An Daras Multi Academy Trust

St Stephens Community Academy
Teaching and Learning Policy

The An Daras Multi Academy Trust (ADMAT) Company
An Exempt Charity Limited by Guarantee
Company Number/08156955

Status: **Approved by Local Governing Body**	
Recommended	
Version	v1.3
Statutory	Yes
Adopted (v1.2)	**May 2014**
Reviewed (v1.3)	**January 2015**
Reviewed (v1.4)	**September 2017**
Next Review (v1.5)	**September 2019**
Advisory Committee	Local Governing Advisory Board
Linked Documents and Policies	SSCA Special Educational Needs Policy
	SSCA SEND Local Offer
	SSCA Behaviour Policy
	SSCA Assessment Policy
	SSCA Domain of Learning Policies
	SSCA Curriculum Schemes of Work
	Staff Non-Negotiable Expectations

St Stephens Community Academy

Teaching and Learning Policy

"Teaching and Learning is the core business of the academy"

Rationale and Aims

The purpose of this policy is to set out the approach to teaching and learning that has been agreed by the whole staff and Local Governing Body following discussion, consultation and professional development. It provides guidance for all staff, new and experienced and it will underpin the continued development of the academy as a learning community.

Our vision statement says **"St Stephens Community Academy is working together towards a bright, positive and successful future."**

Our academy believes that:
- Children are the only reason why this academy is here. Each child comes with amazing gifts, remarkable talents and immeasurable potential. We have a moral duty to ensure that each child is able to discover and develop these
- Pupils will be happy and will flourish when working with adults who inspire them to learn. Relationships, based on mutual respect, trust, fun and high expectations are the key to excellent learning
- Pupils will be happiest and achieve best when their families, in whatever form they happen to be, are involved and working closely with us. We will strive to develop strong partnerships with families
- A broad and balanced creative curriculum offer inspires and motivates every child
- Pupils will access learning most relevant to their **educational need**

These beliefs are reflected in our **Academy Vision and Aims (Appendix One).**

In order to achieve our vision and stay loyal to our beliefs and outcome aims, the teaching and learning in the academy needs to be of the **highest quality**.

This policy sets out how St Stephens Community Academy will achieve the **"highest quality"**. This policy links to agreed *"Non-negotiable for Teaching Staff"* document

Inclusion Statement

St Stephens Community Academy is committed to creating an environment in which the teaching and learning, achievements, attitudes and well being of every member of the community matters. We seek to create opportunities for all children to achieve their very best in terms of academic attainments and personal achievements. We aim to make the curriculum accessible to all members of our community irrespective of background, disability or learning need through a stimulating environment in which success is celebrated in all areas.

Section A – Best Practice

Because children learn best when:
1. **They feel happy, safe and secure**
   We will see:
   - ✓ Positive, happy, respectful relationships throughout the academy
   - ✓ An all-pervasive caring attitude among pupils and adults

- ✓ Familiar routines for regular events e.g. register, collecting materials enabling smoothly organised classrooms
- ✓ Pupils and adults safe from physical, mental and emotional harm or bullying
- ✓ Pupils and adults confident, adventurous and allowed to learn from mistakes
- ✓ Respect for people and property
- ✓ People being appreciated and valued in both words and actions
- ✓ Learning experiences are based on previous learning with effective learning sequences in place

2. **They are physically comfortable and alert**
   We will see:
   - ✓ Appropriate classroom furniture arranged so that all pupils can access learning
   - ✓ Water available to children when they need it
   - ✓ Pupils not spending too long on the carpet during teacher input
   - ✓ Pupils being allowed to take breaks to get physical exercise whenever possible
   - ✓ Fruit and healthy snacks being made available to children at break times

3. **They feel valued and appreciated**
   We will see:
   - ✓ Positive, encouraging, affirming words and actions from adults to all pupils
   - ✓ Teachers/LSAs ensuring that there is time for them to spend one to one time with children
   - ✓ Learners having time to speak themselves and listen to others
   - ✓ Teachers/LSAs knowing, acknowledging and encouraging the talents, gifts, strengths, aptitudes and interests of all pupils
   - ✓ Teachers/LSAs actively developing an atmosphere of encouragement and appreciation.

4. **They are confident, excited and inspired to learn**
   We will see:
   - ✓ Teachers/LSAs who can inspire pupils to want to learn and be high achievers in all areas of life
   - ✓ A wide variety of activities, many based on first hand experience and all made relevant to the pupil so that they can see why they are learning a particular idea or concept
   - ✓ Exciting starting hooks to all units of learning
   - ✓ Inspiring events and activities to aim towards as the outcome for the unit of learning
   - ✓ Activities engaging the pupil's imagination, with a strong focus on oracy skills, reading and stories
   - ✓ Adults using open questions to challenge and support understanding and thinking
   - ✓ Pupils having an active involvement in planning their learning
   - ✓ Learning experiences based on previous learning with effective learning sequences in place
   - ✓ Pupils confident, adventurous and willing to take risks and learn from mistakes
   - ✓ A variety of pupil groupings used allowing for flexibility and effective teaching.
   - ✓ Classrooms organised to facilitate independent learners, resources/materials labelled and accessible
   - ✓ Learning experiences supported by visits and visitors
   - ✓ Aspects of each class' learning based in or on the local environment or area
   - ✓ A global perspective to children's learning
   - ✓ ICT supporting their learning whenever possible or appropriate
   - ✓ A positive attitude to learning maintained with purposeful learning evident across the day
   - ✓ Pupils eager to be successful learners

5. **They have a calm, quiet and productive environment in which to learn**
   We will see:
   - ✓ Pupils working quietly, with a noise level appropriate to the activity, but never loud so as to initiate disturbance to children's learning in neighbouring classrooms or hall
   - ✓ Classrooms organised to be effective learning workshops
   - ✓ Pupils able to work hard in a sustained manner
   - ✓ Appropriate music being played as a background when appropriate

- ✓ Appropriate lighting
- ✓ Objectives on the board at the start of every learning opportunity
- ✓ Pupils having time to relax and reflect on learning
- ✓ A learning environment that displays resources to support learning strategies
- ✓ A learning environment that is calm in its choice of colours to ensure that environment is not too 'busy' as well as being purposeful and tidy

6. **They are surrounded and inspired by examples of excellence**
   We will see:
   - ✓ Classrooms arranged with pupil's learning of high quality- neatly mounted and labelled in communal spaces
   - ✓ Teachers/LSA using excellent examples of writing, oratory, art, presentation, drawing to inspire pupils to outstanding standards of achievement
   - ✓ High-quality displays with a range of pictures, books and artefacts to inspire all learners
   - ✓ High quality resources, clearly labelled and available for pupils to use independently
   - ✓ An absence of mess and clutter in all areas of the learning environment
   - ✓ A classroom where the topic is immediately clear
   - ✓ Display boards regularly maintained with a range of content: finished work; working walls; interactive displays to stimulate interest
   - ✓ Displays changed regularly – no less than half-termly
   - ✓ Excellent role models from adults (teachers, LSAs and volunteers) and other pupils
   - ✓ Pupils eagerly sharing successes, including through whole-school assemblies
   - ✓ Opportunities for pupils to learn from authors, poets, artists, sports people, craftsmen, people noted for their bravery/ endeavour, writers, explorers, scientists etc
   - ✓ Active involvement within the local community

7. **They are actively involved in their own learning**
   We will see:
   - ✓ Pupils being taught how to learn
   - ✓ Pupils asking 'challenging questions' – questions that they don't know the answer to but would like to find out
   - ✓ Pupils having an active involvement in planning and choosing their learning
   - ✓ Classrooms organised for independent learning with high quality resources and materials, clearly labelled and readily available for learners to use independently
   - ✓ Pupils having time to follow lines of enquiry, enabling them to produce work of quality
   - ✓ Classrooms organised for routines
   - ✓ Pupils routinely involved with self assessment including "peer to peer" on a regular basis
   - ✓ Pupils having time and confidence to express opinions and listen to/ discuss those of others
   - ✓ Opportunities for pupils to extend and develop learning at home

8. **Their learning is relevant and practical, drawing from their own interests and rooted in first-hand experience**
   We will see:
   - ✓ Pupils actively engaged in learning from first hand experience
   - ✓ Pupils being able to explain clearly why they are learning something
   - ✓ Pupils working from starting points in the academy grounds and the locality of Launceston
   - ✓ Pupils having the opportunity to learn outdoors throughout the year
   - ✓ A high priority given to the skill of oracy and storytelling by teachers/LSAs
   - ✓ Teachers/LSAs regularly exploring and reading fiction alongside pupils
   - ✓ A range of pictures, (paintings/ photos/drawings etc), books, artefacts, models used as inspiration
   - ✓ Pupils working for real audiences and for authentic purposes whenever possible
   - ✓ A wide range of extra- curricular clubs where pupils can explore new areas of learning
   - ✓ Pupils and adults sometimes learning together (e.g. family learning opportunities)

9. **Their learning is carefully planned and structured**
    We will see:
    - ✓ Teachers/LSAs planning carefully structured sequences of learning to ensure that there is broad, balanced, rich and relevant curriculum, based on pupil's prior learning and achievement
    - ✓ Teachers/LSAs systematically assessing learner's progress on a half termly, termly and annual basis
    - ✓ Freedom and space for pupils to pursue individual interests and engage in sustained activities
    - ✓ The National Curriculum 2014 requirements being taught, but time available for other activities
    - ✓ Teachers teaching a combination of skills and knowledge leading to understanding that can then be applied in other situations
    - ✓ Teachers/LSAs knowing when to depart from prepared planning to allow more fruitful learning opportunities, led by pupil enthusiasm

10. **Teachers have high, but realistic expectations of them**
    We will see:
    - ✓ Pupils and teachers/LSAs discussing learning outcomes and expectations
    - ✓ Challenge and stretch for all learners in every lesson
    - ✓ A positive 'can do' ethos promoted across the academy
    - ✓ A culture where achievement is expected but also celebrated
    - ✓ Pupils showing resilience and determination in seeing a task through to a successful conclusion
    - ✓ Pupils being held increasingly accountable for the work – both quality and quantity

11. **They understand how to improve**
    We will see:
    - ✓ Pupils reflecting on achievements and areas for development, in learning, behaviour, attitudes and relationships
    - ✓ Pupils working towards learning goals set to ensure progression using academic guidance as a learning tool
    - ✓ Pupils being increasingly involved in goal-setting as they progress
    - ✓ Teachers/LSAs helping pupils to understand the amazing power of their brain, how it works and how to make it work even better
    - ✓ Pupils celebrating the learning knowledge that come from making mistakes

12. **There is a strong, mutually supportive relationship with home**
    We will see:
    - ✓ Parents and carers encouraged to help pupils through homework and other activities
    - ✓ Meetings to show parents how best to support learning e.g. phonics workshops, FS induction
    - ✓ Regular meetings with parents to celebrate achievements and highlight targets for development including attendance issues
    - ✓ An open door policy throughout the academy which makes parents feel that they are always welcome
    - ✓ Parents supporting the academy by joining in with activities such as reading/spelling/art/drama

Section B – Organisation for Effective Teaching and Learning Delivery

1. **Role of Key Leaders:**
    Leaders of the Early Years, Key Stages, Inclusion and ARB will be responsible for:
    - The monitoring of T+L standards in their areas in conjunction with the Head of School.
    - They will evaluate the effectiveness of provision and the curriculum at meeting national age related standards.
    - They will report to the Head of School and/or Local Governors on a regular basis on the quality of standards and provision.

- They will prepare and evaluate action plans for their area of responsibility in line with the Academy Improvement Plan
- They will lead and liaise with a range of staff to ensure learning continuity and progression

Monitoring will be done through:
- Lesson monitoring
- Planning monitoring
- Book scrutiny
- Pupil Conferencing
- Learning Environment Walks
- Assessment data

2. **Role of Learning Domain Leaders:**
Learning Domain leaders will be responsible for:
- Monitoring teaching and pupil achievement in line with the requirements of the Academy Improvement Plan and preparing reports for the Head of School and Local Governors
- Preparing and evaluating action plans for their area of responsibility
- Lead and liaise with a range of staff to ensure learning continuity and progression
- Leading effectively their domain team including linked LSA/Local Governor
- Attending relevant courses and disseminating information to staff
- Auditing their area of responsibilities learning resources

3. **Role of the Head of School:**
The Head of School will maintain overall responsibility for ensuring that teaching and learning priorities are delivered following a full analysis of data. The Head of School will specifically be responsible for:
- Analysing data streams
- Informing Local Governors/Board of Directors of pupil standards and progress
- Monitoring of day to day teaching and learning quality across the academy
- Addressing weakness in teaching and learning quality
- Ensuring a creative curriculum offer is broad and balanced and meeting National Curriculum 2014 requirements
- Supporting parents understanding of the academy curriculum

4. **Role of the Local Governing Advisory Body:**
It is the role of the Local Governing Body to monitor and review the policy and its implementation through:
- Regular scheduled visits to view the delivery of learning improvements
- Reporting to the Head of School and Local Governing Body what they have observed
- Receive reports from the Head of School
- Progress towards achieving the aims of the Academy Improvement Plan
- Attending appropriate INSET
- Promote and ensure at all times equal opportunities in relation to race, gender, ability and belief
- Promote the practice of giving value and respect for all cultures and faiths

5. **Role of Continuing Professional Development:**
Teaching and learning quality is dependent on having well trained staff with good knowledge and skills to deliver the curriculum. The academy places great emphasis on providing appropriate training for its staff. These will be prioritised according to the needs of the current Academy Improvement Plan.

6. **Role of Collective Worship:** (see Collective Worship Policy)

The academy is committed to ensuring Collective Worship opportunities are timetabled and accessible to all pupils. Requests by parents to withdraw their child from acts of Collective Worship will be agreed.

7. **Role of Religious Education:** (see Faith and Belief Policy)
The planned curriculum offer will ensure the skills and knowledge contained in the current agreed syllabus are delivered appropriately.

8. **Role of Online Safety Learning:** (see Computing/ Online Safety Policy)
The school recognises the growing importance of Online Safety in providing a rich and stimulating form of learning for all pupils. Teaching and learning opportunities will use the power of technology to motivate pupils across the whole curriculum. The academy will provide provision for learning opportunities beyond the standard day via VLE platforms. The academy will ensure pupils know about the dangers relating to the use of technology.

9. **Special Educational Needs and Disabilities:** (see SEND and Gifted + Talented Policies)
Strategies and processes already outlined will allow pupils to progress with their learning. However for some SEND/Gifted and Talented pupils additional provision will need to be made. A register of all children in these categories will be kept and updated termly. The academy will pay particular attention to:
- Appropriateness of the learning task
- Additional or extended learning opportunities
- Appropriate pupil groupings
- Use of specific resources – particularly ICT
- Seeking the advice and support of outside agencies
- Working closely with parents to meet the needs of individual learners
- Ensuring Special Needs paperwork is maintained on a regular basis and shared appropriately with staff working with that pupil

10. **Role of Assessment and Recording:** (see Assessment and Responding to Children's Learning Policies)
Assessment for learning (formative assessment) is an integral part of the teaching and learning process. Teachers should
- Arrange time to observe, assess and review achievements with each pupil on a regular basis
- Ensure that pupils are involved by developing skills of self evaluation ("Tickled Pink and Green for Growth")
- Ensure that feedback and teacher's comments relate directly to learning goals, learning intentions and associated success criteria

Summative assessment will be completed on a half termly basis and the outcomes used to support the teachers judgements on individual pupil's achievement. The academy will use a central database to record and analyse outcomes. Parents will be informed of their child's attainment and progress using a combination of formative and summative data at termly parents evening and through an end of year written report. Individual pupil records/reports are confidential and access is only available to parents who make a written request to the head teacher in accordance with Data Protection and Freedom of Information legislation.

11. **Role of Curriculum Structure:**
The curriculum offer will be structured around eight key areas of learning with contextually relevant topic units of learning (see Appendix Two) planned in detail to ensure National Curriculum 2014 requirements are met. Skills progression is mapped out for each year group in schemes of learning. Children will access learning at the point most relevant to their **educational need**. Due consideration will be given to extending learning through the curriculum offer for individual pupils.

12. **Role of ARB:**

The Area Resource Base will plan for the integration of its learners into mainstream curriculum opportunities according to their needs and attainment levels. The ARB curriculum will run in line with the main school curriculum but adapted to the particular needs of ARB pupils. The ARB class teacher will monitor the progress of learners on a short term basis using CASPA and other assessment tools to plan next step learning.

13. **Role of Resources:**
Resources need to be of high quality and sufficient in number to facilitate learning opportunities.

14. **Role of the Learning Environment:** (refer to Academy Behaviour Policy)
Rules and routines in the classroom contribute to a healthy learning environment and good classroom management. To be effective they should be
- Clearly understood
- Fair and consistent
- Realistic and positive

Section C – Monitoring and Review

This policy will be monitored by the Head of School and Local Governing Body on an annual basis. Regular reporting of standards in teaching and learning will be completed as part of the Head of Schools reporting to the Local Governing Body via the termly Head of School Report. Governors will monitor provision and improvement through the Academy Improvement Plan.
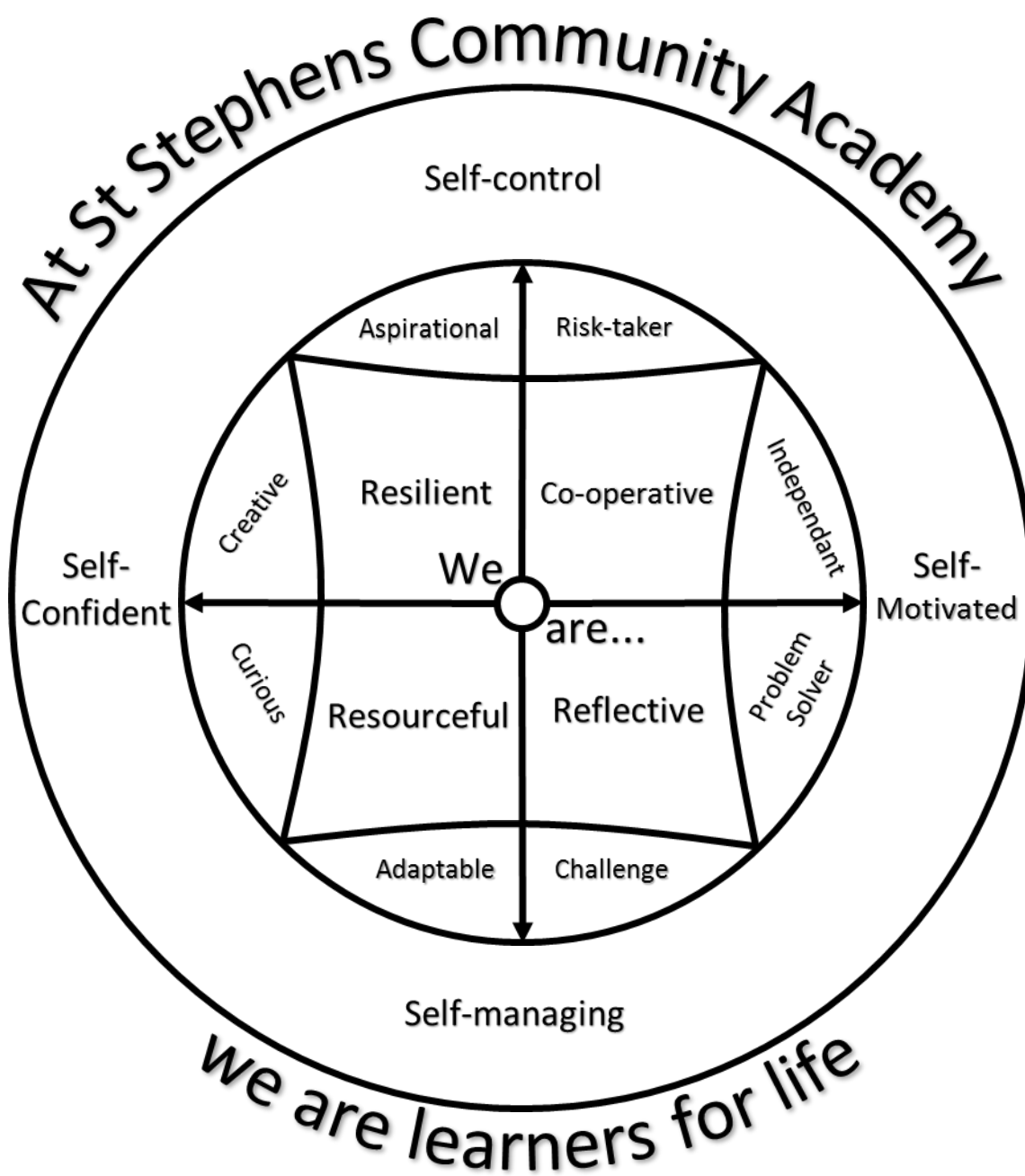
Last Review: May 2014

This Review: January 2015

This Review: September 2017

Next Review: September 2019

Signed Head of School…………………………………………………………………………….

Signed Chair of Local Governing Body………………………………………………………………………

Appendix One- School Vision and Aims

At St Stephens Community Academy

Self-control

Aspirational   Risk-taker

Creative   Resilient   Co-operative   Independant

Self-Confident   We   are...   Self-Motivated

Curious   Resourceful   Reflective   Problem Solver

Adaptable   Challenge

Self-managing

we are learners for life

St. Stephens Community Academy
SCTISTEFAN
Launceston

Our Vision
St Stephens Community Academy is moving together towards a bright, positive and successful future

An Daras
Multi Academy Trust

Appendix Two – Check List for Effective Topic Planning.

Essentials in a Topic Unit

These must be present in every topic unit taught.

- ✓ Planned Speaking & Listening

- ✓ A 'Hook' and a 'Outcome' (Something exciting to start the topic and something inspiring to aim for at the end – an event/ display/ performance/ visit etc)

- ✓ Pupil Voice (What do children want to learn/do?)

- ✓ Assessment for Learning – pupil led

- ✓ First Hand experiences

- ✓ Opportunities for writing

- ✓ Pupil led activities with an element of real choice

- ✓ Opportunities for Personal and Social Development

- ✓ Use of the outdoor environment

- ✓ Different groupings (pairs, class, individual, ability groups, friendship groups, non-ability groups etc)

- ✓ Display or indication of topic in classroom environment

- ✓ Assessment opportunit(y/ies) for teacher

- ✓ Storytelling

- ✓ Broad and balanced curriculum offer

- ✓ Drama/role play

- ✓ Opportunities for children to ask questions and pursue answers

- ✓ Time to produce work of real quality

- ✓ ICT

- ✓ Ensure core objectives are covered but allow for flexibility

Essential in a year

These must be present at least once in every year.

- ✓ Use of the local area

- ✓ Topics weeks/days

- ✓ Visitors/Visits

- ✓ Enterprise

- ✓ Community involvement

- ✓ Parental Involvement

- ✓ Observational drawing