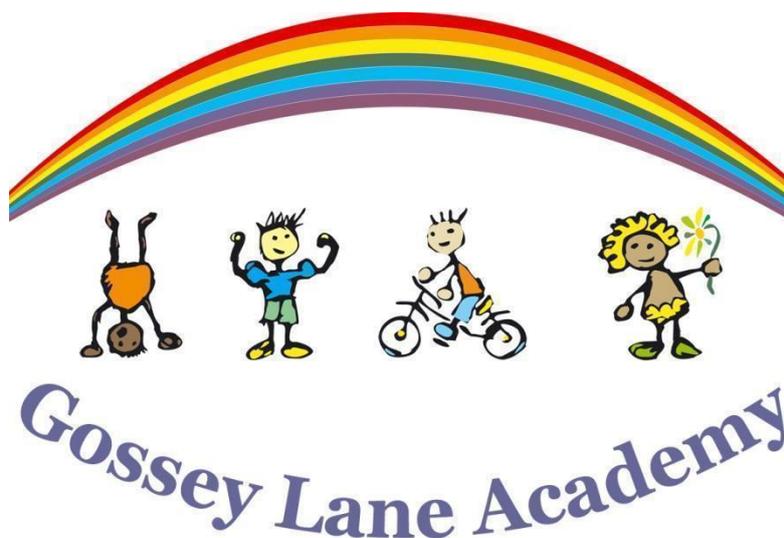


Gossey Lane Academy

TEACHING AND LEARNING POLICY

July 2021



Introduction

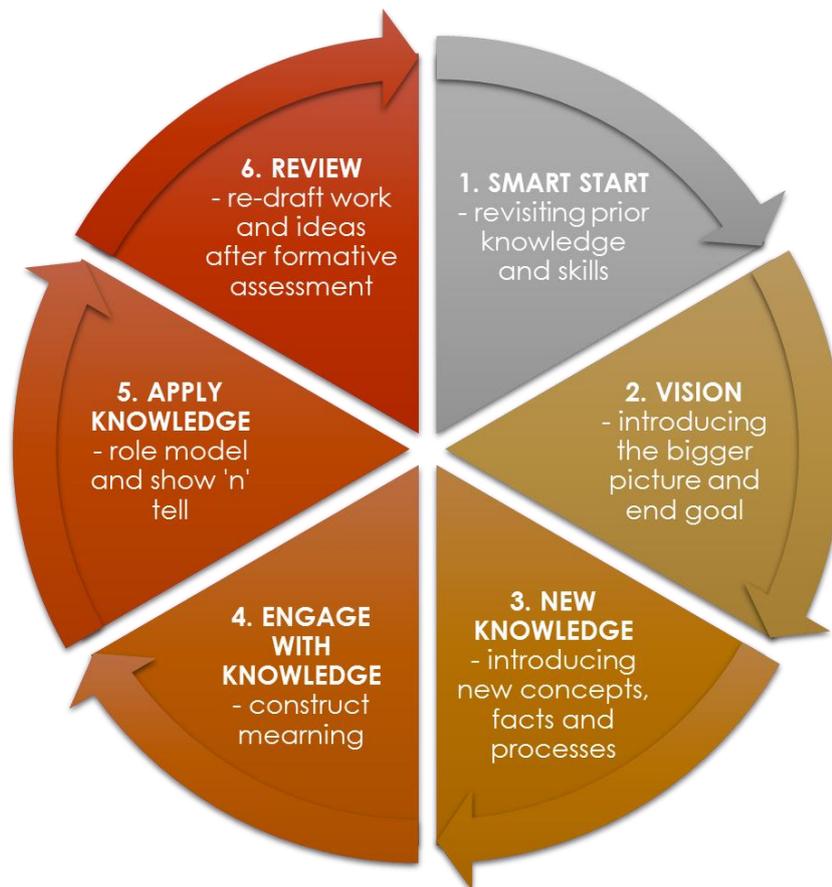
- 1.1 This document is a statement of the aims, principles and strategies for teaching and learning at Gossey Lane Academy.
 - 1.2 The delivery of the curriculum is organised into 2 main groups: Early years and KS1 (Years 1 and 2) through to Year 6. We have agreed 10 non-negotiables which is underpinned by this policy. This is attached as an appendix to the policy.
2. Principles of Teaching and Learning
 - 2.1 Teaching and Learning is the purpose of our school. It is the method through which we offer a curriculum that is broad and balanced and meets the needs and requirements of the National Curriculum, Religious Education and Collective Worship. Children should experience continuity and progression as they move through the school.
 - 2.2 We view teaching and learning as a process of co-operative teamwork. We actively encourage, and welcome members of the school community (staff, parents, pupils, governors, visitors) to contribute to this through:
 - Recognising children as individuals and respecting their rights, values and beliefs.
 - Encouraging and expecting high standards.
 - Fostering and promoting good relationships and a sense of belonging to the school community.
 - Providing a well ordered environment in which all are fully aware of the behaviour expectations.
 - Offering equal opportunities in all aspects of school life and recognising the importance of different cultures.
 - Encouraging, praising and positively reinforcing good relationships, behaviour and work.
 - Working as a team, supporting and encouraging others.
3. Equal Opportunities
 - 3.1 We believe that all children have an entitlement to learn, and equality of access to effective teaching regardless of gender, culture, social background and ability, is vital.
4. Aims
 - 4.1 Our aims for teaching and learning are that all pupils will:
 - Become independent, confident learners
 - Take increasing responsibility for their own learning.
 - Become fluent and confident readers
 - Develop skills to work co-operatively with others – to share ideas, support and be supported.
 - Enjoy learning and be valued and fulfilled in a happy, caring and safe environment.
 - Be actively involved in the learning process.
 - Be praised for progress and attitude at every opportunity in order to build self-esteem.
 - Achieve their full academic potential.
 - Develop an appreciation of Sports and the Arts.
 - Develop a Spiritual awareness through our JIGSAW programme and Values education

- Develop a creative approach to learning by taking ownership of their learning, discovering things for themselves, taking risks, and exploring a range of possibilities and following their own of enquiry.
- Grow into reliable, independent and positive citizens for the 21st Century.

5. Effective Teaching- what a good lesson will show evidence of:

5.1 We believe that teaching is effective when:

- Teachers show enthusiasm in their delivery of lessons.
- Lessons are planned effectively and appropriately, with stimulating resources. ICT is used creatively and effectively to support the learning.
- Teaching Assistants are well briefed and therefore able to provide high quality support for the children.
- The classroom environment is stimulating, well maintained and organised- where appropriate, it promotes children's quality work. Working Walls display resources, which review previous learning and support current practice. They are language rich and interactive.
- Children are aware of everyday expectations and routines
- Behaviour is managed calmly and consistently, applying rewards and sanctions in line with the School's Behaviour Policy.
- Pupil self esteem is raised through positive language and rewards.
- The focus of the lesson is made explicit to children and is revisited throughout the lesson.
- Time in lessons is used productively.
- Opportunities are taken to maximise cross curricular links
- Learning environments both inside and outside the classroom are utilised
- Teachers have the confidence to be flexible, improvising and responding to a situation.
- Assessment for Learning takes place and directs teaching to optimise the learning opportunities, mainly through live marking to extend all groups of learners
- Staff know their children well and respond to individual learning styles.
- Children are given the opportunity to self-assess and peer-assess.
- ITP targets are being addressed
- Teacher subject knowledge is good or better and misconceptions are addressed immediately.
- Lessons including recording methods are well differentiated to cater for the needs and ability of all pupils.
- Lessons allow time for the practise and application of key skills
- As far as possible, learning is placed in context with "concrete" real life experiences planned for.
- There is a mix of teacher modelling and effective differentiated questioning.
- Children record their work in a variety of ways. Marking is in line with the Marking and Response Policy.
- Homework and after school activities enrich and extend the learning which has already happened
- Parents are encouraged to become involved in their child's learning
- Teacher promotes equality of opportunity, diversity and British values.
- Educational visits and visitors are strategically planned to support and enhance learning.
- At Gossey Lane we use a Learning Cycle (Stages 1-6) which is heavily influenced by the Principles of Instruction by Barak Rosenshine. All lessons will follow the 6 stages with the aim of developing knowledge and skills of all pupils across the key stages. Students will be guided by their teachers as they sequence their learning with clear modelling along the way. Teachers will expertly question and probe their students to deepen their understanding and redraft work and ideas and review progress at the end of the cycle.



Stages of the Gossey Lane Learning Cycle

Fix it time should be a feature of every lesson so children can address post lesson feedback. All lessons should then begin with a review of previous learning. Teachers may revisit the lesson before or decide to trigger long-term memory of previous topics. The significance of such reviews is that it allows students to re-activate recently acquired knowledge, lessen the load on working memory and strengthen recall of knowledge and skills.

It is important that students get to see the 'end goal' or vision of a lesson. What are they all aiming for? If students are aware of this, they are more likely to make significant progress towards it. Furthermore, it is important that students see the 'bigger picture'. Are they aware where their lesson fits into the grand scheme of things? This awareness is important for success!

Our teachers are the experts and they should showcase their subject expertise when introducing new concepts, facts and processes. Teachers may choose to deliver this knowledge in a number of different ways but they must communicate clearly and select strategies and resources carefully.

Once new knowledge has been presented to our pupils, it is vital that we allow them to construct some meaning. Do they actually understand the new knowledge that has been shared? Lessons should take the time to check pupils understanding and therefore targeted questioning is crucial at this stage. Questioning will identify whether pupils need misconceptions addressed before they apply their knowledge.

Before pupils get the opportunity to showcase their knowledge independently, teachers must role model their expectations and carefully scaffold their instructions and resources before independent practice can take place.

Finally a teacher will review the learning that has taken place, either through targeted questioning (AfL) or Flash Feedback/Live Marking for example. Pupils will get the opportunity to redraft their work and ideas to make further progress.

6. Effective Planning

6.1 We believe that children learn best when their lessons are planned effectively. Therefore, we agree that planning will:

- Be fun and creative.
- Show differentiation through the type of tasks, grouping and questioning
- Ensure that the number of activities and groups at any one time is manageable, allowing the teacher to spend time on focused teaching or assessments, rather than in managing routines or supervising activities.
- Be concise, whilst relevant and meaningful in content.
- Be based on evaluations of previous lessons and assessments of pupils' prior knowledge.
- Include key and specialist vocabulary to be used with children.
- Include extension activities that do not simply provide "more of the same".
- Clearly indicate the role to be played by additional adults in each lesson.
- Include provision for a range of learning styles.
- Use secure subject knowledge to secure planning that sustains pupil's interest and challenges their thinking.
- Follow a broad and balanced curriculum making links across the curriculum and prime areas of learning in EYFS
- Be rigorous, but flexible enough to respond to Assessment for Learning.
- Include a homework activity

7. Effective Assessment and Record Keeping

7.1 We believe that children progress when they are regularly and accurately assessed. (-See Assessment Policy for further information.) Effective assessment and record keeping will:

- Identify strengths and areas for development.
- Inform future planning, building on previous knowledge – ie Assessment for Learning.
- Be meaningful and time manageable.
- Include a range of approaches, including peer assessment and self-assessment.
- Pupils use the teacher feedback well and know what they need to do in order to improve (gap tasks)
- Linked to the learning focus and targets set.
- Be regularly carried out through marking and responding to pupils' work (see Marking and Response Policy for further information.)
- Ensure effective assessment learning strategies within a lesson through live marking
- Be both formal and informal. We believe that discussions and observations are as important as testing, use of SATs questions, etc.
- Be formally recorded as agreed in the Assessment Policy
- Use of ITPs for SEND pupils
- Use of question level analysis from test outcomes to inform planning

8. Effective Learning

8.1 We believe that effective learning is evident when pupils:

- Work independently and become absorbed in a task.
- Work co-operatively in a group.

- Explain their work to others.
- Act as tutors for others.
- Demonstrate enthusiasm and interest for a task.
- Pose questions or hypotheses.
- Don't want the lesson to end.
- Self or peer assess their learning accurately.
- Complete homework voluntarily, eg additional research.
- Demonstrate that they have met the Learning Objective.
- Are keen to come to school and have high levels of attendance.
- Show high self esteem and do not view "being stuck" as failure.
- Are able to identify and apply their own preferred learning style to different tasks.
- Apply skills across a range of subject areas – eg researching or editing skills.
- Use key or specific vocabulary accurately.
- Join in with after school activities that extend or enrich the learning that has already happened.
- Develop, consolidate and deepen their knowledge, skills and understanding.
- Are reflective and are able to select work they are pleased with, demonstrating achievement to others.
- Know when to ask for help.
- Know what they have learnt and the next step to make progress.

9. Grouping Pupils for Learning

- 9.1 We recognise that different grouping arrangements are appropriate for different tasks and pupils. At different times children may work as a whole class, in groups, pairs or individually.
- 9.2 Grouping is intended to meet the learning needs of children and they may therefore be grouped in ability, mixed ability, friendship or interest groups.
- 9.3 Whilst most lessons take place within a class group, where a need is identified and additional staff are available children may be grouped across year groups or phases.

10. The Learning Environment

- 10.1 We recognise that an orderly, safe, well maintained and attractive learning environment, which makes learning accessible, is of great importance. (See learning environment checklist and display policy)
- 10.2 Display in school is used for a range of purposes:
- Engaging learning – eg interactive displays, questions.
 - Enabling learning (working walls) – eg number squares, word lists, key vocabulary
 - Keeping what is learnt in mind (working walls) – eg learning objectives, mind maps.
 - Celebrating success – eg pupils' work, reward charts.
 - Raising expectations – eg class rules, targets, marking and presentation policy, behaviour system
 - Clarifying routines – eg timetables, signs, visual timetable
 - Encouraging independence – eg labelled resources, monitor lists.
 - Promote a love of reading by creating a specific reading area

11. Learning and Teaching in the Foundation Stage

- 11.1 Learning takes place inside and outside the classroom, allowing for large and small scale exploration of ideas. High quality play resourced by an excellent environment must underpin learning. Children are encouraged to initiate their own learning where teachers will carefully observe and know when to skilfully intervene.
- 11.2 First hand quality experiences which engage all of their senses will contribute to deep level learning.
- 11.3 The environment is well organised and resourced to enable children to develop independence and initiate their own learning. Teachers must allow children to work uninterrupted at their own pace without imposing a ceiling on the possible outcomes. The eye of the practitioner should be well trained to know when to support learning and when to challenge learning.
- 11.4 There are 7 areas of learning which form the basis of teacher and learning in the foundation stage.
The 3 prime areas are:
Personal, Social and Emotional Development.
Communication and Language
Physical Development
The specific areas are:
Literacy
Mathematics
Understanding the World
Expressive Arts and Design
- 11.5 These areas are taught through topics and are integrated wherever possible. In fact, it is often the case that several areas of learning will take place in a well-planned experience. The importance of child initiated free flow play is not undermined. Planning takes into account observations and assessments which tell us about how children are developing and what they need to excel.

11.6 Time allocations for subjects

- 11.7 The time taken to teach each of these 7 areas in foundation stage is equally weighted. No one area is more important than the other and each one receives the same allotted time – again all 7 areas may contribute in one quality learning experience, dependent upon the focus.

12. The Role of Parents

- 12.1 Parents are an integral, essential part of their children's learning and their support is valued at every stage of their child's development.
- 12.2 From the earliest age, it is recognised that parents have a vital role in assisting children with their reading by sharing stories with them or listening to children read and helping them to develop a love of books.
- 12.3 Parents are asked to support their child with their homework throughout the school, and are asked to sign a Home-School Agreement.
- 12.4 Parents are informed of an individual child's progress towards the expected standards during Parents' Evenings, informal meetings and other planned meetings.

- 12.5 Parents are informed of their child's progress at the Parents' Evenings which take place three times a year, and in the end of year report.
- 12.6 Parents are encouraged to speak to class teachers if any problems or concerns arise. If a meeting is required to discuss any issues at length, parents are asked to arrange a mutually convenient time with the teacher, rather than just before school starts, when teachers need to be preparing for the day's lessons.
- 12.7 Parents are invited to attend workshops and the Parent Support Group/Forum in school.

13. Extra Curricular Activities

- 13.1 The school recognises the valuable contribution that extra curricular activities can make to a child's learning experience.
- 13.2 The school ensures that a range of activities are made available each term, at a variety of times, for children in Key Stage 1 and 2.

Expectations of high quality teaching at Gossey Lane- Non negotiables

- 1) To ensure that there is a clear LO set at ARE and shared with the pupils and referred to throughout the lesson e.g. mini plenaries
- 2) Planning is high quality, builds on prior learning, differentiated by task and where possible links to other areas of the curriculum
- 3) Classrooms will be set up, well organised, tidy and clutter free and resources are ready before every lesson. (See classroom audit checklist for expectations)
- 4) All Maths and English books will be marked daily following the marking and feedback policy with written closing the gap comments or next steps; other books must be marked prior to the next lesson.
- 5) Teaching Assistants when in classroom must be deployed for the maximum benefit of the children to support their learning and progress. e.g. weekly interventions
- 6) There will be high expectations of all pupils to present work to a high standard; staff handwriting must model good practice and reflect our handwriting and presentation policy.
- 7) Teachers must share a live model in all lessons to share expectations and secure best outcomes.
- 8) All staff must follow the behaviour policy and consistently implement rewards and consequences keeping parents informed at all times. We strive for positive reinforcement on a regular basis.
- 9) Assessment for learning should be evident throughout the lesson using a range of strategies particularly live marking to extend groups of learners supported by other strategies such as questioning, self and peer assessment, regular verbal feedback from adults and ongoing assessment on classroom monitor.
- 10) All lessons should demonstrate progress for all groups of children to develop independence and thinking skills underpinned by the six learning behaviours.

Reviewed: July 2021

Adopted by Governors:

Next review: July 2022