



Teaching and Learning Policy

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Review Cycle	Annually
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Chair of Governors	Janet Saunders

This policy has been created by and agreed upon by the teaching staff and Governing Body of Belmont Academy. A hard copy is located in the school office for other members of staff.

At Belmont Academy we are committed to providing high quality teaching to all pupils to impact on their learning and enable them to be fully prepared for the next stage of transition. We aspire to provide pupils with rich, creative and engaging learning experiences that raise standards of achievement for all children regardless of their starting point and enable them to be successful learners. All teachers and governors have been consulted in developing this policy, which summarises expectations of all stakeholders and common working practices. It reflects what has been agreed in terms of approach and consistency and makes explicit the best practice to which the school aspires. It also reflects the aims and objectives of the school and supports its vision.

This policy should be read in conjunction with the staff code of conduct and curriculum maps.

PRINCIPLES OF TEACHING AND LEARNING

Learning is the purpose of the whole school and is a shared commitment. At Belmont Academy we recognise that education encompasses more than just academic progress and includes the development of personal attributes and skills whilst providing children with opportunities to experience learning in its widest capacity and achieve personal success. Learning at Belmont involves all stakeholders including children, parents, staff, governors, the community and the trustees of LSEAT, and that for optimum benefit all should work closely together to support the process of learning. Working in partnership, we aim to:

- provide a supportive, positive, healthy, caring and safe environment, which has high expectations and values all members of the school community;
- recognise the needs and aspirations of all individuals and provide opportunities for all pupils to make the best possible progress and attain the highest personal achievements;
- ensure children can develop as literate, numerate and technologically competent individuals, within a broad, balanced, exciting and challenging curriculum;
- provide rich and varied contexts and experiences for pupils to acquire, develop and apply a broad range of knowledge, skills and understanding;
- provide a curriculum which promotes the spiritual, moral, social, cultural, physical, mental and emotional development of the pupils;
- develop inquisitive individuals with lively, enquiring minds, good thinking skills, self-respect, self-discipline and positive attitudes;
- encourage all children to be enthusiastic and committed learners, promoting their self-esteem, self-worth and emotional well-being;
- develop children's confidence and capacity to learn and work independently and collaboratively;
- develop enduring values of respect, honesty, equality, morality, thoughtfulness, resilience, enquiry and understanding;
- encourage children to respond positively to the opportunities, challenges and responsibilities of a rapidly changing world;
- encourage children to value the diversity in our society and the environment in which they live;
- encourage children to become active and responsible citizens, contributing positively to the community and society.

As a school, we are committed to our mission statement – ***'All together better'***.

Ethos

The ethos and atmosphere underpin the agreed aims of the school. In the course of their daily work the staff will contribute to the development of this ethos through:

- providing a calm and effective working environment, in which each child can produce his or her best work;
- providing a welcoming environment, in which courtesy, kindness and respect are fostered;
- providing positive role models;
- providing a fair and disciplined environment, in line with the school's behaviour policy;
- effective management of their professional time;
- developing links with all stakeholders and the wider community;
- valuing and celebrating pupils' success and achievements;
- reviewing personal and professional development in order to ensure a high level of professional expertise.

Roles and Responsibilities

Learning and teaching is a shared responsibility and all members of the school community have an important part to play. (See Home-School Agreement)

All members of the school community should work towards the school's aims by:

- esteeming children as individuals and respecting their rights, values and beliefs;
- fostering and promoting good relationships and a sense of belonging to the school community;
- providing a well ordered environment in which all are fully aware of behavioural expectations;
- offering equal opportunities in all aspects of school life and recognising the importance of celebrating difference;
- encouraging, praising and positively reinforcing good relationships, behaviours and work;
- working as a team, supporting and encouraging one another.

Teachers will endeavour to:

- provide a challenging and stimulating curriculum designed to encourage all children to reach the highest standard of achievement;
- recognise and be aware of the needs of each individual child according to ability and aptitude;
- ensure that learning is progressive and continuous;
- be good role models, punctual, well prepared and organised;
- keep up-to-date with educational issues;
- provide clear information on school procedures and pupil progress;
- have a positive attitude to change and the development of their own expertise;
- establish links with the local community to prepare pupils for the opportunities, responsibilities and experiences of life;

- work collaboratively with all involved in education to develop a shared philosophy and commonality of practice.
- Follow the standards set out in the Teacher Standards

Parents are encouraged to support their child's learning by:

- ensuring that their child attends school regularly, punctually, well-rested and in good health;
- ensuring that their child arrives at school wearing the correct uniform and bringing necessary equipment;
- providing support for the discipline within the school and for the teacher's role;
- supporting the work of educational targets and becoming actively involved in the implementation of any support programme;
- participating in discussions concerning their child's progress and attainment;
- ensuring early contact with school to discuss matters which affect a child's happiness, progress and behaviour;
- support the school's homework policy and give due importance to any homework;
- supporting the school's values
- ensuring that all contact addresses and telephone numbers are up to date and correct;
- allowing their child to become increasingly independent as they progress throughout the school;
- informing the school of reasons for their child's absence;
- actively supporting the Home-School Agreement.

Pupils are encouraged to support the school's aims by:

- attending school in good health, maintained by adequate diet, exercise and sleep;
- attending school regularly and punctually;
- being organised, bringing necessary equipment, taking letters home promptly, etc;
- conducting themselves in an orderly manner in line with the expected behaviour policy;
- taking increased responsibility for their own learning.

The community is invited to support the school by:

- contributing to activities, such as assemblies, specialist outings, clubs, etc;
- presenting themselves as positive role models to be emulated;
- organising activities and events throughout the year to extend and deepen pupils' knowledge and skills;
- supporting school events;
- voluntarily helping in the classroom.

Expectations of outstanding lessons:

- Form positive relationships with the children in their class and other members of staff within the class;
- Plan lessons effectively which take children's prior learning and current assessment into account and are appropriately differentiated in order that the lessons consolidate, build upon and extend learning for all children;
- Insist on high expectations of learning and social communications.

- Ensure that effective direction and support is given in order that the children make good progress;
- Demonstrate secure subject and pedagogical knowledge in order to inspire children and build their understanding;
- Apply a range of teaching styles which appropriately match the children's learning styles in order to sustain their concentration, motivation and application;
- Develop and sustain good links and focused communication with parents/carers in order to support the children's learning;
- Develop and maintain safe, secure and inspiring classroom and learning environments;
- Demonstrate effective lesson organisation;
- Effectively assess and monitor children's progress in order that they can extend children's learning both within individual lessons and over time;
- Use resources effectively, including other adults, to support children's learning;
- Use technology effectively in order to support children's learning;
- Develop the range of reading skills required to access all of the curriculum effectively;
- Use questioning effectively to gauge and extend children's skills, knowledge and understanding;
- Are reflective regarding their professional practice and the overall provision the School offers.
- Ensuring that teachers and teaching assistants are equipped with the necessary skills, resources and knowledge needed in order to provide the children with the best possible learning experiences both in class and when undertaking interventions.
- Ensure that teaching assistants and support staff are deployed effectively by the class teacher.

Planning Expectations:

The foundation for curricular development is in the School Improvement Plan, developed through a process of collaboration between staff, and approved by governors.

We are committed to following the programmes of study as required by the National Curriculum 2014. We follow a knowledge and skills based curriculum where clear intentions are planned for by teachers for each year group, in each subject, based on the National Curriculum. Planning overviews are used for each year group. These overviews contain both the knowledge and skills required for each year group and show cross curricular links based on our IPC curriculum. Our IPC curriculum follows a thematic approach which allows history to be taught chronologically through subject specific half terms to show collaboration and progression across the school. The curriculum overviews show clear progression of skills between each year group and subjects, with all year groups having the same subject focus for each term enabling progression of skills to be easily identified through the pupils learning and evidence in their books.

All staff will use curriculum maps to plan medium term plans and weekly plans and ensure that evidence in books match the curriculum map. There are separate overviews which act as medium term plans for English and Maths which also highlight the intent and enforce which strategies we use for implementation and support the teaching and learning of the skills and knowledge of the curriculum.

Weekly planning has to be completed and saved on the M-Drive each week and must follow the school formats. Each lesson needs to have a clear learning intention and steps to success

being identified by teachers and pupils throughout lessons and evidenced in books. Plans are based upon previous assessment, data, pupil need and subject expectation.

Teachers will display secure subject knowledge, demonstrate high expectations of all pupils and take risks to achieve innovation. This will include the use of assessment for learning through lessons and moving children on as and when needed during a lesson.

Outstanding lessons enable all pupils to progress in their learning. Teachers should be able to employ a range of questioning techniques (open questions, higher order questions, questions that promote emotional literacy). Resources should be of a high quality, address visual/auditory/kinaesthetic strategies, and be employed to their full potential. There should be a sense of pace to all lessons that ebbs and speeds up so as to sustain the children's concentration. Excellent lessons should begin by putting the lesson into an overall context. Teachers should strive for and achieve moments of awe and wonder.

Subject leaders have a variety of roles. These include:

- taking the lead in policy development and the production of schemes of work designed to ensure progression and continuity in their subject throughout the school;
- supporting colleagues in their development and implementation of the scheme of work, and in assessment and record-keeping activities;
- monitoring progress in their subjects and advising the Head of School on action needed; taking responsibility for the purchase and organisation of central resources for their subjects;
- using release time to support colleagues;
- keeping up-to-date through reading and attending relevant courses.
- Teachers ensure breadth and balance to the curriculum and endeavour to make use of cross curricular opportunities to enhance learning.

Learning environment (see display policy)

The learning environment will be managed in such a way as to facilitate different styles of learning.

Opportunities will be made for:

- whole class teaching;
- group work, organised according to appropriate criteria (i.e. ability, mixed ability, friendship, etc);
- one to one teaching;
- conferencing;
- collaborative learning in pairs or groups;
- independent learning.

All areas of the learning environment will be planned for, including, where appropriate, the outside areas, in order to ensure opportunities for a range of practical activities, which will develop appropriate knowledge, skills and understanding.

The classroom will be organised to facilitate learning and the development of independence. For example:

- resources in each area will be grouped according to curriculum subject;
- book corners will be comfortable and attractive;
- labels and posters should be used wherever possible/appropriate to reflect the language diversity in the school;
- areas for imaginative play will change regularly, in order to give opportunities for a range of play and role-play which will contribute to learning in a purposeful manner;
- pupils will be involved in the maintenance and care of all equipment and resources.
- Classrooms provide a stimulating and purposeful learning environment, including thought provoking and stimulating displays.

Assessment

Children learn best and will take responsibility for their own learning when teachers have an insight into what they understand and use this to plan further learning while providing helpful feedback. Teachers will make sure that:

- The information gathered from formative and summative assessments are used to secure pupils progress in planning.
- Assessments and data are used to monitor progress, identify gaps in learning, set targets and plan subsequent lessons.
- The Feedback and Marking Policy is being fully implemented with pupils receiving regular feedback, both orally and through accurate marking, and children are given the opportunity to respond to the feedback.
- Agreed assessment records are kept up to date.
- Children learn best when their learning is effectively differentiated and children are challenged within the level they are working at.
- Children are engaged in activities which are differentiated effectively by either prescribed outcome, the support given, resources or task; or a combination of any of these, to match their needs and extend their learning.

Inclusion of all pupils

All pupils regardless of their ability level will access the learning alongside their peers at a level differentiated by their teacher. Intervention groups are planned and implemented for children with specific gaps. Children come away from the group once they have achieved the target of the intervention. Intervention groups are delivered over a sustained period of time. Focus groups should also feature during some lessons where a previous learning objective has not been achieved or a misconception from the previous lesson has been noted. These children work with the teacher to clear up any misunderstandings and these children can be from any ability level and is likely to be a single session.

Pupils access interventions outside of the quality first teaching if they meet the criteria and will impact on learning. Belmont values the importance of providing all pupils with a balanced and broad curriculum and recognises that removing a child for an intervention can in some cases have a detrimental effect on their whole class learning resulting in them developing gaps in knowledge and skill.

The provision map is reviewed and updated throughout each term by the Inclusion Lead to track pupils accessing interventions.

Adults

Teachers, as the lead professional, will deploy other adults as they see fit for the benefit of the children. All staff should have clearly defined roles and tasks to undertake. All staff should, where appropriate exercise good judgement and initiative so as to productively work towards the needs of the children.