



ST. MARY'S
ACADEMY TRUST

St Mary's Academy Trust

Teaching and Learning Policy

Date agreed by Performance and Standards committee: 22nd October 2019

Date to be reviewed: October 2021

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 all children receive quality first teaching
- Striving for excellence, we will deliver a consistent approach to teaching and learning and develop good and outstanding practice throughout school in line with the Trust vision
- To set high expectations for all pupils at all times
- To ensure effective delivery of the **agreed** curriculum
- To ensure the development of 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 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 introduce subject knowledge progressively and constantly demand more of pupils, identifying and supporting those children who fall behind
- To meet the needs of individual pupils through a personalised curriculum, including sharing written or oral next steps, differentiated teaching and the use of analysis groups for all abilities
- 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 at least 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 highly effective questioning where appropriate to deepen children's thinking skills and subject knowledge
- 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 skills and knowledge in a range of contexts, including through extended writing, problem solving and investigations and collaborative projects, equipping all pupils to make progress
- To ensure **all** pupils apply basic numeracy and literacy skills across the whole curriculum
- To identify misconceptions and act to ensure that they are correct

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
- To ensure displays reflect current and recent learning, including where appropriate, child initiated learning

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, including the modelling of correct use of Standard English
- To develop and demonstrate mutual respect between all stakeholders
- To follow and meet the 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, across the Trust and beyond

5. Curriculum

- To deliver a broad, balanced and relevant curriculum for all age phases and also offers pupils wider opportunities to enrich and deepen their educational experiences
- To deliver a personalised curriculum which is specifically designed to meet the needs of the school context.
- To have a deep 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 in order to have a secure understanding of what their pupils can and cannot 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 all 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 leaders termly
- 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 vision and values of St. Mary's Academy Trust and the wider life and ethos of the school. This includes 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

