



L.E.A.D. Academy Trust

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Witham St Hughs Academy Learning and Teaching Policy

Updated December 2019

Learning and Teaching Policy Policy Statement

Rationale

At Witham St Hughs Academy our aim is to enable our pupils to be resilient, resourceful and responsible learners who are prepared for an ever changing world with a respect for diversity. We aim to establish a learning culture which promotes lifelong learning and equips pupils with the cultural capital they need to succeed in life after Witham St Hughs Academy.

Our learning and teaching policy is rooted in the belief that 'nothing has been taught until it is learnt.' Learning is the core purpose of our academy and we are dedicated to providing the highest quality teaching in order to achieve academic excellence and outstanding progress for all pupils. This policy outlines how the intent of our curriculum is implemented on a day to day basis and establish consistency in teaching across the academy.

Learning and Teaching at Witham St Hughs Academy

Climate	Vision, Aims, Ethos and Values
Curriculum	What is being taught?
Pedagogy	How is it being taught?

Climate

Before any learning and teaching can take place, we know that strong foundations need to be established within the classroom and academy environment.

This will include:

- Developing and maintaining strong, trusting relationships with pupils and parents,
- Preparing calm, nurturing and inviting classroom environments which ensure that pupils feel safe to make mistakes and challenge themselves,
- High quality and engaging displays conducive to learning,
- Adopting an appropriate pace of teaching,
- Consistent and fair approaches to behaviour management,
- Clear and consistent rules and routines,
- Consistent modelling and promoting of positive attitudes, behaviour and expectations by all,
- Developing a climate where children have a sense of belonging and ownership of their learning,
- Embedding learning behaviours and characteristics for effective learning such as resilience, perseverance and independence.

Curriculum

Our coherently planned curriculum ensures that lessons are sequenced within individual sessions, terms, years and across key stages to ensure that knowledge and skills are built upon progressively.

The diagram in Appendix A illustrates the documents and systems in place to support teachers at this stage of the teaching and learning process.

For more information please refer to our curriculum policy.

Pedagogy - The core elements of teaching

At Witham St Hughs Academy we pride ourselves on providing the highest quality of education. In order for to happen, a range of elements of teaching must be considered by all of our staff. We are constantly striving to develop and improve our approaches to teaching and learning based on the most recent research.

The core elements of outstanding teaching and learning must consider:

- Excellent subject knowledge
- Level of scaffold (guided/shared/modelled/independent)
- Effective use of lesson time
- High quality questioning
- Use of teacher voice to motivate and engage pupils
- How teaching is adapted in order to address misconceptions
- Effective pace of lessons
- Accurate pitch of lessons
- Secure understanding of the sequences of learning
- Innovative delivery of lessons to maintain engagement
- Promoting enjoyment for learning/reading
- Well structured individual lessons to maximise progress

Diagram appendix B outlines the difference between guided, shared, modelled and independent approaches to scaffolding learning.

Powerful subject knowledge

Teaching pedagogy at Witham St Hughs academy focuses on unlocking and providing ‘powerful subject knowledge’ for our pupils. This is knowledge that pupils would not necessarily be exposed to or acquire outside of our academy setting. Our approach aims to ensure that all pupils have access to this knowledge. However, we also understand the importance of preparing pupils for life as young people after Witham St Hughs academy and we truly believe that success is not solely measured by academic achievement. Our tolerance and life skills curriculum have been carefully designed to include all elements of PSHE, British Values and philosophy with a clear understanding that, “We need knowledge to live in a complex world, but we do not live by knowledge, we live by beliefs and values.”

At Witham St Hughs academy, we teach the national curriculum objectives in separate subject areas. In order to ensure that we are providing the most relevant and applicable aspects of these subjects, we are a member of many subject associations. Whilst we recognise that teachers cannot be subject specialists in **all** subject areas, our staff benefit from regular, high quality training and updates both in our academy and from our teaching school links.

Irresistible learning

In order to provide memorable learning experiences for our pupils, trips, visitors and experience days are carefully planned in alongside our curriculum.

We aim to instil an intrinsic love of learning by providing a curriculum that is inspiring, motivating and stimulating. In order to make learning memorable and meaningful for our pupils, a range of opportunities are carefully planned both inside and outside of the classroom.

These include;

- the use of our immersive suite
- school trips
- visitors
- experience days
- challenge weeks
- forest school

Spaced learning

A vital element of teaching at Witham St Hughs Academy is spaced learning. This method of revisiting learning regularly helps to embed information in long term memory. In order to support teachers with spaced teaching and learning, a number of approaches are in place.

These include:

- Active Number
- Active English
- RWI phonics programme
- Spiral maths approach
- Stations approach in maths
- Recap/revisit approach to begin lessons in non-core subjects

Assessment

Assessment is a daily part of the life of the school and is key to effective teaching and learning. Assessments, through monitoring of children's work are used, and marking and feedback is used by teachers to inform teaching and ensure that children know what they need to do to improve. Lesson plans are not fixed. This is so that assessments can be used daily to inform what is taught/learnt next. A range of formative and summative assessments are used to inform teacher judgements. These are outlined in more detail in our assessment policy.

Phonics at Witham St Hughs

As a Specialist English Hub appointed by the Department for Education, we ensure that our teaching of phonics and early reading is of the highest quality and this has been recognised nationally.

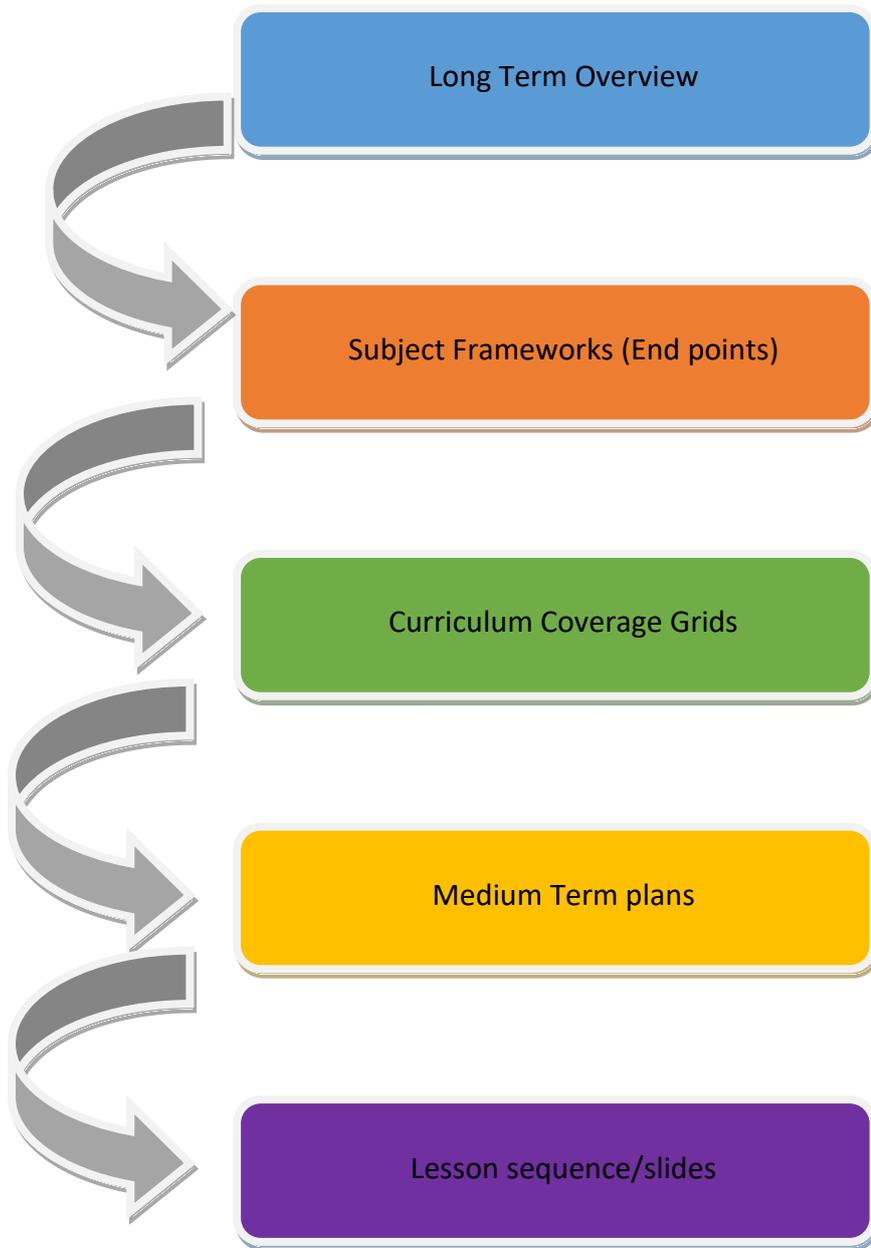
We follow the Read Write Inc. scheme for teaching phonics and this allows for consistency of teaching, accurate assessment and tracking of pupils' progress and appropriately matched reading materials. Our phonics provision is regularly quality assured by specialists to ensure fidelity to the programme.

Equal opportunities

The academy is committed to providing an appropriate, inclusive and high quality education to all of our pupils. We believe that all children and young people, including those identified as having additional, special educational needs and/or disabilities, have a common entitlement to a broad and balanced curriculum, which is accessible to them, and to be fully included in all aspects of academy life. We believe that all pupils should be equally valued in school. We will strive to eliminate prejudice and discrimination, and to develop an environment where all pupils can flourish and feel safe.

For further information please see our SEND and Equality policies.

Appendix A: Documents to support the planning phases for staff



Appendix B: Scaffolding learning

Modelled	Shared	Guided	Independent
			
<p>Modelling The teacher demonstrates and explains the skill/knowledge being introduced. This is achieved by thinking aloud. Modelling involves the teacher as the expert. Children need to see teachers craft their ideas.</p>	<p>Sharing Children contribute ideas and the teacher writes them. Shared work allows children to concentrate on composition without worrying about transcription. Children are active participants in the process.</p>	<p>Guiding The teacher provides scaffolds and children work with help from the teacher and peers. Guided work allows the teacher to focus on a gap in learning or specific skill. Rather than supporting the whole class, the teacher is able to deliver quality teaching based on needs.</p>	<p>Independent/application The students work independently to apply skills.</p>