe environment
- Displays in the hall should celebrate the work of the school

Section 4 – Presentation Guidelines

Reception

- All work should be dated at the top of the page.
- Each new piece of work should be started on a new page.

KS1

- All work to have WALT/WILF sticker at the top of the page.
- Each new piece of work should be started immediately after the previous piece.
- Where questions are numbered, each answer to be written on a new line.
- Erasers to be used at the teachers' discretion.
- On squared paper, one square to be used per digit.
- Children to move on to writing WALT / Date at teacher description

KS2

Maths:

- Short version of date on left hand side of page and underlined in pencil.
- WALT/WILF to be underlined underneath.
- Miss a line and rule off at the beginning of the next session.
- Fractions should be written in one square.
- Words should be written in joined writing.
- Vertical calculations should be written in columns.

English:

- Long date written on left hand side of page.(Thursday 29th June 2017)
- WALT/WILF, underlined with a ruler.
- Top lines of exercise books are not to be written on.
- Miss a line before starting work.
- Rule off at the beginning of the next lesson.
- Start new page if about two-thirds of the way down the page.
- All numberings should be in the margin.
- All writing should be cursive; working towards joined handwriting.
- Handwriting pens can be used, but children earn the right to use a fountain pen.
- Maths and science diagrams should be drawn in pencil.
- Mistakes should be crossed through with a single pencil line.
- No tippex, eraser pens or gel pens allowed.

Everyone

- No felt pens except for specific art work.
- No writing or doodling on book covers.