

**Teaching and Learning Policy**

<b>Date</b>	<b>Review Date</b>	<b>Coordinator</b>	<b>Nominated Governor</b>
<b>April 2021</b>	<b>April 2022</b>	<b>Head / Deputy Head</b>	<b>Chair and Vice-chair Curriculum Committee</b>

We believe this policy should be a working document that is fit for purpose, represents the school ethos, enables consistency and quality across the school and is related to the following legislation:

- Education Act 1996
- Education Act 1997
- Standards and Framework Act 1998
- Education Act 2002
- Equality Act 2010
- Education Act 2011

The following documentation is also related to this policy:

- Equality Act 2010: Advice for Schools (DfE)
- Race Disparity Audit - Summary Findings from the Ethnicity Facts and Figures Website (Cabinet Office)

We believe we provide all staff with a framework for the highest quality teaching and learning in order to inspire all children to learn and achieve to the best of their ability. Through high quality teaching and learning, we will support pupils in developing the knowledge, understanding and skills that will enable them to fulfil their intellectual and personal potential and thereby help to prepare them to make a mature and critical contribution to society as an adult.

We believe that the following key statements define high quality teaching:

- To set high expectations for all pupils.
- To talk regularly with learners about their learning and to listen to them.
- To ensure pupils know the learning objectives of all lessons and to know if they have achieved that objective.
- To be knowledgeable about what we are teaching.
- To reflect on our practice and challenge our own thinking.
- To ensure that we have a clear picture of our pupils' knowledge, skills and their level of understanding.
- To organise our classroom activities to encourage children to become successful learners through understanding how they learn.
- To deliver interesting, purposeful and exciting lessons with speed and challenge.
- To link lessons to real life situations and problems and with other subjects.
- To use open ended questioning techniques.
- To meet the needs of all learners by using different teaching strategies.
- To use paired learning opportunities.
- To formally and informally assess the attainment of our pupils.

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- To use the outside environment as learning opportunities as much as possible.
- To use IT to support and develop learning.

We believe quality learning is reflected in the outcomes of the education experienced by the children and this is evident in their response, attainment and progress.

We believe high quality learning is achieved when pupils are:

- enthusiastic, attentive, responsive and on task;
- aware of classroom and school rules and abide by them;
- talking confidently and ask appropriate questions;
- confident in asking for help and support;
- aware of their achievements and what they need to do in order to improve;
- producing good quality work;
- knowledgeable about their learning;
- independent learners and stay on task;
- confident in helping others to learn

We are committed to providing challenge for all learners in order to enable them to succeed and reach the highest level of personal and academic achievement possible. Pupils will achieve this if we allow them to learn in a variety of ways, with differentiated activities, with pupils learning at different rates and who have different interests and abilities.

We want to develop an awareness and belief that all learners have the right to be challenged. We want to develop children to be resilient and excited learners who understand the need for challenge to progress. We want to develop a curriculum that provides effective challenge and a learning environment where children are encouraged to take risks and work hard to succeed.

We believe the learning environment makes a significant contribution to the quality of education provided. Therefore, we have created a learning environment in which:

- space is used effectively;
- layout accommodates movement;
- resources are clearly labelled and accessible;
- display reflects current learning and is changed regularly;
- the environment offers challenge and opportunity for further learning;
- the needs of the children are catered for;
- resources are well maintained;
- children are encouraged to be creative independent learners and thinkers

We have a duty to reduce unproductive or unnecessary teacher workload associated with marking, planning or tracking pupil progress that does not contribute to the raising of pupil standards. **EIF 2019. Spotlight on Workload.** But we must ensure that we do not cut or reduce some tasks associated with marking, planning or tracking pupil progress that by so doing it has a negative impact on the quality of teaching and learning and pupil outcomes.

We have a duty to safeguard children, young people and families from violent extremism. We are aware that there are extremists groups within our country who wish to radicalise

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vulnerable children and to involve them in terrorism or in activity in support of terrorism. Periodic risk assessments are undertaken to assess the risk of pupils being drawn into terrorism. School personnel must be aware of the increased risk of online radicalisation, and alert to changes in pupil's behaviour. Any concerns will be reported to the Designated Safeguarding Lead.

We are aware that under the 'Counter-Terrorism and Security Act 2015' we have the duty to have 'due regard to the need to prevent people from being drawn into terrorism'. This duty is known as the Prevent duty and we believe it is essential that school personnel are able to identify those who may be vulnerable to radicalisation or being influenced by extremist views, and then to know what to do when they are identified.

We provide a safe environment where we promote pupils' welfare. Within this environment we work hard to build pupils' resilience to radicalisation and extremism by promoting fundamental British values and for everyone to understand the risks associated with terrorism. We want pupils to develop their knowledge and skills in order to challenge extremist views.

We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

We all have a responsibility to ensure equality permeates in to all aspects of school life and that everyone is treated equally irrespective of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. We want everyone connected with this school to feel safe, secure, valued and of equal worth.

We acknowledge the findings of the Race Disparity Audit that clearly shows how people of different ethnicities are treated across the public services of health, education, employment and the criminal justice system.

The educational section of the audit that covers: differences by region; attainment and economic disadvantage; exclusions and abuse; and destinations, has a significant importance for the strategic planning of this school.

We aim to be judged as Outstanding in all school inspections by ensuring that standards for all pupils are higher than schools of a similar size and that standards continue to improve faster than the national trend. **(Section 5 Ofsted 2012 - Section 48 WDES 2018 and also Hackney Learning Trust 2018 Outstanding in all areas).**

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

## Aims

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- To maximize children's learning potential.
- To promote high quality effective teaching.
- To achieve high quality learning.
- To develop an effective learning environment.
- To recognise and celebrate achievement, attainment and effort.
- To foster creativity, enthusiasm, enjoyment, motivation, independence and co-operation.
- To stimulate a desire for lifelong learning.
- To protect children from the risk of radicalisation and extremism.
- To reduce unproductive or unnecessary teacher workload associated with marking, planning or tracking pupil progress that does not contribute to the raising of pupil standards.
- To ensure compliance with all relevant legislation connected to this policy.
- To work with other schools and the local authority to share good practice in order to improve this policy.

### Responsibility for the Policy and Procedure

### Role of the Governing Body

The Governing Body has:

- appointed a member of staff to be the Teaching and Learning Coordinator;
- delegated powers and responsibilities to the Headteacher to ensure all school personnel and stakeholders are aware of and comply with this policy;
- responsibility for ensuring that the school complies with all equalities legislation;
- nominated a designated Equalities governor to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;
- the responsibility of involving the School Council in:
  - determining this policy with the Governing Body;
  - discussing improvements to this policy during the school year;
  - organising surveys to gauge the thoughts of all pupils;
  - reviewing the effectiveness of this policy with the Governing Body
- nominated a link governor to:
  - visit the school regularly;
  - work closely with the Headteacher and the coordinator;
  - ensure this policy and other linked policies are up to date;
  - ensure that everyone connected with the school is aware of this policy;
  - attend training related to this policy;
  - report to the Governing Body every term;
  - annually report to the Governing Body on the success and development of this policy.

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- responsibility for the effective implementation, monitoring and evaluation of this policy.

### Role of the Headteacher

The Headteacher will:

- work in conjunction with the Senior Leadership Team to ensure all school personnel, pupils and parents are aware of and comply with this policy;
- work closely with the link governor and coordinator;
- provide leadership and vision in respect of equality;
- provide guidance, support and training to all staff;
- ensure a continuous professional development programme is in place for all teaching and support staff in order to develop teaching and learning throughout the school;
- ensure teaching staff have their statutory planning, preparation and assessment time;
- ensure all teaching and support staff are line managed;
- arrange professional development meetings throughout the year;
- ensure all lessons are free from unnecessary interruptions;
- monitor teaching and learning across the school by:
  - lesson observations
  - questioning pupils
  - scrutiny of planning
  - scrutiny of pupil books
  - scrutiny of marking
  - professional development meetings
  - consulting parents
  - ensuring pupils targets are challenging enough for all pupils
  - analysing pupil targets to see if they have been met
  - analysing and comparison of pupil performance data with school and national data
- reduce unproductive or unnecessary teacher workload associated with marking, planning or tracking pupil progress that does not contribute to the raising of pupil standards;
- make effective use of relevant research and information to improve this policy;
- annually report to the Governing Body on the success and development of this policy.

### Role of the Teaching and Learning Coordinators

The Teaching and Learning Coordinator will:

- monitor the quality of teaching and learning in collaboration with the Headteacher and Senior Leadership Team;
- ensure lessons are interesting, purposeful and exciting and delivered with speed and challenge;
- help reduce unproductive or unnecessary teacher workload associated with marking, planning or tracking pupil progress that does not contribute to the raising of pupil standards;
- organise a team of line managers and mentors for teaching and support staff;
- work with all school personnel to ensure their professional needs are met;

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- organise INSET for school personnel;
- create and be part of a network of schools or cluster of schools in order to share good practice;
- arrange for teachers to be linked with teacher in another school;
- lead the development of key skills throughout the school;
- work closely with the Headteacher and the nominated governor;
- provide guidance and support to all staff;
- provide training for all staff on induction and when the need arises;
- keep up to date with new developments and resources;
- monitor planning and to observe lessons;
- monitor and review both skill delivery and development through the curriculum to ensure that consistency, continuity and progression are evident for all learners in all skills areas;
- annually report to the Governing Body on the success and development of this policy

### **Role of the Senior Leadership Team**

The Senior Leadership Team will:

- monitor the quality of teaching and learning across the school in conjunction with the coordinator;
- provide resources to support this policy;
- monitor the performance of pupils by analysing data and by discussion with class teachers;
- monitor the progress and development of this policy;
- assess the impact of this policy.

### **Role of Subject Coordinators**

Subject coordinators will:

- comply with all aspects of this policy
- undertake appropriate training;
- monitor and evaluate the quality of learning for their subject;
- report the main findings of monitoring to teaching staff and the head teacher;
- implement the school's equalities policy and schemes;
- report and deal with all incidents of discrimination;
- attend appropriate training sessions on equality;
- report any concerns they have on any aspect of the school community.

### **Role Class Teachers**

All teachers will:

- adhere to the teaching and learning policy;
- plan differentiated lessons which are interactive, engaging, of a good pace and have a three part structure namely:
  - introductory whole class session
  - guided / independent session

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### plenary session

- will plan lessons that have clear learning objectives, have activities that appeal to a range of learning styles, visual, aural and kinaesthetic and will provide challenge;
- plan learning which takes advantage of strong and meaningful links between subjects and to 'block' work to make effective use of time;
- use IT and interactive whiteboards as much as possible;
- inform parents each term on how they can support their child;
- inform parents during termly parent-teacher consultations of their child's literacy and numeracy targets;
- provide detailed annual report pupil reports;
- organise literacy and numeracy parent workshops;
- set regular differentiated homework for all pupils

## Role of Pupils

Pupils will be encouraged to be effective learners by being:

- enthusiastic, attentive, and responsive;
- confident;
- aware of their targets and their achievements;
- knowledgeable about their learning

## Role of Parents/Carers

Parents/carers will:

- be aware of and comply with this policy;
- be encouraged to support their children;
- be aware of their child's targets;
- be encouraged to take an active role in the life of the school by attending:

- parents and open evenings
- parent-teacher consultations
- class assemblies
- school concerts
- fundraising and social events

- be encouraged to work in school as volunteers;
- be encouraged to organise after school clubs or groups;
- be asked to take part periodic surveys conducted by the school;
- ensure regular and punctual attendance;
- notify school on the first day of pupil absence;
- have holidays in term time and authorised by school;
- encourage effort and achievement;
- encourage completion of homework and return it to school;
- provide the right conditions for homework to take place;
- hand in homework on time;

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- support the school Code of Conduct and guidance necessary to ensure smooth running of the school;
- ensure correct school uniform is worn.

### Raising Awareness of this Policy

We will raise awareness of this policy via:

- the School Handbook/Prospectus;
- the school website;
- the Staff Handbook;
- meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops;
- school events;
- meetings with school personnel;
- communications with home such as weekly newsletters and of end of half term newsletters;
- reports such annual report to parents and Headteacher reports to the Governing Body;
- information displays in the main school entrance.

### Training

All school personnel:

- have equal chances of training, career development and promotion
- receive training on this policy on induction which specifically covers:
  - All aspects of this policy
  - The principles of good teaching
  - Delivering a good lesson
  - What constitutes good learning
  - Classroom learning environment
  - Planning
  - Differentiation
  - Marking
  - Lesson observations
  - Homework
  - Analysing data
  - Equal opportunities
  - Inclusion
- receive periodic training so that they are kept up to date with new information
- receive equal opportunities training on induction

### Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.



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This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

### Monitoring the Implementation and Effectiveness of the Teaching and Learning Policy

The practical application of this policy will be reviewed annually or when the need arises by the coordinator, the Headteacher and the nominated governor.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Governing Body for further discussion and endorsement.

### Linked Policies

- Academically More Able, Gifted and Talented Children
- Assessment
- Curriculum
- Homework
- Monitoring and Evaluation
- Special Educational Needs and Disabilities

<b>Headteacher:</b>	Sean Flood	<b>Date:</b>	April 2021
<b>Chair of Governing Body:</b>	Paul Mokwenye	<b>Date:</b>	April 2021