LACE HILL ACADEMY

Teaching & Learning Policy

Approved and Adopted by:	LGB
Approval Date:	12 October 2023
Review Frequency:	Every three years
Next Review Date:	September 2024

LACE HILL ACADEMY
Teaching & Learning Policy

Contents

Introduction

The mission of LHA is to grant children access to first-rate education. We believe that education should broaden our children's horizons and give them all the tools they need to aid and drive them in a quest for success. The principal arena in which this education is played out is in our classrooms, therefore we appreciate it is vital we adopt and apply research-informed strategies to ensure maximum impact of our teaching. This policy sets out these strategies as a recommended toolkit, not a checklist. It is the primary document for inducting staff into our shared practice and the basis for our ongoing CPD.

This policy aims to liberate teachers from unnecessary workload and ensure the focus is on what children are learning not what they are doing. It is the express intention that this policy will support the school in recruiting and retaining excellent teachers through a sensible and appropriate approach to workload and through their elevated status as a result of a policy which allows teachers to lead their children's learning effectively and confidently.

Aims

We believe our children have the right to leave LHA able to:

- ✓ Be a confident person
- ✓ Be an independent thinker and self-starter
- ✓ Empathise with others
- ✓ Have an inquisitive mind
- ✓ Take risks with their learning
- ✓ Bounce back and move forward when faced with a challenge
- ✓ Be proactive and innovative
- ✓ Have a sense of belonging

It is through the explicit teaching and modelling of our aims and values that children are able to successfully engage in our curriculum, to ensure they are set up for the next stage in their education and ultimately for thriving in Modern Britain.
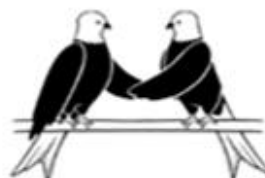

INTEGRITY: Doing the right thing even when no one is looking.

RESILLIENCE: Keep on going even when it gets hard.

RESPECT: Show care and kindness to others.

Our curriculum is built and taught to offer every child the opportunity to move on to the next stage of their education, prepared and ready to continue to develop on their successes and embrace the next set of challenges that will propel them into life as a valued member of society.

What we want for our children	LHA actions
Be a confident person	- Providing appropriate levels of scaffolding to set the children up to be successful learners - Knowing the necessity and timing for the adjustment of the teaching role depending on the place of learning – moving from direct teaching to guided support and then independence with monitoring and intervening only when needed
Be an independent thinker and self-starter	- Developing self-regulated learners who know their strengths and weaknesses and are motivated to build on the progress they have made - Explicitly teaching children metacognition (planning -what their goal of learning is, monitoring - assess the progress they are making in their learning and evaluating - appraising the effectiveness of their plan and monitoring) through effective questioning and verbalising thinking while modelling
Empathise with others	- Embodying the virtues and behaviours we wish to see replicated by our children - Ensuring that the aspiration of our curriculum is reflected in the expectations we have of our pupils
Have an inquisitive mind	- Knowledge is magnifying; what we know already determines what we see so encouraging children to deepen their understanding through a knowledge-rich curriculum is vital - Employing teachers with strong subject knowledge and teachers that are motivated to continue to develop their knowledge and keep up to date with the latest information - Maintaining a broad and balanced curriculum that values the arts, and is not narrowed unless absolutely necessary
Take risks with their learning	Supporting children to appreciate that learning is not always about being comfortable but embracing deliberately difficult learning, equipping children to think for themselves and monitor their own learning
Bounce back and move forward when faced with a challenge	- Children knowing what is expected of them and know that they are cared about with an appreciation mistakes make us better learners - Appreciating the role of a teacher, who acts as both instructor and supporter and will guide and support children using appropriate challenge - Understanding that teachers know their classes best and what they are capable of
Be proactive and innovative	- Designing and delivering an aspirational, knowledge-rich curriculum that enables all children without exception to achieve the 'golden tail' outcomes - Employing staff who are subject experts, and who bring to bear their subject expertise in our curriculum thinking and

	classroom practice to equip and inspire children to be proactive and innovative in their learning
Have a sense of belonging	- Verbalising thoughts and feelings about their learning and efforts - Embracing every child's engagement and value to theirs and others learning - Promoting and modelling a strong child-teacher relationship - Establishing clear expectations - Providing opportunities for children to be experts in their learning

Principles of Teaching & Learning

Evidence proves and LHA believes	LHA actions
Inspirational teachers motivate children to be life-long learners who embrace and value education	- Treating learning as valuable in itself – the journey is as important as the outcome. - Allowing teachers to get on with what matters most: inspiring pupils through teaching well-planned sequences - Encouraging teachers to augment their subject knowledge and professionalise through subject courses and training and further study - Making staff meetings focused on curriculum and pedagogy as opposed to administration and monitoring - Enriching children's curriculum experience through cultural visits and sporting and arts opportunities where possible and appropriate
Knowing your learners is vital to informing effective teaching practices and improve outcomes for all children	- Planning sequences of well-crafted lessons, effectively based on children's prior knowledge, with clear intents - Activating prior knowledge, realising that working memory is limited and that, for the vast majority of pupils, long term memory is potentially limitless. It is through regular retrieval that children's long term memory will be altered - Prioritising live-modelling and worked examples in response to the children's learning needs to enable consistent and deliberate practice - Chunking information to aid retention of learning - Providing scaffolded tasks in line with children's cognitive (the process in knowing, understanding and learning) and metacognitive (the way learners monitor and purposefully direct their learning) development to avoid overloading mental resources and reducing of motivation - Ensuring the teaching and tasks support the developing of self-regulated learners (children who know what they need to do, know how they are doing in relation to the intent and review how effectively they learned) - Focussing on the learning not the doing, avoiding overcomplicating tasks– always reflecting on what children will learn from a task - Enquiry or discovery based learning should only be introduced when children have acquired a sound knowledge base. Recognising that we can only think critically about something that we know

	• Ensuring that children are taught by teachers with strong subject knowledge and drive to keep up to date with subject specific information, in order to respond to children as individuals in a timely and effective way
Purposeful communication and language is vital in developing self-regulated learners who can engage in the curriculum and thrive in their education	• Revealing the thought process of the expert (teacher) by verbalising thinking while modelling and guiding practice in order to prepare children for independent practice and to become self-regulated learners • Scripting questions and instructions in advance of lessons • Asking lots of questions in lessons: to both encourage retrieval, check for understanding, and to stretch and challenge pupil thinking • Purposeful dialogue between pupil and pupil, and teacher and pupil to develop knowledge and understanding • Guiding and supporting conversations in the classroom to ensure challenge is being provided and prior learning is being built upon
Creating self-regulated learners will enable children to independently engage in and improve their learning, therefore improving their outcomes	• Interleaving content throughout a year and/or key-stage in order to take advantage of placing domains side by side in order for children to see across the curriculum and not boxed in units. For example, how learning in maths can help learning in science • Recognising the disciplinary knowledge inherent in all subjects, for example spelling and prioritise this teaching to maximise success across the subjects • Developing self-regulated learners by explicitly teaching children to be aware of their strengths and weaknesses • Providing timely and effective feedback to build self-regulated learners • Appreciating that new learning is uncomfortable and providing some deliberate difficulties is important to develop self-regulated and reflective learners
Time in the classroom is finite	• Endeavouring to choose the most appropriate tool for any classroom situation, prioritising the effectiveness and efficiency of strategies • Having high expectations of every child in every lesson • Prioritising classroom activity over any temporary disturbance • Ensuring orderly and calm environments that allow pupils to maximise every minute of every lesson

	- Using assessment for learning and minimising the number of formal, summative assessments taken in order to maximise teaching time - Using high-quality, carefully planned, curriculum resources that allow teachers to focus their time and effort on the enacted curriculum - Ensuring a highly effective environment with clear and purposeful displays which adds value to children's learning. - Classroom displays are regularly updated in line with current learning - Teaching explicitly how classroom displays can be used to aid learning

Lace Hill Lesson Approach

1) Review prior learning
INTENT 2) Communicate the intent of the lesson (Learning statement)
IMPLEMENTATION 3) Clearly model new learning in small steps
4) Determine who has understood the explicit teaching and those who have not (AfL)
5) Split input if required
6) Scaffolding to support independence
IMPACT 7) Marking and feedback
8) Review learning

LHA supports the ideas laid out in the Metacognition and Self-Regulated Learning paper written by the EEF in collaboration with the Institute for Effective Education. Since learning is something that we cannot, in any material sense see, we need to take note of the evidence we have at our disposal to support us in providing the best possible learning arena for our children. With this in mind, we have developed a LHA lesson approach based on this research. However, we recognise this approach needs to be seen as an overarching view to excellent teaching and that teachers and children are dynamic and adaptions need to be made to ensure it is not reductive in its impact.

 Please see *appendix 1* for further guidance for teachers on each step of the LHA lesson approach and learning strategy suggestions that are evidenced to be highly effective. While they are not non-negotiables, they should be used where the teachers feel is appropriate.

Teaching and learning environment expectations

Subject Boards		
Reception	**Key Stage One**	**Key Stage Two**
1. Phonics/Handwriting 2. English 3. Maths **4.** Reading	1.Phonics including spelling of high frequency words 2. English (Long Blackboard) 3. Reading Journey ~~On small blackboard by the door~~ 4. Maths 5. Science 6. History/Geography 7. Separate small display for handwriting on the wall	1. English (On large display board/washing line against wall) 2. Maths Journey (Long Blackboard split) 3. Reading Journey (Long Blackboard Split) 4. Handwriting/Spelling including high frequency words 5. Science 6. History/Geography 7. Computing pins up to add flipchart to
Available Classroom Resources		
All classrooms must have a maths and English resource area, clearly labelled. Please see underneath for details		
Book Corner Each classroom will have a book corner/book area **It must:** - Display current class novel prominently - 'Books you might like' section - 'Books we have read' section - 'Celebrating Differences Section with label - Books linked to current T4W units., e.g. defat the monster stories - Books linked to foundation subject units, e.g. weather books linked to geography unit	**Maths Resource Station** All practical resources that support current learning that the children can independently help themselves to. They must be labelled clearly, Examples: - Number lines - Counters - Decimal Value counters - Unifix cubes - Dice - Hundred Square - Multiplication Square - Place Value charts	**English Resource Station** The following must be accessible to the children and clearly labelled 1. Kinetic Letters handwriting mat 2. High Frequency words/spelling mat appropriate to year group 3. Dictionaries/Thesaurus 4. Deadly dozen bookmarks linked to spelling 5. KS2 Sounds and Syllables mat 6. Additional resources such as adverbial/adjectives word mats

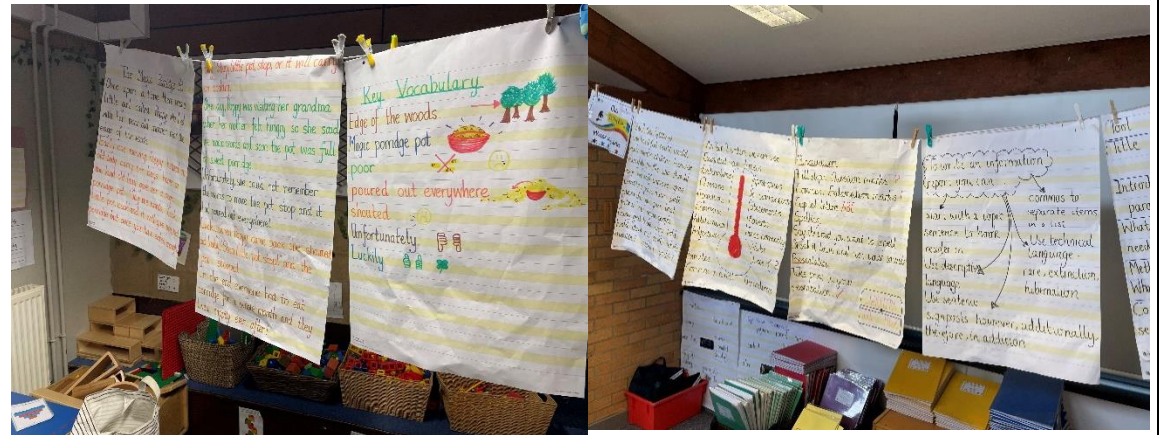| Every book has to **earn its place** and there must not be too many. Make sure you know why every book is there.		

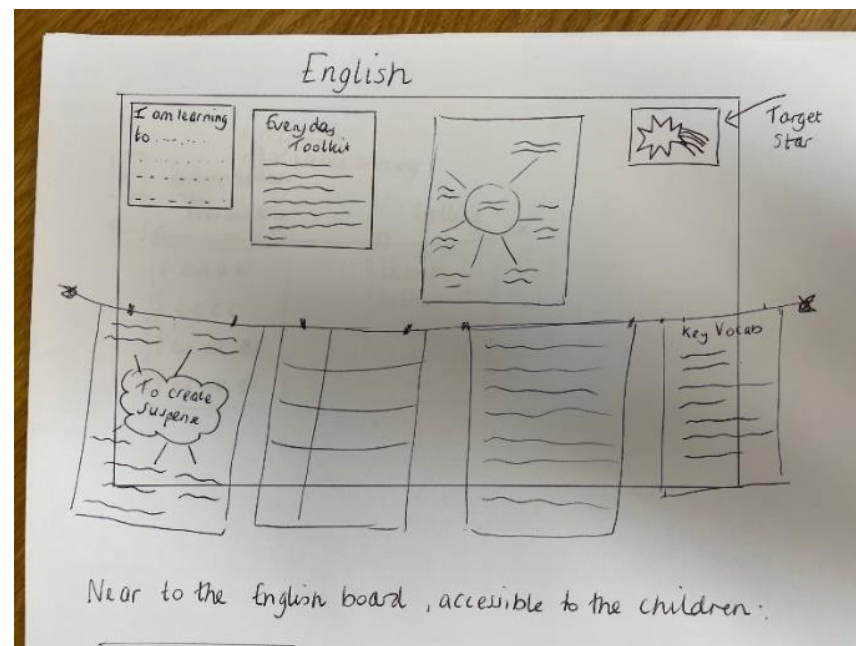| **English** | **To be displayed:**

1. Unit of work title
I am learning to entertain this time with a defeat the monster story (LH to provide)

2. Target Sheet (Adapted from last year)

3. Writing Star and Intent

4. Every day Writing Toolkit, which can be added to throughout the year

5. Washing line/ or blue tacked flipchart paper from lessons
This s can be against the wall. Throughout the unit, yellow lined flipchart paper will be added, based on the work completed as a class:

Throughout a unit of work, the following will be built up:
1. Text map (This can be chalked on in KS1)
2. Toolkit for the unit of work
3. Reading as a reader book talk grid
4. Boxing up grid
5. Shared writing examples
6. grammar examples, toolkit
7. Key vocabulary collected | |

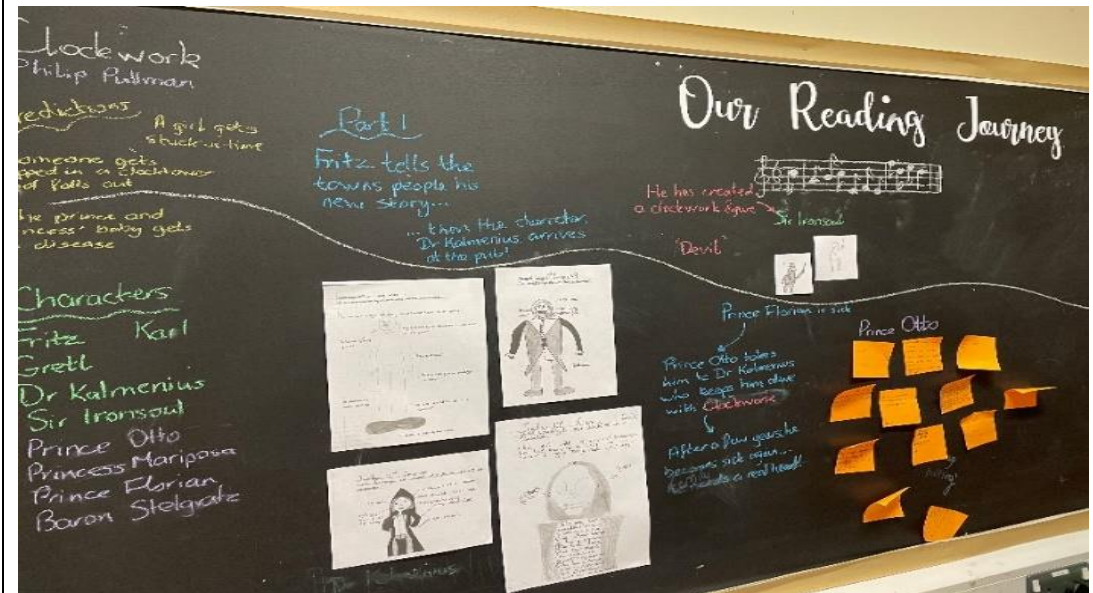|		
	English Near to the English board, accessible to the children.	
Reading	**To be displayed:** **Reception** 1. Hessian display by book corner 2. Current class novels on the stand 3. Previous books read displayed on paper **KS1 and KS2** 1. Class Novel Title 2. Reading Star and Intent 3. Vocabulary Display 4. Significant person (the author) 5. Reading journey on line/arrows that can be referred to. This might be character inference detail, predictions etc.	Reception Example

KS1 – On low blackboard by playground doors

KS2 – Split on the long blackboard

KS2 Example

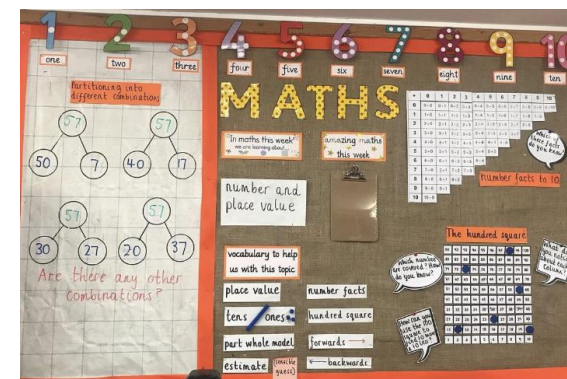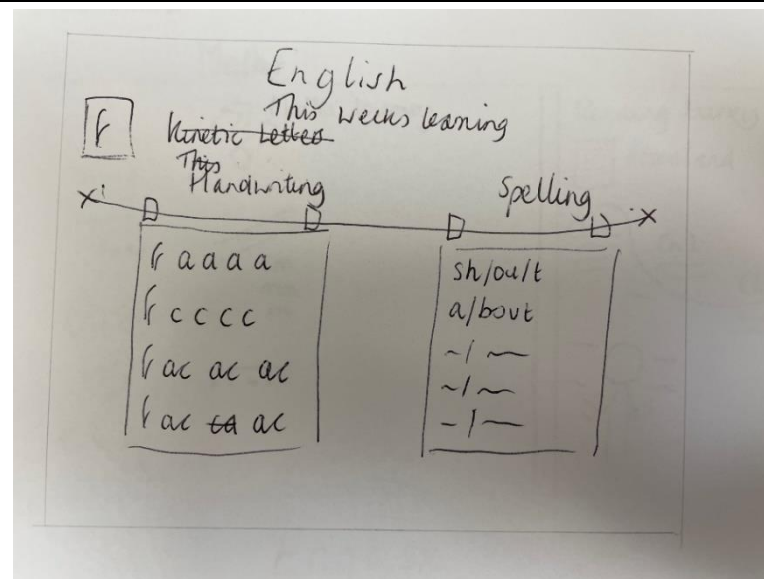| Maths	**Reception**	Reception	Year 1 and 2
	1. Hessian display 2. Current focus, e.g. number that is being taught 3. Prior learning, e.g. other numbers being taught **KS1/KS2** 1. Unit of work titled at the top e.g. Formal methods, measures, Shape and Space 2. Maths star and Intent 3. Key vocabulary linking to unit. Use post it notes for ease 4. Images that support learning – e.g. clock face, shapes, array, hundred square, symbols 5. Working wall display, added to from daily lessons for the week **KS1** – On display board **KS2** – Maths Journey type display on long backboard (split with reading)	 KS2 Maths Learning Journey 	
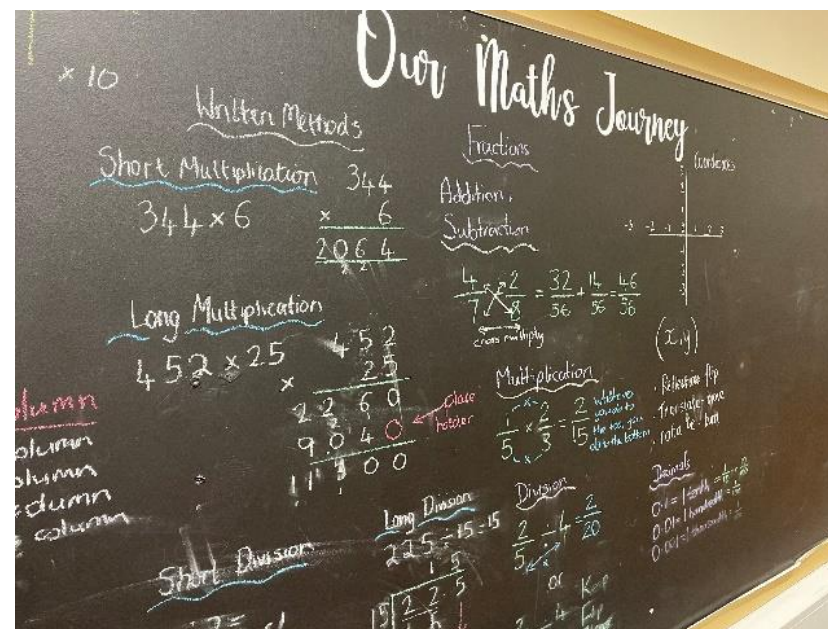
| KS2 Spelling /Handwriting	1. Handwriting and spelling headings 2. Sounds and Syllables Spelling Sequence (LH to give you) 3. Kinetic Letters resources if appropriate 4. Two spaces for flipchart paper 5. One handwriting and one for spelling, updated weekly from lessons	
Humanities /Science	1. Unit of work title e.g. Science of Sport/ What were toys like in the past? 2. Subject star and intent 3. Significant person 4. Key vocabulary (Post it notes that can be added by TA throughout lessons) 5. Images if supports learning 6. Flipchart work from lessons added with bulldog clips, and added to each lesson, with best modelled handwriting	Example of Science Board
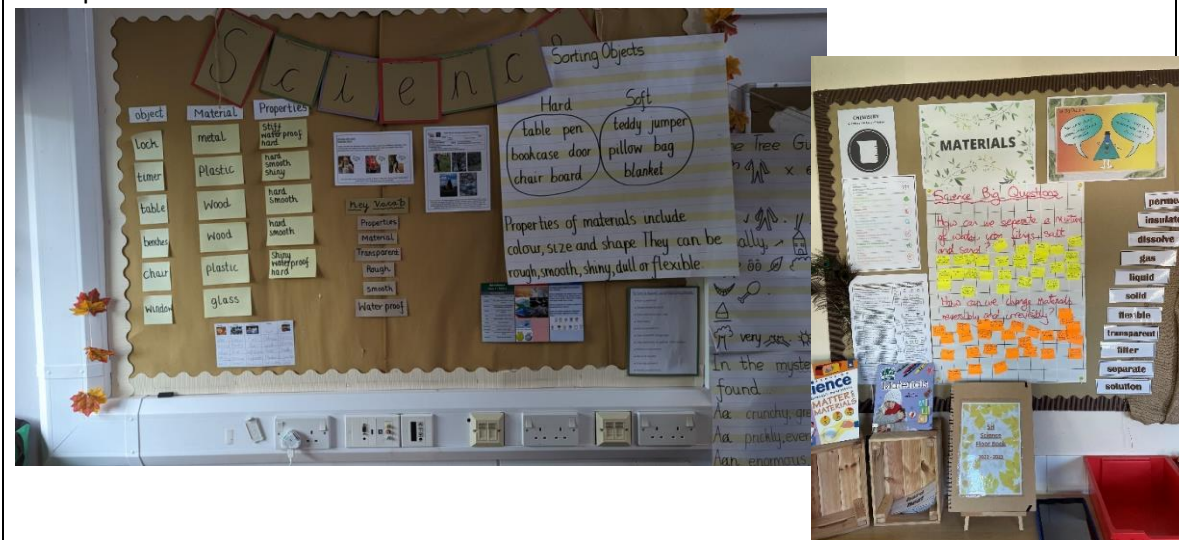
| Phonics | Key Stage 1
1. Sounds write symbol
2. Current sound that is being taught
3. Phonics sound posters of previous learning
High frequency words spellings near or on the display (See High Frequency word section)

Key Stage 2
1. Sounds write symbol
2. Current sound being taught on kinetic letters cards linking to handwriting
3. High Frequency words | KS1 Example
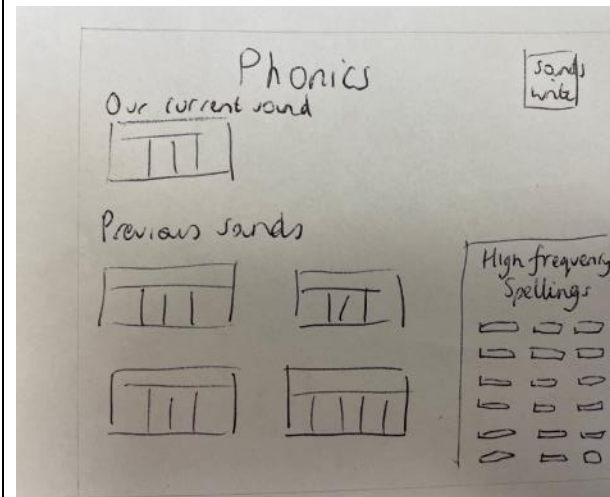
Reception Example
 |
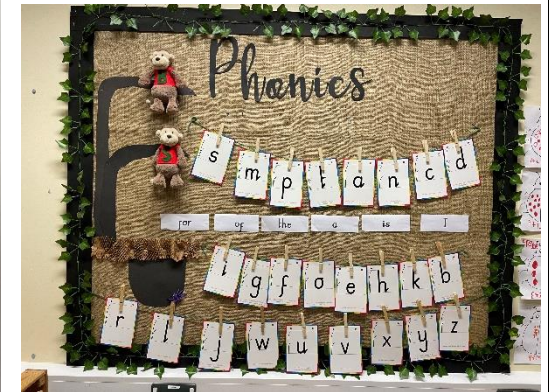
Overview of Roles and Responsibilities

Teachers
Teachers at our school will:

- Follow the expectations for teaching and professional conduct as set out in the Teachers' Standards
- Actively engage parents and carers in their child's learning via news on the website, letters, curriculum overviews, emails, phone calls, parents' evening, including clearly communicating the purpose of home learning
- Update parents and carers on pupils' progress (the frequency will vary depending on the child's needs but at least termly) and produce an annual written report on their child's progress
- Meet the expectations set out in this teaching and learning Policy, behaviour policy and feedback policy

Support staff
Support staff at our school will:

- Know pupils well and scaffold support to meet their individual learning needs
- Support teaching and learning with flexibility and resourcefulness
- Use agreed assessment for learning strategies
- Use effective marking and feedback as required
- Engage in providing inspiring lessons and learning opportunities
- Feedback observations of pupils to teachers
- Ask questions to make sure children have understood expectations for learning
- Identify and use resources to support learning
- Have high expectations and celebrate achievement
- Demonstrate and model themselves as learners
- Meet the expectations set out in this teaching and learning Policy, behaviour policy and feedback policy

Subject Leaders
Subject Leaders at our school will:

- Help to create well-sequenced, broad and balanced curriculum plans that build knowledge and skills
- Sequence lessons in a way that allows pupils to make excellent progress from their starting points
- Use their budget effectively to resource their subject, providing teachers with necessary resources for learning
- Drive improvement in their subject, working with teachers to identify any challenges
- Moderate progress across their subject/phase by, for example, systematically reviewing progress against a range of evidence and reviewing qualitative and quantitative performance data
- Improve on weaknesses identified in their monitoring activities
- Create and share clear intentions for their subject/phase

- Encourage teachers to share ideas, resources and good practice
- Provide responsive and timely CPD
- Meet the expectations set out in teaching and learning policy, behaviour policy and feedback policy

Senior Leaders

Senior leaders at our school will:

- Have a clear and ambitious vision for providing high-quality, inclusive education to all
- Celebrate achievement and have high expectations for everyone
- Hold staff and pupils to account for their teaching and learning
- Plan and evaluate strategies to secure high-quality teaching and learning across the school
- Manage resources to support high-quality teaching and learning
- Provide support and guidance to other staff through coaching and mentoring
- Input and monitor the impact of continuing professional development (CPD) opportunities to improve staff's practice and subject knowledge
- Promote team working at all levels, for example by buddying teachers up to support one another where appropriate
- Address underachievement and intervene promptly
- Meet the expectations set out in teaching and learning policy, behaviour policy and feedback policy

Pupils

Pupils at our school will:

- Take responsibility for their own learning, and support the learning of others
- Meet expectations for excellent behaviour for learning at all times, respecting the rights of others to learn
- Attend all lessons on time and be ready to learn, with any necessary equipment for the lesson
- Put maximum effort and focus into their work
- Complete home learning activities as required
- Meet the expectations set out in teaching and learning policy, behaviour policy and feedback policy

Parents and carers

Parents and carers of pupils at our school will:

- Value learning
- Encourage their child as a learner
- Make sure their child is ready and able to learn every day
- Support good attendance
- Participate in discussions about their child's progress and attainment

- Communicate with the school to share information promptly
- Provide resources as required to support learning

- Encourage their child to take responsibility for their own learning
- Support and give importance to home learning

Governors
Governors at our school will:

- Monitor that resources and funding are allocated effectively to support the school's approach to teaching and learning
- Monitor the impact of teaching and learning strategies on pupils' progress and attainment
- Monitor the effectiveness of this policy and hold the Headteacher to account for its
- implementation
- Make sure other school policies promote high-quality teaching, and that these are being implemented

The school will ensure that all individuals understand their responsibilities under this policy by providing appropriate training, education and guidance. The level of training and the nature of the education and guidance may vary depending upon the role as relevant to the policy.

Monitoring and Evaluating

We will monitor teaching and learning in our school to make sure that all of our pupils make the best possible progress from their starting points.

Subject Leaders and Senior Leaders will monitor and evaluate the impact of teaching on pupils' learning through:
- Conducting learning walks
- Reviewing marking and feedback
- Termly pupil progress meetings
- Pupil interviews
- Planning scrutinies
- Book scrutinies
- Self-improvement Plans

Links with other Policies

This policy links with the following policies and procedures:
- Behaviour policy
- SEND policy and information report
- Marking and feedback policy
- Assessment policy
- Curriculum Expectations Documents (Overviews, Learning Blocks and Implementation Plans)
- Equality information and objectives

Appendix 1

Lesson approach	Comments
Review prior learning	Make sure children have retained fundamental knowledge in order to build on prior learning without gaps forming. Examples: - Flash back four - Combine, correct, expand - One sentence summary - Quick recap question(s) - Vocab check –match definition - Image linked to prior learning – tell me 3 things… (Or retrieval, inference, describe depending on ability of children) - True or false - Spot the mistake
INTENT **Communicate the intent of the lesson (learning statement).**	- Share the learning statement. - What does it actually mean? - How will children know if they have successfully achieved what you intended them to? - Link in the school aims where appropriate – sharing key vocabulary - Be explicit with the children about what impact you want as a result of your teaching - You could have a key question you want children to be able to answer at the end of this lesson after they have been taught new knowledge – share it with them at the start and then at the end of the lesson. See what different responses you get at each point to show impact

IMPLEMENTATION **Clearly model new learning in small steps –** **clear explanation of link to prior learning**	• Explain to children how this learning links to prior learning and how that prior learning is going to help with this future learning. • Break the learning up in to small steps so there is not cognitive overload and therefore children being unable to process and apply new learning • Gift knowledge and vocabulary at this point – using visual aids where required to ensure all children can access the learning • Definition of modelling – *showing the children **how** to do what it is you want them to* do • What you are modelling must match the intent of the lesson and must set the children up to achieve what you want the impact of the lesson to be. • Model content and procedure – be explicit about both, often the content becomes the focus over the procedure, e.g. modelling how to use column addition to add 2-digit numbers but not explicitly narrating how you are laying the numbers out and why. • Narrate the process – remember you are experts but the children are not. Do not underestimate how much new learning children are taking in • Refer back to prior learning where appropriate • Plan in questions/take feedback to check children's understanding through modelling • Visual prompts – especially important for unfamiliar vocabulary sharing • Give children a chance to practice what is being modelled – whiteboard work, writing on tables, quick activity before going off independently, talk partners etc. • Deploy your TA to support/challenge children with the content and procedure you are modelling. They must also support with behaviour management at all times. NO AUDIENCE.
Determine who has understood the explicit teaching and those who have not (AfL)	• Know which children have understood what they need to do as a result of modelling and those that haven't. • Pick up those struggling during input, how they show their understanding through practicing, through prior knowledge of the child including marking their previous piece of work, pupil conversation, key questioning and knowledge of attainment. • Know children whose knowledge extends beyond what is being taught
Split input if required	• These are vital if the class are acquiring and applying the new (and prior) learning at very different rates. • Throughout the modelling part of the lesson (and based on prior knowledge of the child) you will know who is capable of going off independently to complete the activity linked to the intent of the lesson.

	• Children who are not ready to do this must remain with you to either have additional time to practice the content and procedure or work through an appropriately planned activity with you step by step • You could use your TA to be with children who are ready to get on independently while you support children who need additional input and then swap when those children are ready to have a go independently. • You need to make sure those children that have gone to work independently with additional input are being challenged appropriately. This will be done through suitably planned activities and adult input.
Scaffloded activities	• The tasks must match the intent of the lesson and the modelling you have carried out • The tasks must support children to achieve the intent of the lesson and the opportunity to show the impact you want to see • The tasks must be designed to ensure the lesson is accessible for all – some children will need greater scaffolding than others, while some children will be able to apply the new learning to more complex contexts • The key is that tasks enable children to be independent learners and achieve the intended outcome
IMPACT **Marking and feedback (See Feedback Policy)**	• You are not expected to stay with one focus group but instead ensure you are moving between children to give live marking/feedback to move their learning on in a timely manner to enable rapid progress. This could mean they need support with the current activity, going back a step or moving them on to more complex application of the new learning. • Your TA must be directed to do the same • Where some children are identified as particularly struggling they are to be given the time to address any misconceptions or lack of understanding to achieve the intent of the lesson and demonstrate the impact you foresee • It is also important children that need to be challenged are identified rapidly and moved on to more complex applications • All children should receive feedback either during or before the next lesson
Review learning – identify and address misconceptions, summarise learning and how it will lead to the next part of their learning journey	• Make sure you know what impact you expect to see at the end of the lesson. Is this impact evident? If not, why not? How will it impact next lesson?

| | Always review learning and address any broad misconceptions (individual misconceptions must be tackled during the lesson through live marking/feedback). This could be done during the lesson not just at the end. Recap learning and discuss how it will help next steps in learning Discuss how learning will help in a broader context outside of the classroom, e.g. calculating change will help them when shopping and budgeting what they can spend |