



Teaching and Learning Policy and Procedures

September 2022

Introduction

At The Mease Spencer Academy our mission is to:

- Ensure that all children have a quality education, regardless of background or ability;
- Equip children with the knowledge, skills and capital on the next stage of their learning journey;
- Achieve an all-round education, leading to the best possible outcomes.

We want all our children to experience what it feels like to be loved and looked after by close friends, to achieve academic success, to question and challenge what they hear and see. We want them to explore the world of human nature and develop a moral compass that helps them to make difficult decisions.

We passionately believe in a need for our children to become life-long learners in a fast moving world.

Policy Scope

This policy applies to all members of The Mease community who are involved in teaching, learning and assessment through any of the means set out in this policy (eg, topic-based delivery, discrete lessons, assemblies, homework).

This policy should be read in conjunction with the Feedback and Marking Policy and the subject specific policies.

Policy Aims

The aim of this policy is to ensure that we provide an outstanding learning experience that both meets the aims of our Academy and is compliant with national requirements.

At The Mease we believe in the concept of lifelong learning and the idea that both adults and children learn new things every day. We maintain that learning should be a rewarding and enjoyable experience for everyone and, most importantly, it should be fun! Through our teaching, we aim to equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives.

This policy guides what teachers and support staff do, how time is managed, the organisation of the classroom and what our school does to create an effective learning environment. The implementation of this policy is the responsibility of all staff.

At The Mease, we aim to:

- Develop a community of learners where learning is valued, enjoyed, supportive, lifelong and relevant to everyday life.
- Develop children to become resilient, reflective, resourceful and reciprocal learners.
- Enable children to become confident, resourceful, enquiring and independent learners who are enthusiastic about their learning through experiencing success and by increasing their self-esteem.
- Encourage children to take pride in their work and the work of others.
- Take account of individual needs and children's stages of development and build on knowledge and experience within a context of equality of opportunity for all regardless of class, race, creed, gender or ability.

- Have a consistent approach to classroom management and organisations.
- Ensure the highest standards of teaching across the Academy, to enable children to learn most effectively through effective planning, delivery and evaluation of the curriculum.
- Provide a curriculum that takes into account the diversity of interests of children attending The Mease and recognises the knowledge and experiences that children bring to the school.
- Provide a positive and stimulating work environment for all users of the school.

Equal Opportunities

The Mease is committed to equality of opportunity, and to promoting an ethos of dignity, courtesy and respect throughout the organisation. For further information, please refer to the Equality Policy.

Every effort will be made to ensure that a fair and consistent practice, as detailed in this policy and procedure, is carried out.

Quality Assurance

The quality of Teaching and Learning at The Mease will be assured by:

- Ensuring this policy is disseminated and adhered to.
- Monitoring the impact of the policy as set out later in the policy.
- Addressing any underperformance in a timely manner, whether it has come to light through the monitoring procedures outlined in this policy or as a result of other Academy quality assurance mechanisms.

Roles and Responsibilities

The delivery of quality Teaching and Learning is a collective responsibility. The following section outlines the roles and responsibilities of individuals and groups within the Academy.

The Governing Body

- It is essential that Governors are informed about the effectiveness of the Teaching and Learning Policy and how it impacts upon raising standards.
- The Principal will be responsible for reporting such information to the Governing Body on a regular basis.
- Governors support, monitor and review the school policies on Teaching and Learning. In particular they:
 - o support the use of appropriate teaching strategies by allocating resources effectively;
 - o ensure that the school buildings and premises are best used to support successful teaching and learning;
 - o monitor teaching strategies in the light of health and safety regulations;
 - o monitor how effective teaching and learning strategies are in terms of raising pupil attainment;
 - o ensure that staff development and performance management policies promote good quality teaching;
 - o monitor the effectiveness of the school's teaching and learning policies through the school's self-evaluation processes. These may include reports from subject leaders and the termly Principal's report to governors, as well as a review of the in-service training sessions attended by our staff.

The Principal and Senior Leaders

- The Principal and Senior Leaders will ensure that the Teaching and Learning policy is disseminated and is implemented fully to ensure and sustain high quality Teaching and Learning throughout the Academy.
- They will ensure that they keep up to date with the latest research and recommendations in relation to Teaching and Learning.
- They will ensure that the other policies that the Teaching and Learning Policy links to are up to date and fully implemented.
- They will report on the quality of Teaching and Learning to the Governing Body in the Principal's report.
- They will strive to provide suitable resources and training to support the aims of this policy.

The Teaching and Learning Lead (Principal)

- The Teaching and Learning Lead, along with UPS teachers, will ensure that this policy is disseminated and implemented fully to ensure and sustain high quality teaching and learning throughout the Academy.
- The Teaching and Learning Lead will keep up to date with latest research and communicate these in a timely manner teaching staff.
- The Teaching and Learning Lead will work with the Curriculum Leaders to determine and set in place the whole school overview.
- The Teaching and Learning Lead will work with the Curriculum Leaders to determine and set in place the medium term plans for the curriculum.
- The Teaching and Learning Lead will work with the Curriculum Leaders to support Teaching Staff in carrying out their responsibilities and hold them to account.
- The Teaching and Learning Lead will review Teaching and Learning provision at the Academy and make any recommendations for improvement.
- The Teaching and Learning Lead will review and revise this policy as appropriate.

Teaching Staff

- Teaching staff will ensure they have familiarised themselves with all elements of the Teaching and Learning Policy and understand what is required of them, including in terms of planning expectations, seeking clarification from the Teaching and Learning Lead or Senior Leaders if they are unsure.
- They will consult with the Teaching and Learning Lead for support with carrying out their responsibilities in line with appropriate expectations set out in the 'Teachers' Standards' document.

Support Staff

- Support staff will ensure they have familiarised themselves with all elements of the Teaching and Learning Policy and understand what is required of them, seeking clarification from the Teaching and Learning Lead or Class Teachers if they are unsure.
- They will support teaching staff in carrying out their responsibilities.

Children

Our children must:

- Try to be 'better than their best' when learning.
- Remember to use their REFLECT values when learning.
- Be safe, ready and respectful at all times, both inside the classroom and outside.

Parents/Carers

We would like our parents and carers to have a fundamental role to play in helping their children to learn. As a school, we believe that when parents and school work together, for the good of their child, we see positive outcomes for both behaviour and learning.

Parents are informed about what and how their children are learning by:

- holding regular consultation evenings in which the progress made by each child, and his/her next steps learning, are explained and discussed;
- sending an annual report to parents explaining the progress made by their child and indicating areas for improvement;
- explaining to parents how they can support their children with homework;
- holding parent workshops to explain the work covered and the strategies and methods taught to the children;
- sending information to parents at the start of each half term in which we outline the learning areas and topics that the children will be covering that term;
- ensuring our website is kept up to date with any changes to the curriculum;
- sharing Knowledge Organisers;
- additional meetings for parents of SEND;
- keeping parents informed of a pupil's progress on a more regular basis if appropriate.

We believe that parents have the responsibility to support their children and the school in implementing school policies. We would like parents to:

- have a positive attitude towards school and learning, supporting and working with school;
- make sure that their child has the best attendance record possible;
- make sure that their child is equipped for school with the correct uniform and P.E. kit;
- inform the school if there are matters outside of school that are likely to affect a child's learning or behaviour at school;
- attend progress meetings and parents' evenings;
- support the school's expectations with regard to behaviour and attitude.

We expect all members of the school community, including parents, to:

- support a positive school environment;
- work as a team, motivating, supporting and encouraging each other;
- offer equal opportunities in all aspects of school life;
- provide an environment in which everyone can feel safe, secure and valued and have high expectations of behavior;
- promote positive relationships and a sense of belonging to the school community.

Curriculum Intent

Our curriculum is based around our **REFLECT** values because we believe that giving children the right conditions to learn gives them the ability to achieve the best possible outcomes, not just in their academic achievements, but being able to learn how to manage themselves, relationships and situations too. The river bed is the conditions for the whole curriculum and reflect the **REFLECT** values, providing a cohesive framework. The running water represents the building of knowledge and skills using approaches that are evidence based. The boat represents the possibilities and opportunities for children to develop beyond the national curriculum.

The planning focus hinges on the development of a theme that draws our key values into a sharp learning focus and leads to WOW moments, ensuring a real purpose and connectedness to the activities leading up to it. Through our curriculum, we will ensure that new information is taught relating to what children already know and the experiences they have already had, taking account of cognitive load theory to carefully plan the introduction of new concepts.

Curriculum Implementation

Our **REFLECT** curriculum will be delivered through ensuring we:

Establish the Conditions

- Positive mental health and wellbeing
- Developing thinking & learning strategies

Build the Knowledge Structure

- A love of language and literature
- Building knowledge

Explore the Possibilities

- Active learning
- Inspiring creativity, curiosity and building aspirations

Curriculum Impact

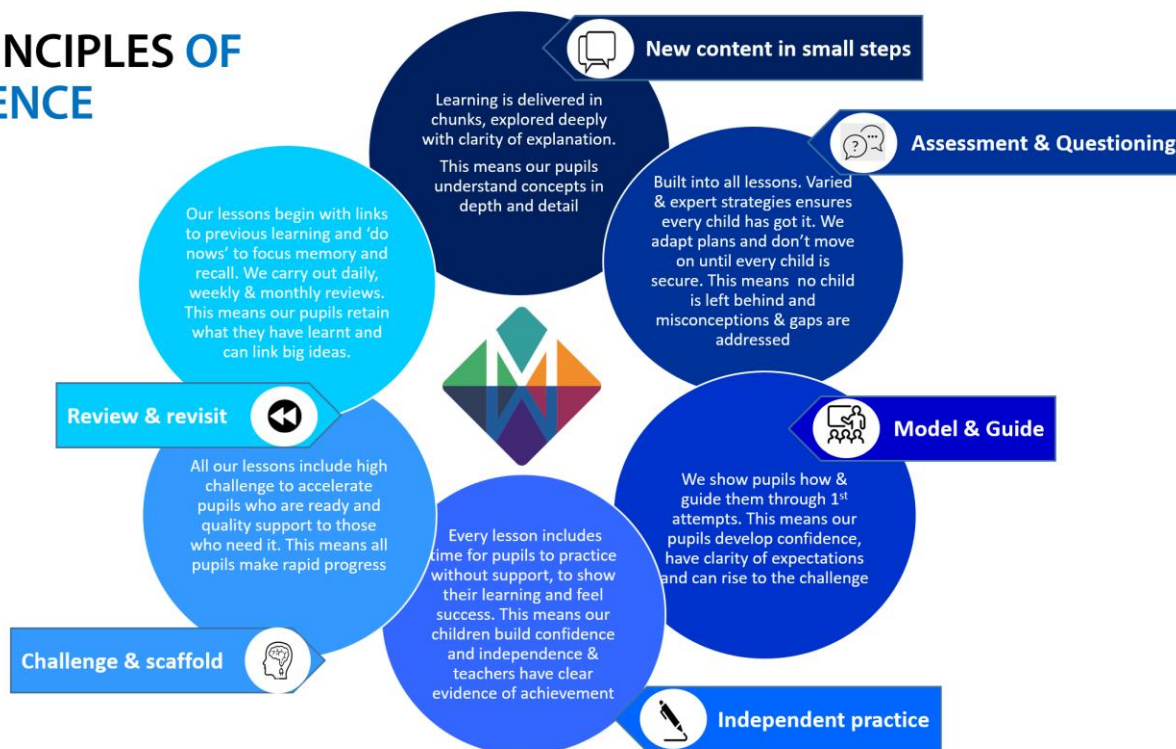
Our children will know more and remember more. They will achieve excellent end of key stage outcomes (in line or above national), demonstrate great progress from their starting point, have fantastic attitudes to learning and will love coming to school. They will have the confidence to pursue individual interests and talents.

Please see Curriculum portfolio for further information.

Procedures

Our Principles of Excellence underpin our approach to high quality teaching at The Mease.

OUR PRINCIPLES OF EXCELLENCE



Using Alex Bedford's approach, our Principles of Excellence are incorporated into our Mastery Slides, ensuring that lessons follow this structure.

Teaching

When the quality of teaching is good, the following will be observed:

- well informed, planned and organised lessons
- good knowledge of the subject being taught
- activating prior learning by giving children 'opportunities to remember'
- clear learning intentions, of which pupils are aware and increasingly identify
- new content taught in small steps
- an 'opportunity to explore' using an exciting hook to engage the children
- pre-teaching of vocabulary to explain the knowledge using dual coding explanations where possible
- include live modelling
- high expectations of work and behavior
- differentiated activities with appropriate resources to support, challenge and extend learning
- positive relationships between the teacher and children
- tasks which are challenging and give opportunities for further development
- appropriate questioning skills to motivate and inspire children and that are based around Bloom's Taxonomy
- good time management leading to well-paced lessons
- the classroom environment acting as a 'third teacher'
- other adult support being appropriately deployed

- clear evidence of evaluation and assessment

Learning

When the quality of learning is good, the following will be observed:

- children on task, knowing the time available to complete work
- characteristics of effective learning met, whatever the year group
- children able to explain the purpose of their task, emotionally involved in their activity
- opportunity for independent practice, giving the children the opportunity to attempt and apply their learning independently
- children involved in the experimenting and making choices
- children displaying positive attitudes, e.g. enthusiasm, pride in their work, interest, eagerness to move on, enjoyment, concentration, application, willingness to extend their play/learning
- children practicing real-life skills
- no limits to their imagination
- quality outcomes in the work produced
- evaluations and positive feedback
- a safe, stimulating and comfortable work environment – both indoors and outdoors
- acknowledgement of different approaches, including trial and error and learning from each other through REFLECTION time.

In order to secure outstanding teaching and learning as described above, and in addition to meeting the minimum requirements set out in the Teachers' Standards, we also expect to see evidence of the following methods:

Play based learning in the Early Years

At The Mease, we believe that our youngest children learn best through play. Our continuous provision approach involves the environment, the resources, the child and the adult. We believe in child led learning with some adult instruction and lots of opportunity for play so children can revisit, rehearse and consolidate skills. The children may be using resources that they are less likely to use if working with an adult. This encourages independence.

An enabling environment

Our classrooms all have well displayed resources to be used for continuous provision and enhancements linked to topics and the specific interests of the children. The environment, and the resources within it, enable children to continue their learning when an adult is not directly working with them, also offering challenge.

Physical Literacy Approach

Children are given opportunities to be actively involved in the learning throughout the lesson. We ensure:

- A range of strategies are used
- There is an appropriate balance of adult/pupil talk, dependent upon activity
- Opportunities are planned to enable children to develop and apply their skills, knowledge and understanding across the curriculum, including:
 - use of IT including visual images, film, interactive teaching resources etc
 - fieldwork and visits to places of educational interest
 - guest visitors and performances
 - creative activities
 - debates, discussions, oral presentations and other speaking and listening strategies
 - drama techniques
 - designing and making things
 - participation in athletic or physical activity
 - setting challenges for themselves

Children should be taught to take responsibility for their own learning; to review the way they learn and how they learn and how to overcome challenges in their learning.

Questioning

Questions will be asked to assess learning, challenge and to deepen thinking and understanding. Effective questioning will:

- Include open/closed; higher and lower order
- Questions will be differentiated to include and challenge different learners
- Opportunities will be planned for children to develop their own questions and questioning eg during Whole Class Reading sessions, at the start of topics, during science investigations, etc

Walk Thru strategies

We use our 'Dream Dozen' walk thrus (developed by Tom Sherrington and Oliver Cavigoli, to provide five-step guides to instructional coaching. Linked to our curriculum intent to promote effective co-operative learning, our chosen strategies include:

Establishing The Conditions

- Positive Relationships
- Rehearse Routines
- Curiosity and Wonder
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Building The Knowledge

- Cold Calling
- Think, Pair, Share
- Say it Again, Better
- Live Modelling
- Check for Understanding
- Weekly and Monthly Review

Exploring the Possibilities

- Hands On
- Play in Practice
- Keep it Real: Authentic Products

Assessment for Learning (see the Feedback and Marking Policy for further details)

According to Dylan Willam, the five key strategies of Assessment for Learning are:

- clarifying and understanding learning intentions and criteria for success
- engineering effective classroom discussions, questions and tasks that elicit evidence of learning
- providing feedback that moves learners forward
- activating students as instructional resources for each other, and
- activating students as owners of their own learning

The following methods can be used:

Whiteboards can be used for children to show answers to questions in 'show me' situations.

Thumbs up, traffic light cards and smiley faces can be used to show levels of understanding, success in lessons and during learning situations.

Feedback and Marking (see the Feedback and Marking Policy for further details)

Regular feedback will be given to the children. It:

- identifies success and areas for improvement/next steps learning
- refers to learning objectives, success criteria, children's individual targets and level related spelling, punctuation, grammar and handwriting.

Opportunities are planned within learning time for children to regularly respond to feedback and marking so that it is relevant and worthwhile (REFLECT time). Children are trained to self and peer assess using purple pens. Marking guidelines and symbols are discussed, agreed and developed with the children and stuck into their books as a source of reference. Marking and feedback is used regularly to enable children to address misconceptions and make improvements to their work.

Display

A stimulating environment sets the climate for learning. Teachers and children work together to establish an attractive, welcoming and well organised environment engendering respect, care and value for all resources. Our indoor and outdoor areas should:

- Be exciting and well organised, promoting independent use of resources and supporting high quality learning;
- Be tidy
- Should be word and number rich.

Displays might be used to:

- Celebrate success – REFLECT certificates/Kindness Ambassadors
- Support class organisation – visual timetables, clearly labelled resources
- Promote independence by providing prompts – questions, support for when children are stuck
- Support learning – working walls, presentation examples, interactive & challenging
- Reflect the current topic/themes/ learning

Specified displays in classrooms include:

- Whole Class Reading including the book cover and related information
- Maths working wall including modelled maths and non-negotiables information
- Modelled/Shared writing that clearly reflects the grammar taught
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The Curriculum

The Mease plans a creative curriculum for its pupils created around books. There is a whole school overview on the website, detailing the topics based on the National Curriculum, mapping what has been covered to ensure balance and breadth:

- Knowledge Organisers are produced, sent home and added to the school website so that parents are able to see what the children are learning in school that term
- Whole school overview and subject specific overviews shared on website
- Topic reviews check the children's knowledge and understanding regularly
- Curriculum co-ordinators check that the depth and breadth of the teaching of their area of responsibility is planned for through work scrutiny, planning scrutiny, observations, learning walks and interviews with children

Evaluating and sharing good practice

Work in the classroom is observed on a regular basis, this will be done through the development of the Lesson Study model, as well as subject observations. Class teachers will have the opportunity to discuss her/his professional needs as a teacher with the relevant people. The aims of these observations are to:

- promote the effectiveness of the teacher in the classroom
- support the teacher's continuing professional development
- inform the Senior Leadership Team of practice, enabling them to address issues relating to expectations, continuity, progression, policy and practice
- allow time for reflection on personal practice
- allow the sharing of good practice both within and between phases

Planning

- Yearly overviews link key texts to topics and identify specific genres to cover in lessons.

English

- Use of Jane Considine units to aid planning.
- Spelling Shed
- Letter Join

Maths:

- Planning is linked to Powermaths and access to the website assists planning.

Curriculum

- Year group Overviews/Roadmaps breaks the topics down into curriculum areas.
- Subject leaders identify links to prior and future learning.
- Links to global citizenship themes are identified

Assessment, Recording and Reporting

At the Academy we appreciate that a vital aid to learning is for pupils to be actively involved in their own assessment (see Feedback and Marking Policy).

School reports will be sent home in the summer term of each year.

Monitoring and Evaluation

The quality of teaching learning provision secured by this policy will be monitored, evaluated and resourced.

A 'Monitoring' file keeps all information relating to any monitoring activities which take place each half-term. These include:

- Half-termly overview of monitoring activities
 - Lesson observations
 - Learning walks
 - Book looks
 - Supporting teaching and learning activities
 - Pupil Book Study/Interviews
 - Subject audits
 - PIRA, PUMA, GAPS
 - Parent meetings
 - End of year reports
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- The Principal and Senior Leaders will report to the Governing Body on the quality of Teaching and Learning in the Principal's termly reports.
 - The Governing Body will monitor the outcomes of the Teaching and Learning Policy.
 - Monitoring is reviewed with teachers/teaching assistants and discussions and action planning will take place should a member of staff need to secure improvement.
 - Staff development may include:
 - Support with planning
 - Team teaching
 - Action planning
 - Coaching and mentoring
 - Specialised programme of CPD