

Teaching and Learning Policy

Marish Academy Trust



Approved by:

Date: September 2023

Last reviewed on:

September 2021

Authors: DHT

Next review due by:

September 2025

Contents

- 1. Aims3
- 2. Our guiding principles3
- 3. Roles and responsibilities4
- 4. Planning6
- 5. Learning environment7
- 6. Differentiation7
- 7. Home learning7
- 8. Marking and feedback8
- 9. Assessment, recording and reporting8
- 10. Monitoring and evaluation8
- 11. Review8
- 12. Links with other policies8

1. Aims

We believe that people learn best in different ways. At Marish Academy Trust we provide a rich and varied learning environment that aims to allow all children to develop their skills and abilities to reach their full potential.

This policy aims to:

- Explain how we will 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

2. Our guiding principles

At Marish Academy Trust we believe in the concept of lifelong learning; in effect that both adults and children learn new things every day. We maintain that learning should be a rewarding and enjoyable experience for everyone. Through our teaching we equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. We believe that appropriate, stimulating and relevant teaching and learning experiences help children to lead happy and rewarding lives now; enable them to make the most of their opportunities throughout life and set them firmly on a pathway to achieving their potential and the best possible outcomes in future.

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 and 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 to 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
- Plan, based on the curriculum targets and skills grid for their year group to ensure skills development as well as curriculum coverage, differentiating to meet the needs of their year group
- Actively engage parents/carers in their child's education, including clearly communicating the purpose of home learning/homework
- Update parents/carers on pupils' progress and produce an annual written report on their child's progress
- Meet the expectations set out in our Teaching and Learning policy, Marking policy and Curriculum policy
- Oversee the implementation of the interventions agreed in the inclusion/provision map for each year group
- Effectively deploy other adults, including TAs, to maximise teaching and learning for all children

3.2 Support staff

Support staff at our school will:

- Know pupils well and differentiate support to meet their individual learning needs
- Support teaching and learning with flexibility and resourcefulness
- Use agreed assessment for learning strategies
- Use effective marking and feedback as required
- Engage in providing inspiring lessons and learning opportunities
- Feed back observations of pupils to teachers
- Ask questions to make sure they have 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 our Teaching and Learning policy, Marking policy and Curriculum policy

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
- 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/phase, working with teachers to identify any challenges
- Timetable their subject to allocate time for pupils to:
 - Achieve breadth and depth
 - Fully understand the topic
 - Demonstrate excellence
- Moderate progress across their subject/phase by, for example, systematically reviewing progress against a range of evidence and reviewing qualitative and quantitative performance data
- Improve on weaknesses identified in their monitoring activities
- Create and share clear intentions for their subject/phase
- Encourage teachers to share ideas, resources and good practice
- Meet the expectations set out in our Teaching and Learning policy, Marking policy and Curriculum 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
- Hold staff and pupils to account for their teaching and learning
- 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 team working at all levels, for example by buddying teachers up to support one another where appropriate
- Address underachievement and intervene promptly
- Meet the expectations set out in our Teaching and Learning policy, Marking policy and Curriculum policy

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:

- 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/homework

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. Planning

We follow the 2014 National Curriculum to ensure that we are planning all subjects and lessons to the relevant expectations for pupils, depending on where their starting points may be. Although we base our curriculum on the coverage and objectives expected from the National Curriculum, we expect teachers to be inventive and creative with their planning. They plan lessons to meet the needs of all pupils, and tailor learning to be relevant to our pupil's experiences and backgrounds, as well as being stimulating and providing suitable access to learning.

All our teachers reflect on their strengths and weaknesses, and plan their professional development accordingly. We do all we can to support our teachers in developing their skills, so that they can continually improve their practice.

We plan our lessons with clear learning objectives and outcomes taught through specific content to develop age related skills. Our lesson plans contain information about the tasks to be set, the resources needed, and the way we assess the children's work. We evaluate lessons, so that we can modify and improve our future teaching.

We share our learning objectives with children in terms of targets. These include learning skills as well as curriculum content. This will be done in a way that suits the learning needs of the individual child as well as their cohort. It may well take the form of a shared target, individual target or a collection of targets. It is also appropriate to have a range of differentiated targets and we encourage children to be active participants in this process by identifying areas in their own learning that they feel they need to progress in, with the support of the teacher and (where appropriate) select their own targets.

In EYFS, we follow the curriculum as outlined in the latest version of the EYFS statutory framework that applies from September 2021. We use Development Matters to support teaching and learning across Nursery and Reception (see Foundation Stage Policy).

5. Learning environment

When pupils are at school, learning will take place in a range of different environments e.g. classrooms, outdoor spaces and halls.

These spaces will be kept safe, clean and ready for pupils to use them.

They will be arranged to promote learning through:

- Clearly labelled, comfortable and attractive zones such as reading corners and quiet areas
- Posters of material that pupils have previously learned about and can identify
- Accessible resources for learning such as books, worksheets and other equipment
- A seating layout that allows everyone to see the board and participate
- Displays that celebrate and support pupils' learning

6. Differentiation

Teaching and learning at our school will take the backgrounds, needs and abilities of all pupils into account. We will differentiate 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 do this by:

- Using support staff effectively to provide extra support
- Working with our SEN coordinator (SENCO), 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

See Inclusion policy

7. Home learning

Home learning, or homework, will support pupils to make the link between what they have learnt in school and the wider world. It's most effective when done in a supportive, secure environment, with focused time set aside.

Home learning will be reasonable in challenge and length, and its purpose will be clearly outlined alongside each task.

8. Marking and feedback

Feedback will clearly explain to pupils what they're doing well and what they need to do next to continue to improve their work.

At the end of a lesson children will be given opportunities to review their work against the success criteria and the work they have produced. At the early stages this may simply be an opportunity to reflect again on their learning. As children become older they may evaluate their learning in many ways and have opportunities to discuss their achievements and future learning needs with friends and teachers. This feedback helps teachers to plan their teaching more effectively to meet the needs of individuals and groups (see Marking 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 termly verbal reports against these at parents' evenings.

Pupils will receive an annual written report.

(See Assessment, Recording and Reporting Policy)

10. Monitoring and evaluation

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.

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

- Conducting learning walks
- Reviewing marking and feedback
- Regular impact meetings
- Planning scrutinies
- Book scrutinies
- Carrying out pupil voice

11. Review

This policy will be reviewed every two years, or earlier if necessary. At every review, the policy will be shared with the full governing board.

12. Links with other policies

This policy links with the following policies and procedures:

- Behaviour policy
- Curriculum policy
- Early Years Foundation Stage (EYFS) policy
- Inclusion policy and SEND information report
- Marking and feedback policy
- Home-school agreement
- Assessment, recording and reporting policy

- Equality information and objectives
- Performance appraisal policy

Revision History

Version	Date	Author	Comments
1.0	19/08/2011	HT	
2.0	September 2013	HT	
3.0	September 2015	HT	
4.0	September 2017	HT	
5.0	September 2021	DHT	
6.0	September 2023	DHT	

