Teaching and Learning Policy

Contents

Rationale

1.1   This policy outlines the key principles that will inform Teaching and Learning practices across Futura Learning Partnership ('Futura' or 'the trust') schools.

1.2   The trust's Teaching and Learning policy is intended to support schools implement the delivery of their curriculum, and serves to form the context for the development of teaching and learning which will be driven by schools' individual contexts.

1.3   This policy forms the context in which all other policy statements and guidance on classroom practice should be read.

1.4   This policy should be read and used in conjunction with:

- Department for Education: Teachers' Standards
- SEND Policy
- EYFS Policy

Each school's own:

- Behaviour Policy (and/ or other school policies relating to personal development and welfare)
- Teaching and Learning Policy and Lesson Observation Guidance

Aims

2.1   The trust's Teaching and Learning Policy aims to establish expectations to promote effective and evidence based teaching and learning practices across schools to maximise pupil progress and to ensure all pupils have an excellent educational experience.

2.2   The policy aims to provide a foundation for teaching and learning expectations across schools to support collaboration between schools in both curriculum and pedagogical development.

2.3   The policy aims to promote the core values of the trust:

Aspiration: Teaching and learning should inspire and motivate pupils and staff; ensuring all are challenged to fulfil their potential and be successful both in their learning and future employment.

Collaboration: Teaching and learning will be developed through collaborative research into evidence based practices and sharing this best practice both within and across schools. Learning environments will, where appropriate, promote pupil collaboration to develop essential skills and learning behaviours.

Opportunity: Inclusive teaching and learning is central to the trust's vision of developing –independent and successful young people and teaching and learning practices will be developed to ensure all pupils have the opportunity to succeed in all aspects of school life.

Respect: All adults working within the trust have a duty to model clear communication, respectful behaviour and the values of the school and to act as models of learning in the eyes of pupils.

Teaching and Learning: Key principles for effective implementation

Data informed class organisation: Staff will use pupil information (numerical data as well as social/ emotional needs) to know their pupils and to ensure effectiveness of classroom organisation and groupings (seating plans in line with school protocols); planning and provision. Teachers will use assessment in all its forms to identify gaps or misconceptions in knowledge and/ or skills and use this to inform planning to address any gaps.

All lessons and sequences of lessons will have a clear purpose linked to curriculum intent – teachers and pupils will know the purpose and intention of activities and lessons and understand how lessons fit the unit and the wider importance of what the learning will provide and give pupils. Clear objectives and outcomes will be planned for.

Subject knowledge: Teachers demonstrate confidence and expertise in the subject, including exam/ test specifications.

Planning for:

- Clear objectives and outcomes
- Engagement of all pupils
- Effective presentation of new knowledge, skills development and addressing misconceptions
- Expert explanation at appropriate points with consideration given to the amount of information and explanation so as not to overload learners' working memory
- Sequencing and interleaved content for long term memory and recall of knowledge
- Modelling – guided practice - deliberate practice
- Teaching to the top.

Questioning will be:

- Planned for, appropriate (by ability and in response to visual/ verbal clues) and impactful
- Directed and targeted with consideration given to how to respond (primary) and when to use hands up and no hands up (secondary)
- Balanced between open and closed
- Knowledge recall through application of knowledge to exploring and making connections to appropriately challenge and promote thinking.

Differentiation:

- Use of data (including teacher assessment from questioning) and pupil information to plan for, meet and address individual student/ pupil needs
- Challenge for all by teaching to the top and scaffold to support for individuals and/ or groups of pupils, such as SEN/D, PP, M/LAPs
- Extend HAPs through higher order thinking skills and making connections across themes, topics and subjects. Opportunity for flair – fluency – confidence of expression.

Assessment and feedback will be:

- Purposeful – planned for
- Efficient for staff; planned for and given in timely manner to ensure impact
- Used to plan for future learning and activities – therapy to address misconceptions or gaps in knowledge or skills

- Acted on by pupil – improvement focused rather than shallow response to feedback.

Literacy will be explicitly addressed through:

- Improving oracy – confidence and quality
- Extending vocabulary – Tier 2 (high frequency/ multiple meaning) and 3 (low-frequency/ context specific)
- Opportunities for accurate and ambitious writing
- Identifying and improving inaccuracies in SPaG.

Teachers will promote confidence in **numeracy** and take opportunities for pupils to engage with:

- Problem solving and reasoning
- Estimation
- Interpreting graphs and charts.
- Number work.

Learning environments will:

- Be positive and purposeful
- Promote a culture of aspiration' recognise and reward effort
- Consistent and effective application of behaviour policy
- Encourage and actively promote independence, resilience and motivation.