



Lancot Challenger Academy



Teaching and Learning Policy

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Statement of intent

Every child has the right to the best possible education. We aim to ensure that all pupils, regardless of ability, special educational needs (SEN) or circumstances, reach their full potential and gain the skills and knowledge necessary to lead successful lives.

This policy provides procedures aimed towards ensuring high quality teaching and learning throughout the school.

It aims to:

- Embed an agreed range of good practice across the school.
- Ensure consistency throughout the school.
- Inform staff of the school's expectations.
- Provide a unified focus for monitoring learning and classroom practice.
- Ensure that the needs of pupils are met.
- Improve and enhance the quality of teaching.
- Ensure that pupils are receiving a broad, balanced and relevant curriculum, meeting the requirements of the national curriculum.
- Ensure that teaching is appropriately differentiated for all pupils.
- Establish targets for improvement.
- Enhance the professional development of staff.

Signed by:

_____ **Headteacher**

Date: _____

_____ **Chair of governors**

Date: _____

1. Roles and responsibilities

1.1. The role of governors

Governors will receive reports from the headteacher and curriculum subject leaders and act upon areas identified as requiring improvement.

Governors will visit the school to increase their knowledge of classroom activity. When visiting, governors will:

- Observe lessons.
- View recordings of lessons as appropriate.
- View samples of pupils' work.
- View records of achievement.
- Talk to pupils about their experiences.
- Talk to teachers about their experiences.
- Report their findings to the entire governing body.

1.2. The role of the senior leadership team

The senior leadership team will:

- Take a general overview of the atmosphere in school on a day-to-day basis by visiting classes and talking to staff and pupils.
- Liaise with parents to ensure needs are being met.
- Work in classrooms, including teaching, regularly.
- Carry out focussed classroom-based observations.
- Work with teaching staff to review and comment on planning, including termly targets.
- Discuss all advisory reports with staff in an appropriate context.
- Report on the quality of teaching and learning in the governors' report.
- Act as role models for teaching staff.

1.3. The role of the curriculum subject leaders

This relates to English, Mathematics, Science, P.E and Creative Curriculum.

Curriculum subject leaders will:

- Develop and review curriculum policies and design in collaboration with colleagues.
- Develop a subject specific improvement plan in line with whole school priorities.
- Take accountability for the progress of children in their given subject.
- Complete an annual review assessing progression and coverage across the school.

- Report on the effectiveness of the curriculum to the senior leadership team and the governing body.

1.4. The role of teachers

Teachers will:

- Monitor and evaluate their teaching.
- Seek professional dialogue and constructive criticism from leadership at all levels.
- Review and evaluate their planning regularly in collaboration with their phase leader.
- Set appropriate and challenging targets for pupils based on ability.
- Collaborate with colleagues to moderate pupil achievement.
- Involve pupils, parents and other stakeholders in the review cycle.

1.5. Internal and External monitoring

- The school's Teaching and Learning lead, alongside CMAT's Executive Head, will work on an annual cycle to monitor teaching performance.
- The school's Teaching and Learning lead, alongside CMAT's Executive Head, will scrutinise all available data and discuss the school's self-evaluation, along with all matters arising from it, with the headteacher.
- The senior leadership team will undertake lesson observations.
- The support of leaders from within the Challenge Partners network will be sought to evaluate the work of the school through professional discussion and joint lesson observations.

2. Learning environment

The teacher is responsible for creating the climate for learning. It is imperative that the learning environment maximises opportunities to progress. Displays are geared towards aiding learning, not providing distraction.

The teacher will consciously decide upon and plan the seating arrangements for pupils in order to maximise educational attainment. Arrangements will be changed to suit different activities and to allow students to work independently. A seating plan should be available for those providing cover when the teacher is absent.

Adult working areas should be organised and tidy, modelling the expectation to the pupils.

3. Our philosophy

Our philosophy is that asking questions, participating in 'shared thinking' and discussion are all central to learning. Teachers' questions need to be well planned to prompt and probe children's thinking and to foster and progress individual learning needs.

We believe that children learn best if they respond to challenges, are intrigued by mistakes, enjoy effort and are self-motivated. Our children recognise that effort, persistence, challenge and resilience are what help them improve.

To promote effective learning children should be allowed to think and work creatively thereby developing their self-confidence and key learning skills e.g. how to manage their own behaviour, their understanding of the learning process, their preferred learning style, their ability to think systematically, to manage information and to learn from others.

Pupils are encouraged to:

- Listen to each other.
- Adopt various roles in groups.
- Volunteer thoughts and opinions.
- Respect the thoughts, ideas and contributions of others.
- Give honest and positive feedback.

To encourage all pupils to contribute to lessons, teachers:

- When appropriate, adopt a no 'hands-up' rule, where all pupils are expected to contribute.
- Allow sufficient thinking time between questions to allow pupils to consider their responses.
- Plan time in their lessons for pupils to discuss their learning with a partner or group before committing to a response.
- Plan time in their lessons for opportunities for reflection.

To ensure that the quality of teaching is of the highest standard, we commit to ensuring that our teachers:

- Understand what excellent teaching is.
- Creatively plan and deliver lessons.
- Motivate pupils effectively.
- Enjoy and have a passion for teaching.
- Continue to learn and enhance their skills.
- Hold high expectations for all pupils.
- Understand how thinking and questioning develop learning.
- Are consummate professionals.
- Engage pupils of all abilities.
- Are given opportunities to lead.
- Involve parents and carers in their teaching.
- Understand and implement effective behaviour management strategies.

4. Teaching strategies

4.1. The curriculum

Reception classes follow the Early Years Foundation Stage (EYFS) profile. Years 1-6 follow the national curriculum.

The curriculum is balanced, with suitable proportions of time spent on statutory and non-statutory subjects. The curriculum is carefully timetabled and content is suitable for the age and ability of the pupils. In addition, the curriculum is made accessible to all through differentiation and the provision of the necessary resources.

While teaching the national curriculum, wider aspects of learning, such as the development of our attributes programme, also form a significant part of pupils' education.

4.2. Planning and preparation

Lessons are clearly linked to the national curriculum. They are differentiated to clearly show how pupils of all abilities are catered for. Lessons have clearly identified learning objectives and success criteria, showing continuity from one lesson to the next. In addition, lesson plans clearly show how teaching assistants are used to enhance learning. Timings and structure are made clear and the plan clearly demarcates the salient parts of the lesson. The school gives teachers adequate preparation, planning and assessment (PPA) time, as per the STPCD.

4.3. Delivery

Lessons are delivered in a confident, lively style with good projection. Lessons are balanced, in terms of teacher and pupil-led activities, and cater for different learning styles. A range of lesson types are used including practical, visual, dramatic, investigative and group work.

4.4. Resources

Resources are prepared in advance and made readily available to pupils. They are accessible to all and appropriate for the learning objectives of the lesson. In addition, they cater to pupils' different learning styles. Resources are shared between teachers and to facilitate good practice and ensure consistency.

4.5. In-class support

Teaching assistants are actively involved in the lesson to aid pupils' learning. They are involved in or made aware of prior planning and preparation, and possess a good knowledge of the needs of individual pupils. They support different focus groups at different times (for example, pupils with special educational needs and academically more able pupils). In some circumstances, teaching assistants are utilised on a one-to-one basis with a child in need of additional help.

4.6. High expectations

The school sets high expectations for all pupils, regardless of ability, circumstances or needs.

4.7. Special educational needs and disabilities (SEND)

Pupils with SEND are treated as individuals. Every pupil is provided with the appropriate support. Children causing concern are discussed at phase meetings and, if necessary, additional professional support is provided. Teachers also discuss, informally, the needs of individual children, enabling all teachers to be aware of pupils requiring support. In addition, the school has adopted a policy containing policies and procedures for assisting our pupils with SEND.

5. Pupils Learning at Home

5.1 Safeguarding and remote Learning

It is important that all staff who interact with children, including online, continue to look out for signs a child may be at risk. Any such concerns should be dealt with as per the Child Protection Policy and where appropriate referrals should still be made to children's social care and as required, the police.

Lancot Challenger Academy will ensure any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements.

Below are some things to consider when delivering virtual lessons, especially where recordings are involved:

- Staff and children must wear suitable clothing, as should anyone else in the household.
- Any computers used should be in appropriate areas, for example, not in bedrooms; and the background should be blurred.
- Recordings should be kept to a reasonable length of time, or the streaming may prevent the family 'getting on' with their day.
- Language must be professional and appropriate, including any family members in the background.
- In circumstances where pupils can communicate online i.e. streaming using Google Classrooms, class teachers must monitor discussions and share any concerns directly with the DSL/Deputy DSL as they arise.
- Regular opportunities should be taken to discuss issues around online safety with pupils.
- There should be no live recordings at any time, unless this has been discussed with a member of the Senior Leadership Team.

5.2 Teaching and Learning and Remote Learning

The following explains remote learning expectations for when pupils are self-isolating and/or shielding, and for in the instance of a local lockdown.

Google Classrooms will be our main platform for providing work for pupils to complete remotely.

Paper packs of work will be provided to any who request it and to those pupils who have limited access to technology. Work contained in packs will be the same, or as similar as possible, to that provided on Google Classrooms.

Teachers

When providing remote learning, teachers must work between directed hours. If they are unable to work for any reason during these hours, for example due to sickness, they should report this using normal absence procedures.

When providing remote learning, teachers are responsible for:

- Setting daily maths, English and creative tasks via Google Classrooms
- Where possible, this should include a WAGOLL model
- Work must be set before 9am
- Provide purposeful feedback, as per the Feedback and Marking Policy
- Feedback must not be given outside of directed hours

Subject Leaders

When providing remote learning, subject leaders are responsible for:

- Advising teachers on objectives to cover
- Monitoring coverage and providing skills, knowledge and objective gap analysis for medium term planning purposes
- Alerting teachers to resources that can be used to teach the required content remotely

Senior Leaders

Senior Leaders are responsible for:

- Co-ordinating remote learning across the school
- Monitoring the effectiveness of remote learning through Google Classroom analysis tools, liaising with teachers and subject leaders regularly and through pupil voice surveys
- In conjunction with the school DSL and Partnership IT, monitor the security of remote learning systems

Pupils and Parents

Staff can expect pupils learning remotely to:

- Be contactable during the school day, where possible
- Complete the work to the deadlines set by teachers
- Seek help where needed via Google Classroom
- Alert teachers if they are unable to complete the work set
- Make the school aware if their child is sick or otherwise can not complete the work set

Governing Body

The governing body is responsible for:

- Monitoring the school's approach to providing remote learning to ensure education remains as high quality as possible
- Ensuring that staff are certain the remote learning systems are appropriately secure

6. Assessment

6.1. Baseline assessment

Pupils joining the school will receive a baseline assessment when they start.

Strategies for baseline assessment include:

- *Use of past national curriculum tests.*
- *Assessing pupil progress over the first **six weeks** that they are enrolled.*
- *Cognitive ability tests which test ability in verbal reasoning, non-verbal reasoning and quantitative reasoning, rather than national curriculum content.*

From September 2020, the school will adopt an approved baseline scheme in line with DfE requirements.

6.2. Formative assessment (assessment for learning)

Formative assessment creates a positive learning environment where children can see the steps necessary for their own success. It enables teachers to set appropriate work at the level necessary for the children's continuing progress.

Formative assessment is a powerful way of raising pupils' achievement. It is based on the principle that pupils will improve most if they understand the aim of their learning, where they are in relation to this aim and how they can achieve the aim.

Formative assessments are used to:

- Identify children's strengths and gaps in their skills/knowledge.
- Identify the next steps for learning.
- Inform future planning.
- Enable appropriate strategies to be employed.
- Facilitate the setting of appropriate targets for the class, group and individual.
- Track the child's rate of progress.
- Facilitate an evaluation of the effectiveness of teaching and learning.
- Inform future teaching and learning strategies.
- Identify individuals and groups for specific intervention support.

Formative assessment will not be punitive. It is used to guide teaching and learning and help pupils achieve their targets. It is not used to judge a teacher's performance.

Methods of formative assessment include the following:

- Question and answer sessions
- Hot seating
- Quizzes
- Self-assessment

6.3. Summative assessment (assessment of learning)

Summative assessment is important for:

- Accurate information regarding a child's attainment and progress.
- Informing both parents and teachers of a child's attainment and progress.

Summative assessments:

- Identify attainment through one-off tests at any given point in time.
- Record performance in a specific area on a specific date.
- Provide end of key stage test data against which the school will be judged.
- Ensure statutory assessments at the end of KS1 and KS2.
- Provide information about cohort areas of strength and weakness to build from in the future.
- Are used to determine a pupil's final grade.
- Are used to judge a teacher's performance.
- Are used to monitor the progress of individuals and groups of pupils.

Methods of summative assessment include:

- End of year exams.
- Projects which contribute to a final grade.
- External examinations such as the national curriculum tests.

7. Early Years Foundation Stage Assessment

7.1. On-Entry Assessment

As children enter the Early Years Foundation Stage teachers will use their judgement to assess the age band that they are working within. This assessment will be carried out within their first three weeks of joining the school. 'All About Me' forms, using the criteria from the 'What to Expect, When' document, will be completed by parent and carers during initial settling in sessions.

7.2. Ongoing Assessment

In order to facilitate targeted planning of learning and to celebrate, document and share successes, individuals' development will be monitored closely. Progress is recorded through observations of child-initiated and adult-initiated learning. Each child will have an online profile (Tapestry) where observations are recorded and linked to an area and stage of

learning, using the progress statements identified in the Development Matters document. This profile is live to parents/carers, enabling them to receive observations immediately as well as share successes from outside of school.

Internal, external and cluster-group moderations take place on a half termly basis to ensure that curriculum knowledge is secure and that judgements are accurate.

7.3. Parents/Carers

Parent/carer contributions are considered to be an integral element to our ongoing formative assessments. We are keen to instil an excellent three-way partnership (teacher, parent, pupil) to ensure continued learning is robust, informative and effective. Parents are included in the following ways:

- Online Learning Journey – Tapestry
- Virtual classrooms
- Newsletters – LENS
- Curriculum flyers
- Parent/teacher meetings upon request
- Formal Parents Evening's during the school year
- Half-termly WOW and workshop events
- Interim and end-of-year reports
- Parent voice questionnaires

7.4. EYFSP

The Early Years Foundation Stage Profile, a summary of attainment by the end of the Reception year, will be completed before the end of the summer term. The profile measures attainment in all 17 aspects of learning. Children will receive a judgement of 'emergent', 'expected' or 'exceeding' across all 17 aspects. In addition, the profile will include a statement on development against the Characteristics of Effective Learning. These are:

- Playing and exploring
- Active learning
- Creating and thinking critically

The profile will be shared with parents/carers and year 1 teachers as part of the transition process.

8. Key stage 1 and 2

Teachers use assessment for learning to provide on-going assessment, through the use of focussed marking and/or observations of children's work, against learning objectives and success criteria. This information is then used to assess progress towards meeting learning targets, and to identify and set next step targets for each child.

Annotated plans and planning notes, made by class teachers and other adults involved with each child, record other important information about the progress of children in the class.

Termly tests may be used to identify progress and gaps in learning. The tracking grids identify under-achieving pupils and set targets in reading, writing and maths for individual pupils and groups.

Termly pupil progress reviews are used to identify and analyse progress and set targets in reading, writing and maths for classes and cohorts.

Pupils receive regular and timely verbal feedback on their progress.

8.1. Planning for assessment

The national curriculum programmes of study are used to guide our teaching. These documents provide us with the framework to ensure breadth and balance in our curriculum.

Lessons contain clear learning objectives, based upon the teacher's detailed knowledge of each child. We strive to ensure all tasks set are appropriate to each child's level of ability.

Teachers use focussed marking to assess children's progress in relation to the planned learning objectives, and set the next steps to show where the child is in relation to this aim and how they can achieve the aim. Teachers use this information when planning for subsequent lessons.

8.2. Assessment methods/materials

Teachers use a range of assessment tools and materials (including analysis of children's work in books, guided reading records and results of class tests/published tests), alongside on-going focussed marking and notes of pupil observations, to inform their assessment of progress for individual pupils and groups.

Results of published tests are used to contribute to overall teacher assessments.

8.3. Reporting

Reporting to parents/carers provides the opportunity for communication about their child's achievements, abilities and future targets. End of year reports are written so that they have a positive effect on pupils' attitudes, motivation and self-esteem.

We provide opportunities for two parent consultation evenings/days so that parents can discuss how well their child has settled and are able to be involved in the target setting process. In addition, we provide opportunities for a mid-year progress report and a final end-of-year report.

We provide an end-of-year written report which includes the results of statutory tests and assessments, and gives information relating to progress and attainment

We give parents the opportunity to discuss their child's progress, by appointment.

8.4. Moderation

Regular moderation takes place each term to ensure consistency of levelling. Teachers meet in phase groups or in cross phase groups to analyse children's work against national

curriculum or EYFS requirements. During the summer term, teachers in Reception, Year 2 and Year 6 are involved in formal teacher assessments, as part of end of key stage assessments and LA moderation.

9. Monitoring and reporting

This policy will be reviewed annually by the senior leadership team.

The governor's annual report will contain updates and analysis regarding teaching and learning at the school.