



Teaching and Learning Policy

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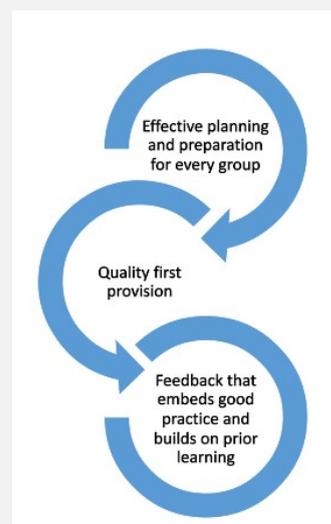
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1. Rationale

Successful lessons, and therefore effective learning, do not just happen. They must be planned effectively. The policy documents that accompany this overview statement provide explicit guidance about what constitutes best practice in areas that contribute to effective learning and teaching. The systematic and consistent implementation by all staff is intended to ensure that all students are successful learners, and that their attainment and progress represent a high level of performance when measured against individual, school, local and national targets.

2. Aims

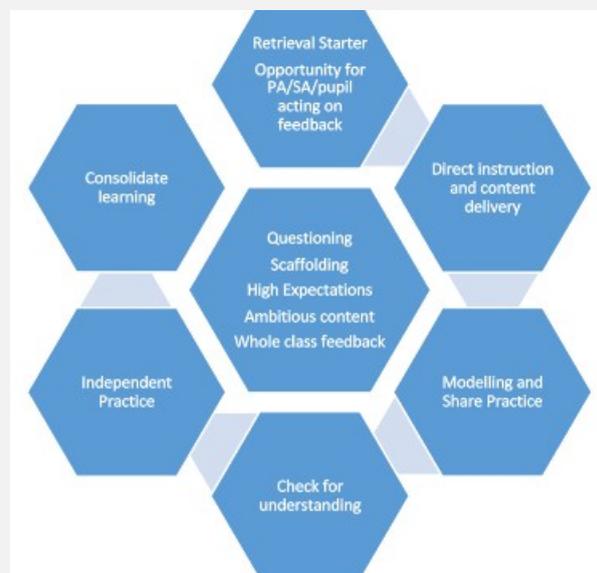
- Curriculum and lesson sequencing is effectively planned to ensure that T&L across the academy is considered and improve outcomes for all students.
- To raise levels of attainment enabling all students to achieve challenging/aspirational targets.
- To ensure that all students are provided with an appropriate degree of challenge, and have access to an appropriate curriculum, ensuring that there are no significantly under-performing groups.
- To develop confident, disciplined and enquiring learners able to take responsibility for their learning and make informed choices.
- To set high expectations in all areas: progress, attainment, behaviour and relationships.
- To deploy a variety of teaching strategies to engage and challenge students and make learning enjoyable and exciting.
- To develop the basic skills of literacy, numeracy and ICT in all areas of the curriculum.
- To develop opportunities for continuing professional development to enable staff to plan, deliver and assess effectively, that develops staff at all stages in their careers.
- To provide a curriculum that has range, breadth and balance.
- To enrich learning opportunities through extra – curricular activities and wider enrichments.



3. Practice

A. Planning and implementation of learning activities

It is important that teachers plan schemes of work and deliver lessons that enable students to work towards the learning objectives and make progress towards the success criteria. It is acknowledged that different teachers have their own preferred styles of teaching but it is imperative that staff effectively plan for each group they teach, aim to provide quality first provision and give feedback that enables the students to improve their practice. At Armthorpe Academy the expectation is that learning journeys implemented follow the learning cycle to ensure the best outcomes for all students in all lessons. The ultimate aim is to ensure that thorough planning and quality first provision that students are supported in their quest to make progress over time.



It is acceptable for teachers at Armthorpe Academy to use a variety of methods to plan their teaching on a day-to-day basis. These methods could include use of power point, use of a generic teacher planner or another structured plan of their choice. The reason for this freedom of choice is to allow teachers to develop their own styles and to give them the freedom to be creative in their planning so that they may feel empowered to offer deep learning experiences and un-restricted by a set lesson plan.

When planning learning activities teachers should consider the following:

- Clarify objectives, including success criteria thus ensuring sustained and relevant progress over time.
- Identify prior learning to ensure clear progression.
- Identify clearly the subject knowledge to be taught.
- Where resources are created centrally there should be suggested learning activities that should be adapted by teachers to suit their teaching style and the academic context of their students.
- Provide opportunities for developing independent and collaborative learning.
- How the unit will be assessed and include opportunities for a variety of assessment for learning strategies throughout.
- Include SMSC and opportunities to develop student aspiration.
- Identify relevant and challenging opportunities for home learning.
- Use of assessment in planning - Information from assessments should be used to set tasks that are perfectly matched to students' prior attainment.
- Teachers should be able to use existing data to support the planning process.
- Level of challenge - Work should be pitched at a level that is appropriate to the individual. All individuals should find the tasks demanding at their own level.
- Use of teaching assistants - Teaching assistants should be highly effective in promoting rapid learning for groups of students regardless of their aptitudes and needs.
- Opportunities to develop literacy, numeracy, and communication skills – Teaching should include opportunities to develop reading, writing, communication and numeracy skills that are highly effectively taught and cohesively planned as part of the lesson.
- Use of strategies and tasks to engage students - Strategies and tasks should enthuse students so that they persevere when faced with difficult problems and are keen to succeed and to learn more.
- Pace and depth of learning - The pace of learning should be optimised throughout the lesson as to the best effect to support students at the time they need such support. As a result, almost all students make rapid and sustained progress.
- Use of questioning - Questions should be designed to tease out students' understanding so that the teacher is exceptionally aware of the degree to which students are secure in their knowledge and understanding.
- Assessment of learning during lessons - The work for each individual student should be adapted in the light of any misconceptions that are brought to light through questioning or checks on students' work.
- Marking and feedback – Feedback should be frequent and regular, providing students with very clear guidance on how work can be improved. Students need to be engaged in the process.
- Progress – Ultimately, all students should make at least good progress in their learning relative to their ability and starting points, and demonstrate full understanding of this. For many, this is better than might be expected.

However, whilst teaching staff are encouraged to adopt a style of their own and are not expected to teach in any specific way, regular monitoring of teaching and learning takes place at Armthorpe Academy to ensure the highest standards and therefore, outcomes for the students.

B. Lesson structure

All lessons will begin with a retrieval starter to review prior learning and enhance levels of recall. This retrieval should be spaced in nature to ensure that students know and remember more not just recall from the previous lesson. Departments are encouraged to use formative assessment regularly to ensure that students are consistently taking part in high frequency/low stake quizzing. Thus ensuring that lesson planning makes links between previous and subsequent learning and is interleaved where appropriate.

Teachers are expected to clearly discuss lesson objectives with students; so that they are aware of what they are learning and the reasons why they are covering the content. Students should be able to discuss what they are learning and where it fits into the topic being covered.

Although the ways lessons are delivered is down to individual teaching staff there is an expectation that SMUGA will be apparent within the lesson structure.

S - Subject Specialist - Disseminate knowledge
M - Model – Show the students what you expect
U - Understanding Check
G - Go - Independent Practice
A - Assess

Teachers are expected to teach to the top and scaffold up to ensure that students are being challenged within lessons. Lesson planning to incorporate 'big questions' to ensure that students understand the crucial question that is being asked of them. Teachers will structure and support the learning by demonstrating, scaffolding, and modelling.

At various stages during the lesson, opportunities will be planned to assess and consolidate what has been learnt, to understand how this will underpin subsequent learning, and how new learning might be applied in other situations. This is also a vital opportunity to address misconceptions and, if necessary, alter or depart from lesson plans to introduce new ways of ensuring that learning is secure. The final consolidation, will review the big question or lesson objective and point the way to future learning.

C. Development and Review

This policy is linked to our:

- Consilium development and review toolkit
- Consilium principles of development and review activities.