



Teaching and Learning Policy and Procedures

At Castleward 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.

1. Policy Scope

This policy applies to all members of the Academy 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, Marking and Assessment Policy and the Subject specific policies

2. 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 Castleward Spencer Academy 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 and should be used in line with the Teaching and Learning Guides. The school policy for Teaching and Learning was developed and agreed by the whole staff and has the full agreement of the Governing Body. The implementation of this policy is the responsibility of all staff.



At Castleward Spencer Academy, we aim:

- =To develop a community of learners where learning is valued, enjoyed, supportive, lifelong and relevant to everyday life.
- =To develop children to become resilient, reflective, resourceful and reciprocal learners.
- =To 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.
- =To encourage children to take pride in their work and the work of others.
- =To 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.
- =To have a consistent approach to classroom management and organisations.
- =To 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.
- =To provide a curriculum that takes into account the diversity of interests of children attending Castleward Spencer Academy and recognises the knowledge and experiences that children bring to the school.
- =To provide a positive and stimulating work environment for all users of the school.

3. Equal Opportunities

Castleward Spencer Academy 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.

4. Quality Assurance

The quality of Teaching and Learning at Castleward Spencer Academy will be assured by:

- = Ensuring this policy is disseminated and adhered to.
- = Monitoring the impact of the policy as set out in section 25.
- = 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.



5.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:
 - support the use of appropriate teaching strategies by allocating resources effectively;
 - ensure that the school buildings and premises are best used to support successful teaching and learning;
 - monitor teaching strategies in the light of health and safety regulations;
 - monitor how effective teaching and learning strategies are in terms of raising pupil attainment;
 - ensure that staff development and performance management policies promote good quality teaching;
 - 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 support and hold to account the Teaching and Learning Lead in carrying out the responsibilities outlined in 7.3.
 - 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

- The Teaching and Learning Lead, along with the Principal and Senior Leaders, 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 to the Principal and Senior Leaders and teaching staff.
- = The Teaching and Learning Lead will work with the Curriculum Lead to determine and set in place the whole school overview.
- = The Teaching and Learning Lead will work with the Curriculum Lead to determine and set in place the medium term plans for the curriculum.
- = The Teaching and Learning Lead will work with the Curriculum Lead 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 to the Principal and Senior Leaders in a timely manner.
- = The Teaching and Learning Lead will review and revise this policy as appropriate as set out in section 26.

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 Senior Leaders if they are unsure.
- = They will support teaching staff in carrying out their responsibilities as set out in 7.4

Children

Our children must:

- = Try to be 'better than their best' when learning.
- = Remember to use their GROWTH values when learning.
- = Remember to follow the Home-School Agreement when they are learning.

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 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
- =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 behaviour
- = promote positive relationships and a sense of belonging to the school community

Procedures

6. Teaching

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

- = well informed, planned and organised lessons
- = thinking outside the box
- = good knowledge of the subject being taught
- = clear learning intentions, of which pupils are aware and increasingly identify
- = high expectations of work and behaviour
- = activities with appropriate resources to scaffold 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



- = good time management leading to well-paced lessons
- = adult support being appropriately deployed
- = clear evidence of evaluation and assessment

7. Learning

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

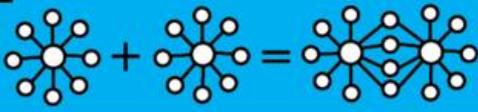
- = children on task, knowing the time available to complete work
- = children able to explain the purpose of their task
- = children involved in the decision making and learning process
- = children asking questions as well as answering them
- = children displaying positive attitudes, e.g. enthusiasm, pride in their work, interest, eagerness to move on, enjoyment, concentration, application
- = quality outcomes in the work produced
- = evaluations and positive feedback
- = a safe, stimulating and comfortable work environment
- = acknowledgement of different approaches, including trial and error and learning from each other

In order to secure outstanding teaching and learning as described above, at Castleward Spencer Academy, in addition to meeting the minimum requirements set out in the Teachers' Standards, we also expect to see evidence of the following procedures in our Highfields learning experiences:

8. Rosenshine's Principles

At Castleward Spencer Academy, our discrete teaching is based on *Rosenshine's Principles* (as explained in Tom Sherrington's book). The principles are summarised by Sherrington into 10 principles.



<p>01 DAILY REVIEW</p>  <p>Daily review is an important component of instruction. It helps strengthen the connections of the material learned. Automatic recall frees working memory for problem solving and creativity.</p>	<p>02 NEW MATERIAL IN SMALL STEPS</p>  <p>Our working memory is small, only handling a few bits of information at once. Avoid its overload — present new material in small steps and proceed only when first steps are mastered.</p>
<p>03 ASK QUESTIONS</p>  <p>The most successful teachers spend more than half the class time lecturing, demonstrating and asking questions. Questions allow the teacher to determine how well the material is learned.</p>	<p>04 PROVIDE MODELS</p>  <p>Students need cognitive support to help them learn how to solve problems. Modelling, worked examples and teacher thinking out loud help clarify the specific steps involved.</p>
<p>05 GUIDE STUDENT PRACTICE</p>  <p>Students need additional time to rephrase, elaborate and summarise new material in order to store it in their long-term memory. More successful teachers built in more time for this.</p>	<p>06 CHECK STUDENT UNDERSTANDING</p>  <p>Less successful teachers merely ask "Are there any questions?" No questions are taken to mean no problems. False. By contrast, more successful teachers check on all students.</p>
<p>07 OBTAIN HIGH SUCCESS RATE</p>  <p>A success rate of around 80% has been found to be optimal, showing students are learning and also being challenged. Better teachers taught in small steps followed by practice.</p>	<p>08 SCAFFOLDS FOR DIFFICULT TASKS</p>  <p>Scaffolds are temporary supports to assist learning. They can include modelling, teacher thinking aloud, cue cards and checklists. Scaffolds are part of cognitive apprenticeship.</p>
<p>09 INDEPENDENT PRACTICE</p>  <p>Independent practice produces 'overlearning' — a necessary process for new material to be recalled automatically. This ensures no overloading of students' working memory.</p>	<p>10 WEEKLY & MONTHLY REVIEW</p>  <p>The effort involved in recalling recently-learned material embeds it in long-term memory. And the more this happens, the easier it is to connect new material to such prior knowledge.</p>

9. Deliberate Practice

Psychologists use the term 'working memory' to describe the ability we have to hold in our mind and mentally manipulate information over short periods of time. Many of the learning activities that



children engage in place considerable burdens on the working memory, requiring children to hold in mind a great deal of information (eg a sentence to be written down) whilst doing something mentally challenging such as spelling individual words in that sentence. It is good practice that, when working with children with working memory deficits, information is regularly repeated in order for it to be processed and embedded more readily. Deliberate practice is key to this.

- Deliberate practice is the 'method based around the isolation and practice of the particular subskill one wants pupils to be able to do' (Daisy Christadoulou: 'Making Good Progress?') and works on the theory that children will experience the same concept but in different contexts in order to fully embed it.

= Anders Ericsson says that there are the four essential components of deliberate practice. When these conditions are met, practice improves accuracy and speed of performance on a range of tasks.

They are as follows:

- You must be motivated to attend to the task and exert effort to improve your performance.
- The design of the task should take into account your pre-existing knowledge so that the task can be correctly understood after a brief period of instruction.
- You should receive immediate informative feedback and knowledge of results of your performance.
- You should repeatedly perform the same or similar tasks.
- We allow children to practise the same element in a range of different contexts.
- Repetition of one focused concept.
- Can be individualised.
- Focused on responding to immediate feedback.
- Supports SEND and small-step challenges.

We use deliberate practice in a range of situations including:

- = whole class 'revisiting' and 'reminding'
- = small intervention groups
- = one-to-one

10. Gender Issues

As a school, we are aware that nationally there is a gender difference between the performance of boys and girls, particularly in writing. We are working towards avoiding this gap using a variety of strategies that include:

- = Building positive relationships through mutual respect, on the understanding that respect must be earned and not just be expected
- = Creating and embedding our Irresistible Curriculum to allow writing for real purposes and audiences wherever possible, including 'Writing Across the Curriculum' opportunities



=Embedding the use of Whole Class Reading, and a wide range of texts, as a way of increasing reading for enjoyment of boys

11. Feedback and Marking

(see the Assessment policy)

We provide advice and guidance to children in order to move their learning on. This is the sole purpose for any response to their learning. At Castleward, we are going to shift from feeding back to children once the moment has passed, and feed forward as much as possible, during a lesson. Toolkits may be highlighted post lesson as an assessment tool, in order for the teacher to pick up misconceptions and move learning on in the following lesson. Live marking and verbal feedback have proven to make the most difference to children's progress.

Marking Codes

Symbol	Meaning
○	Misuse of capital letter, formation or punctuation.
^	Missing word.
→	Improvement needed here.

12. 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 and a specific reference to the child's progress in Reading, Writing and Maths will be made, with reference to the records made or pieces of work retained.

In addition to this end of term summary reports will also be sent home at the end of the Autumn and Spring terms in order to help parents to be informed of their child's progress, behaviour and attendance in the interim parts of the year where they do not have parents' evenings.

13. Monitoring and Evaluation



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

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

- = Half-termly overview of monitoring activities
- = Lesson visits
- = Book scrutiny forms
- = Supporting teaching and learning activities
- = Pupil interviews
- = Subject audits
- = Planning scrutinies (linked to lesson/book audits)

The Principal and Senior Leaders will report to the Governing Body and the Trust Executive Team on the quality of Teaching and Learning in the Principal's termly reports. They will monitor the outcomes of the Teaching and Learning Policy.

Phase Leaders are given copies of any monitoring in their phase and are involved in subsequent discussions and action planning 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