Teaching and Learning Policy

What's the point in school?

"The purpose of education is to prepare young people for the future. Schools should be helping young people to develop the capacities they will need to thrive. What they need, and want, is the confidence to talk to strangers, to try things out, to handle tricky situations, to stand up for themselves, to ask for help, to think new thoughts. That is not too much to ask-it is every young person's basic educational entitlement." Guy Claxton.

Lowbrook Academy is committed to this purpose and uses this policy to outline its strategy for teaching and learning so as to meet its pupil's educational entitlement.
We believe at Lowbrook that there is an expectation on the part of both adults and children that learning is important and enjoyable and that everyone can improve. The learning process is valued and there is a supportive atmosphere that allows children to make and learn from their mistakes. This policy outlines the Academy's Pedagogy describes how we implement our curriculum and explains the beliefs and research that informs the way we teach in this school.

We believe our shared vision ensures the right conditions for learning here at the Academy.

Laeti, Sani, Multa Perficientes

Happy, Healthy High Achievers

This vision is underpinned by the following goals and principals:

Enjoyment, Commitment and Achievement (Engagement, Exploring, Knowing, Understanding and Making Sense, Fostering Skills, Exciting Imagination and Enacting Dialogue.

Equality of Opportunity

Fairness and Justice

Respect, Reciprocity, Responsibility and Honesty

Innovation and Creativity

High Aspirations

Autonomy, Independence and Resilience

Wellbeing and Healthy living

Local, National and Global Citizenship

Sustainability and interdependence

The Academy has adopted a common set of aims and intent that drive our curriculum, teaching learning and assessment. They are:

Well-being: prepare children for a fulfilling future as well as attend to their present needs, hopes, interests and anxieties and promote their mental, emotional and physical welfare. Help them to develop a strong sense of self, a positive outlook and maximise their ability to learn through good, evidence-informed teaching.
Engagement: secure children's active and enthusiastic engagement in their learning.
Empowerment: excite, promote and sustain children's agency, empowering them through knowledge, understanding, skill and personal qualities to profit from their learning, to discover and lead rewarding lives, and to manage life and find new meaning in a changing world.
Autonomy: enable children to establish who they are and to what they might aspire. Encourage their independence of thought and discrimination in the choices they make. Help them to see beyond fashion to what is of value.
Encouraging respect and reciprocity: promote respect for self, for peers and adults, for other generations, for diversity and difference, for ideas and values, and for common courtesy. Respect between child and adult should be mutual, for learning and human relations are built upon reciprocity.
Interdependence and sustainability: develop children's understanding of humanity's dependence for wellbeing and survival on equitable relationships between individuals, groups, communities and nations, and on a sustainable relationship with the natural world and help children to move from understanding to positive action.
Promoting Empowering local, national and global citizenship: enable children to become active citizens by encouraging their full participation in decision-making within the classroom and school, and advancing their understanding of human rights, conflict resolution and social justice. They should develop a sense that human interdependence and the fragility of the world order require a concept of citizenship which is global as well as local and national.
Celebrating culture and community: every school should aim to become a centre of community life, culture and thought to help counter the loss of community outside the school. 'Education is major embodiment of a culture's way of life, not just a preparation for it,' as Jerome Bruner said.
Exploring, knowing, understanding and making sense: give children the opportunity to encounter, explore and engage with the wealth of human experience and the different ways through which humans make sense of the world and act upon it.
Fostering skill: foster skill in those domains on which learning, employment and a rewarding life depend: in oracy and literacy, in mathematics, science, IT, the creative and performing arts and financial management; but also communication, creativity, Invention, problem-solving, critical practice and human relations.
Exciting imagination: excite children's imagination so they can advance their understanding, extend the boundaries of their lives, contemplate worlds possible as well as actual, understand cause and consequence, develop the capacity for empathy, think about and regulate their behaviour, and explore language, ideas and arguments
Enacting dialogue: help children grasp that understanding builds through collaboration between teacher and pupil and among pupils. Enable them to recognise that knowledge is not only transmitted but also negotiated and re-created; and that each of us in the end makes our own sense out of that knowledge. Dialogue is central to pedagogy: between self and others, between personal and collective knowledge, between present and past, between different ways of thinking

Principles of teaching and Learning: Good teaching makes a difference; excellent teaching can transform lives. *Cambridge Review 2010*

The Art of Teaching

We believe at the Academy that effective implementation of teaching is effective when it is:

- Embracing the Principles of Carol Dweck and her research into 'Growth Mindset.' We believe that children's abilities can be developed through dedication, purposeful teaching and hard work

- Encouraging children to be resilient to failure and see this as an important step in their learning. Staff will reinforce this by teaching resilience and using the "not yet," principles of Growth Mindset: "Becoming is better than being," Carol Dweck.

- Purposeful, efficient, clear, structured and adaptive. The teacher must have excellent subject knowledge

- Differentiated to match closely to pupils' current abilities and needs (SEND, Gifted and Talented). Learning must be personalised

- Challenging and will stretch the children. "Why waste time proving over and over again how great you are, when you could be getting better? Why hide deficiencies instead of overcoming them? Why look for friends or partners who will just shore up your self-esteem instead of ones who will also challenge you to grow? And why seek out the tried and true, instead of experiences that will stretch you? The passion for stretching yourself and sticking to it, even (or especially) when it is not going well, is the hallmark of the Growth Mindset. This is the mindset that allows people to thrive during some of the most challenging times in their lives." Carol Dweck

- More than a mere transmission of subject knowledge. Lessons must be delivered by an enthusiastic teacher who brings **Awe** and **Wonder** into the classroom,

- Surrounded by an effective, orderly, stimulating, attractive, safe and supporting environment that is effective for learning. Resources must be of the highest quality and technology needs to be up to date, relevant and used effectively to enhance learning and communication

- Learning is an enjoyable and challenging experience, – learners value and draw on their own experience (CITV, WIIFM by connecting into values and understanding – What's in it for me!)

- Carefully planned where effective and appropriate learning intentions are understood. Teaching should build on what learners already know-pupils should know what is to be learnt, how and why

- Carefully planned and involve pupil participation as often as possible (response partners, group debate and discussion). Quality questioning techniques must be used building on prior learning and Blooms Taxonomy (Appendix A).

- Challenging in order to build resilience and in order that children view failure as a learning experience

- Providing scope for pupils to use their initiative and develop a capacity for independent work

- Delivered at an appropriate and good pace

- A suitable balance between class, group and individual work is planned for

- Providing opportunities to apply skills and knowledge taught

- Reflective and allows pupils to summarise what they have experienced

- Revisits learning over time through periodic and dispersed testing ensuring that children develop neural plasticity and long term memory. We have a sound pedagogical understanding of the working memory and long term memory.

  Working Memory
  - Our immediate processing capacity
  - Limited capacity (we on average have 7 slots)
  - Enables us to deal with new complexity

  Long Term Memory
  - Stores well practiced tasks (alphabet, vocabulary)
  - Frees up capacity of the working memory
  - Accessed through strong pathways: stronger and sequential pathways make it possible to tackle new and harder challenges
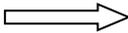
  e.g. Alphabet $\implies$ **Vocabulary** $\implies$ **Reading**
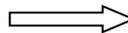
  We use and understand the rate of forgetting studies by Hermann Ebbinghause and prioritise purposeful repetition and recall to build long term memory.

  Some of the strategies we use for long term memory include:
  - Aligning visuals to the spoken word
  - Fix gaps and faulty blocks along the way (formative assessment and intervention)
  - Simplify instructions
  - State tasks before instructions – this begins with the termly Big picture through to our lesson intentions.
  - Use memory aids but with caution
  - Purposeful recall: We know through research that retrieval has better results than re-studying or re-reading. Opportunities for Oral and written recall are planned for, e.g. P4C discussions, testing after a period of time (Spaced retrieval) including elongation retrieval over time, genre switching after units of work, feedback and delayed feedback, e.g. students revisiting tests and self-corrections some time after their tests or work.

- Complemented by fair discipline, positive reinforcement and explicit feedback

- Providing the children with a secure understanding of classroom routine

- Catering for all. Learning styles are understood by learners and incorporated into learning (VAK – visual, Auditory and kinaesthetic)

- Ensuring every child succeeds by providing an inclusive education within a culture of high expectations

- Providing effective classroom management and behaviour that is ready for learning

- Demonstrating a commitment to every learner's success, making them feel included, valued and secure

- Raising learner's aspirations and the **effort** they put into learning, engaging, where appropriate, the active support of parents or carers.

Outstanding teaching must incorporate all of the above and this is what we strive for from our teachers here at the Academy. We have also overlaid these with the findings from the Teaching and Learning Research Programme (TLRP 2008). They conclude that effective teaching and learning:

1. *Equips learners for life in its broadest sense.* Learning should aim to help individuals and groups to develop the intellectual, personal and social resources that will enable them to participate as active citizens, contribute to economic development and flourish as individuals in a diverse and changing society. For the Academy this means expanding conceptions of worthwhile learning outcomes and taking seriously issues of equality and social justice for all.
2. *Engages with valued forms of knowledge.* Teaching and learning should engage learners with the big ideas, key processes, modes of discourse and narratives of subjects so that they understand what constitutes quality and standards in particular domains. The Big Picture is to be displayed in all classrooms and engagement with the curriculum will be key.
3. *Recognises the importance of prior experience and learning.* Teaching and learning should take account of what the learner knows already in order to plan their next steps. This includes building on prior learning but also taking account of the personal and cultural experiences of different groups of learners.
4. *Requires the teacher to scaffold learning.* Teachers should provide activities and structures of intellectual, social and emotional support to help learners to move forward in their learning so that when these supports are removed the learning is secure. Physical and pedagogical scaffolding will be prominent within the Academy.
5. *Needs assessment to be congruent with learning.* Assessment is designed and implemented with the goal of achieving maximum validity both in terms of learning outcomes and learning processes. It will help to advance learning as well as determine whether learning has occurred.
6. *Promotes the active engagement of the learner.* A chief goal of the teaching and learning should be the promotion of learners' independence and autonomy. This involves acquiring a repertoire of learning strategies and practices, developing positive learning dispositions, and having the will and confidence to become agents in their own learning.

7. *Fosters both individual and social processes and outcomes.* Learners should be encouraged and helped to build relationships and communication with others for learning purposes, in order to assist the mutual construction of knowledge and enhance the achievements of individuals and groups. Consulting learners about their learning and giving them a voice is both an expectation and a right. Pupil voice is valued within the Academy and is explored later within this policy.

8. *Recognises the significance of informal learning.* Informal learning, such as learning out of school, should be recognised as at least as significant as formal learning and should therefore be valued and appropriately planned for in formal processes. The academies commitment to clubs, study support Qiss, LPPA and extended services in general.

9. *Depends on teacher learning.* The need for teachers to learn continuously in order to develop their knowledge and skill, and adapt and develop their roles, especially through classroom enquiry, should be recognised and supported. CPD has been and continues to be a strength of this organisation.

10. *Demands consistent policy frameworks with support for teaching and learning as their primary focus.* Institutional and system level policies need to recognise the fundamental importance of teaching and learning and be designed to create effective learning environments for all learners. Since becoming an Academy all Policies have been re-written with this focus in mind. This policy and the curriculum policy are excellent examples of this in practice.

Expert Teachers

To ensure learning is Outstanding our Academy is committed to developing Expert Teachers. We have drawn inspiration from research to determine what the attributes of Expert Teachers are and identify in this policy the ongoing research and findings of John Hattie:

Expert teachers:

A. Can identify essential representations of their subject(s)
- A1. Expert teachers have deeper representations about teaching and learning.
- A2. Expert teachers adopt a problem-solving stance to their work.
- A3. Expert teachers can anticipate, plan, and improvise as required by the situation.
- A4. Expert teachers are better decision-makers and can identify what decisions are important and which are less important decisions.

B. Guide Learning through Classroom Interactions
- B5. Expert teachers are proficient at creating an optimal classroom climate for learning.
- B6. Expert teachers have a multidimensionally complex perception of classroom situations.
- B7. Expert teachers are more context-dependent and have high situation cognition.

C. Monitor Learning and Provide Feedback
- C8. Expert teachers are more adept at monitoring student problems and assessing their level of understanding and progress, and they provide much more relevant, useful feedback.
- C9. Expert teachers are more adept at developing and testing hypotheses about learning difficulties or instructional strategies.

- C10. Expert teachers are more automatic (We realise that it may take time and CPP to become and Expert teacher).

D. Attending to Affective Attributes
- D11. Expert teachers have high respect for students.
- D12. Expert teachers are passionate about teaching and learning.
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E. Influencing Student Outcomes
- E13. Expert teachers engage students in learning and develop in their students' self-regulation, involvement in mastery learning, enhanced self-efficacy, and self-esteem as learners.
- E14. Expert teachers provide appropriate challenging tasks and goals for students.
- E15. Expert teachers have positive influences on students' achievement.

Pupil Voice

The Academy endorses listening to what children have to say. We have looked at research and considered the benefits of the **Voice** movement when developing this policy.

The Cambridge Review 2010 concluded that children liked: consistency and not moodiness; fair but firm discipline, not shouting or nagging; individual help with their work and support when they struggle. A good teacher they suggest should:

- Really know their stuff,
- Be able to make learning fun,
- Know everyone's names,
- Tell you things in advance so that you know what a lesson is about,
- Give you a permanent record of what you learn,
- Be able to explain things clearly so you understand and
- Have lots of energy.

This policy aims to exploit these outcomes and continually keep pupil voice alive in this Academy.

Learner voice should not be a tokenistic or add on exercise. It should represent a deeper cultural change towards genuine on-going participation and engagement with learners. Much still needs to be done to improve the quality and level of engagement with learners about their education GFTTT Cambridge Review 2010.

The Cambridge Review itself concludes:

Some argue that exploring children's experiences of teaching and learning provide insights into the difficulties and challenges children experience in their learning. From a psychological and pedagogical perspective, there is persuasive evidence that voice and dialogue support both learning and metacognition, enabling children to become independent and reflective learners. Others emphasise the moral and civic imperative that children have the right to be heard and to have their views taken seriously.

It is clear that by listening to children we will become a better school and this idea must be central to the success of teaching and learning within this Academy.

Learning Power!

The Academy is committed to the view that *learning to learn* is a real possibility and that how well you learn is not a matter of how bright you are; it is a matter of experience and good coaching and teaching. It encompasses the notion that failure is a necessary experience in the journey and that learning embraces this and requires the skills of resilience to overcome this.

The goal of early education (and perhaps of all education) should not be seen simply that of training brains whose basic potential is already determined. Rather, the goal is to provide rich environments in which to grow better brains." Andy Clark

The Academy is committed to coaching children on how to learn and is committed to developing the following characteristics to assist this identified by Guy Claxton and his belief in developing learning power. He has arrived at four characteristics called the FOUR R's (Resilience, Resourcefulness, Reflectiveness and Reciprocity).

Resilience: Being ready, willing and able to lock onto learning

Absorption	- flow; the pleasure of being rapt in learning
Managing distractions	- recognising and reducing interruptions
Noticing	- really sensing what's out there
Perseverance	- stickability; tolerating the feelings of learning

Resourcefulness: Being ready, willing and able to learn in different ways

Questioning	- getting below the surface (Blooms), playing with situations
Making links	- seeking coherence, relevance and meaning
Imagining	- using the mind's eye as a learning theatre
Reasoning	- thinking rigorously and methodically
Capitalising	- making good use of resources

Reflectiveness: Being ready, willing and able to become more strategic about learning

Planning	- working learning out in advance
Revising	- monitoring and adapting along the way
Distilling	- drawing out the lessons from experience
Meta-learning	- understanding learning, and yourself as a learner

Reciprocity: being ready, willing and able to learn alone and with others

Interdependence	- balancing self-reliance and sociability
Collaboration	- the skills of learning with others
Empathy and listening	- getting inside others minds
Imitation	- picking up others habits and values

Assessment for Learning

Teachers and TAs use a range of strategies for day to day assessment during learning activities and provide feedback on learning objectives. Parents/carers are provided with information on children's progress to support awareness of their learning.

Teachers use a range of formative and summative assessments, judge attainment, identify children's progress and inform groupings of the children. The school make use of pupil tracking (Please refer to Assessment Policy). The children will become resilient to tests and will use tests to consolidate long term memory

Vulnerable Children including SEN & Pupil Premium pupils

We are committed to the equal inclusion of all pupils in all areas of school life. The Academy recognises the diverse and individual needs of all of our pupils and takes into account the additional support required by those children with Special Educational Needs (SEN). **All pupils** are entitled to a quality of provision which will enable them to achieve their full potential. We believe in positive intervention; removing barriers to learning; raising expectations and levels of achievement and working in partnership with other agencies in order to provide a positive educational experience for all SEN pupils.

Through quality first class teaching and appropriately timetabled interventions, all staff have an inclusive way of teaching. Furthermore, all children are aware of their targets and the differentiated learning intentions and success criteria ensure all children are making progress at their level.

In line with the SEN Code of Practice, the school adopts a graduated response to pupil's needs, recognising that there is a continuum of needs matched by a continuum of support.

In order to meet the needs of every child we:
- Adopt a range of teaching and learning styles across all curriculum areas.
- Follow a system of monitoring, target setting and reviewing progress that meets the needs of the individual learner and follows national and local guidelines.
- Ensure that learning experiences and the monitoring of progress and achievement is pupil centred.
- Allow pupils with special educational needs and disabilities to fully partake in all school activities (so far as is reasonably practical and compatible with the child).
- Ensure that all pupils with SEN reach their full potential, make progress and achieve at the highest possible level for their ability.
- Provide an appropriately differentiated curriculum.

All Pupil Premium pupils and any other identified vulnerable children attend a daily feedback session. Feedback has effects on all types of learning across all age groups and there are a substantial number of reviews and research on the effects of feedback. The most recent studies suggest an improvement of about three months additional progress is achievable in schools or nearer four months when the approach is supported with professional development.

A mentor is assigned to all Pupil Premium pupils and other identified vulnerable children whereby they meet on a weekly basis to discuss targets, well-being, achievements, etc. Research undertaken by the Education Endowment Foundation shows that metacognition and self-regulation approaches aim to help pupils think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring and evaluating their learning. As a result, these approaches have consistently high levels of impact, with pupils making an average of seven months additional progress.

At the Academy, we ensure that all Pupil Premium children have access to all extra-curricular activities in and outside school which are essential for their social development.

Covid 19

The pedagogy has changed dramatically during the Covid 19 pandemic. This policy has to be adapted to accommodate all of the control measures outlined in the school's return to work risk assessment. It must also be adapted to effectively facilitate home learning, however, the principles outlined in this document will be adhered to as closely as possible during future lockdown or isolation periods.

Monitoring

The quality of teaching and learning in relation to this policy is regularly monitored by the SLT.

Effective implementation of this policy should enable the pupils to become:

- Successful, resilient learners who **enjoy** learning, learn from failure, make progress and **achieve**
- Confident individuals who are able to live **safe, healthy** and fulfilling lives
- Responsible citizens who make a **positive contribution** to society

Related Policies
Curriculum
SEND
Single Equality Scheme
Assessment

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Signed: Chair of Governors

Signed: Principal

Blooms Taxonomy

CREATING — Putting information together in an innovative way

EVALUATING — Making judgements based on a set of guidelines

ANALYZING — Breaking the concept into parts and understand how each part is related to one another

APPLYING — Use the knowledge gained in new ways

UNDERSTANDING — Making sense of the material you have learned

REMEMBERING — Recalling relevant knowledge from long term memory
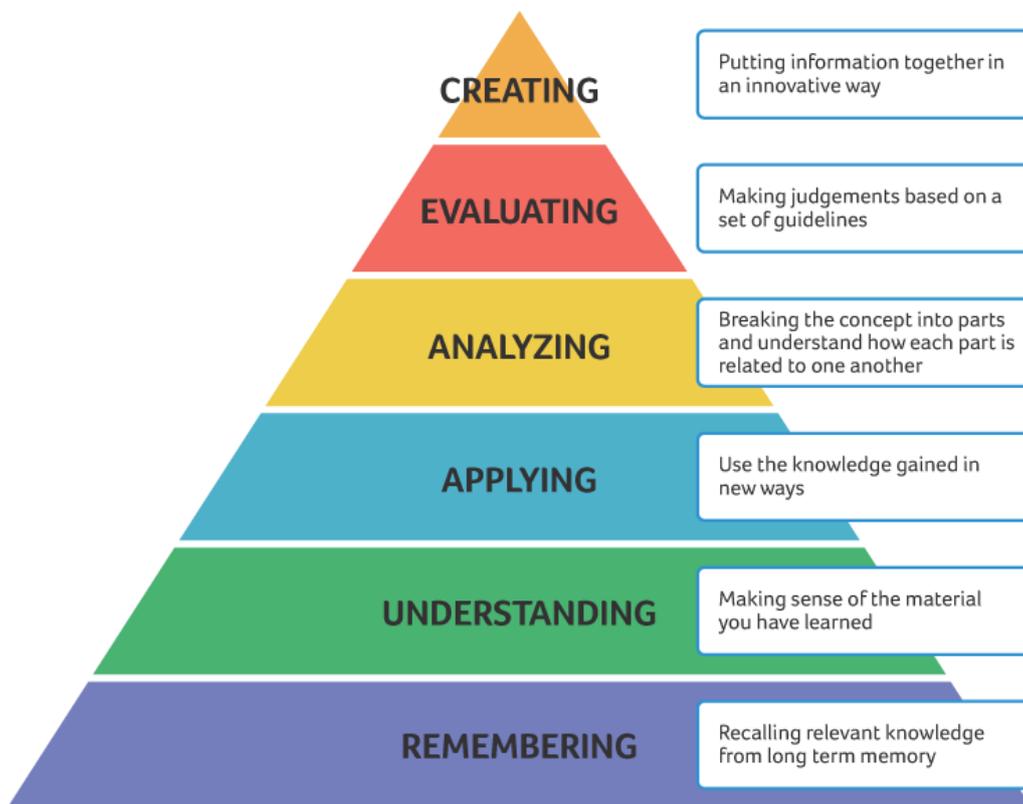
GROWTH MINDSET - TOP TEN TIPS

1.
Acknowledge and encourage effort –
Discuss that you get out what you put in

2.
Show that mistakes are OK –
Show students how to respond to setbacks and failures and welcome criticism

3.
Share the pain –
Discuss with students what they are finding difficult

4.
Celebrate the struggle –
Congratulate student's hard work

5.
Provide positive feedback –
Guide students to new directions and new areas to work on

6.
Redefine "GENIUS" –
Show that a genius has to work hard, it's not just talent alone

7.
Provide choice –
To help students find their own way

8.
Be inspired by the success of others –
Find lessons & inspiration in other people's successes

9.
Use the word "YET" –
To struggling students say they've not mastered something YET

10.
Define success –
Explain that success is working hard to become your best

Success