



Teaching & Learning Policy

POLICY TITLE	Teaching and Learning Policy
RESPONSIBLE COMMITTEE	Curriculum Committee
RATIONALE	At the academy we endeavour to ensure our early learners develop into life long learners. We strive to provide a safe, secure and stimulating environment where curiosity is welcomed, enquiry is encouraged and learning is fostered.
PURPOSES	We believe that people learn best in different ways. At the academy we provide a rich and varied learning environment that allows learners to develop their skills and abilities to their full potential.
GUIDELINES	<ul style="list-style-type: none"> • Teachers set challenging teaching and learning objectives which are relevant to all pupils in their classes. These are based on knowledge of pupils' past and current achievement and the expected standards for pupils of the relevant age range. • Teachers have consistently high expectations of pupils and build successful relationships, centered on teaching and learning. They establish a purposeful learning environment where diversity is valued and where pupils feel secure and confident. • Teachers teach clearly structured lessons or sequences of work which interest and motivate pupils and which: <ul style="list-style-type: none"> - start with a clear learning objective, taken from the 'Essentials cornerstones' curriculum, understood by all pupils – see email - has a defined set of criteria for success, taken from the National curriculum document for English and Mathematics (ITAF statements) and the 'Essentials' curriculum for the foundation subjects - employ interactive teaching methods and collaborative group work, using Kagan model approaches and strategies - has learners working at their instructional level. - Teachers will facilitate modelled/guided sessions. On the teacher modelled piece the focus will be written in a different colour to the rest of the text. Eg. Capital letter focus in Year 1 – Good morning my name is George and I live in Hull. - promotes active and independent learning that enables pupils to think for themselves and to plan manage and assess their own learning. - ensure that children are given long enough to complete work, and have opportunities for working for sustained periods of time, appropriate to their age. - ICT is used effectively to deepen understanding (Third Space Learning 1:1 maths tuition) - presentation of learners work is of a highest standard. - SDI maths approach rapidly increases progress in each lesson • Teachers set high expectations for pupils' behaviour and establish a clear framework for classroom discipline in line with the academy behaviour policy. • Teachers ensure the classroom learning environment includes strategy walls for English and Mathematics and Learning journeys for Topic. • Teachers will use the 5 grows consistently to promote and embed learning attitudes and habits to secure independent learners
FURTHER DETAILS CONTAINED IN DOCUMENTS	<ul style="list-style-type: none"> • Marking and Feedback Policy • Assessment Policies • Talk for Writing 2/3 weekly Cycles

Agreed by staff on 20th September 2017

To be approved by EAB during Autumn term meeting on 5th October 2017

To be reviewed September 2018