



Ark John Archer Primary Academy
TEACHING & LEARNING POLICY

2021 / 2022



Ark John Archer Primary Academy Teaching & Learning Policy

Excellent learning is a direct result of excellent teaching. This policy outlines how teaching and learning are at the core of Ark John Archer Primary Academy's ambitious vision to work *Together As One* and to develop confident and competent learners.

1. Aims

- (i) To ensure that all our pupils make excellent progress towards achieving age related expectations or above in their learning.
- (ii) To ensure pupils develop the social skills and confidence to communicate effectively with others.
- (iii) To provide a safe, stimulating and motivating learning environment for all.
- (iv) To tailor our provision to meet the needs of every pupil so that all achieve our shared ambitious goals.
- (v) To continually seek to research, innovate and improve the learning experience of our pupils.
- (vi) To ensure standards of teaching are rated as good or better (external judgements and accreditation).

2. Effective Learning

- (i) In order to help our pupils develop as effective learners, lessons at Ark John Archer will ensure that all pupils:
 - a. are fully aware of the purpose for their learning
 - b. are active participants in their learning
 - c. have opportunities to talk about, develop and share their ideas verbally
 - d. are able to find and process information independently
 - e. can work effectively as individuals or part of a team
 - f. develop as proficient and enthusiastic readers
 - g. use Computing confidently, knowledgeably and proportionately
 - h. develop higher-order thinking skills which allow them to synthesise and evaluate effectively
 - i. make links across the curriculum
 - j. can communicate effectively through speaking and writing
 - k. can apply their learning in unfamiliar situations.

3. Responsibilities

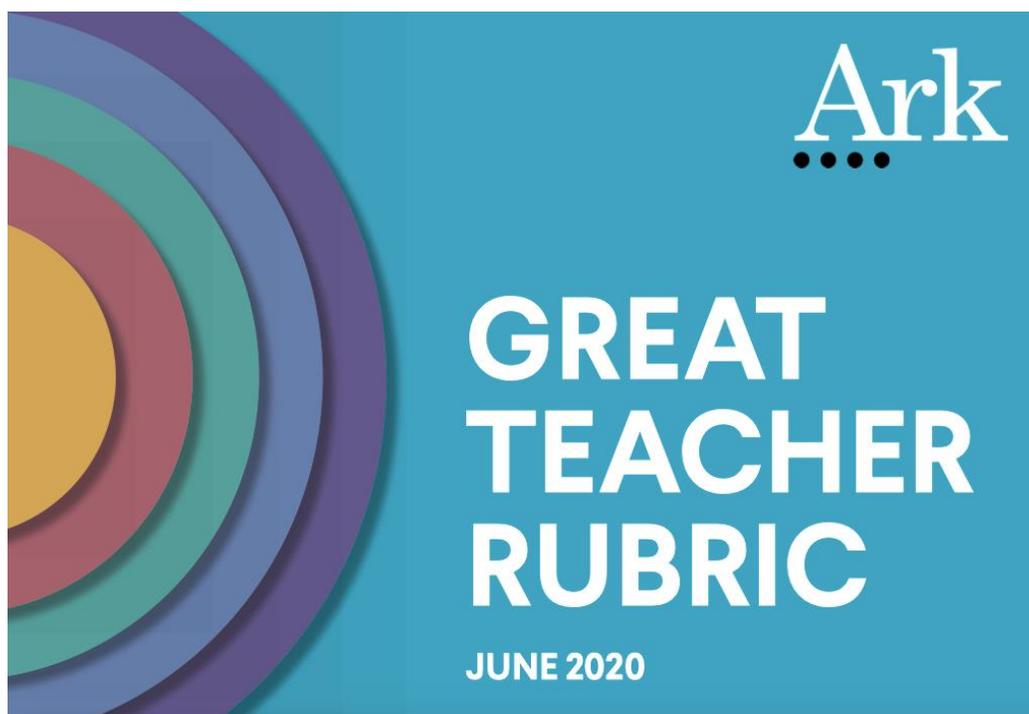
- (i) All members of the Academy community must:
- a. value pupils as individuals and respect their entitlement to be educated in a caring, secure environment
 - b. foster good relationships and a sense of belonging within the school
 - c. provide a well-ordered environment in which everyone is fully aware of behavioural expectations
 - d. ensure equality of opportunity in all aspects of academy life
 - e. encourage, praise and reinforce good relationships, behaviour and work
 - f. work as a team, supporting and encouraging each other.
- (ii) Teachers must:
- a. make lessons **purposeful** by:
 - managing the learning process through carefully planned and well-paced lessons
 - organising the class to maximise the effectiveness of learning partnerships
 - making learning objectives and success criteria explicit to pupils and using assessment for learning strategies to evaluate and improve learning
 - having high expectations of all pupils
 - evaluating all lessons to inform future teaching
 - delivering schemes of work which incorporate spiritual, moral and cultural aspects
 - delivering schemes of work which incorporate the development of young people's independent learning skills
 - creating opportunities for pupils to talk about, develop and share their ideas verbally
 - creating opportunities for pupils to work collaboratively (where safe to do so) both with their learning partner and in larger groups.
 - b. make lessons **inspiring** by:
 - showing enthusiasm for their subject and for learning
 - completing the intellectual preparation required to have a thorough and up-to-date knowledge of their subjects
 - helping pupils to make connections within and across subjects
 - varying teaching styles, learning activities and the learning environment to meet the needs of different types of learner
 - giving pupils the opportunity to discuss their learning with each other
 - effectively using Computing and multi-media presentations when appropriate to enhance pupils' learning experiences and outcomes
 - using praise, positive reinforcement and display of pupils' work.
 - c. create a **focused learning environment** by:
 - being consistent about class rules, routines and rituals
 - ensuring, through accurate assessment and record keeping, that learning is progressive and continuous (see Assessment and Reporting Policy)

- ensuring that all tasks and activities performed by pupils are safe
 - ensuring that the classroom environment remains free of clutter, clean and tidy at all times.
- d. match lesson activities to **pupil abilities** by:
- ensuring pupils have a clear and common understanding of the high expectations held of them individually and collectively
 - using assessment data to gauge pupils' individual achievement so that lessons are well planned for all
 - making reasonable adjustments to ensure pupils' can actively participation in lessons and work towards achieving the learning objective
 - planning opportunities to give constructive verbal feedback for all pupils
 - having a full understanding of the extent to which pupils have met the planned learning outcomes
 - having an intervention plan for all pupils who are not making the progress that is expected of them
 - working pro-actively with teaching assistants to support all pupils.
- e. develop **positive and productive working relationships** with pupils by:
- respecting pupils, recognising that they are individuals with different needs, treating them fairly, and giving them equal opportunity to take part in class activities
 - supporting pupils when necessary and appropriate outside lesson times
 - providing quality feedback, verbal and written, to move pupils forward in their learning
 - valuing each child as a unique individual and being familiar with the relevant equal opportunities legislation covering race, gender and disability
 - building strong relationships with parents, carers and families, creating a network of support for pupils as they embark on their learning journey.
- f. create **extended opportunities** for learning by:
- viewing themselves as learners and using action research within the classroom, as well as using professional development, observations, discussions and INSET to improve and share good practice
 - treating all interactions in the academy as learning experiences
 - using enrichment activities to provide opportunities for extending learning beyond the classroom
 - using the school website, Seesaw and learning platforms to further enrich and inspire learning, encouraging home learning and further study
 - creating and maintaining motivational and purposeful learning environments, showcasing pupils' achievements, illustrating the learning process and providing interactive displays that support further learning
 - establishing links with the local and wider community and using external partnerships to enrich pupils' experiences.

4. Monitoring and Evaluation

Teaching and Learning will form part of the Academy's Monitoring and Evaluation Cycle. This includes learning walks, subject specific observation and feedback and peer observation. Monitoring and feedback draws together the following elements: books, learning environments, planning, work samples, learning dialogues and feedback from pupils and parents. Findings will inform the Academy's ongoing professional development cycle.

Appendix A: Internal Teacher Development Criteria - Ark Great Teacher Rubric



Introduction to the GREAT TEACHER RUBRIC

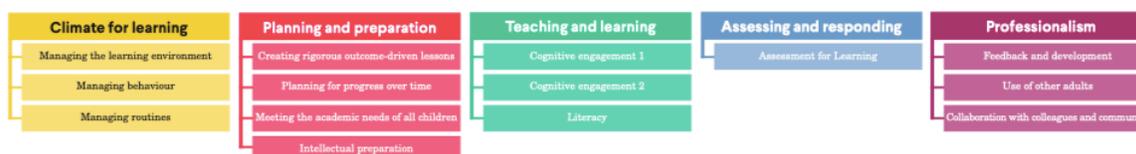


The Ark Great Teacher Rubric is designed as a framework to support and enable teacher development from the earliest stages through to the highest level of exemplary practice.

It is divided into **FOUR STAGES OF DEVELOPMENT** which set out the likely progression of a teacher over the course of their career.

ATTEMPTING	FOUNDATIONAL	PROFICIENT	EXEMPLARY
Attempting represents the earliest level of development or proficiency. At this stage, teachers are developing their knowledge and understanding of the craft of teaching. They are attempting to apply their knowledge to their practice, both learning and improving as they go. They typically need high levels of support and guidance to secure effective teaching and are likely to be inconsistent in their practice.	The Foundational level is one where the fundamentals for effective practice are built. It typically encompasses the steepest growth in a teacher's development; they move from largely ineffective to mostly effective. It takes most teachers approximately three years of hard work at the Foundational stage in order to develop the consistency to move to Proficient. At the Foundational stage, teachers have developed an understanding of the craft of teaching and are likely to know and understand a range of strategies and approaches which they can apply in the classroom. They are increasingly effective although there are still likely to be inconsistencies in their practice.	The Proficient level represents an effective level of practice, enabling a teacher to have a consistently positive impact on the children they teach. They have a wide range of strategies and approaches embedded in their practice and they have a good understanding of how and when to best deploy them. The focus of their planning and practice is on what children are thinking and doing in the classroom. They are consistent in their practice.	Exemplary is the highest level of expert practice. It requires teachers to have developed a depth of knowledge; an understanding of children and how they behave and learn, as well as knowledge of curriculum, assessment and pedagogy. It typically takes a teacher over eight years of hard work to develop this level of knowledge and skill. This knowledge allows them to build fluency and automation through repeated practice, and to refine and develop their practice through feedback and reflection. Their practice is a model for others, and they are likely to be engaged in the support and development of colleagues.

The Rubric is divided into **FIVE STRANDS** which capture the critical domains of teaching practice with each strand divided into further substrands.



The Great Teacher Rubric is designed to be used for teachers across all key stages from EYFS through to KS5. For EYFS leaders and teachers there is an additional strand covering 'play' which is specific to EYFS practice. This section draws on terminology of Prescott.

Policy Review Date: September 2022

Together As One