Simpson's Lane Academy
POLICY DOCUMENT

POLICY TITLE	Teaching and Learning Policy
RESPONSIBLE COMMITTEE	Curriculum Committee
RATIONALE	At the academy we endeavour to ensure our early learners develop into life long learners. We strive to provide a safe, secure and stimulating environment where curiosity is welcomed, enquiry is encouraged and learning is fostered.
PURPOSES	We believe that people learn best in different ways. At the academy we provide a rich and varied learning environment that allows learners to develop their skills and abilities to their full potential.
GUIDELINES	• Teachers set challenging teaching and learning objectives, which are relevant to all pupils in their classes. These are based on knowledge of pupils' past and current achievement and the expected standards for pupils of the relevant age range. • Teachers should use the Educater 'Gaps in Learning Report' to ensure they are teaching appropriate objectives. • Teachers have consistently high expectations of pupils and build successful relationships, centered on teaching and learning. They establish a purposeful learning environment where diversity is valued and where pupils feel secure and confident. • Teachers teach clearly structured lessons or sequences of work which interest and motivate pupils and which: - start with a clear learning objective that is understood by all pupils - has a defined set of criteria for success - has learners working in the first 3 minutes of learning - has learners not sat listening to teacher inputs for more than 11 minutes - employ interactive teaching methods and collaborative group work, especially the use of the Kagan structures - promotes active and independent learning that enables pupils to think for themselves and to plan manage and assess their own learning - ensure that children are given long enough to complete work, and have opportunities for working for sustained periods of time, appropriate to their age - ICT is used effectively to deepen understanding (Bug Club, Mathletics) - presentation of learners work is of a highest standard - uses 'Assessment As Learning' strategies within the lesson to ensure learning is taking place - the majority of Maths/Writing lessons will be delivered in 2 sessions, approximately a 40 and 20 minute session, with a break in between. Session 1 will be a formative based teaching session. Children will be taught in either whole class/mixed ability pairs or mixed ability groups, based on a 'I do, you do' structure. Activities may be practical and will be mainly completed on whiteboards. Session 2 will be a practice/fluency or depth session, where the children will work independently at a level determined by the teacher's formative assessment of Session 1. The teacher may work with groups to model/guide work. • Teachers set high expectations for pupils' behaviour and establish a clear framework for classroom discipline in line with the academy behaviour policy. • Teachers ensure the classroom learning environment includes working walls for English, mathematics, science and topic. • Teachers will use the 5Rs consistently to promote and embed learning attitudes and habits to secure independent learners • Teachers to facilitate frequent opportunities for pupils to reach a wide audience using the school blog and class twitter feeds for a range of purposes.
FURTHER DETAILS CONTAINED IN DOCUMENTS	• Marking and Feedback Policy • Assessment Policies • Topic Policy

DATE APPROVED: JULY 2016	**NEXT REVIEW DATE** (every two years)
Reference Number:	**T&L-12**