**Policy Details:**

**Reviewed:** May 2018

**Next review:** January 2019

**Policy history:**

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| May 2019 | Policy Written | Rob Lawrie (Vice Principal)  James Bancroft (Principal) |

**Ratified by governors:**

This policy was ratified at the Local Advisory Board Resources Committee Meeting on 26th April 2018.

**Teaching and Learning Policy**

**Teaching and Learning at Wistaston Church Lane Academy**

Teachers at Church Lane are free to teach in their own style. However, there are things we all agree make teaching great.

This policy provides the expectations that are expected to be seen in lessons, in all year groups. The key principle of teaching and learning at WCLA is that the school’s mission statement guides all that we do in the classroom: “We will challenge, excite and encourage a love of life and learning in every child.”

**Curriculum**

Our school’s core values are:

* Challenge
* Self-awareness
* Creativity
* Community

These values run through all aspects of teaching and learning and should be evident with conversations with pupils. As teaching and learning is led by these values, teaching and learning should be creative, challenging and contain opportunities for excitement and for children to learn to be great learners and develop independence to live full and happy lives.

We use the objectives from the National Curriculum to set objectives within year groups and subjects. Subject leaders are responsible for the monitoring and evaluation of their subject across the school.

Cross curricular links should be made whenever possible within topics, so pupils have the opportunity to apply maths and English in a variety of contexts. We recognise that our teachers are creative and want a sense of ownership over their curriculum so teachers may use schemes of work as a starting point, but are expected to add their own creative ideas, tailored to meet the needs of their class. Wherever possible, links are made to real life experiences to make the curriculum relevant. We aim to make the curriculum reflective of, and responsive to the cultural background of our country.

**Subject Knowledge**

Teachers are responsible for maintaining a very good subject and pedagogical knowledge and for ensuring the best possible learning opportunities are planned, delivered and monitored. All adults are expected to be leaders of learning, attending courses, observing good practice, building and sharing knowledge and best practice.

**Planning**

As an Academy, we have made the decision to follow the National Curriculum for English, Maths and Science. In reception, teachers follow Early Years Development Matters. For all other National Curriculum 2014 subjects, the academy has chosen to use the curriculum as guidance, in order to feed in to our own Church Lane Curriculum.

Planning within year groups is a vital part of the whole school working towards consistent and high standards. Planning takes place weekly within year groups during PPA Time or in an after school planning meeting. The curriculum for each year will be planned to give consistency within and across year groups. It is organised into Long, Medium and Short-Term plans. Teachers within year groups must follow the long and medium term plans for that year. Any changes must be agreed by the Key Stage Lead.

Planning should always be available in advance for anyone who has been arranged to cover a lesson in advance. Planning for such occasions should be clear and sufficiently detailed.

Planning should be communicated to Teaching Assistants in advance.

**Long Term Planning**

Long Term curriculum plans are prepared by the Subject Leader. The Maths, English and Science Curriculum is the National Curriculum 2014. For each subject the Subject Leader organises the school curriculum into each year group. Long Term plans state WHAT should be taught in each year group. Long term plans will be published in class pages on the school website.

**Medium Term Planning**

Medium Term Planning is completed in year groups and addresses the teaching and learning requirements for individual subjects. This is updated annually and plans are submitted to the Key Stage Manager at the start of each half-term for monitoring. Medium Term plans state WHEN, WHO BY and HOW things are taught in each year group. Medium Term plans state the topics that will be taught in order to deliver the Long Term Plans. Medium Term plans also show when content will be taught in the half-term.

**Short Term Planning**

Short Term planning covers weekly and daily detailed planning. It is the means by which class teachers translate the Medium Term plans into daily classroom learning. In order to deliver the highest quality first teaching, plans must be tailored to each individual class and the needs of the children. Our Core Values should be built into plans. Short Term or Weekly Plans may be monitored by Subject Leaders or members of the SLT at any time.

Short term lesson planning at our school will:

* Be informed by assessment
* Reference our school values and make clear which one they are using each lesson
* Follow the planning cycle appropriate for each subject
* Show how the needs of SEND children are met
* Indicate how teaching assistants and other adults are deployed
* Show appropriate challenge for different ability pupils
* Be a working document and changed and updated when required
* Be done in advance of lessons
* Show a clear sequence of lessons and be well structured
* Meet the objectives of the school’s curriculum for the relevant year group
* Provide opportunities for children to get excited about their learning
* Involve teachers within year groups planning together so outcomes across the year group are consistent. Teachers should adapt planning to suit the needs of the learners in their class.
* English planning should include elements of the writing cycle, however weekly plans don’t have to show this explicitly

**Classroom Environment**

Staff are expected to follow the schools environment policy. When looking around a classroom at our school you will see:

* A tidy classroom with easy access to resources for children
* DUMTUMS poster to prompt learners about how to present their date and title (from Summer Term Y1 to Y6)
* The ‘Core Value Dots’ displayed for teachers to refer to within lessons. There should be a value linked to the learning in each lesson and this should be displayed on the board and the children should understand which core value animal they are being.
* A word wall containing words that are appropriate to each year group, and topic specific words to support the pupils when writing
* The behaviour Lights
* A poster about the 4 Bs (Board, Book, Buddy, Boss) – the order to look for things should a child require support
* A noise level appropriate to the task set by the teacher
* Pupils on task and talking about their learning when appropriate
* Class Rules, agreed by the class, about the expected behaviour. In addition, the Golden School Rules should be on display.
* Use of Learning Walls – these are displays or posters indicating learning prompts for current teaching, or prior learning/revision posters for learning that has already taken place.
* Classroom layouts are at the teacher’s discretion and they must meet the learning needs of the children and enable collaboration
* RUCSAC ( Read, Understand, Choose, Solve, Answer, Check) display to support pupils when problem solving (in KS2 or when appropriate in KS1)
* Question and answer starter posters to support teachers and pupils when asking and answering questions
* Class reads should be displayed on the classroom door
* The school’s mission statement will be displayed.

**Classroom teaching**

This refers to all adults working with the children.

Teaching at our school will:

* Have high expectations of all learners
* Be taught at a pace that moves learning on so good progress in children’s learning is evident within the lesson
* Provide challenge for pupils of all abilities
* Give pupils the opportunity to collaborate with each other through co-operative learning strategies
* Enable learners to monitor their own success against effective success criteria, made clear by the teacher
* Provide lots of opportunities for pupils to write and practice number and letter formation
* Provide opportunities for pupils to use higher level thinking skills (apply, analyse, evaluate and create)
* Use a range of questioning, particularly questions that give pupils the opportunity to apply higher level thinking skills
* Demonstrate a range of behaviour management strategies in line with the school behaviour policy – adults should deal with most behaviour incidents themselves unless the situation needs to be escalated to Key Stage Leaders.
* Contain tasks that are intrinsically motivating
* Involve the adult leading the lesson engaging with the pupils in their class and taking an active role in the learning taking place.
* Encourage pupils to take responsibility for their own learning wherever possible meaning teacher/TA input is minimal
* Reference our school values whenever possible in both teaching and within conversations with pupils
* Involve additional adults effectively
* All adults in the lesson should model the behaviours expected of the children.
* Throughout the school day the children are the highest priority, and wherever possible, personal conversations should take place out of lesson time, and leaving the classroom should be avoided unless absolutely necessary.
* Involve WAGOLLS (What A Good One Looks Like) to indicate expectations as much as possible. WAGOLLs should not inhibit creativity.
* Encourage pupils to take a risk because we learn by making mistakes and getting things wrong.
* Be well resourced and any resources or change in classroom layout be prepared before the lessons begins.
* Involve technology where appropriate to enhance teaching and learning.

**Collaboration**

Our core values encourage collaboration between children.

Children should be taught HOW to collaborate and discuss effectively using co-operative learning structures.

**Exercise books**

When looking in exercise books at our school you will see:

* High standards of presentation
* Work that is well laid out and doesn’t look cluttered
* DUMTUMs used when writing the date and title of work being done
  + DUMTUMS is used from Summer Term in Year One until the end of Year Six
* The child’s best handwriting
* A pencil used to write with until a pen licence has been obtained
* A pencil and ruler are always used to draw shapes and diagrams and tables
* Evidence of pupils responding consistently to teacher feedback in purple pen
* Evidence of progress through units that have been taught
* Regular opportunities for pupils to write, in all subjects. Worksheets should only be used when necessary.
* All exercise books must be labelled with a printed label stating the name of the child and the subject.
* Times tables practice and spellings should be kept separately to ‘normal’ class work in their own exercise books.
* On the inside cover of exercise books, guidance on presentation, expectations and marking should be displayed.
* Children must be encouraged to take pride in their books. Defacing the cover in any way is not acceptable.

**Feedback and Marking**

It is expected that all staff follow the school feedback and marking policy. Children must be given time to respond to teacher feedback.

**Assessment**

It is expected that all staff follow the school assessment policy.