Western House Academy
Teaching and Learning Policy

Version History

Version	Date	Status and Purpose	Changes overview
1	1/11/16		

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To enable continuous improvement, all readers encouraged to notify the author of errors, omissions and any other form of feedback.

Contents

Section 1: Introduction

At Western House Academy (WHA) we provide an environment in which learners enjoy and benefit form a first rate education. This policy provides an over-arching framework that will give guidance on Teaching and Learning to ensure all pupils have equal opportunities to succeed and reach their full potential through consistently high quality learning experiences.

Section 2: Rationale

The process of Teaching and Learning at Western House Academy promotes the happiness, hard work, creativity and progress, allowing each and every child – irrespective of background- to experience success, grow in self-belief, increase in confidence and realise their full potential.

Section 3: Key Learning Principles

- Every pupil has the right to be successful and has the potential to achieve.
- Every child will enjoy and benefit from a first-rate education.
- Hard work, good behaviour, creativity and progress are prized.
- All families are welcome, respected and encouraged to play an active part in their child's learning.
- There is no ceiling on achievement.
- The learning process should build on prior learning at all key stages and be positive, enjoyable and accessible to all.
- Each pupil must know what to do in order to improve and know how to do it.
- Opportunities should be provided to develop the qualities, knowledge and skills learners need to succeed in school and beyond.
- Effective learning should encourage an enquiring mind, develop learners' capacity to think for themselves and ensure they are engaged with the learning process throughout the lesson.

Section 4: Teaching and Learning at Western House Academy

Teaching and Learning at WHA should:

- Provide a safe, secure learning environment in which pupils know they are cared for.
- Strive for excellence and provide exceptional teaching and learning in all lessons.
- Produce successful pupils who enjoy learning, make progress and achieve.
- Ensure that pupils leave primary education ready, willing and able to take the next steps in their learning and in their lives.
- Lend a hand as pupils' self-belief and self-confidence grows and blossoms.
- Value creativity and individuality and listen attentively to all views, opinions and feelings.
- Ensure that high standards in English and Mathematics are at the heart of a broad and exciting curriculum.

Section 5: Marking and Assessment

The aim and purpose of marking and feedback and WHA is:

- To provide appropriate information about each pupil to support personalised learning and ensure progress for all.
- To assess work to inform future planning to promote and plan for achievement for all pupils.
- To support the school's quality assurance system by monitoring and supporting pupils' progress.
- Pupils should actively participate in their process and be given time to comment on their marking and progression.
- At least every third piece of work should have detailed written feedback.
- When marking write neatly and clearly – model good presentation.
- Mark daily and ensure all core subject marking is always up to date and informs the next lesson.
- Include useful next step comments which link to the learning intention.
- Ask questions when marking to check or extend understanding. Allow children to respond to verbal and written comments.
- Have high expectations of any work completed in books and demand high standards of presentation. Do not over rely on worksheets.
- If peer marking is used- insist on good presentation. Always comment on peer marking do not leave it unseen by you (the class teacher).

Section 6: Resources for Learning

Well planned lessons and resources are essential in order to facilitate first-rate learning consistently across the curriculum. Planning should be consistently and continuously amended to ensure that is personalised to meet the needs of pupils and promote success and progression for every pupil.

Planning should provide sufficient challenge and interest for all students to progress to their level and beyond.

To achieve this they should:
- Be differentiated by task, outcome, questioning, student grouping, support and resources.
- Identify how outcomes can be achieved through a range of learning styles.
- Identify relevant learning outcomes.
- Be central, accessible and shared.
- Reviewed and amended as appropriate.
- Include assessment opportunities for pupils and teachers.
- Key workers are deployed where they will most effectively support student's learning- supporting, challenging and extending learning.
- Annotated to record the lesson and progress seen.

ICT can be used to enhance pupil's learning. This may include:
- Modelling difficult concepts.
- Research and communication.
- Digital cameras.

- Learn Pads.
- Word-processing.
- Use visualisers to share great examples of learning/work instantly.
- Do not over rely on the Smart board. Use it to enhance the learning e.g. a video clip, interactive task, well thought through exemplars – it must not be a prompt sheet.

Section 7: Classroom Environment

Learning areas are arranged and maintained to provide students with an orderly and stimulating environment in which to learn safely. This means that:
- Pupil's seating plans should be well considered and appropriate for the type of teaching and learning taking place. This may change within a lesson. Where there are regular seating positions, seating plans should be available to any other teachers in the room.
- **Ensure groups have opportunities to mix across abilities.**
- The quality of facilities must be monitored and maintained to ensure they provide a stimulating and safe learning environment.
- Displays should be referred to during class teaching and used as a valuable tool for learning.
- Resources for learning should be organised and arranged in advance of the lesson (preferably the night before).
- Resources should be well organised and readily accessible for use in lessons.
- Teachers must plan for and prepare equipment that supports the learning outcomes for the lesson.
- Resources should have a direct impact on the learning outcome, they should not simply be 'fun'.
- Use displays to model good examples of work, indicating levels and how the work is successful.
- Relevant resources are clearly visible and accessible, including the learning aim and success criteria.
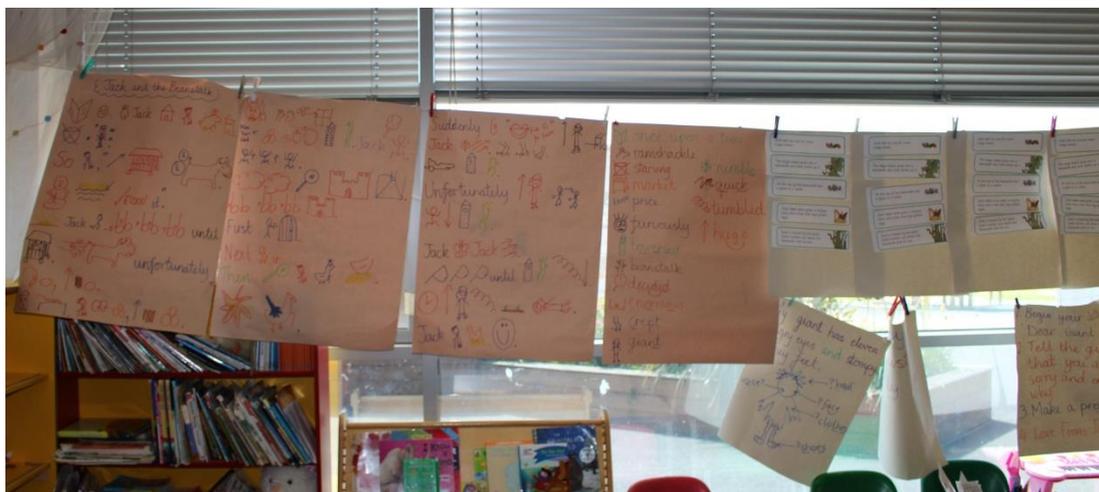
What does an outstanding classroom look like?

Children's work
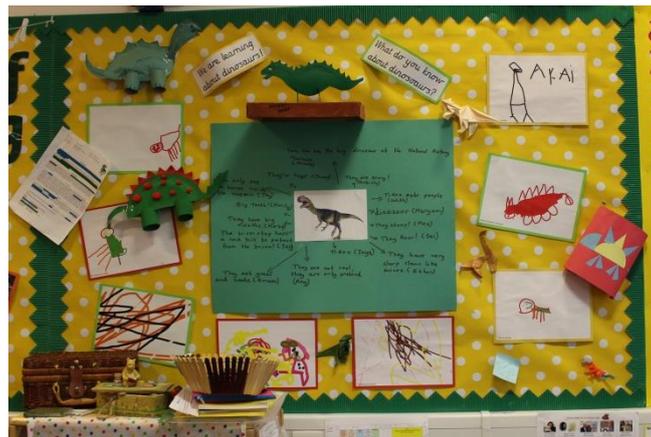
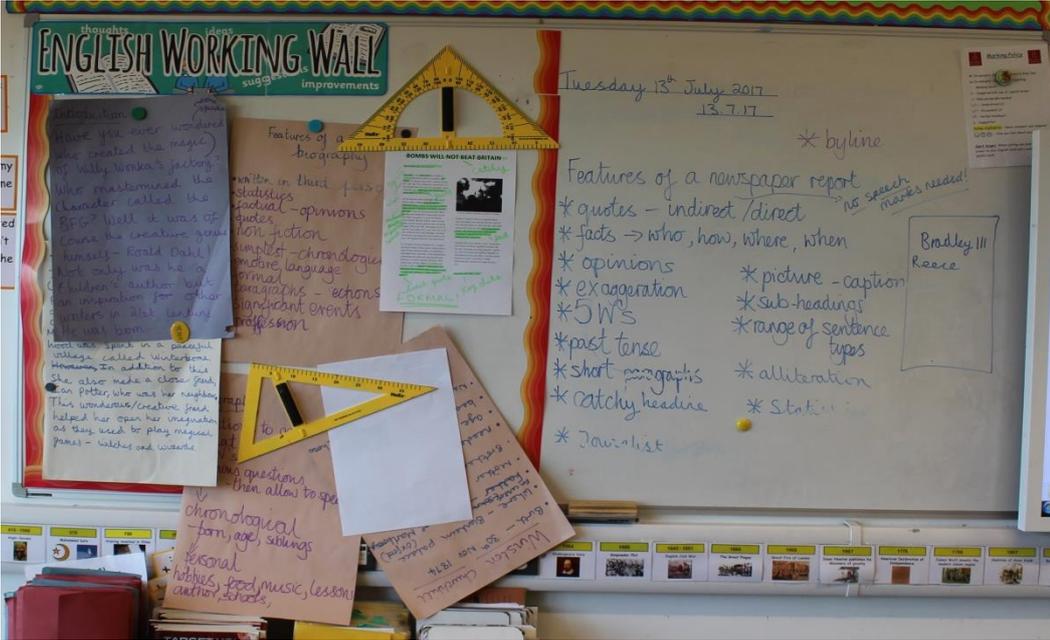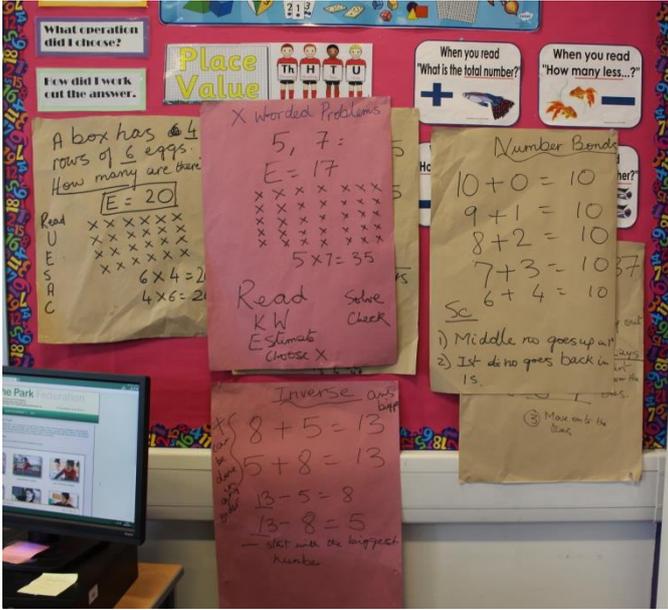Sugar paper with ideas from the AFL/ input discussion to accelerate learning.
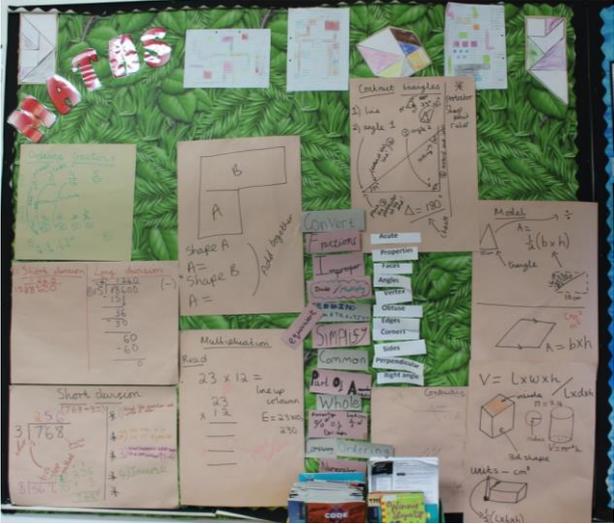

Sharing the learning journey –supports all children with creating their own ideas.

Key vocabulary

What makes an outstanding learning environment?

Adults- all staff working as a team, with a clear focus to support and stretch the children.

Collaborative learning-peers working together to support and challenge each other.

Ownership- children are reflective and are able to identify which layer they should start on.

Working walls- to show the learning journey and help children tackle layers independently.

Displays- to celebrate excellent work produce by the children; this gives children a sense of achievement and purpose to their learning.

Vocabulary- to support children with the key words they need to fully engage with a given topic.

Resources- to allow all children to access the learning at the right stage for them as well as help them to progress further.

Section 8: Assessment for Learning

Assessment for learning at WHA is of key importance in promoting informed learning and supports accelerated progress. Effective assessment and marking of work are fundamental to successful learning. Every opportunity should be used to give feedback to pupils to help them develop into informed independent learners who can understand and use the assessment criteria.

- Assessment for learning is formative, used to inform learning and to encourage all pupils.
- Pupils are involved in their own assessment and clearly understand the criteria by which they are assessed.
- Assessment is used to enable pupils to be reflective and see where they are now and how to improve.
- Assessment provides feedback to pupils, parents and teachers on pupils' rate of progress and informs next steps and target setting.
- Targets, next steps and levels should be shared and discussed regularly with pupils.

Section 8i: Assessment for Learning within lessons (AFL)

- The starter and plenary activity provide an opportunity for the teacher to assess learning and levels of understanding. However, assessment should also occur throughout the lesson.
- Use the starter to link lessons and learning concepts together to show a clear 'learning journey'.
- Plenaries and min-plenaries can be employed to clarify the learning that has already happened and explain how this can be used to move learning forward.
- Individual discussions with pupils can be used diagnostically to support, challenge and guide pupils, e.g. during a task or to set targets.
- Peer assessment activities using success criteria sheets/checklists enable pupils to positively identify their strength and areas for development.
- Questioning is most effective when questions are differentiated (including high order questioning), open and require pupils to explain rather than recount.
- Encourage pupils to participate via pupil led questioning and enquiry.
- Aim to follow up questions with further questions to promote deeper thinking.
- Peer teaching and group work is an opportunity for pupils to use different learning styles- use these situations to assess their individual contributions.
- Formative assessment comments enable pupils to gain confidence lesson by lesson when the comments are positively phrased and focused on success, achievement and progression.
- Formative assessment can be used by the teacher to evaluate their lesson and re-plan activities matched to the learning needs of the students.

Students are involved in their own assessment and understand the criteria by which they are being assessed:
- Questioning should be related to the lesson objectives to enable pupils to understand the relevance and demonstrated AFL.

- Pupils should be issued with assessment criteria prior to the activity and have the use of this modelled during whole class teaching.
- Pupils may also find it useful to be aware of how the assessment will be used (as appropriate).
- Give directly useful, positive feedback during the lesson.
- Update next steps and targets regularly to keep them relevant and challenging- ensure children are included in this process.

Formative comments should:
- Be concise and accessible for pupils.
- Age/stage appropriate, child friendly in writing style and phrasing.
- Be both verbal and written.
- Be diagnostic.
- Indicate how improvement can be achieved.
- Reflect on personalised targets and next steps.
- Be positively phrased and constructive.
- Encourage pupils to take ownership of their learning- use highlighters by class teachers to indicate where improvements could be made.
- Where possible include an outcome based task to allow pupils to demonstrate that they have responded to the feedback and made an improvement.
- Pupils will be set targets and be provided with guidance on how to reach these targets.
- Feedback from the assessments can be used to inform teachers, parents and students about their progress informally and formally in reports.

Section 9: Active Learning Approaches

Active participation by pupils is an essential feature in order to develop and maintain outstanding teaching and learning across the school. This reduces teacher talk and allows children to 'lead' their own learning. This in turn creates a productive, engaging and motivating learning environment, in which pupils feel in control and have a say their learning.

Key Aims:

Children will be starting independent/group tasks before 50% (30 minutes of an hour lesson) of the lesson is completed and normally after 33% (20 minutes of an hour lesson).

Children will be interacting during the introduction rather than passively listening to the teacher.

The default will not be the whole class starting a task at the same time. Some groups/children may start tasks at different times, e.g. MA/LA group may start a task earlier or an adult may support a group to extend their learning further while the teacher continues to teach the rest of the class.

Helpful Strategies:

- An active starter - Have an engaging picture or problem on the board with a question for children to discuss (or objects/statements to sort) as they enter the room.
- Success Criteria – Show pupils the learning objectives and get them to come up with and share the learning outcomes.
- Class Mind-map – everyone has to contribute and discuss one 'link'.

- Provide opportunities for children to practise new learning during the main teaching of the lessons. Invite pupils to the board to model or have a go on whiteboards/sugar paper before they start independent/ group work.
- Set the learning task the lesson before and get pupils to present the learning at the start of the lesson. Different groups can focus on different aspects.
- Hot Seating – useful for developing questioning skills with the rest of the class.
- Talking Partners – during class discussion children share ideas and opinions with their talking partner.
- Think, pair, share – pose questions, give children time to answer the questions, discuss it with a partner and then share their agreed response.
- Snowballing- pose a question, then give pupils some time to think individually to come up with an answer. Discuss their answers in pairs and come up with an agreed response. Then in fours – then each group of four shares with the class.
- Lolly sticks - Choose a lolly stick from a pot and ask the child a question- this helps to avoid asking the same key children.
- If a child asks a question, instead of answering it yourself, ask another child to.
- Phone a friend – if a child gets stuck they can [hone a friend to get support with their question.
- Hidden resource/read my mind- working in pairs/ small groups, one child has a picture that is relevant to the learning, which they do not share with the other children. The other children then have to question them to find out what it is.
- Write a series of post-its – Children write their answer on the post it's and stick them up on the board. All children discuss the answers.
- The perfect answer- have a number of questions around the room on A3 paper. Divide children into groups. Each group answers a question. They then rotate, look at the previous answer and improve it. They keep doing this until all groups have contributed to all questions and you end up with…the perfect answer!
- Group Critique – A group of children present their work, which is then critiqued by the rest of the class. Give direction to the critique e.g. each group focuses on a different aspect of the presentation and all pupils have to give feedback that is kind, specific and helpful.
- Pupil led Plenary- Show pupils a series of PowerPoint slides with pictures and no writing that relates to the learning in the lesson. In groups, children then have to use the slides to give a presentation on what they have learnt.

Section 10: Independent Learning

All lessons should be planned and resourced to allow pupils to work as independently as possible. This helps them understand how they can become confident learners equipped with the capacity to improve their ability to learn, both in school and in their wider life and experiences. It is crucial that they are given a range of opportunities to develop the skills required to learn independently and the confidence to use them to learn successfully. They need to know what they can do well, what skills they need to improve and how they can do this successfully and independently.

Opportunities in lessons:
There are many opportunities within lessons to develop and promote independent learning. Lessons provide the best platform to support students in becoming better independent learners so teachers must make a conscious effort to plan and resource tasks appropriately within lessons. The following points give a range of strategies to help direct this process.

- Differentiated layers should be planned for and shared with pupils to allow them to make progress to their level and beyond.
- There should be a range of tasks planned that promote a range of learning styles. Learning opportunities should allow all learners to progress at an appropriate pace and tasks provided should be matched to individual abilities and needs.
- Pupils have regular opportunities to participate in peer and group learning that takes them beyond the teacher's input. A variety of learning tools are employed to support and encourage the development of independent learning and research.
- Assessment criteria are shared with students before they start an independent task so that they can refer back to them when improving their work. Students will often need to refer back to and draw upon previous learning to increase the independence with which they learn.
- Model how to use assessment criteria during teaching and how to reflect on learning successes using it.
- Model the kinds of responses expected and challenge these where appropriate.

Section 11: Inclusion in Learning

Every pupil has the right to receive the highest quality education and it is our responsibility to ensure that all their educational needs are met. Ensuring inclusion in learning involves:

- Setting suitably differentiated learning challenges.
- Responding to pupils' diverse learning needs.
- Planning and resourcing lessons to overcome potential barriers to learning.
- Every effort should be made to ensure that pupils have access to a broad and balanced curriculum, not one based on their difficulties.

Students with Special Educational Needs (SEND)

- Teachers must inform the Kew Workers of all SEND children in their class.
- Children with SEND must be included in all parts of the lesson and catered for.
- Teachers use the information provided in IEPs, learning file and assessment data to plan learning activities that are at an appropriate level and accessible to pupils. Learners who have more complex or challenging needs should be discussed regularly with teach support staff to ensure progress is made and activities are appropriate.
- Ensure that SEND children have opportunities to work without direct adult support. If activities are correctly modelled, pitched and resourced, such opportunities will encourage pupils to become more independent and confident individuals.
- All pupils are expected to achieve their full potential.
- When written information is provided it should be accessible to all pupils. This may involve differentiating the reading level, carefully selecting the context used, using a large font size, providing clear and illustrated explanations of key words.
- Consider how information can be presented in forms other that the written word- pictures, recordings, DVDs e.t.c.
- The learning outcomes planned for a lesson are differentiated in a way that will allow all pupils in the class to achieve significant progress. This means the teacher knowing the pupil's current level of understanding and having a clear idea of where they should progress to.
- Some pupils will need additional structure in order to complete extended tasks. This may include providing: subheadings to help break up a task, writing frames, additional prompts or questions, keywords with pictures and meanings or a timeframe in which to work.

- A variety of questioning techniques are planned so that pupils have the chance to give answers. The level of questioning used will very for different pupils within a class. Although pupils with SEND may need the level of questioning differentiated they should still have the opportunity to try deeper questioning (as appropriate).
- Assessments are varied and planned to allow all pupils to demonstrate what they have learnt in a lesson or series of lessons. They are used to enable them to learn with confidence.
- When possible, teachers liaise with 1:1 or class key workers who will be supporting pupils prior to the lesson. This allows subject specific content, key words and techniques to be explained so that the pupils can be offered the best possible support to learning. The teacher is responsible for providing appropriate guidance for key workers whilst recognising that they will often have an in-depth knowledge of the pupils being supported.
- Teachers should be aware of the language processing needs of pupils and be prepared to adjust and support extended speech, especially during the lesson introduction.
- More able pupils may need built in teacher time during the lesson in order to extend their learning.
- Advice should be sought from the EAL team if a child arrives with little English.
- Effort should be made to ensure children continue to develop vocabulary and build up increasingly complex language structures.
- Disabled pupils will need an environment which enables them to access the curriculum.

Section 12: Lesson Format and Planning

Consider how to plan for the following:

- Resources.
- Assessment.
- Pace/Sequence.
- Support.
- Extension/Challenge/Progression.
- Appeal to a range of learning styles including Visual/Aural/ Kinaesthetic activities and resources (VAK).
- Research.
- Speaking and Listening.
- Questioning (including differentiated questioning styles and abilities).
- Differentiation in all aspects of learning.
- Grouping/Pairs/Independent/Trios.
- Independent Learning Skills.
- Competencies.
- Self-reflection/Assessment.
- Targets.
- Clear learning goals and outcomes.
- Challenge pupils to their level.
- KW support where, with whom and on what.
- Where will the lesson take place? Indoor/Outdoor.
- Site specific trips e.t.c.

Section 13: Further Planning/Lesson Considerations

- Open the lesson with something to capture the children's interest. Use high quality resources which engage the class and further the learning.
- Ensure the new learning is obvious. The lesson objectives are clear and measurable. Start with what you want the children to know by the end of the lesson and work backwards. Do not over complicate the task.
- The SEND and more able groups should be set off at different times to suit their needs in the lesson (reflecting good AFL). The more able may start earlier with reduced input. The SEN children only listen to direct teaching that they can access- having reasonable support at other times.
- The KW is deployed to ensure increased progress for a group unless specified and is not always used to support the SEN group or individuals. The teacher regularly needs to have direct input with this group also.
- The lesson is pitched on or above age related expectations with the more able being challenged. A well-pitched lesson will not need lots of extension tasks.
- Work is pitched appropriately for all groups to ensure at least good progress for all within the lesson.
- Differentiation for all groups is strong, including the more and less able.
- Do not overuse any one strategy e.g. talking partners. Talking partners is effective when timings are short and tight. Usually 10-20 seconds is plenty for a quick discussion.
- Ensure pupil responses are differentiated a more able child should be expected to give a more developed response, expectations must be high and each child expected to share quality outcomes, this includes speech and language.
- Be confident to adapt your plan if you can see it is not working as you hoped or expected.
- Demonstrate good subject knowledge. Be confident and model use of subject specific vocabulary. If you are unsure about an aspect of subject knowledge, ask someone or look it up before the lesson.
- Ensure no one section of the lesson is overly long. Keep the pace strong. Make the most of every minute. Set the scene for the learning and plan an effective plenary. Use mini-plenaries to re-focus or clarify as necessary.
- Monitor all groups throughout the lesson. Have a focus group but check the understanding of all groups early on- indicate this on your planning.
- Introduce the success criteria early on and model how to use this successfully.
- Use a success criteria to clarify the learning, the purpose of the task and steps to get there successfully.
- When children choose their own layers for learning, ensure that they have chosen a layer that challenges them sufficiently and is not too easy or too hard.
- Model the use of interesting, more complex words when speaking to the class (ensure these are age appropriate).
- Praise good answers and strong work ethics. Reassure children when they have a go but get the answer wrong. Ensure all pupils understand and value mistakes as an important part of the learning process.
- Foster an environment where children take risks in their learning and use these opportunities to deepen their understanding.
- Encourage risk taking as part of the learning process and praise children who do so.

Section 14: Homework

Homework should be a valuable continuation of the learning that happens in school and be set appropriately. Where possible it should be imaginative, meaningful, creative and inspire children to want to learn independently. Homework should be another tool for learning that reinforces and extends the skills and learning that happen in school. Homework should:

- Consolidate learning.
- Research to prepare for and more importantly extend and enrich learning.
- Revise, practice and memorise skills and learning.
- Apply learning in new contexts and to new problems.
- Investigate own interests stemming from core learning.
- Pre-learn to ensure classroom success and participation.
- Be creative, interesting and challenging.
- Be presented in a range of formats, a presentation, film, poster, report, newspaper, pamphlets, photo journal, diary, drama, artwork e.t.c.

Responsible for Policy:	Miss A Mann
Date:	30.08.17
Approved:	Mrs C Snowden
Review Date:	Sept 2019