



North East
Learning Trust

Teaching & Learning Policy 2018/2019

Review Date	Reviewer	Adopted	Implementation
	L Powell		September 2017
September 2018	L Powell	4 June 2018	September 2018
September 2019	L Powell	September 2019	September 2019
September 2020	L Powell		

Secondary Academies

1. Aims

Teaching and learning lies at the very heart of everything we do as a Trust. We have high expectations of our students and therefore also of the quality of teaching that our students receive. As a result of this, we can see the clear and measurable impact that this has on the achievement and outcomes of students not only just at key stage 4 but also at incremental stages building up to this.

We believe:

- Every child has the right to a high-quality education, no matter their starting points and/or educational and social needs.
- Every classroom should be one filled with learning, where students can build on their knowledge of topics in subjects and opportunities are provided to extend this learning outside of the classroom.
- Learning is a mutually celebrated experience, where students are given praise and rewards for exceptional performance and where they can also learn and build from their mistakes.
- Students should be sufficiently stretched and challenged in lessons to ensure that they fulfil their potential and can compete with the very best students both regionally and nationally.
- Students should be given opportunities to develop their independence and resilience so that they become confident learners who can draw on a wide range of skills and strategies to problem solve.
- Classroom environments should reflect our core teaching and learning ethos so that students receive the same learning experience across the breadth of the curriculum.
- The professional development of teaching staff and those who also support in the classroom is fundamental to delivering effective teaching.
- Classrooms should be 'literacy-rich' to develop and support students' literacy skills and close the word gap that already exists on entry in year 7.
- Numeracy, SMSC, STEM should be sufficiently developed and embedded across the curriculum, making appropriate connections to life in the real world in order for students to see the relevance to their learning and to prepare them for life after school.

2. Expectations

a. Planning

All teachers are expected to plan lessons for the classes they teach using the whole trust 'Sequence of Learning' template. Lessons should adapt the scheme of work that accompanies the topic to suit the needs and starting points of the learners in their class. Sequences of learning should reflect the day to day planning that teachers do, reflecting on what has worked in the lesson or what was unfinished and needs reviewing in the next lesson. A copy of a blank Sequence of Learning can be found on Staff Pod. Staff will also have up to date context sheets (updated after each data capture), seating plans and any SEND information available.

b. Marking and Feedback

We expect all teachers to mark and give prompt feedback to learners. We understand this takes the form of verbal and written feedback. For all written feedback, teachers are to use the WWW, EBI and Yellow Box strategy. This ensures that we retain the same quality of written feedback across and within departments across the trust.

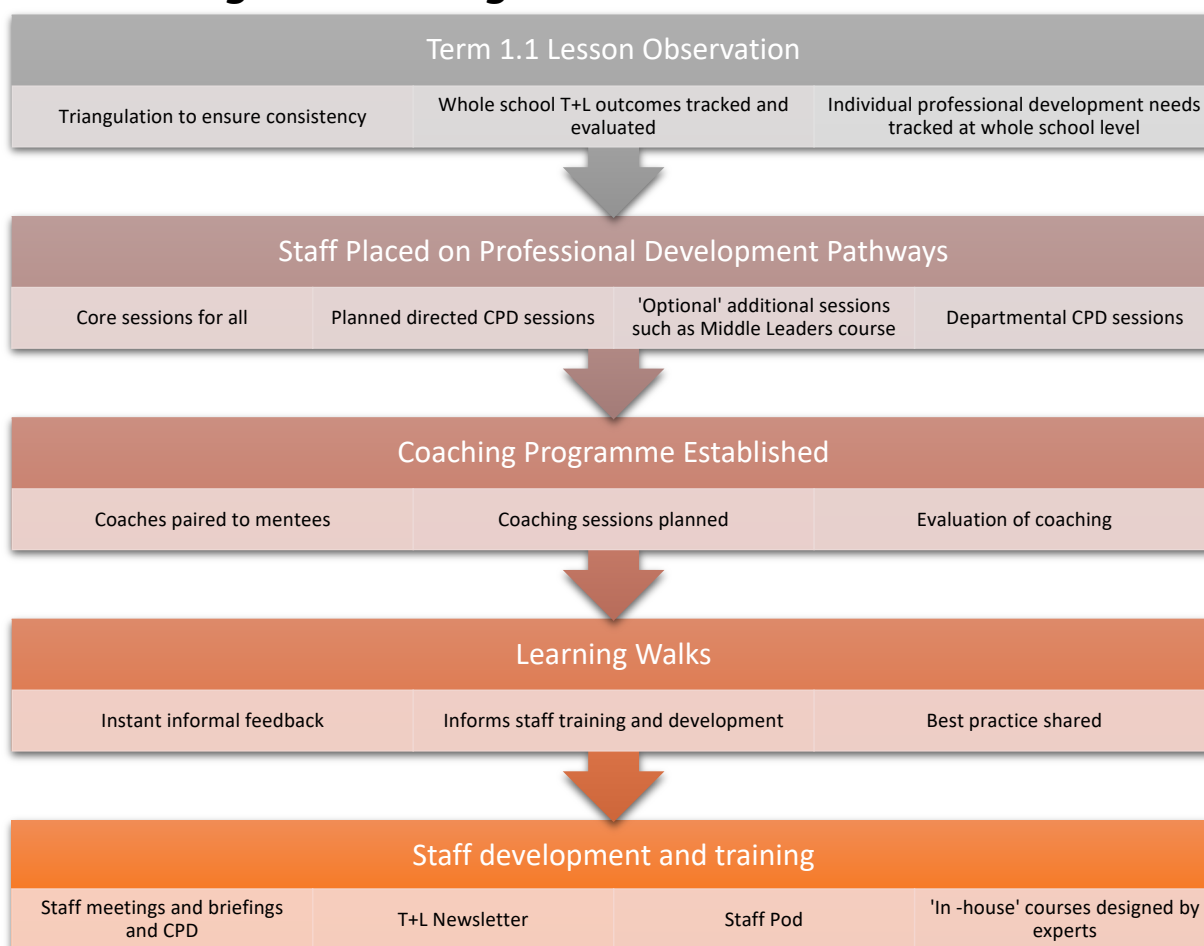
WWW – What Went Well (strengths displayed by student in relation to lesson learning objective)
EBI – Even Better If (targets to improve student achievement in relation to lesson learning objective)

Yellow Box – Identified opportunity to improve student work/ student reflection on EBI

Heads of department will set in-department specific marking expectations, such as the expected turn-around time for marking, but for all other teachers of core subjects, this time is two weeks.

Teachers are also required to mark for literacy in lessons. Full and ongoing training is provided for staff and all classrooms are equipped with a poster for students to refer to.

3. Teaching and Learning Model



4. Quality Assurance

We have a robust system in place to ensure that we retain high quality and consistency in our expectations across the curriculum. This is led by the Teaching and Learning Lead in each academy and is supported by the senior and middle leadership team. Half-termly quality assurance checks allow us to identify specific whole school training needs and identify staff who may require additional support. Feedback is given promptly to all staff involved in the process and actions that require a follow up are taken when and where required. This information is also stored in the HOD Notebook for future reference. Planners will be quality assured at the end of each half term with marking being quality assured at the start of the following half term. There are also separate checks to ensure that all students are being given sufficient homework and that homework is challenging, worthwhile and good quality. We do also quality assure the work of vulnerable and at-risk groups such as Pupil Premium students and those with a special educational need. In both instances, we will cross check their work with that of others to ensure that our expectations for all learners is the same. Full details of the Quality Assurance schedule is provided in the digital Staff Handbook on Pod.

5. Professional Development

During performance management meetings, staff will be provided with the opportunity to discuss their own professional development needs. This could involve development at a leadership level or developing an aspect of teaching practice. Staff will be placed on a professional development pathway that will suit their needs where they will be expected to complete a set of 'Core' modules along with more personalised 'Directed' sessions. These sessions will be delivered by outstanding professionals who are experts in their field. Each year, the sessions at both Core and Directed level will feed directly from the Teaching and Learning Action Plan. Training and development is interwoven through CPD, meetings and briefings, the Teaching and Learning Newsletter, emails and Staff Pod. The CPD we offer as a Trust is also informed by evidenced based practice led by the Research School (see section 7). Subject departments are also given 3 hours of CPD to develop and enhance teacher expertise and subject knowledge.

6. VLE: Pod



The development of the Staff and Student Pod has provided greater scope to transfer information to teachers and students alike. There is a dedicated section in staff Pod named 'Teacher's Toolkit' which houses all our lesson planning templates as well as a variety of high quality and effective teaching and learning resources. All these resources are editable and are suitable for use across the curriculum. Core training session materials are often loaded into here for easy reference in the future or for access for teachers who may have missed the session itself. There is also a variety of literacy and numeracy resources and ideas for all staff to use.

7. Research School

In April 2017, The Academy at Shotton Hall was named as a 'Research School', one of only 23 across England. This appointment is the only such one in the region, making Shotton Hall and the trust a focal point for educational research in the North East. As a Trust, we use educational research to inform the decisions we make as a school and endeavour to ensure our staff professional development pathways are underpinned by evidence-based practice.

8. Further information

For further details and information for anything referenced in this policy, please also see Section 7 of the Staff Handbook. This can be found on Staff Pod.

Primary Academies Aims

The vision of the North East Learning Trust is that every child experiences excellence every day; that each child thrives in a safe, stimulating environment and where they develop a deep love of learning that will stay with them for their whole lives. Teaching and learning lies at the very heart of everything we do as a Trust. Providing stimulating and challenging opportunities designed to enable all children to reach the highest standard of personal and academic achievement is a direct reflection of the high expectations we have of our staff and pupils.

We believe:

- Every child has the right to a high-quality education, no matter their starting points and/or educational and social needs.
- Every child should be given opportunities to become confident, resourceful, enquiring and independent learners who can grow into reliable, positive citizens.
- Children should develop self-respect and show an understanding of the ideas, attitudes and values of others.
- Children should show respect for a diverse range of cultures and in doing so promote positive attitudes towards other people.
- The school environment should reflect the ethos of the Trust, be stimulating and exciting, value and celebrate children's work as well as providing interactive opportunities for children to extend and apply their learning across the curriculum.
- Learning should be progressive and continuous with impact measured through rigorous formative and summative assessment.
- Learning is a mutually celebrated experience, where children are given praise and rewards for exceptional performance and where they can also learn and build from their mistakes.
- Children should be sufficiently stretched and challenged in their learning to ensure that they fulfil their potential and can compete with their peers both regionally and nationally.
- Children should be given opportunities to develop their independence and resilience so that they become confident learners who can draw on a wide range of skills and strategies to think creatively and solve problems.
- Classroom environments should reflect our core teaching and learning ethos so that children receive the same learning experience across the breadth of the curriculum.
- All staff should act as good role models in terms of punctuality, organisation and rigorous preparation.
- The professional development of teaching staff and those who also support in the classroom is fundamental to delivering effective teaching. All staff should be reflective practitioners with an up to date knowledge of the National Curriculum.
- Numeracy, SMSC, STEM should be sufficiently developed and embedded across the curriculum, making appropriate connections to life in the real world for children to see purpose to their learning and to prepare them for life after school.
- Children should be given opportunities to understand community, locally, nationally and globally, and feel valued as part of these.

Expectations

Planning

All teachers are expected to plan lessons for the classes they teach. Lessons should adapt the scheme of work that accompanies the topic to suit the needs and starting points of the learners in their class. Sequences of learning should reflect the day to day planning that teachers do, reflecting on what has worked in the lesson or what was unfinished and needs reviewing in the next lesson. Planning should show progression building upon formative assessment, addressing misconceptions and address further assessment opportunities. Planning should be rigorous and explicit for all children including vulnerable groups of Pupil Premium, SEND, Ethnic Minority Group and More Able.

Marking and Feedback

We expect all teachers to mark and give prompt feedback to learners. Marking and Feedback should provide constructive learning opportunities for every child; focusing on success and improvement needs against learning objectives; enabling children to become reflective learners and helping them to close the gap between current and desired performance. In this way we hope to enable every child to achieve their full potential.

Many strategies need to be used on a daily basis to enable teachers to move children on in their learning. A combination of the following are used:

- Marking Code.
- Oral Feedback
- Distance Marking
- Children need to be able to read and understand written comments.
- Children need to be allowed time to read marking prior to starting their next piece of work.
- It may be quality marking or a comment that takes learning forwards.
- In EYFS classes, marking is almost always carried out with the child.

A generic comment does not celebrate, quantify or specify what the child has done well. For example, comments such as “great work” or “well done” only have value in the context of following more specific comments, as they do not guide the child towards repeating specific actions, as the child will have no idea exactly what it is that they have “done well” or why this is “great work.” Marking comments challenge the child and move learning on. Next steps can be used in several different ways, showing how to improve work next time or accelerating progress for those who have met their targets.

‘Next steps’ ask a child an open-ended question but will ask for reasons and examples within the answer to encourage higher thinking.

‘Next steps’ comments aid and extend learning in an immediate manner; they must always contain an action to be carried out, whether this is answering an open question or editing work to improve it in a specific and guided manner.

Delivering Outstanding Lessons

We aim to have 100% of lessons at good or better with much of this outstanding. As well as whole school CPD sessions to develop teaching practice, we have a very much ‘open door’ policy in classrooms where teachers are free to observe good practice as well as being coached by fellow professionals. All teachers and leaders who observe lessons are provided with full lesson observation training which includes triangulation of evidence meetings at the start of the year to ensure consistency. We also reflect on recent educational research disseminated by the Research School in order to ensure that we are maximising the most effective strategies in the classroom.

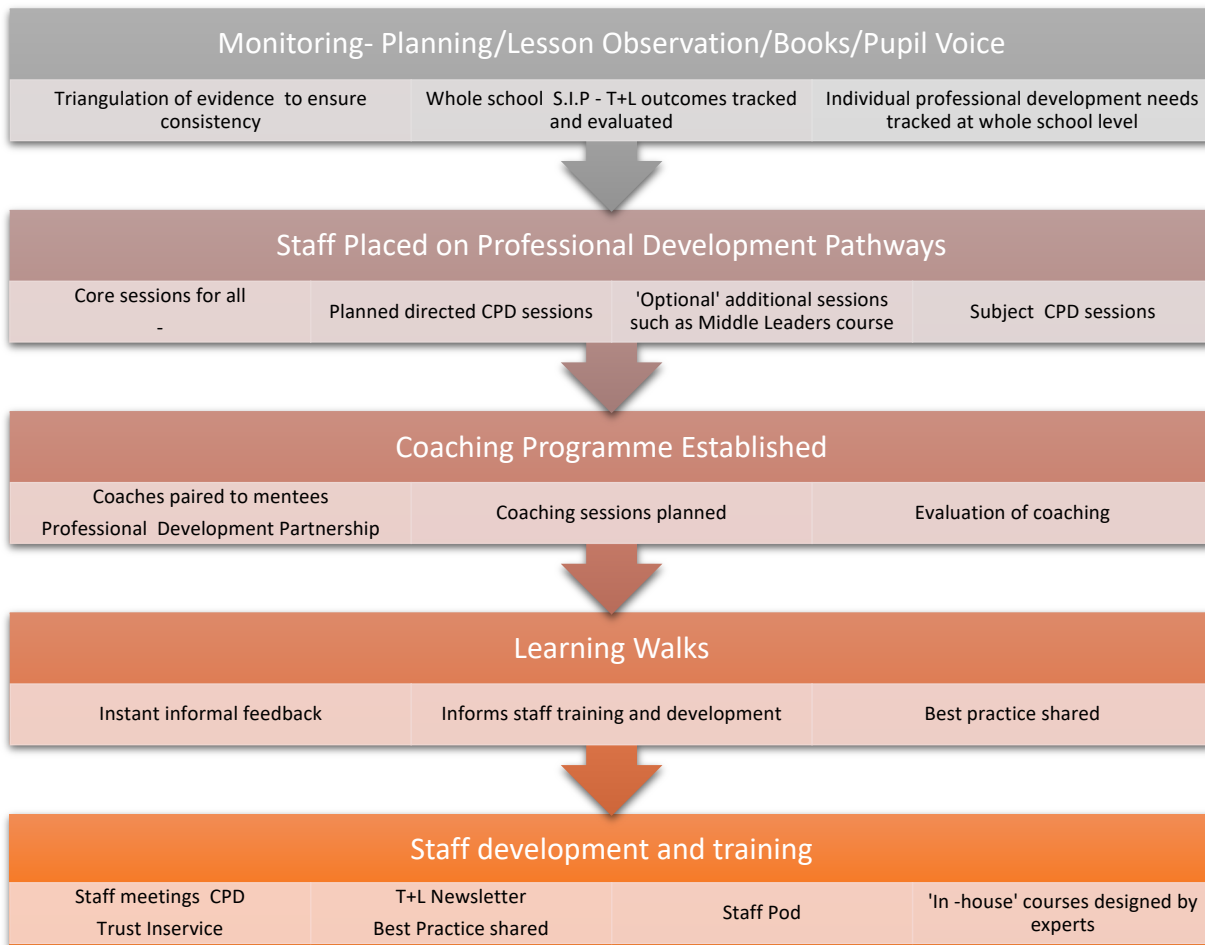
Great lessons will:

- Demonstrate excellent teacher subject knowledge.
- Be well planned, taking into account students' varying starting points and needs.
- Begin promptly with the teacher meeting the class, taking the register and ensuring a prompt start to the lesson.
- Share lesson learning objective(s) with objective(s) also written on the whiteboard at the front or visible on the desks.
- Activating prior learning so the children can make connections to new learning and build on previous knowledge and skills.
- Have a pace that is well suited to the learning needs of the class yet offers the opportunity to stop and reflect on misunderstandings and misconceptions.
- Teacher questioning which probes and challenges children's thinking and allows them to develop oral language skills such as listening, interpreting, analysing, reasoning, hypothesising, presenting and discussing.
- Provide challenge for learners. The lesson will make use of scaffolding yet will remove this structured guidance and support at the right time to enable students to think for themselves and apply their learning.
- Use ongoing assessment to adapt teaching to suit the needs of all learners.
- Enable children to develop their metacognitive skills so that they can become self-sufficient leaders who are resilient enough to tackle difficult tasks.
- Provide children with opportunities to express their views and opinions in an environment that is safe, respectful and nurturing of their views.
- Ask thoughtful and challenging questions that probe and check understanding of the learning.
- Support children in their understanding and awareness of the world by embedding SMSC into learning.
- Have excellent behaviour so that the environment others work in is conducive to good quality learning.
- Offer children timely and effective feedback – both written and verbal.
- Use of self and peer assessment to develop learning conversations within lessons.
- Use homework to prepare students for future lessons or reinforce learning that has already taken place.

Homework

Homework is set on a regular basis, for all year groups. Homework will generally take many different forms using the creative homework approach but not excluding, including reading, learning multiplication facts and spellings. Homework may sometimes consist of preparation for work yet to be done. Children should understand exactly what they are expected to do, how to do it and how long it should take. We believe that successful completion of homework can have a considerable effect on the outcomes for learners over a sustained period of time as well as encouraging parental involvement in their children's learning.

Teaching and Learning Model



Quality Assurance

We have a robust system in place to ensure that we retain high quality and consistency in our expectations across the curriculum. This is led by Curriculum Leads in each academy and is supported by the senior and middle leadership team. Half-termly quality assurance checks through pupil progress meetings, triangulation of monitoring evidence and management impact reports allow us to identify specific whole school training needs and identify staff who may require additional support. Feedback is given promptly to all staff involved in the process and actions that require a follow up are taken when and where required. There are also separate checks to ensure that all children are being given sufficient homework and that homework is challenging, worthwhile and good quality. We also quality assure the work of vulnerable and at-risk groups such as Pupil Premium, Ethnic Minority Groups and those with a special educational need. In all instances, we will cross check their work with that of others to ensure that our expectations of achievement for all learners is the same. Cross Trust moderation and monitoring activities quality assure consistency of expectation and accuracy.

Professional Development

During performance management meetings, staff will be provided with the opportunity to discuss their own professional development needs. This could involve development at a leadership level or developing

an aspect of teaching practice. Staff will be placed on a professional development pathway that will suit their needs. Training and development is interwoven through CPD, staff meetings and briefings as well as inter trust primary partnership. The CPD we offer as a Trust is also informed by evidenced based practice led by the Research School (see section 7).

VLE: Pod



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