



LINCOLN ANGLICAN
ACADEMY TRUST

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Teaching and Learning Policy

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Lincoln Anglican Academy Trust Teaching and Learning Policy

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1 General Principles

1.1. All schools within the Lincoln Anglican Academy Trust subscribe to the following principles as important in promoting positive and appropriate learning experiences for all children:

- Learning in a community based on love and inclusivity, providing a beacon of hope where all can flourish
- To ensure that our academies are centres of excellence with a focus on the nurture and achievement of all their members
- To develop a future and aspirational thinking based on our educational heritage and to make use of the latest research in pedagogy and child development.
- All human beings are made in the image of God. Each child is a unique human being, made by God and loved by him, and worth the highest possible standards of education and care and the closest attention to what will enable them to flourish
- We must ensure that 'every child and young person has a life enhancing encounter with the Christian faith'
- To recognise and enable those who often remain invisible, through ethnic or cultural disadvantage, or through disability or poverty

2 Approaches to pedagogy

2.1 We believe in the concept of lifelong learning and the idea that both adults and children continue to learn new things every day throughout the course of their lives.

2.2 We maintain that learning should be an inspirational, rewarding and enjoyable experience for everyone.

2.3 Through our teaching we aim to equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives.

2.4 We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives.

2.5 We aim to provide rich and varied learning experiences that allow children to develop their skills and abilities to their full potential.

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3 Effective learning

- 3.1 The characteristics of effective learning are when pupils make excellent progress, respond well to challenging tasks and adjust well to working in different contexts.
- 3.2 To be effective learners children need to work in a sustained manner with commitment and enjoyment, be confident in raising questions and have perseverance when answers are not readily available. Also, children need to be able to evaluate their own work, select appropriate methods, organise the resources they need effectively and then be able to evaluate their own work. When appropriate, they also need to help each other. They need to know when it is appropriate to learn independently, with an expert or with a partner or group.
- 3.3 We acknowledge that children learn in many different ways and we recognise the need to develop strategies that allow all children to learn in ways that best suit them. We plan opportunities for children to learn through:
- play
 - investigation and problem solving;
 - research and finding out;
 - group work;
 - pair work;
 - independent work;
 - whole-class work;
 - asking and answering questions;
 - use of information technology
 - fieldwork and visits to places of educational interest; beyond the classroom learning
 - visiting places of worship and attendance at church;
 - creative activities;
 - the Arts including the use of multi-media
 - debates, role-plays and oral presentations;
 - designing and making things; hands on activities
 - participation in athletic or physical activity.
 - Invited visitors
- 3.4 We encourage children 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.

4 Effective teaching

- 4.1 Effective teaching is when teachers challenge and inspire pupils, expecting the most of them. Effective teachers have good subject knowledge and are technically competent in teaching the core subjects of reading, writing and mathematics. Consistently good teaching at our academy is characterised by this. Teaching utilises a variety of methods to enable all pupils to learn effectively and is underpinned with high standards of behaviour.

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- 4.2 We are committed to basing our teaching on our knowledge of the children's level of attainment and we strive to ensure that all tasks set are appropriate to each child's level of ability. When planning work for children with special educational needs, English as a second language or gifted or talented children we give due regard to information and targets contained in the children's Individual Education Plans (IEPs) or individual records.
- 4.3 We have high expectations of all children.
- 4.4 We set whole academy, group and individual targets for children in each academic year and we share these targets with children and their parents. We review the progress of each child at the end of each term and set revised targets.
- 4.5 We plan our lessons with clear SMART learning objectives based on the standards of the National curriculum.
- 4.6 Planning for systematic, synthetic phonics teaching in Early Years and Key Stage 1 is in line with pace and progression of the Letters and Sounds Scheme or appropriate equivalent. Planning for our Reception pupils is in accordance with the statutory framework for Foundation Stage, 2012 and covers, taking into account, the prime areas for learning as children transition into Key Stage 1.
- 4.7 Our lesson plans contain information about the tasks to be set, the resources needed, the strategies we will employ to make sure the needs of all pupils are met and the way we assess the children's learning. We evaluate lessons so that we can modify and target next steps effectively.
- 4.8 All teachers work hard to establish good working relationships with all children in the class. We treat the children with kindness and respect. We treat them fairly and give them equal opportunity to take part in class activities. All our teachers follow the academy policy with regard to behaviour and discipline. We set and agree, with children, the class code of conduct at the beginning of each academic year and we expect all children to comply with these rules to promote the best learning opportunities for all. We praise children for their efforts and, by so doing we help to build positive attitudes towards the academy and learning in particular. We insist on good order and behaviour at all times. When children misbehave we follow the guidelines for sanctions as outlined in our academy behaviour policy.
- 4.10 We deploy learning support assistants, special needs assistants and other adult helpers according to identified needs across the academy. Sometimes these adults work with individual children and sometimes they work with small groups.
- 4.11 All teachers reflect on their strengths and weaknesses based on the Teacher Standards and plan their professional development needs accordingly. The academy has systematic procedures for identifying strengths and weaknesses in teaching and

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provides opportunities for teachers and support staff to continually improve their practice. Appraisal is a rigorous process for all staff.

- 4.13 In addition to employing this structured approach to lessons the academy will employ other strategies to ensure that teaching and learning in the academy is as effective as possible. These include:
- 4.14 Use of specialist teachers: These teachers have excellent subject knowledge and will use this expertise, across the academy, to provide excellent teaching for children. The academy will also utilise their experience in ensuring that the needs of gifted and talented pupils are met.
- 4.15 Use of ability grouping and setting: We believe that on occasion children learn best if they are working with children of a similar ability. This means that the teacher can get a very close match between what the children already know and what they need to learn next. This ability grouping happens in two ways, firstly, within a class where the teacher puts all the children into groups based on their ability and secondly, across year groups where children from different classes are put into groups according to ability. This is called 'setting'.
- 4.16 Collaborative learning strategies: We believe that children can learn from each other and that we should provide regular opportunities for children to work together and share ideas. In every lesson teachers will use 'talk partners' whereby children work together to test out each others thinking and explain answers. Using talk partners is not possible in every lesson – too specific.
- 4.17 Specialist intervention for pupils with English as an additional language or Special Educational Needs: Learning support assistants will be effectively deployed in the academy so that pupils with individual needs can be better catered for. In addition to these assistants, the academy will have specialist teachers to work in and beyond classes with children requiring 1:1 tuition of small group support.
- 4.18 Special programmes of work for gifted and talented pupils the academy will provide extension and acceleration programmes for more able pupils when appropriate.

5 The role of parents in teaching and learning

- 5.1 We believe that parents have a fundamental pivotal role to play in helping children to learn. We do all we can to inform parents about what and how their children are learning by:
- holding termly parents' evenings to explain our academy strategies for teaching and learning and to provide information about children's attainment;
 - sending information to parents at the start of each term in which we outline the topics that the children will be studying;
 - sending annual reports to parents in which we explain the progress made by each child and indicate how the child can improve further. Termly reports for parents in autumn and spring will outline achievement in English, maths and

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personal and social development and targets for improvement. Full annual reports will be sent to parents in summer term.

- explaining to parents how they can support their children with homework. We suggest, for example, regular shared reading with very young children, and support for older children with their projects and investigative work.

5.2 We believe that parents have the responsibility to support their children and the academy in implementing policies. We would like parents to:

- ensure that their child has the best attendance record possible;
- ensure that their child is equipped for academy with the correct uniform and PE kit;
- do their best to keep their child healthy and fit to attend the academy;
- inform academy if there are matters outside of academy that are likely to affect a child's performance or behaviour at the academy;
- promote a positive attitude towards the academy and learning in general;
- fulfil the requirements set out in the home/academy agreement.
- Home-school agreements in place and shared annually along with the Behaviour and Anti-Bullying policy

6 The role of the MAT in teaching and learning

6.1 The MAT will determine, support, monitor and review policies in relation to teaching and learning. In particular they:

- support the use of appropriate teaching strategies by allocating resources effectively;
- ensure that the buildings and premises are best used to support successful teaching and learning;
- Support the Headteacher/Principal and Local Governing Body to monitor how effective teaching and learning strategies are in terms of raising pupil attainment;
- Support the Headteacher/Principal and Local Governing Body to ensure that staff development and performance management policies promote good quality teaching;
- Support the Headteacher/Principal and Local Governing Body to monitor the effectiveness of the teaching and learning policies through the academy's self-evaluation