



Countesthorpe Academy

TEACHING AND LEARNING POLICY 2021 - 2022

Policy Reviewed and Adopted by the Governing Board on:

Signed (Chair of Local Governing Board):

Date of Next Review:

Responsible Officer:

September 2021

Mr J Taylor

September 2022

Mrs A McKenzie

Teaching and Learning Policy 2021-2022

Documentation Information			
Reviewed By	AMK/NKO/AHO	Responsibility	AMK/NKO/T&L Professional Collaboration group
Last Reviewed	August 2021	Next Review	August 2022
Review Cycle	Annual	Ratified by Governors-Learning and Teaching	

“The greatest impact on learning is the daily lived experiences of students in classrooms, and that is determined much more by how teachers teach than by what they teach.” Dylan William

Rationale

The Teaching and Learning Policy is based on the core principle of no student will underachieve. Teaching and learning is at the heart of the Academy Strategic Plan and underpins the Academy priorities. All students should receive high quality teaching and learning across the curriculum enabling them to achieve their maximum potential.

To achieve our focused goal of no child will underachieve, our strategic plan instructs staff to enable great learning and successful outcomes.

The Academy Values underpin the Teaching and Learning Policy:

- Resilience** – Staff persist in having high expectations of all students in all key stages to be certain that no student will underachieve. Students are resilient, have high expectations of themselves and work towards their learning goals.
- Respect** – Staff plan engaging and effective lessons and students respect others’ learning. A mutual respect of teacher and learner will produce an optimal outcome.
- Success** – Common goal with clear success criteria will be a key teaching principle. Well planned lessons with engaging, age appropriate activities will lead to successful outcomes.

These values ensure that students are always:

In the right place, at the right time, doing the right thing

Countesthorpe Academy Approach

This policy has been developed within a period of consultation which has included the LiFE MAT, the leadership team, support staff, heads of department and teaching staff (T&L staff forum).

We have four core principles:

1. Assessment for Learning
2. Preparation for Learning
3. Engagement for Learning and
4. Behaviour for Learning

The main aim of the core principles is for all students to achieve their potential regardless of their starting point:

- All teachers will implement the learning cycle of; Connect, Grasp, Demonstrate, Review within their planning, resources and teaching activities. This may be over more than one lesson, or during a series of lessons.

- During all lessons there will be opportunity to demonstrate the school's values of; Respect, Resilience and Success, overtly planning to develop character muscles supporting the Routes to Resilience programme.

Aims

1. To ensure that all teachers are equipped to plan and deliver effective high-quality teaching for all students, based on cognitive science and research
2. To ensure students receive lessons that motivate them to make progress
3. To embed a clear and consistent approach to teaching and learning
4. To implement a whole school, integrated approach to building character

Expectations

Teachers are expected to plan lessons that use a range of teaching methods and strategies (see staff development handbook).

Lessons allow all students to;

- Make progress
- Demonstrate respect, resilience and success
- Respond to teacher's feedback to make progress and close knowledge gaps

Lessons allow teachers to;

- Set high expectations
- Share their passion for the subject
- Use proven teaching strategies that engage, stretch and challenge
- Develop their practice, harnessing ideas from cognitive science and research

Consistent teaching and learning across the Academy includes:

- Use of the learning cycle (connect, grasp, demonstrate, review)
- A classroom routine that is adhered to
- Use of Satchel:one/Microsoft Teams for the setting of home learning and for devising seating plans
- Questioning strategies that identify and address misconceptions
- Scaffolded/differentiated activities and stretch & challenge
- Effective feedback (e.g. verbal, live, whole-class) to allow all pupils to make progress

Responsibilities

The Senior Leadership Team is responsible for:

- Working with Heads of Department to support Teaching and Learning development, providing training to ensure they are equipped to undertake their areas of responsibility
- Monitoring the overall quality of Teaching and Learning identifying strengths to share, and areas for development
- Providing relevant information on whole Academy Teaching and Learning for the Headteacher and Governing Body
- Managing any focused observations and training for staff who need support

Curriculum/ Middle Leaders are responsible for:

- The quality of Teaching and Learning within their Curriculum Areas
- Ensuring that long and medium-term plans are publically available and contain reference to the teaching and learning policy
- Ensuring that lesson planning is completed for lessons in line with Academy expectations
- Working with the department staff to provide an effective learning environment

- Supporting staff in implementing the behaviour policy and in developing positive relationships
- Working with the department to ensure appropriate resources are available to deliver the curriculum effectively
- Ensuring staff follow the department feedback policy to support teaching and learning
- Monitoring that homework is set in accordance with the departmental homework policy

Teaching staff are responsible for:

- Planning lessons in line with the Countesthorpe Academy learning cycle
- Ensuring that progress and challenge are at the heart of all lessons
- Providing stimulating, engaging lessons in line with Academy policy based upon a coherent scheme of learning and challenging learning intentions
- Working with the Heads of Department and other leaders to develop their own teaching
- Providing peer support, where required, to support the development of other teachers
- Contextualising the learning for students, linking it to learning in other subjects and real life
- Planning for and making proactive use of additional adults
- Providing effective feedback that allows all pupils to make progress (verbal, live, whole-class and individual)
- Using assessment for Learning (AfL) strategies throughout the lesson (questioning)
- Providing work for moderation
- Providing regular opportunities for student to reflect and improve their work
- Implementing the Academy Behaviour Policy
- Meeting the educational needs of all students (including PP, SEN and MA), using information and data to plan learning

Due to coronavirus, staff will be required to share lesson resources and materials on Microsoft Teams for their classes. This will support pupils with home learning.

Strategies and Supporting Documents

To be effective, this policy is supported by the following key documentation:

- Countesthorpe Academy Risk Mitigation Plan
- Behaviour for Learning policy
- Marking and Feedback policy (whole class feedback and live marking)
- Departmental schemes of work
- PP strategy
- Lesson observation and learning walk summaries, and annual reports
- QA Policy
- Literacy Policy
- SEND Policy
- Professional Learning Programme
- Coaching guidance
- Countesthorpe Academy Remote Live Lesson Policy (Microsoft teams)
- More and Most Able Policy (to be confirmed)