



ARK Franklin Primary Academy

Teaching and Learning Policy

Many Minds One Mission

Rationale

At Ark Franklin we expect every lesson to be an engaging, challenging, and above all, enjoyable experience for both teacher and pupils; an expectation of exceptional progress for all pupils will be at the heart of every lesson.

The academy is committed to the continuing professional development of all staff. Through structured training and support, engagement with Ark network training and participation in national and international programmes, we commit to giving all staff access to opportunities that will secure the very best learning for our pupils.

Expectations of all teachers:

- plan for and secure continued progress for all pupils
- display excellent subject knowledge that is regularly updated
- be committed to developing a range of pedagogic styles and techniques that cater for the full range of educational needs within each class
- plan appropriately challenging lessons for all levels of ability based on systematic, accurate assessment of pupils' prior skills, knowledge and understanding
- integrate the teaching of literacy (including grammar) and communications skills within every lesson
- use homework as an effective tool to develop pupils' independence and resilience whilst learning
- provide daily real-time feedback for pupils, identifying areas of strength and areas for development to enhance further progress
- make consistent use of the academy systems of behaviour management and praise and rewards to ensure a positive climate for learning at all times

Lesson Planning

All teachers are expected to have a considered plan for every lesson, clearly identifying co-teacher support roles and target children. To ensure that we have consistent pace, challenge and progress, a 'hard' copy of every lesson must be available and shared with co-teachers.

Each class file will include the following information:

- Class Overview
- ILPs and other additional information
- Current intervention plan
- Current lesson plans

Future lesson planning is informed by AfL during lessons using our real time feedback model, and additional gap analysis at the end of the teaching day.

Lesson Framework

We aspire to outstanding teaching and learning, we aim for every lesson to be 'good' or better.

<p>"Do Now" (In addition there may be an active starter/introduction).</p> <p>A challenging, skill-based lesson objective evaluated by measurable outcomes.</p> <p>A lesson which follows a consistent structure that includes open questioning and group/class discussion during which every pupil contributes.</p> <p>Focus on literacy</p> <p>Growth mind-set, culture of error and a positive ethos</p> <p>Assessment for learning</p>	<p>Pupils working on a task immediately on arrival, building on yesterday's learning and responding to feedback.</p> <p>All pupils will understand the purpose of the lesson. All pupils will be able to articulate what is expected of them. All pupils will be able to assess their progress. Teachers use a hierarchy of questions based on Bloom's Taxonomy and follow the principles of 'Right Is Right' and 'Cold Calling'.</p> <p>Pupils will be given the opportunity to ask questions Lessons will be structured around:</p> <ul style="list-style-type: none">• 'Do Now'• New learning (modelling)• Talk task• Learning development (addressing misconceptions)• An independent task• Plenary <p>Key words will be formally introduced and displayed in all lessons on working walls to scaffold learning. Pupils are expected to use full sentences and formal language: 'Say it like a scholar.' Incorrect use of language and grammar are corrected. Shared writing is key, allowing pupils to access a 'model' piece of writing to draw upon during the lesson; displayed on the working wall, it continues to act as a scaffold during independent writing.</p> <p>There is a growth mind-set and positive culture of error in all classes, where pupils are encouraged to 'have a go.' They will give an 'educated guess' to an unknown answer. Effort and hard work are rewarded and pupils see failure as a pathway to mastery.</p> <p>Throughout lessons the teacher checks levels of understanding and gives feedback. Pupils are encourage to ask for support and to independently seek help through asking peers and using class resources. There will be clear reference to the W.A.L.T and differentiated outcomes in the lesson plan. All pupils will know their KPI targets in order to improve. After work has been assessed, 'do nows' and lessons will include time for pupils to review the feedback and improve their work.</p>
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Learning environment	Working walls are updated daily through our working big model, reflecting and scaffolding current learning in English, maths, science and topic. All resources are clearly labelled and accessible; reading corners should be warm, inviting spaces that promote quality children's literature and reading for pleasure; for, <i>"a love of reading is more important for children's academic success than their family's wealth and class"</i> OECD 2002.
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Marking and Assessment

An excellent teacher will be continuously assessing the progress of their classes and adjusting the lesson to meet the needs of all pupils. Teachers will also need to give formal, structured feedback to pupils and make both diagnostic and summative judgements on progress towards targets. (See separate marking and feedback policy)

Homework

As a minimum, all children are expected to read daily and complete weekly spellings. Additional targeted homework should be set for individuals or groups according to identified needs.

Professional Development

To secure good and outstanding teaching and learning the academy is committed to the continuing professional development of all teachers and curriculum support staff.

- Teachers will be engaged in a minimum of one hour of professional development every week.
- All will have access to training and development through the Ark network.
- Where appropriate, individuals will be given access to bespoke support.
- All NQT and ATT teachers will be given professional support through a weekly programme aimed at developing excellent classroom practice.
- All co-teachers receive professional development led by the SLT and driven by the co-teacher rubric.

Monitoring and Evaluation:

It is the responsibility of all teachers to monitor and evaluate the impact of the teaching and learning policy. This process will be ongoing through learning walks, peer observations, moderation of books and the analysis of pupil performance data at key points in the year. The SLT will lead weekly learning walks which feed into whole staff master classes; areas of strength and action points will be shared for whole school improvement.

Class teachers

As reflective practitioners class teachers evaluate the effectiveness of each lesson as they plan the next. Well-structured AfL activities, supported by a thorough knowledge of our pupils will identify areas of strength and areas for development. All teachers must use performance data and KPIs for individual pupils in the classes that they teach to assess the impact of their teaching. The outcome of this evaluation is that planning will be more closely focused on meeting individual pupil needs and progress accelerated.

At the end of each data cycle teachers identify pupils performing below expectation and ensure they are included on subsequent planning as target children, plus investigate reasons for underperformance, e.g. behaviour, attendance, learning difficulties.

At termly pupil progress meetings with the SLT, teachers should be able to discuss the progress of specific groups e.g. SEND, PP (disadvantaged), EAL, G&T and/or individuals in their class.

Subject Leads

- Have a clear understanding of the strengths and areas for development in their subject and ensure CPD is consistent and focused for maximum impact/leverage across Franklin.
- Are able to model outstanding practice, to ensure the quality of teaching is continually improving across their subject.
- Are able to make a clear judgement on the quality of teaching and learning in each classroom within their subject specialism and how it is impacting on individual pupils' progress.
- Have a clear grasp of the overall progress being made by all pupils within their subject.
- Where appropriate have identified individuals and any specific groups performing below expectation e.g. SEND, PP (disadvantaged), EAL, G&T and can work with phase leads to remedy this.

Subject leads can evaluate and articulate their impact and identify next steps for improvement.

Phase Leaders

- Have a clear grasp of the overall progress being made by each cohort of pupils within their phase.
- Have identified individuals and any specific groups performing below expectation e.g. SEND, PP (disadvantaged), EAL, G&T and can offer and implement strategies to remedy this.
- Are able to make a clear judgement on the quality of teaching and learning in each classroom within their phase and how it is impacting on individual pupils' progress.
- Have clearly developed actions in place to raise the quality of teaching and ensure CPD is consistent and focused for maximum impact/leverage.
- Are able to model outstanding practice, to ensure the quality of teaching is continually improving across their phase.

Phase Leaders analyse data half termly and present to the SLT a summary of progress by class and group; identifying any areas of concern and actions to address. They also evaluate the impact of interventions implemented over the previous cycle of data collection.

SLT

The SLT will be accountable for ensuring that pupil performance data is used effectively to evaluate the quality of teaching and learning and to raise standards across Franklin. At this level, school trends will be identified and the Academy Improvement Plan appropriately amended and School Evaluation Form updated.

Responsible for Policy: Janine Ryan

Updated: September 2017