



HALEWOOD
ACADEMY

TEACHING & LEARNING POLICY

2020-21



Version Number: 1

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School Link: Miss J Hayden



WADE DEACON
TRUST

Vision: We seek the best

OUR SCHOOL MISSION: Inspirational teaching for aspirational learners. A community where we value diversity - staff, students and parents working together to create a happy, safe and stimulating learning environment.

AIMS AND RATIONALE:

At Halewood Academy, we believe in the concept of lifelong learning and the notion that learning should be a rewarding and enjoyable experience for everyone; it should be fun. Through our teaching, we 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 teaching and learning policy is intended to promote consistency and high standards and the achievement of the school aims and core values.

AT HALEWOOD ACADEMY WE WILL:

- Aim to provide a caring, supportive and stimulating environment with high quality teaching through which to foster.
- Encourage students to take responsibility for their own learning, to be involved as far as possible in reviewing the way they learn and to reflect on how they learn, what helps them learn and what makes it difficult for them to learn.
- Use self and peer feedback strategies as well as planned reflect at the end of lessons to review the key learning objectives and to assess the level of understanding.
- Ensure teachers plan schemes of work and deliver lessons that enable students to work towards the learning objectives and make progress towards the success criteria. It is acknowledged that different teachers have their own preferred styles of teaching but it is imperative that the agreed criteria are followed to ensure the best outcomes for all students in all lessons.
- Parents / carers are encouraged to become involved in Teaching and Learning through resources on the school website.

STUDENTS AT HALEWOOD ACADEMY ARE ENTITLED TO:

- Enjoy their education.
- Have access to a curriculum that gives them opportunities to achieve and exceed their academic and vocational potential.
- Learn how to become good citizens and take responsibility for their actions, whilst demonstrating respect for others and their environment.
- Feel safe, secure and gain confidence in their learning environment.
- Receive regular information about their progress in each subject.

EFFECTIVE LEARNING IS WHEN STUDENTS:

- Are engaged in the learning process. The teacher facilitates challenge with exciting opportunities and excellent resources that help to develop new and transferable skills.
- Are happy, healthy, secure, make positive contributions and feel valued within the environment and display a positive self-image.
- Are afforded clear learning objectives, success criteria, modelling and clearly staged learning opportunities. Learning is structured for them to achieve, participate and progress according to their potential.
- Are familiar with measurable success criteria and how to meet it; this helps them to achieve their potential.
- See that their success is celebrated, are informed of their progress and rewarded accordingly.
- Have lessons which are tailored to meet their individual needs.
- Have opportunities to review *what* and *how* they have learned and are able to articulate this.
- Are able to demonstrate their learning in a variety of ways: both independently and collaboratively.
- Can see the big picture and their needs of life-long learning are met.
- Are challenged, not afraid to take risks in their learning and are willing to learn from their mistakes.
- Are given the advice, information, guidance and the opportunity to follow suitable curriculum pathways.
- Develop transferable skills, especially the key skills of Literacy and Numeracy. They can also demonstrate our core values of RACER alongside demonstrating an understanding of SMSC and British values.
- Have respect for the learning of others and take pride in their work.
- Have a voice in the learning process and are able to establish a learning dialogue with their teachers and their peers.
- Are successful in their assessments and know how to revise effectively.
- Have excellent ATL and are engaged, motivated and excited about their learning as the leaders of tomorrow.

ALL STAFF AT HALEWOOD ACADEMY WILL MODEL AND EXPECT:

- The Academy Core Values (RACER) Respect, Aspiration, Collaboration, Excellence, Respect.
- High standards of behaviour and respect.
- High standards of professional and smart dress that sets a good example for our students.
- High aspirations for all students.

TEACHERS AT HALEWOOD ACADEMY WILL:

- Implement the curriculum which balances the national expectations and an all-encompassing range of experiences allowing our children to develop academically and personally.
- Ensure that thorough planning and focussed lesson implementation aids students in their quest to make progress over time. Have clear strategic planning which allows the curriculum to be dynamic and adapt to the context of the school and children's needs.
- Establish a good routine at the start of each lesson: greeting the students at the door, smiling, using a seating plan (which also identifies PP/SEND students), taking a formal register in the first 5 minutes of the lesson and circulating the room throughout the lesson.
- Teachers are committed to ensuring that their current practice is in line with career stage and meets the Teachers' Standards.
- Members of staff have the opportunity to develop pedagogical and technical expertise through partnerships, in-house training / CPD / external training programmes, research and sharing good practice with other professionals both inside Halewood Academy, the Wade Deacon Trust and Teaching School Alliance. They have the opportunity to move to more advanced practices that benefit the learning of all.
- Clarify objectives, including success criteria based on assessment outcomes, thus ensuring sustained and relevant progress over time.
- Identify prior learning to ensure clear progression.
- Identify clearly the subject knowledge to be taught.
- Include suggested learning activities that can be adapted by teachers to suit their teaching style and the learning preferences of their student.
- Include references to differentiated work to ensure all students are challenged in line with their ability.
- Provide opportunities for developing independent and collaborative learning;
- Plan lessons that follow the RAMAR structure (review, advance, model, apply, reflect)
- Detail literacy and numeracy opportunities and how they will be taught.
- Identify opportunities for reading aloud and extended reading tasks.
- Detail how the lesson will be assessed and include opportunities for a variety of assessment for learning strategies throughout.
- Include SMSC considerations and opportunities to develop student aspiration.

- Identify relevant and challenging opportunities for home learning.
- When initially devising a new lesson, teachers are reminded to keep the lesson focussed on the learning objectives and intended outcomes so that students move forward and make progress in their learning every lesson relative to their starting points.
- Use of teaching assistants - Teaching assistants should be highly effective in promoting rapid learning for groups of students regardless of their aptitudes and needs.
- Use of strategies and tasks to engage students - Strategies and tasks should enthuse students so that they are resilient when faced with difficult problems and are keen to succeed and to learn more.
- Pace and depth of learning - The pace of learning should be optimised throughout the lesson as to the best effect to support students at the time they need such support
- Use of questioning - Questions should be designed to tease out students' understanding so that the teacher is exceptionally aware of the degree to which pupils are secure in their knowledge and understanding.
- Assessment of learning during lessons - The work for each individual student should be adapted in the light of any misconceptions that are brought to light through questioning or checks on students' work.
- Have consistently high expectations of themselves, others and of all students: ensure that students adhere to the academy's core values.
- Display their standards and expectations in every classroom. See the Feedback for Learning Policy for more details.
- Be accountable for, and consistently practise, the Behaviour for Learning Policy.
- Contribute, as a team member, to the development of the whole school and their subject department through sharing best practice with others, the DSEF, Student Voice and their Appraisal Objectives.

TEACHING ASSISTANTS AT HALEWOOD ACADEMY WILL:

- Assist the classroom teacher in promoting the ethos of the school and insist on the highest standards of behaviour and attitude to learning in the classroom.
- Commit to improving their own practice through reflection and self-evaluation.
- Ensure that their own knowledge and understanding is relevant and up to date by reflecting on their own practice, liaising with school leaders and identifying relevant professional development to improve personal effectiveness.
- Demonstrate an informed and efficient approach to teaching and learning by adopting relevant strategies to support the work of the teacher and increase achievement of all students including, where appropriate, those with special educational needs and disabilities.
- Communicate effectively and sensitively with students to adapt to their needs and support their learning.
- With the class teacher, keep other professionals accurately informed of performance and progress or concerns they may have about the students they work with.
- Recognise and respect the role and contribution of other professionals, parents and carers by liaising effectively and working in partnership with them.
- Understand their responsibility to share knowledge to inform planning and decision making.
- Understand their role in order to be able to work collaboratively with classroom teachers and other colleagues.
- Communicate their knowledge and understanding of students to other school staff so that informed decision making can take place on intervention and provision.

MIDDLE LEADERS, AND THOSE WITH LEADERSHIP RESPONSIBILITIES, WILL LEAD, SUPPORT, GUIDE AND ADVISE CLASSROOM TEACHERS AND MONITOR THAT THE STANDARDS ARE REACHED THROUGH:

- The whole school monitoring and evaluation programmes including the Subject Reviews, Health Checks, Learning Walks, Book Looks and Pupil Voice.
- A supportive and collaborative approach to improving pedagogy across the school through the School's CPD Programme.
- Celebrating excellence and addressing underperformance through the effective use of appraisal, guiding teachers to celebrate their strengths and develop areas for improvement through the DSEF, Appraisal Objectives, and Reflective Practice, attending in-house CPD and external CPD where appropriate.
- Developing and sharing best practice during department time and monitoring the impact of CPD on Teaching and Learning.

SENIOR LEADERS WILL:

- Lead, support, guide and advise Middle Leaders by acting as Senior Subject Link and follow, evaluate and robustly monitor the impact of Teaching and Learning with Subject Leaders.
- Celebrate excellence and address underperformance.
- Monitor the quality of feedback via Book Looks, learning walks and health checks.
- Monitor the quality of learning through the whole school monitoring and evaluation cycle.
- Act on information provided by the Student Voice survey.
- Have a leading role in the Subject Reviews, acting on the information accordingly.
- Leaders in school are committed to supporting staff to improve their pedagogy through reflective practice as well as quality CPD.

THE PRINCIPAL WILL:

- Lead, support, guide and advise the Senior Leaders in the vision, leadership, development, monitoring and evaluation of learning across the school community.

GOVERNORS WILL:

- Monitor and review the Teaching and Learning Policy and its practice through Governor Visits, The Standards Monitoring Board and reports from the Principal and other Senior Leaders.

THE COMMUNITY WILL BE INVITED TO SUPPORT THE LEARNING IN THE SCHOOL BY:

- Contributing to activities, such as assemblies, artistic events, specialist outings and clubs.
- Sharing and contributing to the academy's resources for learning.
- Organising activities and events to extend and deepen Students' knowledge and skills.
- Supporting school events.

MARKING AND ASSESSMENT – *Please see the feedback for learning policy.*

MONITORING & EVALUATING THE EFFECTIVENESS OF TEACHING AND LEARNING

- Subject Reviews will take place periodically throughout the year. The review point will include formal discussions focussing on challenge and support for Quality of Education for students, Leadership & Management, Personal Development and Behaviour & Attitudes. These reviews will take into account information from health checks, learning walks, book looks and student outcomes.
- An audit of observation reports is carried out by Senior Leaders in charge of Teaching and Learning to ensure feedback and grading are consistent and reliable.
- In reviewing all of the information from observations, learning walks, student outcomes and book looks, each Senior Link in consultation with the Principal will set priorities and actions as well as deciding which staff would benefit from further support.
- An ongoing cycle of health checks, learning walks, book looks, and student voice will ensure that the monitoring and evaluation of Teaching and Learning is of the highest priority.
- If there are concerns with a member of staff performance, they will be supported according to the Wade Deacon Trust Appraisal Policy.