

Old Bank Academy

Teaching and Learning Policy



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SLT Member Responsible	Headteacher

Introduction

At Old Bank we want our children to experience and grow, successfully contributing as individuals to their community & world in which they live. We want to give them the life skills & confidence that will support them in making the right choices & equip them for adult life.

Aims of the curriculum

The curriculum should be vibrant, stimulating & reflect the community we serve. It should

- Promote the values and vision of our school in everything that we do
- Provide high quality differentiated teaching & learning experiences, which match the needs all & enable children to explore, experience, learn & succeed
- Develop self-esteem, confidence, responsibility & accountability

As staff we should

- Give quality feedback that celebrates success & supports improvement
- Have high expectations
- Ask searching questions
- Support children to achieve their full potential

Guidelines for Teaching and Learning

Planning

Planning should support effective teaching & should be differentiated in order to meet the needs of all learners. It should be accessible in the classroom. Planning must include

- A clear structure
- Clear learning objectives that can be discussed with the children
- Learning outcomes, including extended & modified learning outcomes
- Differentiated work for SEN & more able pupils
- A focused plenary and/or mini plenaries

It may also include

- Opportunities for speaking & listening
- Opportunities to use ICT
- Cross curricular links
- Key vocabulary

It should reflect

- The needs of different groups of learners eg bilingual learners, gender differences & interests
- Varying teaching & learning styles opportunities for brain gym & accelerated learning techniques

Teaching

Learning objectives should be explained at the start of the lesson, displayed during the lesson & revisited throughout the lesson so children are clear about what they are learning. Learning objectives need to be clear and challenging, with links to previous learning identified where appropriate.

Key vocabulary should be explained, checked for understanding & clearly displayed. Children should be encouraged to use the relevant vocabulary accurately &, if recorded in books, correctly spelt.

Styles of teaching should be varied & stimulating, reflecting the different learning styles in the class. Lessons should be interactive, well paced and challenging, with practical and problem-solving activities used to stimulate understanding and interest wherever possible. Questioning strategies should be used assess, support and extend learning. ICT should be used as a tool to promote learning & further enquiry.

The **classroom environment** should be used to support learning, with well-organised, labelled resources and focused display boards reinforcing learning. There should be a working wall for English and Maths, which should be referred to during the lesson.

Learners should be expected to make progress in every lesson & children should be made aware understanding that **every lesson matters**. Children will be reminded of the way in which they can 'GROW' in keeping with our school values.

Support staff should be used to extend learning & should work with the range of children in the class. All staff should have a clear view of their role during the lesson and be used to support or monitor children during whole group sessions.

Presentation of Work

All work should be neatly presented, dated & with mistakes crossed out with a single ruled line. Stickers will be given for good work & put on the front cover. Book covers should be clean & tidy. Doodles in/on books are not allowed. Colouring should be with pencil crayon, not felt pen.

Targets

Children should be set targets which support them to improve their work. These should be manageable & achievable, & time related. Children should know what their targets are & be able to articulate them. Targets should be regularly reviewed.

Assessment

The National Curriculum 2014 learning objectives will form the basis against pupils' progress is assessed.

Assessment should aid teachers in planning their work, identifying problems and helping children make progress. It should also guide school improvement. Summative judgements should be recorded in on the inside of the front cover.

EYFS

Assessment in the Foundation Stage takes the form of both formal and informal observations. These observations are recorded in a variety of ways and contribute to the child's individual 'Learning Journey' and 'Writing Journey'. Each child's level of development is recorded against the 17 Early Learning Goals. It covers each of the seven areas of learning contained in the curriculum guidance for the Foundation Stage. Throughout the EYFS years we record each child's level of development against the **ages and stages** of the **Early Years Outcomes** (previously known as Development Matters). At the end of the reception year in school, the child's attainment is recorded on to the Early Years Foundation Stage Profile. We summarise each child's level of development against the 17 early Learning goals as **Emerging (1), Expected (2) or Exceeding (3)**. It is a statutory requirement to collect, collate and submit assessment data to the LEA at the end of the Foundation Stage.

In the EYFS classes we make regular on-going assessments of children's learning using EExAT online platform, we use this information to ensure that future planning reflects identified needs.

Assessment in the Foundation Stage takes the form of observations of the children accessing the learning areas in the classroom independently or completing activities/challenges that have been set up by the teacher. Observations can involve both the teacher and other adults, as appropriate and are recorded using iPads.

Y1-Y6

Teacher's assessment of all subjects is carried out as part of teaching and learning in the classroom throughout the academic year. On-going formative assessment will be carried out in line with the assessment procedures. Summative judgements will be made at the end of each term & recorded on SIMs. These will be a best fit judgement & will reference the year that the child is working within. They will follow the scale below.

Year	Summative judgement	
1	1C	Year 1 emerging
	1B	Year 1 expected
	1A	Year 1 exceeding
2	2C	Year 2 emerging
	2B	Year 2 expected
	2A	Year 2 exceeding
3	3C	Year 3 emerging
	3B	Year 3 expected
	3A	Year 3 exceeding
4	4C	Year 4 emerging
	4B	Year 4 expected
	4A	Year 4 exceeding
5	5C	Year 5 emerging
	5B	Year 5 expected
	5A	Year 5 exceeding
6	6C	Year 6 emerging
	6B	Year 6 expected
	6A	Year 6 exceeding

At the end of KS1, tasks and tests are to be used to underpin teacher assessment. In Y3-6 tests will be used to backup teacher assessment throughout the year. Y6 will also undertake formal SAT tests during May.

All reporting of results to parents will be in line with statutory requirements.

Records of children transferring to another school will include relevant Teacher Assessment and any end of Key Stage results.

Summative teacher assessment results will be entered onto the SIMS system for further analysis & scrutiny. Reporting of end of key stage results will follow statutory requirements.

Marking & Positive Feedback

An integral part of teaching and learning at Old Bank is the focus on marking and positive feedback. Effective written and oral feedback should be used to support children's learning & be appropriate for the age & need of the child.

All work should be marked by the teacher, teaching assistant or by self/peer (depending on age). A green pen should be used for peer/self assessment, with work up levelled in purple (purple pen of progress). Any other colour not used by the children can then be used for other marking. Children should be clear what is required from the marked piece of work & what they need to do to improve future work. Not all pieces of work need to be marked in depth. Feedback should be positive, linked to the learning objective & giving an area for development where possible/appropriate. Crosses should not be used.

Feedback to Parents

Parents must be kept informed about their child's learning and progress, through formal and informal meetings, organisers and the end of year report to parents. Learning should be supported with regular homework & should be relevant to the ability and development of the child. We expect parents to be responsible for helping their child with homework as agreed in the Home School Agreement.

Inclusion - Equal opportunities

Teachers should modify programmes of study to ensure all children can access an appropriately challenging & relevant curriculum. Provision will be monitored to ensure equality of opportunity.

Race Equality

The curriculum & learning environment will reflect the multi-cultural nature of our school. It must be balanced, objective and sensitive, and teaching and learning should celebrate our cultural diversity.

Special Educational Needs (SEN)

Children who are falling below the national expectation for their year group or who are not making progress should be identified to the SEN Coordinator for inclusion on the SEN Register. Work should be differentiated, possibly from an earlier year's programme of study, in order to ensure that there are no gaps in learning. Differentiation should be clearly identified in planning documents. When planning, My Support Plans should be taken into account and specific provision should be made for children with Special Educational Needs. Support staff may be deployed to provide additional support.

Gifted and Talented

Children who are particularly gifted should be noted by the teacher and planning should reflect the provision being made for these children. The expectation is that these children work within their year group programmes of study but with the skills embedded to a deeper level and understanding.

Monitoring and Evaluation

Monitoring and evaluation of all aspects of Teaching and Learning will be carried out by the Senior Leadership Team and Curriculum Coordinators through lesson observations and work scrutinies and discussion with children. This information will be used to inform school priorities, improvement & governors.

Professional Development

Staff should be proactive in taking responsibility for their own professional development. The expertise within school should be used to support school improvement, with observations of good practice & support from with being an entitlement for all staff.