

Teaching and Learning Policy

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| 1. | <p>Introduction</p> <p>Our aim is to provide all students at King Alfred's Academy (KAA) with the best possible experiences to progress and achieve in all areas of education. Achieving Excellence Together means that students will leave KAA ready to make a positive contribution in their community and beyond, and be able to aim for success in their lives. We place Teaching and Learning (T&L) at the heart of our planning as we recognise its fundamental importance to the success of students and the professional fulfilment of teaching staff. Continuous reflection and improvement drives us forward and we welcome the contribution of all to the development of our practice.</p> |
| 2. 2.1 | <p>'Developing Teaching and Learning'</p> <p>All staff are guided by the principles of the staff document 'Developing Teaching and Learning' which is summarised here. We value the different experiences and teaching styles of all of our staff and do not prescribe a set format for lesson planning (see 2.2). However, we expect that all lessons will be planned around a set of principles based on the document and adjusted according to the needs of the learners.</p> <p><u>The Principles</u></p> <p>Wave 1 Core Offer (Appendix 1)</p> <p>The Wave 1 Core Offer defines the consistent approach that all teachers will use to inform their planning for each class and each lesson, and that all students can expect in each lesson. Every teacher will assess their class needs through the Wave 1 Core Offer, update it during the year and ensure that their analysis is reflected in their lesson planning. Where classes are shared, valuable information can be shared between colleagues in considering the priorities. Teachers should always expect to share and discuss the Wave 1 Core planning sheet as part of professional development discussions.</p> <p>The six Core Offer principles are listed below, and the details are found in Appendix 1 :</p> <ul style="list-style-type: none">• Challenge• Explanation• Modelling• Questioning• Marking and Feedback• High Expectations of the Learning Culture <p>Students who struggle to meet expectations through learning or pastoral difficulties will be supported by individually tailored Wave 2 interventions, to</p> |

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| | <p>enable them to succeed in the classroom. An extremely small number of students within the Academy who need highly specific support will be supported by Wave 3 interventions.</p> |
| 2.2 | <p>Lesson Structure</p> <p>Whilst we value the different experiences and teaching styles of our staff, there are some evidenced based principles that we know support progress in students' learning and that we provide a specific focus on through monitoring, evaluation and review (MER) cycle. We expect all teaching staff, both through their individual planning, departmental teams and support of colleagues to prioritise these evidence based principles and ensure that they are embedded into all of their lessons.</p> <p><u>Principles:</u></p> |
| 2.2.1 | <p><i>Clear, relevant and challenging learning objectives</i></p> <p>Schemes of work, and subsequently individual lessons should be planned to ensure that the learning objectives identify the skills and/or knowledge on which progress will be founded. Objectives relating to tasks do not fulfil the principle. They should be expressed with clarity and simplicity, whilst providing challenge for all students in the class</p> |
| 2.2.2 | <p><i>Modelling of success</i></p> <p>Where success criteria and models are used effectively, initial barriers to progress are removed for the majority of students. Skilful modelling will enable the majority of students to begin the learning activity independently. Where success criteria and modelling are absent, students will stumble and lose direction with their learning. Where they are present students understand a) what they are aiming for and b) can assess their own progress against the framework provided. Students and teachers understand the language of a WAGOLL (what a good one looks like).</p> <p>Modelling is successful when:</p> <p>Models are carefully planned to reduce barriers for learning, taking account of different learning styles and starting points of all students. They are explicit in terms of demonstrating success against the success criteria.</p> <p>Students are able to assess and comment on models against success criteria before beginning their work</p> <p>Models are referred back to in the development of the task providing opportunities to redirect.</p> <p>Based on sound prior learning students work together to build their own models and success criteria before commencing their independent work</p> |

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| 2.2.3 | <p>A variety of modelling is used, and made explicit e.g. verbal, written, kinaesthetic; students' work used by the teacher for modelling can be of considerable impact. This may be high quality work, or anonymous work that has not met the success criteria.</p> <p><i>Feedback and Marking for Progression</i></p> <p>All students, irrespective of Key Stage, need to understand how to improve their work.</p> <p>The importance of regular and focused verbal feedback to students is as important as written feedback and a continual process of feedback between the teacher and students will motivate and support student progress.</p> <p>There should be evidence within student work and teacher planning of regular AfL activities with accompanying opportunities for assessment and improvement that are linked to the assessment outcomes and also to the students' responses to the comments provided (purple pen). The marking of work against specific success criteria which has formed part of the lesson planning process, helps to prevent the practice of marking every page with "lightweight" comments that do not result in any outcome. "Marking for Progression" results in best possible outcomes for students and a manageable workload for teachers. Whilst a quantity of marking is not specified, all Faculties recognise the need for regularity of a variety of feedback; as a guide, some Faculties agree that a significant Marking for Progression task should be carried out once every six lessons, others suggest at least twice a short term. The principle of regularity must be adhered to as stated in the Teachers' Standards 2012.</p> <p><i>6(d) give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback</i></p> <p>The principles of marking outlined below are expected to be followed by all teaching staff</p> <ul style="list-style-type: none">a) Marking of student work recognises and praises students' success and provides clear opportunity for progress to be demonstrated and students to take ownership of their learning. Subsequent activities are planned to develop progression.b) Marking informs the student about what they need to do to progress in their learningc) and attain higher standards with specific and achievable goals .d) Written comments are both focused and diagnostic.e) There is regular response from the student (in purple pen) to focused and diagnostic comments from the teacher; subsequent activities demonstrate |
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how the student has developed their learning or how the teacher is addressing a barrier to learning. **Opportunities for development of work and response time should specifically be planned into lessons**

- f) There are consistently high expectations of the quality of student work and this is presented in line with the expectations in The Core Offer, on posters in classrooms and in student planners
- g) There are consistently high expectations and support of the quality of written communication with regard to spelling, punctuation and grammar.
- h) Students are expected to show pride in the presentation of their work, however this is
- i) recorded and documented (eg exercise books, online, drama presentations, art sketch books).
- j) Appropriate grades and clear criteria are used to inform students of the quality of their work against individual target level/grade.
- k) Teachers use the summative outcomes of these assessments to track and plan for students' continued progress.
- l) Self and peer reflections on work should, ideally, be regularly planned into lessons to support learning and progress for all students; they should equally be linked to both learning objectives and success criteria to maximise learning opportunities. As students mature they should be able to draw on strategies to monitor their current performance in relation to their desired performance, and therefore self / peer assessment is an activity in itself which is part of the learning process.
- m) Acknowledgement marking is brief and simply acknowledges for example, that work has been completed, or that particular effort has been noticed. It is not a substitute for Marking for Progression

Development of Literacy

Key principles

2.2.4

Teachers, and all staff, have an impact of the language that all students hear and therefore the language that they all use, therefore, all teachers are teachers of literacy. The Literacy Coordinator works with the National Literacy Trust to monitor, evaluate and review the teaching of literacy across the curriculum, and so provide ongoing training and development to all staff.

Writing

- Spelling, Punctuation and Grammar (SPaG) is the responsibility of all

2.2.4.1

teachers in their subject area and their knowledge is supported. Students are encouraged to use COPS (capitals, organisation, punctuation, spelling) as a proof-reading tool. It is recommended that teachers mark with a specific literacy focus rather than exhaustively correct every SPaG mistake.

| Mark | The student must address |
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| The 'TEACHER SET TARGET' section of the stamp | Targets set |
| Sp | Spelling – most important 3 per piece (could create spelling bank where they copy out spellings) |
| P | Punctuation error (add details if necessary) |
| Gr | Grammatical error (add details if necessary) |
| /np | New paragraph needed |
| Reject | Reject a word and replace with a better one |
| Inf | Informal English |
| Wiggly line | Does not make sense / waffle |

- Modelling of written work, including the success criteria make the expectations clear to students
- Teaching should provide a variety of opportunities to write in different styles and for different purposes
- Over-reliance on worksheets or scaffolded work inhibits students development of writing and their ability to frame their writing
- Writing strategies recommended by the Literacy Co-ordinator should be evident in books.

Reading

2.2.4.2

- Teachers support students to use basic reading strategies to understand subject specific text e.g. the High 5 reading strategy
- Teachers support students to critically review their own writing through strategies such as C.O.P.S
- Teachers focus on subject specific vocabulary relating to knowledge and skills
- Opportunities are provided for students to explore examine the structure of texts written with subject specific purpose
- Strategies for breaking down and understanding words are used by teachers especially for supporting understanding of subject specific vocabulary
- All teachers are responsible for knowing the learning needs of students in relation to dyslexia in their class, as well as being responsible for ensuring that they have attended appropriate training to implement strategies to support such students.

Speaking and Listening

2.2.4.3

- Students are given thinking time to develop their oral response
- Modelling is used to for spoken work as well as written work so students understand what they are aiming for

- Questioning is critical for developing students' speech and the key determinant will be the type of questioning. "Why?" and "how?" questions will allow for greater speech development than "what?" questions.
- Teachers maintain high expectations in terms of precision and detail in verbal response, and continually refocus students back to key and appropriate vocabulary.
- In paired / group discussions teachers should allocate roles associated with key aspects of the task to support "listening"
- Skilled teachers may make connections to words in different languages or break down words to help students understand their meaning

Activities rooted in the opportunity to progress

2.2.5

Activities which form the framework for the lesson plan must always ensure that they support progress towards the learning objective and must therefore be planned to ensure that the knowledge and skills essential, as set out in the scheme of work, to progression, are at the forefront. Teaching staff may consider:

- a) Questioning – a thorough knowledge of students' starting point, knowledge, skills and style of learning will enable teachers to target questioning appropriately to both assess students' understanding but also to support them in developing their ideas. Skilled questioning, and rephrasing, allows students time to process their thoughts and develop a credible response. An understanding of Bloom's Taxonomy supports teachers to differentiate their questioning appropriately in the context of the stage / age of the student as well as their starting point and ability.
- b) Modelling – (see *Modelling*) results in removing barriers to learning and allows low / access high challenge whatever the student's starting point
- c) Direct instruction linked to open and hands down questioning - whilst direct instruction has an important role to play in the classroom, it is unlikely to feature as a prominent and sustained part of the lesson as it is difficult to sustain for students and teachers. When combined with skilled questioning, the impact can be at its greatest.
- d) Pair / group activities can be high impact in terms of learning outcomes if the success criteria are robust, simple and clear; when they purpose is not fully clear, the outcomes are tenuous.
- e) Variety, creativity and quantity of activities – in designing activities for a lesson, the learning objective and success criteria should drive the variety and creativity and quantity of activities. The substance of the activity is the most important consideration in meeting the learning objective.
- f) Scaffolding - whilst any activity may be "scaffolded" to enable initial progress, scaffolding should never be a permanent feature and is designed to be removed. Scaffolding
- g) Posters, mind maps, copying from the board or text books should not be used unless linked to clear learning objectives and success criteria. As standalone

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| <p>2.2.6</p> <p>2.3</p> <p>2.3.1</p> <p>2.3.2</p> | <p>activities they can never be an “<i>Activity rooted in the opportunity to progress</i>”</p> <p><i>Inclusion</i></p> <p>Our Wave 1 Core Offer aims to meet the needs of all students with the classroom setting; the classroom teacher is responsible for the progress of all students. Learning Mentors, Inclusion Mentors and Teaching Assistants provided support for students with SEND and for disadvantaged students (e.g. students in receipt of Pupil Premium), however the classroom teacher carries the overall responsibility for their progress. We expect all staff to:</p> <ul style="list-style-type: none"> • Carry out a thorough analysis and regularly review the Wave 1 Core Offer to respond to the needs of the learners. • Plan effectively and request additional resource as appropriate for all students. • Ensure that Mentors and Assistants understand their role in supporting progress for individual or groups of students; request and act on their feedback to improve opportunities for progression • Plan lessons to enable all learners to access the work to support progress • Students who are less able are never given “easier tasks” or are met with lower expectations from teaching staff. <p>Monitoring of teaching outcomes</p> <p>Monitoring and continuous improvement of teaching is central to progression for students and professional development of teaching staff.</p> <p>A plan for the year organised to support a cycle of development and improvement, set out by term includes:</p> <ul style="list-style-type: none"> • Lesson observations (including feedback) • Learning Walks • Work/book scrutiny • INSET days sharply focused on T&L • Reflection opportunities • Open Classroom weeks • Departmental Meetings • Bespoke training programme as part of Continuous Professional Development (CPD) • Support packages <p>Information is gathered and reviewed by senior staff on an ongoing basis and used to inform planning and development of individual teachers, departments and all staff.</p> |
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Appendix 1

Wave 1 Core Offer