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| POLICY TITLE | Teaching and Learning Policy |
| RESPONSIBLE COMMITTEE | Curriculum Committee |
| RATIONALE | Inspire and Empower Others to Achieve At the academy we endeavour to ensure our early learners develop into lifelong learners. We strive to provide a safe, secure and stimulating environment where curiosity is welcomed, enquiry is encouraged and learning is fostered. |
| PURPOSES | At Estcourt Primary Academy we believe that as well as people learn best in different ways. At the academy we provide a rich and varied learning environment that allows learners to develop their skills and abilities to their full potential. |
| GUIDELINES | <ul style="list-style-type: none"> • Teachers set challenging teaching and learning objectives which are relevant to all pupils in their classes. These are based on knowledge of pupils' past and current achievement and the expected standards for pupils of the relevant age range. • Teachers teach clearly structured lessons or sequences of work which interest and motivate pupils and which: • Start with a clear learning objective, taken from the STAT curriculum, understood by all pupils • promotes active and independent learning that enables pupils to think for themselves and to plan manage and assess their own learning. • All marking is carried out in accordance with the marking and feedback policy. • All independent work is marked following the marking agreement. • The deep learning team support teaching and learning in line with the triangulation of the learning cycle, including work scrutinies, drop ins and weekly RAG meetings • All planning coverage is stored on one drive for Deep Learning team to access • Teachers should use the Educater 'Gaps in Learning Report' alongside of the Delta interim framework for each year group to ensure they are teaching appropriate objectives. • Learning opportunities are maximised through appropriate feedback and time is given to learner to respond to feedback in line with the marking and feedback policy • Teachers have consistently high expectations of pupils and build successful relationships, centred on teaching and learning. They establish a purposeful learning environment where diversity is valued and where pupils feel secure and confident. • Teachers teach clearly structured lessons or sequences of work which interest and motivate pupils and which: <ul style="list-style-type: none"> - has learners working in the first 3 minutes of learning - has learners not sat listening to teacher inputs for more than 11 minutes - employ interactive teaching methods and collaborative group work, especially the use of the talk project - promotes active and independent learning that enables pupils to think for themselves and to plan manage and assess their own learning - ensure that children are given long enough to complete work, and have opportunities for working for sustained periods of time, appropriate to their age - Uses high level questioning based on Bloom's taxonomy to deepen understanding - ICT is used effectively to deepen understanding - presentation of learners work is of a highest standard - uses 'Assessment As Learning' strategies between sessions to ensure learning is taking place - The majority of maths and some writing lessons will be delivered in 2 sessions, approximately a 30 and 30 minute session, with a break in between. Session 1 will be a formative based teaching session. Children will be taught in either whole class/mixed ability pairs or mixed ability groups, based on plugging individual gaps and the 'I do, you do' structure. Session 2 will be a practice/fluency or depth session, where the children will work independently at a level determined by the teacher's formative assessment of Session 1. The teacher may work with groups to model/guide or spotlight work. • Teachers set high expectations for pupils' behaviour and establish a clear framework for classroom discipline in line with the academy behaviour policy. • Teachers ensure the classroom learning environment includes working walls for English, Mathematics, Science and Topic. • Teachers will use the 5Rs consistently to promote and embed learning attitudes and habits to secure independent learners • Teachers to facilitate frequent opportunities for pupils to reach a wide audience using the Academy blog and class Twitter feeds for a range of purposes. • Identified children in Year 6 will have opportunities for extended day learning and weekly one to one sessions with mentors |
| FURTHER DETAILS CONTAINED IN DOCUMENTS | <ul style="list-style-type: none"> • Marking and Feedback Policy • Assessment Policies • Topic Policy |

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| DATE APPROVED: SEPTEMBER 2017 | NEXT REVIEW DATE (every two years) |
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| Reference Number: | T&L 17 |
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