

## CALLERTON ACADEMY TEACHING AND LEARNING POLICY

### Aims

This policy aims to:

- ensure that students at Callerton Academy are provided with high quality learning experiences that lead to consistently high levels of achievement.
- summarise expectations to make sure everyone is committed to achieving a consistent approach to teaching and learning across our school
- support effective learning opportunities through the Trust's PRAISE code.

### Our guiding principles

At Callerton Academy we continually strive to provide our students with the highest quality learning experiences by:

- providing a broad and balanced curriculum that effectively challenges all students to reach their potential (see Curriculum Policy)
- securing and maintaining consistently high standards of teaching in all curriculum areas
- promoting a highly aspirational culture for learning that facilitates the development of transferable life skills, resilience, creativity and independence
- using assessment informatively to set challenging targets and monitor (measure) learning, leading to excellent progress and achievement for all
- placing a strong focus on the value of and love for reading

Teaching and Learning at Callerton Academy is based around our three key principles of "Quality First Teaching". This approach ensures that we have the highest ambition for all our students regardless of their starting point or background. These are centred around:

- **Highest Standards:** Students have the highest standards in all they do.
- **Expert Technique:** speak, read, write and think like an expert in all their subjects
- **Challenge** for all: Students receive the appropriate level of challenge.

The model below shows how these three principles support each other and provides examples of key features of each one:

## Quality First Teaching at Callerton Academy

### Expert Technique

- ✓ Thinking, speaking and writing like an expert
- ✓ Knowledge, skills and understanding of subjects
- ✓ Making connections
- ✓ Reading with fluency, insight and enthusiasm



### Highest Standards

- ✓ Pride in and ownership of work
- ✓ Feedback, review and response
- ✓ Focused and always ready to learn
- ✓ Consistent use of the PRAISE code

### Challenge for all

- ✓ High expectations
- ✓ Challenge for all levels
- ✓ Memory and progression to learn
- ✓ Prepared for the future

At Callerton Academy we believe that learning takes place most effectively when:

- excellent student/teacher relationships have been established within a secure and stimulating classroom environment
- students understand the purpose of the learning and see the relevance of their own experience
- strategies are used to embed knowledge and skills into students' long-term memories
- it is regularly reviewed and revisited through the curriculum, building on prior knowledge and understanding
- students can self-assess and reflect on how to improve based on appropriate feedback and targets
- students are encouraged to take risks and make mistakes
- collaboration, questioning and discussion is encouraged
- students can transfer skills, knowledge and understanding to other contexts.

## Roles and Responsibilities

Teaching and learning in our school is a shared responsibility, and everyone in our school community has an important role to play as outlined in our Home-School Agreement.

This is how we will create the above conditions for students' learning:

### Teachers will:

- Follow the expectations for teaching and professional conduct as set out in the Teachers' Standards
- Use up to date, evidence-based pedagogy in all lessons
- Systematically and effectively check students' understanding throughout lessons anticipating where they may need to intervene and doing so with notable impact on the quality of learning
- Provide high quality, specific feedback that enables progress to be made (this could be individual, whole class, verbal or written)
- Ensure work is differentiated to cater to the needs of all our students, including those with special educational needs and disabilities (SEND), those with English as an additional language (EAL) and disadvantaged students
- Plan well throughout lessons which build on prior knowledge following a carefully sequenced curriculum
- Identify and challenge underachievement through the analysis of relevant data and to implement strategies to combat this underachievement (often is collaboration with their Teaching and Learning Lead)
- Set homework tasks in line with the school approach
- Collaborate effectively with the SENCO and Learning Support Assistants to meet the needs of students
- Ensure that the classroom environment, including displays, is stimulating and well maintained to promote and inspire learning
- Meet the expectations set out in our Remote Learning Policy

### Teaching and Learning Leads (TALLs) will:

- Help to create a well-sequenced, broad and balanced curriculum for their subject which builds knowledge and skills, including ensuring it prepares students for GCSE study
- Sequence lessons in a way that allows students to make good progress from their starting points
- Use their budget effectively to resource their subject, providing teachers with necessary resources for learning
- Drive improvement in their subject, working with teachers to identify any challenges
- Moderate progress across their subject by, for example, systematically reviewing progress against a range of evidence and reviewing qualitative and quantitative performance data
- Improve on weaknesses identified in their monitoring and quality assurance activities
- Encourage teachers to share ideas, resources and good practice
- Lead on developing staff subject and curriculum knowledge in their subject through well embedded professional development

**Senior Leaders will:**

- Have a clear and ambitious vision for providing high-quality, inclusive education to all
- Celebrate achievement and have high expectations for everyone
- Use a range of quality assurance strategies to monitor and evaluate the delivery of lessons and the impact of this policy. These include, but are not limited to, learning walks, book sampling and student voice
- Plan and evaluate strategies to secure high-quality teaching and learning across the school
- Input and monitor the impact of continuing professional development (CPD) opportunities to improve staff's practice and subject knowledge
- Promote collaboration at all levels, through opportunities for shared planning, moderation and teaching where appropriate
- Address underachievement and intervene promptly

**Students will:**

- Take responsibility for their own learning, and support the learning of others
- Follow the expectations for positive behaviour set out in the PRAISE code, ensuring they are:
  - On time
  - On task
  - On side
- Attend all lessons on time and be ready to learn, with any necessary equipment for the lesson
- Be curious, ambitious, engaged and confident learners
- Respond to feedback to help them improve
- Put maximum effort and focus into their work
- Complete home learning activities as required, including the school's minimum expectations for reading each day.

**Trustees and Academy Advisory Group will:**

- support and monitor the school's approach to teaching and learning
- monitor the impact of teaching and learning strategies on students' progress and attainment

**Differentiation**

Teaching and learning at our school will take the backgrounds, needs and abilities of all pupils into account. We will differentiate learning to cater to the needs of all our pupils, including:

- Pupils with special educational needs and disabilities (SEND)
- Pupils with English as an additional language (EAL)
- Disadvantaged pupils
- Pupils that are most able

Specify the strategies you will use to do this, for example:

- Using support staff effectively to provide extra support

- Working with our SEND co-ordinator (SENDCO), our pupils with SEND, and their parents/carers to establish the appropriate level of material to support these pupils to make good progress
- Using ability groupings for certain subjects where appropriate
- Quality First Teaching strategies in lessons.
- Intervention activities

Further information can be found in the school SEN policy and report.

## **Homework**

Home learning, or homework, will support pupils to make the link between what they have learnt in school and the wider world. It's most effective when done in a supportive, secure environment, with focused time set aside.

All students are expected to read for a minimum of twenty minutes a day for five days a week, ensuring they record this into their student planner. This is because we believe that excellent reading habits and strong literacy skills encourage academic success. From Year 9, students also receive weekly maths homework using MyMaths; these are carefully built into the maths curriculum. .

Students receive project-based homework assignments from Year 7 which teachers mark and celebrate as part of our rewards system. These assignments increase in complexity and challenge as students move up through Key Stage Three. Students in Key Stage Four should expect to receive weekly homework in their examination subjects.

Students with SEND and other needs will be supported with their homework, including being encouraged to attend the school homework club.

Further information about our homework model can be found on our website.

## **Assessment and Feedback**

We believe that assessment and feedback is a vital part of the learning process and to achieve this we must maintain our culture of high expectation that realises the potential of every student. Marking and feedback can take many forms, but essentially it must be of a quality to ensure that students can take the next step in their learning.

Our approach to this is outlined in our Assessment and Feedback Policy.

## **Monitoring**

We will monitor teaching and learning in our school to make sure that all our students make the best possible progress from their starting points.

Senior leaders and middle leaders will monitor and evaluate the impact of teaching on students' learning through:

- Learning Walks
- Book Sampling
- Student Voice
- Staff Voice
- Subject Reviews

- Auditing and reviewing the curriculum

## **Review**

This policy will be reviewed every year by the senior leader responsible for teaching and learning across the school and by Trustees and members of the Academy Advisory Group.

## **Links to other policies**

- Assessment and Feedback Policy
- Curriculum Policy
- SEND Policy
- SEN Report
- PRAISE code