



ST. MARY'S  
ACADEMY TRUST

# **St Mary's Academy Trust**

## **Teaching and Learning Policy**

**Date agreed by Performance and Standards committee**

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**Date to be reviewed July 2017**

*This policy should be read in conjunction with the following policies and documents:*

- *Teacher Standards*
- *Code of Conduct*
- *Pay and Performance Management Policy*
- *Curriculum Policy*
- *Assessment Policy*
- *Trust and school Behaviour Policy*
- *Safeguarding and Child Protection Policies*
- *EYFS Policy*

## **1. Aims**

- To ensure all of our children have the very best start in life and the firm foundations of academic success through high quality learning experiences.
- To ensure a consistent approach to teaching and learning and develop good and outstanding practice throughout school
- To ensure that all of our pupils have equal opportunities to a high standard of education
- To ensure effective delivery of the agreed curriculum
- To developing the whole child and instil in our pupils the qualities that will send them out into the world as well rounded citizens.
- To raise academic achievements through learning that is personalised to each and every individual.
- To be a consistent reference point for monitoring and evaluation
- To allow parents and carers to engage with their child's learning

## **2. Core Educational Beliefs**

We believe children learn best when:

- They feel happy, safe and secure
- All aspects of their development are seen to be of equal worth
- They work in a stimulating and organised environment
- They are given a broad range of learning experiences
- They are set tasks that are appropriately demanding
- They have intrinsic motivation and a love of learning
- They are given the skills and freedom to explore and investigate, organise and take responsibility for their own learning
- Their diverse individual experiences, backgrounds and voices are valued and respected giving an equitable opportunity for all to reach their maximum potential.
- They work in an environment of cooperation, collaboration and social learning

## **3. Expectations of Teachers**

### **Teaching and Learning**

- To plan, prepare and deliver lessons and series of lessons that engage and motivate all pupils
- To have a secure subject knowledge and pedagogical understanding

- To meet the needs of individual pupils through a personalised curriculum, including setting and delivering personal targets, differentiated teaching and the use of analysis groups
- To ensure that the lessons delivered are consistently at least good and that therefore the quality of education pupils receive over time is outstanding
- To use all adults effectively within the classroom to cater for the needs of all pupils, including the least and most able and to ensure that our use of adults ensures an equality of education for all.
- To ensure that all pupils have opportunities to work with the teacher, other adults, collaboratively with their peers and independently
- To ensure that all pupils make good progress from their individual starting points
- To develop positive relationships with parents, including ensuring that parents are regularly informed of their child's progress in all aspects of school life
- To use effective, open-ended questioning where appropriate to encourage children's thinking skills.
- To develop independent thinking skills and to allow pupils opportunities to think creatively, use their initiative and take responsibility for their own learning
- To use a variety of teaching strategies and ensure that pupils experience a range of learning opportunities
- To allow pupils the opportunity to consolidate, secure and apply learning in a range of contexts, including through extended writing, problem solving and investigations and collaborative projects
- To ensure all pupils secure basic numeracy and literacy skills, including the modelling of correct use of standard English

### **Learning Environment**

- To create a learning environment in which all stakeholders feel safe, supported, welcomed and encouraged to achieve their full potential
- To create an engaging and stimulating learning environment wherever learning is taking place
- To develop a range of displays which both celebrate pupils' work and achievements and enhance learning
- To create and maintain a learning environment which is structured and well organised in order to maximise learning time and develop independence in pupils

### **Behaviour, Safety and Personal and Professional Conduct**

- To act in accordance with the Trust and School's Vision and Values
- To act as a role model for all children, setting high expectations of behaviour, work ethic and aspirations
- To develop and demonstrate mutual respect between children and staff
- To follow and meet the school and Trust's Code of Conduct for all staff members
- To consistently implement the school's behaviour policy, including ensuring that all pupils are treated equally and with unconditional positive regard
- To engage proactively in continued professional development opportunities and work collaboratively with all staff, both within school and across the Trust

## **5. Curriculum**

- To deliver a broad, balanced and relevant curriculum which meets the statutory requirements of the National Curriculum and also offers pupils wider opportunities to enrich their educational experiences
- To deliver a personalised curriculum which is specifically designed to meet the needs of all abilities of pupils and provides them with a range of relevant, challenging and stimulating learning experiences
- To have a good subject knowledge and understanding of all areas of the curriculum to allow for its effective delivery
- To be able to use effective and appropriate teaching strategies for the delivery of different aspects of the curriculum

## **6. Assessment**

- To make accurate judgements of pupils' attainment and progress across all areas of the curriculum and have a secure understanding of what their pupils can and can't do
- To use daily formative assessment strategies effectively to monitor pupils' progress; inform teaching and learning; identify and address misconceptions for pupils and ensure that lessons are pitched appropriately to meet the needs of all learners
- To provide pupils with regular and high quality feedback and marking which supports pupils in achieving next steps to learning and allow them the opportunity to respond to this feedback in order to make progress
- To report to parents on the progress of their pupils through parents' evenings and written reports, including sharing pupils' current attainment, progress and targets
- Report summative assessment judgements to senior and middle leaders as required in a timely manner
- To engage in the process of data analysis as a tool to inform teaching and understand the needs of a class

## **7. Fulfilling Wider Professional Responsibilities**

- To make a positive contribution to the wider life and ethos of the school, including supporting the school in providing opportunities for enriching the wider curriculum and creating memorable experiences for children in their time at St. Mary's Academy Trust
- To develop effective and professional working relationships with all colleagues in order to provide the best possible education for all pupils
- Take responsibility for their own professional development and seek opportunities to improve their own practice