



# Teaching and Learning Policy.

Policy reviewed by Academy Transformation Trust on	
This policy links to: <ul style="list-style-type: none"><li>● Behaviour for Learning Policy (2016)</li><li>● Assessment Policy</li><li>● Homework</li></ul>	

Review date:- September 2017

Learning at Star Academy Sandyford is defined as:-  
*"the process of acquiring the essential knowledge, skills and understanding and behaviours required for deep understanding"*

## Rationale

We believe that:

1. We are a self-improving organisation that places the development of a Learning Culture at the heart of everything we do;
2. Learning should be a rewarding and enjoyable experience for everyone i.e. learning should be fun and enable children to make expected or accelerated progress.
3. Teaching needs to equip children with the skills, knowledge and understanding necessary in order that they can play an increasingly useful and positive role in society and make informed choices about their lives both now and in the future.
4. High quality teaching and learning experiences support children to be able to lead happy and rewarding lives, now and in the future.

## Aims

Star Academy Sandyford aims to provide children with the opportunities needed to develop towards their full potential; academically, emotionally and socially:

- Providing the highest standard of education to enable children to acquire the skills, knowledge and concepts relevant to their future.
- Promoting an ethos of care, mutual respect and support, where effort is valued and success celebrated.
- Enabling children to become active, responsible and caring members of the academy and wider community.

The academy works towards these aims by:

- Promoting high quality learning, achievement and attainment.
- Providing a high quality learning environment.
- Valuing each other and ourselves
- Working in partnership with parents and the community



At Star Academy Sandyford we believe that children learn best when;

- They are encouraged to form positive relationships with their teacher, peers and other members of the academy community;
- They have clear direction and are praised for all the good things that they do;
- They are actively involved in their learning at an appropriate level to match their learning needs;
- They are encouraged to become increasingly autonomous and resilient learners;
- They are appropriately challenged with learning experiences which are relevant to their lives and interests and are inspiring, motivating and engaging;
- They are working in an environment which is safe, nurturing, supportive and stimulating;
- Their learning is well structured and delivered;
- Their learning is effectively differentiated;
- Their learning addresses appropriate and pertinent aspects of the children's future development both within overarching and explicit provision;
- Their learning encompasses the values and skills of the academy in aiding the development as future effective citizens;
- Their learning enables appropriate and pertinent aspects of personal, social, moral, spiritual, cultural and emotional development within both overarching and explicit provision.

### **Quality First Teaching**

At Star Academy Sandyford we believe that excellent and effective teaching is when teachers (and other staff):

- Foster positive relationships with the children in their class and other members of the academy community;
- 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 deepen learning for all children;
- Insist on high expectations of learning and social behaviours;
- Ensure that effective direction and support is given in order that the children make good or better 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 focussed 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 through longitudinal learning;
- 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 the curriculum effectively and nurture a love of reading for pleasure;

- Use questioning effectively to gauge and extend children's skills, knowledge and understanding;
- Guiding Principles of quality first Teaching**
- Working with smaller amounts of children leads to improved progress
  - Children working independently are given quality skills based learning challenges that are well resourced
  - Key vocabulary is taught and used
  - Regular response feedback (verbal and written) leads to more rapid progress.
  - Learning is retained when delivered through meaningful and deepening contexts through longitudinal learning.
  - Reducing teacher talk increases pupil involvement.
  - All learning groups are fluid to promote inclusion

### **What do we expect to see in a highly effective lesson?**

At Star Academy Sandyford we believe that our best lessons should comprise of the following elements;

- Planning - teachers in conjunction with support staff have a clear understanding of subject knowledge and setting objectives and it is well planned and differentiated.
- High expectations - there is optimism about, and high expectation of success
- Introduction to the lesson- an engaging hook and clear purpose
- The intended learning and success criteria is clearly shared (WALT, TIB).
- Main teaching- modelled and high quality examples provided (WAGOLL).
- Group teaching and independent activities
- Interactive - pupil's contributions are encouraged, expected, extended
- Characterised by high quality oral work
- Well paced - there is a sense of urgency, driven by the need to make progress and succeed
- End of the lesson; plenaries and/or mini plenaries within the lesson
- Use of assessment and evaluation - before, during and after the lesson.

At Star Academy Sandyford we recognise the importance of key skills. Opportunities will be made available across the curriculum to develop:

- application of number;
- communication;
- computing skills
- problem solving;
- working with others;
- improving own learning and performance.
- character traits

Thinking skills will also be developed across the curriculum. This will include:

- growth mindset culture
- creative thinking;
- enquiry;
- information processing;
- reasoning;
- evaluation.



## **Curriculum Planning**

1) Star Academy Sandyford's planning is based on the following requirements:

- The Primary National Curriculum 2015
- The Early Years Foundation Stage Framework
- The SACRE Agreed Syllabus for Religious Education
- The needs (skills and knowledge) and interests of the children we are teaching.

2) Long Term Planning

- Our Whole Topic Overview plots the content covered from Foundation to Year six for each individual year group and each curriculum area based on the skills and knowledge outlined in the 2015 National Curriculum.
- It enables us to ensure balance, progression and depth across the school and to identify cross curricular links and opportunities for educational visits.

3) Medium Term Planning.

- This is based on a topic approach using the Programmes of Study given in the National Curriculum
- In the Foundation Stage, our medium term plans are based on guidance within the Foundation Stage Profile.
- A newsletter containing the skills and knowledge taught and learned as a scientist, artist, historian, etc is produced and sent to parents as the topic is launched to inform them of what the learning looks like that half term and how they can support at home.

4) Short Term Planning

- Weekly plans are produced by each class team. These should show progression throughout the week, Learning Intentions, Success Criteria and differentiation, along with an outline of the end objectives.
- Planning is monitored and quality assured by the SLT in line with the monitoring and evaluation schedule on the Academy Improvement Plan.

## **Classroom Environment**

We aim to provide as immersive a learning experience as possible to engage pupils fully in their learning. Pupils are involved in creating this. Displays including Working Walls will have explicit links to the curriculum. Working walls in core subject areas will be updated regularly and provide good quality support prompts/ methods and guides that the children can access easily. They should inspire learning and celebrate the achievement of all pupils. The classroom environments should be both language rich and numerate rich and organised in a way that promotes and encourages independent and further learning opportunities. Each room will display what the writing and mathematical focus is for the end of the week/s. Book of the week display will also highlight the text that the children are being immersed in. Continuous provision activities will be on offer in every class to embrace depth of learning.

### **The Role of Teaching Assistants**

We have a number of support staff who play a central and specialised role in our learning processes. Key elements of their role are:

- To support the teaching; either through direct delivery or by enabling access for identified children
- Supporting a small group within the classroom
- Delivering intervention groups under the guidance of the teacher
- Carrying out assessments
- Preparing resources
- Positive role models for behaviour, communication and standard English
- Supporting children with EHCPs or statements

### **Behaviour Management (Please refer to the academy Behaviour for Learning Policy)**

We believe that excellent standards of behaviour are central to effective learning. Our Behaviour for Learning Policy outlines our procedures relating to behaviour both within the classroom and in the wider academy environment. Outstanding learning behaviours are encouraged, praised and rewarded with dojo's, stickers, learning ambassador awards, certificates and achievement awards in celebration assembly on a Friday.

### **Assessment (please refer to the academy's Assessment Policy)**

Marking and feedback is done throughout the lesson to effectively support the child and ensure accelerated progress is made. Assessments are used to inform future planning through same day interventions and daily planning.

### **Inclusion**

Inclusion of all children is an integral feature here at Star. We believe it is about every child having needs that are special and the academy meeting these diverse needs in order to ensure the active participation and progress of all children in their learning.

- Successful inclusive provision at Star Academy Sandyford is seen as the responsibility of the whole academy community, permeating all aspects of academy life and applicable to all our children.
- In accordance with the academy Equal Opportunities Policy, all children will be given full access to the National Curriculum, unless their statement of SEND indicates disapplication. Staff will actively support all children to reach their potential regardless of academic ability, race, gender or age.
- Children who receive additional or extra support, including those with statements of SEND or an EHCP, have pupil passports specifically tailored to their needs. These are followed as far as possible as part of the normal classroom teaching but sometimes require specific input involving withdrawal from the main classroom environment for short periods of time.
- Inclusive practice across the curriculum should enable all children to achieve their best possible standard; whatever their ability, and irrespective of gender, ethnic, social or cultural background, home language or any other aspect that could affect their participation in, or progress in their learning.
- Children will have access to the Star Learning room to support any additional needs be it a calming or a focussed therapeutic space.



## Roles and Responsibilities

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

The Academy will endeavour to:

- Support the UNICEF articles for children's rights
- Show respect for each child
- Expect respect from each child
- Involve parents in working alongside their child/children
- Prepare challenging appropriate work for all pupils
- Inform parents of children's progress at family conferences and through written reports
- Assess and monitor pupil's work to recognise and encourage success and attainment
- Celebrate effort, attainment and excellent behaviour publicly
- Set challenging though realistic developmental target for each child
- Address the holistic development of our children through multi agency working

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

- Support the UNICEF articles for children's rights
- Ensure my child attends the academy regularly
- Make sure my child arrives on time (9am) and is collected on time at 3.15pm
- Support the academy's behaviour management strategies
- Keep in regular contact through my child's academy journal
- Support the academy's policies and contribute to them when appropriate
- Attend family conferences to discuss my child's progress and jointly set development targets
- Support my child in completing home learning and reading and returning it to the academy promptly
- Ensure my child is dressed in appropriate, named clothing and shoes
- Provide an appropriate role model to children whilst on the academy premises

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

- Support the UNICEF articles for children's rights
- Treat everyone, including myself, with respect
- Work hard at all times
- Take care of and be proud of my classroom and the academy environment
- Work and share resources with other pupils and be prepared to listen to different opinions
- Follow the code of conduct and my class rules
- Be a "Star" pupil

## Partnership

Together we will:

- Address all learning needs
- Support the children's learning to help them to achieve their best through work in the classroom and at home

The community is invited to support the academy by:

- contributing and supporting events provided throughout the academic year;
- presenting themselves as positive role models to be emulated;

### **Homework**

Homework is considered to be a valuable element of the learning process. (See Homework Policy)

Children are expected to take pride in homework. Additionally, more formal activities may be set by the teacher depending on the needs of the children.

We believe that homework should be set:

- to involve parents in their children's learning;
- to help parents keep abreast of what their child can and cannot do;
- to take advantage of the home context to apply learning;
- to encourage children to talk about their work to their parents and explain what they are doing and how;
- to extend the time for learning, thus enabling children to practise and consolidate their basic skills and knowledge and strategies;
- to prepare children for secondary school experiences of homework;
- to view learning as a lifelong process and not just restricted to academy hours.

The academy's agreed practice for homework is that:

- homework is set on a regular basis, for all years, in line with our homework policy;
- homework will generally follow on from work which has taken place in class but will take many different forms, including reading, learning multiplication facts and spellings. It should not entail new ideas that require explanation from a teacher;
- children should understand exactly what they are expected to do, how to do it, and how long it should take;
- homework should sometimes involve the participation of the parents;
- children who have made insufficient effort during class time may occasionally be asked to complete work at home.

### **Monitoring and Evaluation**

Pupils' work will be monitored and moderated regularly in each of the core curriculum areas by the subject leaders, the Vice Principal and or the Principal. A termly review of monitoring procedures is held with all members of the teaching staff in the form of Pupil Progress Meetings which includes discussions around every pupil in English and Maths. Subject leaders will regularly monitor children's books. The SLT will observe each class teacher in a specified curriculum area on a regular basis.