Dashwood Banbury Academy
an Aspirations Academy

POLICY TITLE: Teaching and Learning Policy

Persons with Responsibility:
Amy Rogers (Principal)
Sarah Gordon-Weeks (Vice Principal)

Documents consulted:

Curriculum statement September 2020

Book: Mark, Plan, Teach by Ross Morrison McGill

Policy History:

Issue No.	Date	Author	Summary of Changes	Next Review Date
1	July 2020	SGW	New policy linked to curriculum statement	July 2022

Teaching and Learning Policy

The purpose of this policy is to outline the delivery of our curriculum at Dashwood Banbury Academy. The successful implementation of this policy is a key part of our pupils' education and preparation for their future education and lives.

This policy should be read alongside our latest curriculum statement, and forms the basis of the implementation section.

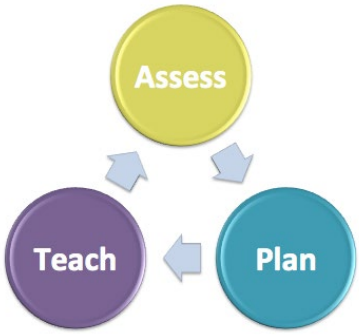
The contents of this document provides the ethos behind teaching and learning in our school. It is neither absolute nor prescriptive. It provides the freedom for teachers to use their professional judgement and knowledge of their class to adjust their practice to best meet the needs of their pupils.

Aims

- All pupils must be engaged in purposeful learning
- All teaching meets the needs of **all** pupils in the class
- Pupils can demonstrate a development in their knowledge and skills through their work and when talking about their learning
- Teaching builds on previous learning to introduce new concepts
- Learning is fun and exciting without losing sight of the learning intent
- Reduce and manage teacher workload

Assess, Plan, Teach

To achieve these aims we have an understanding that our teaching and learning is built on the cornerstones of **Assess, Plan, Teach**. Each intertwined element is integral to the successful delivery of our curriculum.



Staff training and sharing of best practice are essential to the successful application of this policy. This will be delivered through:

- Staff meetings and Insets
- Sharing of research
- Sharing of best practice (team teach, Iris, moderation) – internal and external
- Sharing feedback from learning walks, book looks, pupil voice

Assess

There is no one fixed way to assess a pupil's learning and understanding. Assessment must be conducted through a range of formal and informal processes that allows the teacher to build a bigger picture and also pinpoint specific learning needs for the pupil and the class.

Assessment can take place through:

- Summative assessment (PiXL) – 3 times per year, dates set by MAT
- Question level analysis (QLA) of summative tests
- Data analysis
- Low stakes tests, quizzes
- Books (see Feedback Policy)
- In class (pupil responses, class games, discussion)
- Self assessment (marking own work, highlighters to identify strengths or next steps)
- Editing – pupils edit/re-draft work using a green pen, particularly after feedback
- Pupil voice
- RAG-rated learning question
- Reflection question
- Entrance/Exit question
- Other assessment methods as seen appropriate by the teacher

How is assessment used?
First and foremost, the teacher should use assessment to inform future planning. The range of assessment outlined above should provide the teacher with a clear idea of what concepts their pupils' have not grasped a firm understanding of will need to revisit, be it in the next lesson or later that week, term, year.
Teachers and school leaders can also use assessment to gauge the progress pupils are making in a lesson or over a longer period of time. This progress may be demonstrated through test scores, in books or through talking to the pupils.
Finally, all of the formative and summative assessment must be combined to provide an overall teacher's assessment for each subject. Using the information they have collected the teacher must decide if the pupil is 'working at': Greater Depth, Expected, Working Towards or Below. This teacher assessment is used by senior leaders to track pupils (via DCPro) and is shared with parents though two interim reports (given out at Parents Consultations) and an end of year report.

Accurate assessment:
We understand that pupils will hold information in their working memory and that it will eventually be lost unless it can be transferred into their long-term memory. We therefore cannot solely rely on assessment from an individual lesson. A pupil may be able to recite what they have learnt in a lesson but cannot recall this knowledge or skill a day, week, month or year later. Pupils learning should therefore be **assessed during or end of the lesson, but again after a week, term or year** in order to ensure pupils have a firm grasp of the knowledge and skills stored in their long term memory. Revisiting previously taught concepts also helps the transfer of knowledge and skills into the pupil's long-term memory.

Plan

The academy's Curriculum Statement outlines the **Intent, Implementation** and **Impact** of our broad curriculum. This covers the National Curriculum, Aspirations Values and 21st Century Skills and our key life skills. Our curriculum is based on our new Long Term Plan, which ensures full coverage and a progression and revisiting of all skills and knowledge. Further detail is provided through comprehensive medium term plans and working short term plans. The Curriculum Lead, and subsequently Subject Leads, monitor the plans for quality, engagement and coverage.

There is a clear format for LTP, MTP and STP that must be used by all teachers. We expect teachers to create STP (via PPT) as a working document in a format that meets their needs, however it must make the following clear for each lesson: learning question, key vocabulary, purpose (it matters because) and an opportunity for reflection.

The majority of foundation subjects, and some elements of core subjects, are taught through the Aspirations No Limits Curriculum model, which encourages cross-curricular learning and the purposeful application of skills and knowledge in a real life context.

All planning is malleable and must be adjusted to meet the needs of all learners and to react to the assessment of pupils' previous learning. Pupil groups, in particular SEND and EAL, must be catered for, through specific planning or interventions if required, especially pupils with an EHCP. We aim to 'teach to the top' through quality first teaching (QFT), and then scaffold activities to ensure all pupils can engage with the lesson and the learning. Planning should look to provide fun and excitement for all learners, especially those who are hard to reach, by being adjusted according to needs and interests. Further information is provided in the teach section.

Based on research and experience, we believe teachers when planning a lesson or unit of work should apply the following key concepts:

- Learning not doing – clear learning question, purpose and expected outcome
- A reflective process planned across a period of time
- A variety of positive, imaginative teaching approaches adopted into plans
- Retention of learning through clear learning intentions and revisiting previous learning, including using and applying skills and knowledge with new concepts
- Challenge is an essential part of learning, teachers must use prior assessment to plan lessons that place pupils in the 'struggle zone'
- High expectations for learning and outcomes
- Modelling of high expectations
- Dual coding – the use of audio and visual inputs improves the learning and retention of knowledge and skills
- CPA – the process of using concrete resources, pictorial representations and finally abstract words, numbers and symbols
- QFT – the best way a child will learn is spending the most time possible with the person best trained to deliver their learning; their teacher. Quality first teaching keeps all pupils in the classroom, sets high expectations, scaffolds learning and models expectations. Guided teaching can be used to rotate pupils' time working directly with the teacher.
- Seating plans are used for managing the environment and supporting or extending learning (especially guided groups)
- Low speech and language skills are a barrier to learning; oracy in the classroom and a focus on key, subject specific vocabulary are essential in overcoming this.
- Behaviour is most effectively managed through engaging lessons, which comes from targeted planning that is adapted to meet the needs of the pupils. This cannot be a 'one size fits all' approach to planning.
- Use of additional staff, following the guidance provided by the EEF.
- Be prepared – resources, IT, support staff… for the unexpected, have a back up lesson to hand.
- Pupil and staff wellbeing has to be supported before any learning can take place.

Teach

Teaching is the essence of cognitive science and the transfer of knowledge and skills from the teacher to the pupil. For this to be successful there must be:

- Input, verbal and visual, from the teacher into the pupil's working memory
- Transfer of knowledge and skills from the working memory into the long-term memory
- Retrieval of knowledge and skills from the long-term memory

There are many ways to achieve this, and there are many pitfalls. We want our teachers to adapt their teaching to the needs of their pupils, informed by research and experience. We will therefore

not enforce a prescriptive format of teaching, but will provide training, support and coaching that gives all of our teachers the tools and skills to meet the needs of their pupils.

Our approach to teaching **("How we teach")** is best summarised through:

- **Dashwood Pedagogy Model** (appendix 3)
- **17 Principles of Effective Instruction**, Barack Rosenshine:
  1. Begin a lesson with a short review of previous learning.
  2. Present new material in small steps with student practice after each step.
  3. Limit the amount of material students receive at one time.
  4. Give clear and detailed instructions and explanations.
  5. Ask a large number of questions and check for understanding.
  6. Provide a high level of active practice for all students (particularly those struggling to acquire the skill being taught).
  7. Guide students as they begin to practise.
  8. Think aloud and model steps.
  9. Provide models of worked-out problems.
  10. Ask students to explain what they have learned.
  11. Check the responses of all students.
  12. Provide systematic feedback and correction.
  13. Use more time to provide explanations.
  14. Provide many examples.
  15. Reteach material when necessary.
  16. Prepare students for independent practice.
  17. Monitor students when they begin independent practice.
- **Six Strategies for Effective Learning**, The Learning Scientists
  1. *Spaced Practice = deliberate/planned timed gaps to review lessons*
  2. *Retrieval Practice = bringing information to mind*
  3. *Elaboration = explain and describe ideas with many details*
  4. *Dual Coding = combine words and visuals*
  5. *Interleaving = switching between ideas whilst studying*
  6. *Concrete Examples = use specific examples to understand abstract ideas*

There is an expectation that every lesson has:

- a learning question - and that the teacher is clear on what they expect the pupils to learn, not do
- a purpose – why does this lesson or work matter, with a real life context if possible
- key vocabulary – subject specific, with time spent exploring and using it
- a reflection on the learning that has taken place – this may be through a final question (or the original learning question), a discussion, RAG-rating
- high expectation, modelled, and that every child works in their struggle zone (the space between too easy and too hard)
- Positivity – we want our pupils to be confident learners who have opinions and know that making mistakes is the best way to learn

Feedback

This must be considered in each element of assessment, planning and teaching.
Assess: Have the pupils learnt what I expected them to learn?
Plan: How does this impact on what I will teach next?
Teach: How will feedback be provided? What impact will it have?
This is a continuous cycle.

Our aim for marking and feedback is that it provides pupils with useful, useable feedback on their learning, whilst protecting teacher workload. Further detail can be found in the Feedback Policy (appendix 1). The policy has been left deliberately open to interpretation as we want teachers to use their professional judgement on what form of feedback to used based on the audience, timing and type of work. Staff training is provided in order to help staff understand the range of feedback methods available. What we do expect, however, is for **all our pupils to be able to explain how feedback is given**.

We do have some marking non-negotiables, based on feedback from leaders, teachers and (most importantly) pupils. These are:

- Use of three pink dots to pick up key spellings
- pink line for key missing grammar or punctuation
- GG or S for supported or guided group work
- Cold tasks- will have a next step label
- Green highlight to show where the children have been successful

How is the policy monitored?

Monitored through leadership reports and engaging in trust monitoring cycles.

Date: July 2020
Reviewed: July 2022

Appendix 1

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Feedback Policy

Rationale:

- To create a feedback policy that puts the relationship between pupils and teachers at the heart of it. To enable teachers to be professionals and to allow pupils to make progress.

What is the aim of the feedback policy?

- To provide accurate, useful feedback to our pupils that makes a difference to their outcomes both academically and personally, emotionally and socially.
- To allow pupils to access feedback that supports them in making progress.
- To allow the professionals (teachers and TAs) to determine the most effective way to provide feedback to their pupils, thus protecting teacher workload and ensuring that the policy is applied consistently.

What is the policy?

- All adults working with pupils across the school will provide feedback to pupils on their work. Teachers are free to determine how this looks within their individual classes.
- Class teachers have a responsibility to communicate the methods of feedback to their pupils and ensure that all pupils understand how they will be provided with feedback.
- All adults working with pupils across the school will provide feedback to pupils on their personal, social and emotional needs, they will support pupils with their emotional development by ensuring time is made to support this development within the classroom

environment.

What are the expectations?

- Each class teacher is free to determine with their class how they will provide feedback.
- The non-negotiable list will be followed for each year group.
- Pupils should be able to explain how they get feedback from their class teacher.
- There is no expectation that verbal feedback will be recorded.
- There is an exception that feedback will have a direct impact on pupils' outcomes.

How is the policy monitored?

- All staff are responsible for the effective implementation of this policy.
- The policy will be monitored through conversations with pupils and class teachers.
- Pupils work will form an important part of the monitoring process, however, this will always be carried out alongside the pupils to allow them to provide vital input into the feedback process.

Who is the policy for?

- Pupils – to ensure that the feedback they are provided with enables them to make progress
- Staff – to enable them to use their professional judgement in how best to provide feedback to their pupils
- Leaders – to ensure that pupils outcomes and teacher workload are protected
- Parents – to support them in understanding how feedback is provided to their children

When will the policy be reviewed?

- Annually

Appendix 2

OUR PEDAGOGY MODEL

Curriculum: Intent, Implementation, Impact				
Assessment	**Challenge**	**Purpose**	**Engagement**	**Progress**
Accurate Assessment for Learning	**Planning** informed by assessment	From the teacher: **"It matters because…"**	**Positive impact on learning**	**Positive impact on outcomes**
Formative: • Feedback Policy • Recap/Revisit • Cold/Hot tasks • Tapestry (EYFS) • Set achievable targets **Summative:** • PiXL • Spellings /Phonics • Times Tables • DCPro **Learning Evaluation:** • It matters because… • Key vocabulary • Reflection	**Planning includes:** • Effective questioning – Blooms Taxonomy • Lesson specific vocabulary • Use & Apply prior knowledge & skills • Introduce new knowledge & skills • Tailored to individuals/groups • Guided teaching • Use of additional adults • Teach to the top - scaffold as required • 21st century skills	**Clear learning intention (WALT) that is:** • Skill or Knowledge based, specific to the learning • Moving learning forward • Driving question • Authentic outcome **High expectations:** • Ready • Respectful • Safe • Numeracy & Literacy core skills • Presentation • Independence • Collaboration	**What it looks like:** • Pupil-led learning • Active learners • Interactive • Problem solving • Reasoning • Resilience • Focused discussion • Fun • Curiosity • Creativity • Success • Pride	**Short term:** • Work in books • Evidence of achieving targets • Reflection • Cold/Hot tasks • Use of feedback **Over time:** • Work in books • Cold tasks • Data • Aspirations core principles

Every lesson has: an effective **learning intention, it matters because, key vocabulary, feedback from previous learning** and **reflection** so pupils can articulate their learning.