



THE
GRANGE
ACADEMY

ASPIRE FOR EXCELLENCE

Teaching and Learning Policy 2021- 2022

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Academy Link: Mrs P Boyd-Rugen



VISION:

A community that works together to create an exceptional learning journey for all.

AIMS AND RATIONALE

In this school, every student will have an entitlement to benefit from teaching of the highest quality. This policy is designed to ensure that learning is at the heart of everything we do and that everyone works together to ensure that this happens through a consistent approach across all phases.

OUR SCHOOL MISSION:

We aspire for excellence through instilling our core values and providing a range of opportunities to create well-rounded students that are fully prepared for their life beyond The Grange Academy.

DEFINITION OF LEARNING:

Learning is the life long process of developing, demonstrating and applying independently new and transferable skills, knowledge and understanding in a variety of contexts for life-long learning.

THE VISION: A COMMUNITY THAT WORKS TOGETHER TO CREATE AN EXCEPTIONAL LEARNING JOURNEY FOR ALL.

- All members of our community are given equal and fair opportunities to have access to life-long learning.
- Teachers are committed to ensuring that their current practice is in line with career stage (Developing/Secure/Enhanced) and meets the Teachers' Standards.
- Leaders in school are committed to supporting staff to improve their pedagogy through coaching as well as quality CPD.
- Members of staff have the opportunity to develop pedagogical and technical expertise through partnerships, in-house training / CPD / external training programmes, research and sharing good practice with other professionals both inside The Grange, the Wade Deacon Trust and Teaching School Alliance. They have the opportunity to move to more advanced practices that benefit the learning of all.

- Parents / carers are encouraged to become involved in Learning and Teaching through resources on the school website.
- Students are encouraged to be at the forefront of learning and to share their recommendations with their teachers and peers.

CORE PRINCIPLES: STUDENTS AT THE GRANGE ACADEMY ARE ENTITLED TO:

- Enjoy their education.
- Have access to a curriculum that gives them opportunities to achieve and exceed their academic and vocational potential.
- Learn how to become good citizens and take responsibility for their actions, whilst demonstrating respect for others and their environment.
- Feel safe, secure and gain confidence in their learning environment.
- Receive regular information about their progress in each subject.

EFFECTIVE LEARNING IS WHEN STUDENTS:

- Are engaged in the learning process. The teacher facilitates challenge with exciting opportunities and excellent resources that help to develop new and transferable skills.
- Are happy, healthy, secure, make positive contributions and feel valued within the environment and display a positive self-image.
- Are afforded clear learning objectives, success criteria, modelling and clearly staged learning opportunities. Learning is structured for them to achieve, participate and progress according to their potential.
- Are familiar with measurable success criteria and how to meet it; this helps them to achieve their potential.
- See that their success is celebrated, are informed of their progress and rewarded accordingly.
- Have lessons which are tailored to meet their individual needs.
- Have opportunities to review *what* and *how* they have learned and are able to articulate this.

- Are able to demonstrate their learning in a variety of ways: both independently and collaboratively.
- Can see the big picture and their needs of life-long learning are met.
- Are responsible for their own progress, independent, creative, resilient and confident students and leaders. They show the ability to participate, apply, communicate and explore (PACE).
- Are challenged, not afraid to take risks in their learning and are willing to learn from their mistakes.
- Are given the advice, information, guidance and the opportunity to follow suitable curriculum pathways.
- Develop transferable skills, especially the key skills of Literacy and Numeracy. They can also demonstrate our core values of ASPIRE alongside demonstrating an understanding of SMSC and British values.
- Understand where they are now and how they can improve.
- Have respect for the learning of others and take pride in their work.
- Have a voice in the learning process and are able to establish a learning dialogue with their teachers and their peers.
- Are successful in their assessments and know how to revise effectively.
- Have excellent ATL and are engaged, motivated and excited about their learning as the leaders of tomorrow.

ALL STAFF AT THE GRANGE ACADEMY WILL MODEL AND EXPECT HIGH:

- Standards of behaviour and respect.
- Standards of appropriate appearance.
- Aspirations for all students.

TEACHERS AT THE GRANGE ACADEMY WILL:

- Implement the curriculum which balances the national expectations and an all-encompassing range of experiences allowing our children to develop academically and personally.
- Have clear strategic planning which allows the curriculum to be dynamic and adapt to the context of the school and children's needs.
- Plan lessons that enable and challenge students to learn key knowledge exceptionally well across the curriculum with clear objectives, success criteria and challenges to reach their potential and beyond.
- Use assessment data to inform future planning and raise achievement.
- Establish a good routine at the start of each lesson: greeting the students at the door, smiling, using a seating plan (which also identifies PP students), taking a formal register in the first 5 minutes of the lesson and circulating the room throughout the lesson.
- Structure lessons that will follow the Accelerated learning structure (Connect, Activate, Demonstrate, Consolidate).
- Display their standards and expectations in every classroom. See the Feedback for Learning Policy for more details.
- Implement our unique PACE Curriculum to allow students to be given the opportunity to express their knowledge, skills and understanding through Participation, Application, Communication & Exploration. The PACE framework allows students to demonstrate their learning and ensure they have experiences and knowledge to build upon.
- Be accountable for, and consistently practise, the Behaviour for Learning Policy.
- Have consistently high expectations of themselves, others and of all students; ensure that students adhere to the academy's Aspire values.
- Make students aware of how learning fits into the big picture.

- Use well-judged teaching strategies, resources and learning styles matched to the students' learning needs, including a variety of independent, pair and group activities for learning.
- Scaffold students' learning through modelling and collaborative learning where this is appropriate.
- Work closely with Teaching Assistants and other adults to ensure all students can access the curriculum and make progress.
- Systematically and effectively check students' understanding using a variety of effective AfL strategies, anticipating where they may need to intervene to consolidate learning.
- Set appropriate homework/revision that matches students' needs to reinforce and extend what is learned in school.
- Promote and monitor students' progress through rigorous assessment, revision and reviewing class data.
- Intervene and support those students who are falling behind and not achieving their full potential.
- Provide a neat, tidy and stimulating learning environment that celebrates students' achievements and promotes high standards.
- Contribute, as a team member, to the development of the school and their subject department/key stage through sharing best practice with others, the DSEF, Student Voice, Learning weeks, CPD and their Appraisal Objectives.
- Ensure that feedback for learning is effective in ensuring that students make significant and sustained gains in their learning.
- Ensure that the teaching of reading, writing, oracy and mathematics is highly effective.
- Ensure that students are developed spiritually, morally, socially and culturally as well as promote strong British Values (democracy, the rule of law, individual liberty and mutual respect) in the classroom.
- Commit to reflection and improvement of pedagogy.

TEACHING ASSISTANTS AT THE GRANGE ACADEMY WILL:

- Assist the classroom teacher in promoting the ethos of the school and insist on the highest standards of behaviour and ATL in the classroom.
- Commit to improving their own practice through reflection and self-evaluation.
- Ensure that their own knowledge and understanding is relevant and up to date by reflecting on their own practice, liaising with school leaders and identifying relevant professional development to improve personal effectiveness.
- Demonstrate an informed and efficient approach to teaching and learning by adopting relevant strategies to support the work of the teacher and increase achievement of all students including, where appropriate, those with special educational needs and disabilities.
- Communicate effectively and sensitively with students to adapt to their needs and support their learning.
- With the class teacher, keep other professionals accurately informed of performance and progress or concerns they may have about the students they work with.
- Recognise and respect the role and contribution of other professionals, parents and carers by liaising effectively and working in partnership with them.
- Understand their responsibility to share knowledge to inform planning and decision making.
- Understand their role in order to be able to work collaboratively with classroom teachers and other colleagues.
- Communicate their knowledge and understanding of students to other school staff so that informed decision making can take place on intervention and provision.

MIDDLE LEADERS, AND THOSE WITH LEADERSHIP RESPONSIBILITIES, WILL LEAD, SUPPORT, GUIDE AND ADVISE CLASSROOM TEACHERS AND MONITOR THAT THE STANDARDS ARE REACHED THROUGH:

- The whole school monitoring and evaluation programmes including the Subject Reviews, Observations, Learning Walks, Book Looks and Student Voice.
- A supportive and collaborative approach to improving pedagogy across the school through the School's CPD Programme.
- Celebrating excellence and addressing underperformance through the effective use of appraisal, guiding teachers to celebrate their strengths and develop areas for improvement through the DSEF, Appraisal Objectives, Coaching, attending in-house CPD and external CPD where appropriate.
- Developing and sharing best practice during subject time and monitoring the impact of CPD on Learning and Teaching.

SENIOR LEADERS WILL:

- Lead, support, guide and advise Middle Leaders by acting as Senior Subject Link and follow, evaluate and robustly monitor the impact of Learning & Teaching with Subject Leaders.
- Celebrate excellence and address underperformance.
- Monitor the quality of feedback via Book Looks.
- Monitor the quality of learning through the whole school monitoring and evaluation cycle.
- Act on information provided by the Student Voice.
- Have a leading role in the Subject Reviews, acting on the information accordingly.

THE PRINCIPAL WILL:

- Lead, support, guide and advise the Senior Leaders in the vision, leadership, development, monitoring and evaluation of learning across the school community.

GOVERNORS WILL:

- Monitor and review the Teaching and Learning Policy and its practice through Governor Visits, The Standards Monitoring Board and reports from the Principal and other Senior Leaders.

THE COMMUNITY WILL BE INVITED TO SUPPORT THE LEARNING IN THE SCHOOL BY:

- Contributing to activities, such as assemblies, artistic events, specialist outings and clubs.
- Sharing and contributing to the academy's resources for learning.
- Organising activities and events to extend and deepen Students' knowledge and skills.
- Supporting school events.

MARKING AND ASSESSMENT – PLEASE SEE THE FEEDBACK FOR LEARNING POLICY.

MONITORING & EVALUATING THE EFFECTIVENESS OF LEARNING & TEACHING

- Subject Reviews will take place periodically throughout the year. The Review Point will include formal discussions focussing on challenge and support for Quality of Education for students, Leadership & Management, Personal Development & Behaviour & Attitudes. These reviews will take into account information from lesson observations (Appendix I), learning walks, book looks and student outcomes.
- Grading (Enhanced, Secure, Developing, At Risk – Appendix I) is quality assured and moderated by paired observations, coaching discussions, observer training and standardisation meetings.
- An audit is carried out by Senior Leaders in charge of Teaching and Learning to ensure feedback and grading are consistent and reliable.
- In reviewing all of the information from observations, learning walks, student outcomes and book looks, each Senior Link in consultation with the Assistant

Associate Principal will set priorities and actions as well as deciding which staff would benefit from further support.

- An ongoing cycle of learning walks, book looks, student voice will ensure that the monitoring and evaluation of Teaching and Learning is of the highest priority.
- If there are concerns with a members of staff performance they will be supported according to the Wade Deacon Trust Appraisal Policy.

All documents/resources in the appendices section can be found in *All through – Teaching & Learning 2021-22.*

Appendix I – lesson observation pro-forma (found in T&L 2021-22)

LESSON OBSERVATION

Teacher:

Observer:

Class:

Date and period:

Number of Students:

Length of learning walk:

Appropriate challenge for all students	At Risk		Enhanced
Provision for PP & SEND	At Risk		Enhanced
Teacher Subject Knowledge	At Risk		Enhanced
Student knowledge (Know and Remember more & PACE)	At Risk		Enhanced
Feedback and AfL during lesson	At Risk		Enhanced
Feedback and AfL in books/folders	At Risk		Enhanced
Attitudes to Learning	At Risk		Enhanced
Behaviours for Learning	At Risk		Enhanced
Literacy / Numeracy / SMSC / MBV	At Risk		Enhanced
Optional Area Linked to Appraisal Objective (amend as appropriate)	At Risk		Enhanced

Overall Judgement

Date	Teacher Signature	Observer Signature

Observation Commentary

Guidance	Strengths	Areas for Development (3 at most)
<p>Start of the lesson: exemplar practice</p> <p>Lesson objectives are explicitly shared with students and contextualised w.r.t. the Big Picture. There is evidence of the lesson being part of a sequence and linked to the scheme of learning. Students quickly engage and become active students.</p> <p>Routines / expectations are clearly embedded. DUMTUMLO and CONNECT Activity.</p> <p>Success criteria clearly established for activities.</p>		
<p>Activate/Demonstrate: (exemplar practice)</p> <p>A variety of challenging activities are employed (A).</p> <p>Students are clear of what success looks like inc. modelling of levelled work (A).</p> <p>Activities are tailored to meet the learning needs of all individuals taking in to consideration SEND, G&T, PP etc. Adaptive teaching strategies and scaffolding/extended learning activities enable all students to progress. The teacher employs effective questioning.</p> <p>Students on task and engaged throughout.</p> <p>Students working independently where appropriate. (Evidence may include independent learning; group work; peer, self, or group assessment (D)).</p> <p>There is ongoing dialogue to facilitate improvement with reference to targets and progress against targets. There is clear evidence of PACE and consistent challenge which results in students making significant progress. Books are marked with next steps learning and this has had a clear impact on students' progress. There is obvious pride in presentation of work. Other adults in the class are used effectively to enable learning and progression. There is an explicit focus on the teaching of literacy skills (evidence may include teaching of reading strategies, modelling for writing, variety of text types and strategies focusing on appropriate language) and numeracy (where applicable).</p> <p>British values/SMSC have been considered and opportunities taken as and when these arise.</p>		
<p>Consolidate: (exemplar practice)</p> <p>Students and teacher are clear which objectives have been met using evidence based on clear success criteria.</p> <p>Student feedback is used to demonstrate good learning.</p> <p>Next steps in learning discussed (link to future learning).</p>		

Guidance on Where to Pitch Judgements

The overall judgement will be 'best fit' of the grade descriptions in the box, except in the case of an inadequate lesson where particular conditions mean that the lesson cannot be satisfactory.

	Learning & Progress	Feedback & Assessment for Learning	Attitudes to Learning/Behaviour	Literacy/Numeracy/SMSC Modern British Values
Enhanced	<ul style="list-style-type: none"> <input type="checkbox"/> Objectives and success criteria are relevant, shared explicitly and referenced throughout the lesson. Students are clear about the end points in the lesson and beyond (sequencing). <input type="checkbox"/> There is clear evidence of PACE and consistent challenge which results in students making significant progress. <input type="checkbox"/> Students are fully engaged in their learning, showing independence and resilience which is a result of strong and creative planning and the teacher's expert subject knowledge. <input type="checkbox"/> Students can show clear evidence of embedding knowledge and applying it. 	<ul style="list-style-type: none"> <input type="checkbox"/> Students are fully aware of their progress and can readily explain their strengths and areas for development. <input type="checkbox"/> Understanding is checked systematically and effectively anticipates interventions. <input type="checkbox"/> Questioning is clearly planned and suitably challenging. <input type="checkbox"/> Feedback is consistently in line with feedback policy; students are keen to use feedback to improve and make progress. <input type="checkbox"/> The quality of presentation in books is consistently of a high standard. 	<ul style="list-style-type: none"> <input type="checkbox"/> An exceptionally positive culture for learning and expectations are high. Attitudes to learning are exemplary. Students have a high desire and ambition to improve learning. <input type="checkbox"/> Routines and standards in the classroom are consistently strong. <input type="checkbox"/> Lesson proceeds without interruption because behaviour is managed skilfully and highly consistently. <input type="checkbox"/> Students understand unsafe situations and are highly aware how to keep themselves and others safe. 	<ul style="list-style-type: none"> <input type="checkbox"/> As a result of careful planning, literacy, numeracy (where applicable) and SMSC/BV are a key part of learning. Opportunities to address key areas are skilfully and thoughtfully handled when they naturally appear in the lesson. <input type="checkbox"/> There is strong evidence of literacy (Reading, Writing & Oracy), numeracy (where applicable) and topics linked to SMSC/BV in books as well as within lessons.
Secure	<ul style="list-style-type: none"> <input type="checkbox"/> Objectives and success criteria are relevant are shared, made explicit and relevant. Students are clear about the end points in the lesson. <input type="checkbox"/> There is evidence of PACE and challenge which results in students making progress. <input type="checkbox"/> Students are engaged in their learning, which is a result of thoughtful and effective planning and the teacher's subject knowledge. Students can show some evidence of embedding knowledge. 	<ul style="list-style-type: none"> <input type="checkbox"/> Students are aware of their progress and what they need to improve. <input type="checkbox"/> Questioning is securely purposeful and moves the learning forward. Tasks are reshaped (if necessary) to improve learning. <input type="checkbox"/> Feedback is in line with feedback policy; students use feedback to support progress. <input type="checkbox"/> The quality of presentation in books is mainly of a high standard. 	<ul style="list-style-type: none"> <input type="checkbox"/> A good culture for learning. Students are interested and engaged. Low level disruption is 'uncommon'. <input type="checkbox"/> The majority of students want to learn or have ambitions to improve their learning. <input type="checkbox"/> There are clear routines and standards in place. <input type="checkbox"/> Expectations are generally high and behaviour is managed well. <input type="checkbox"/> Planning for behaviour is evident. <input type="checkbox"/> Students understand how to keep themselves safe. 	<ul style="list-style-type: none"> <input type="checkbox"/> As a result of planning, literacy, numeracy (where applicable) and SMSC/BV are part of learning. <input type="checkbox"/> There are opportunities to address these key areas when they naturally appear in the lesson. <input type="checkbox"/> There is clear evidence of literacy (Reading, Writing & Oracy), numeracy (where applicable) and topics linked to SMSC/BV in books as well as within lessons.
Developing	<ul style="list-style-type: none"> <input type="checkbox"/> Objectives and success criteria are evident but not always linked to the learning. Some students are aware of the end points in the lesson. <input type="checkbox"/> There is some evidence of PACE and challenge but progress is slow. <input type="checkbox"/> Opportunities to engage students are evident in the lesson, however, these could be increased with more effective planning and the teacher's subject knowledge. Students show little evidence of embedding knowledge. 	<ul style="list-style-type: none"> <input type="checkbox"/> Students are not made fully aware and can be unsure of how to improve. <input type="checkbox"/> Questioning is developing in lessons: where questioning is evident, it does not always move learning forward. <input type="checkbox"/> Plans are adapted but not always timely or well judged. <input type="checkbox"/> Feedback is not consistently in line with feedback policy; students don't always use feedback <input type="checkbox"/> The quality of presentation in books is sometimes poor. 	<ul style="list-style-type: none"> <input type="checkbox"/> Some off task behaviour but major issues are rare. Most students want to work hard but some do not. <input type="checkbox"/> A learning culture is beginning to emerge, however some students lack the desire/ambition to want to learn or improve their learning. <input type="checkbox"/> Clear procedures for managing behaviour but not always used consistently. <input type="checkbox"/> Students know the major risks they face and reflect this in their behaviour. 	<ul style="list-style-type: none"> <input type="checkbox"/> Literacy, numeracy (where applicable) and SMSC/BV is evident in some parts of learning. <input type="checkbox"/> There are some opportunities to address these key areas but it isn't clear. <input type="checkbox"/> There is some evidence of literacy (Reading, Writing & Oracy), numeracy (where applicable) and topics linked to SMSC/BV in books as well as within lessons.
At risk	<ul style="list-style-type: none"> <input type="checkbox"/> Objectives and success criteria not clear or not always linked to the learning. The end point is not clear in the lesson. <input type="checkbox"/> There is not enough evidence of PACE and challenge and as a result little or no progress is made. <input type="checkbox"/> There is little opportunity to engage students in the lesson as a result of weak subject knowledge. <input type="checkbox"/> There is no or little evidence of embedding knowledge. 	<ul style="list-style-type: none"> <input type="checkbox"/> Some or all students are making inadequate progress as a result of weak teaching over time. <input type="checkbox"/> Questioning is not evident or developed in lessons. <input type="checkbox"/> Feedback is not use effectively to help students improve progress. <input type="checkbox"/> The quality of presentation in untidy and work is unfinished; there is evidence of a lack of pride in students' work. 	<ul style="list-style-type: none"> <input type="checkbox"/> Students lack of engagement/low level disruption reduce learning &/or lead to a disorderly classroom environment. <input type="checkbox"/> A learning culture is beginning to develop, however most students lack the desire/ambition to want to learn or improve their learning. <input type="checkbox"/> Procedures for managing behaviour are not clear or are not used consistently or a significant minority of students do not respond to them. <input type="checkbox"/> Students do not understand risk and may endanger themselves or others. 	<ul style="list-style-type: none"> <input type="checkbox"/> Literacy, numeracy (where applicable) and SMSC/BV is not evident in the learning. <input type="checkbox"/> Opportunities to address these key areas are often missed. <input type="checkbox"/> There is little or no evidence of literacy (Reading, Writing & Oracy), numeracy (where applicable) and topics linked to SMSC/BV in books as well as within lessons.

Lesson Observation: How to use this form

Observing teachers in the classroom is an important part of improving the effectiveness of teaching and learning. There are three stages: collecting evidence; offering feedback and drawing conclusions based on the evidence.

Collecting evidence:

Before the observation, the observer and teacher should be clear about the context of the lesson, the activities planned and the learning objectives. This should be done either through discussion or from the lesson plan.

NB The attitude and behaviour of students informs the judgement of a lesson:

Are students accepting, willing contributors or compliant but not interested in the lesson?

Do they arrive promptly, have the right equipment, see the relevance of homework and complete it appropriately, take pride in work, put up their hands to answer or ask questions, persevere? Are they willing to work with others, help and share, aggravated by those who misbehave? What is the quality of the written work? Are books untidy; is work unfinished? Do students take pride in their work? Can the books be used adequately as a revision aid? Does feedback have an impact on students' progress?

Prompts for discussion with students in lessons:

- What are you learning today?
- Why are you learning about this?
- Where does this lesson fit in with prior learning?
- What could you do to improve your progress in...?
- Do you find lessons challenging?
- How do lessons in ...make you think?
- Is this what a typical lesson activity might look like in ...?
- Do you sometimes find you complete different activities to others within this group? Is this helping your learning?
- What is the AtL or BfL like in lessons? Does this hinder/stop the learning in any way?
- How does the feedback provided by your teacher help you?
- How often do you get homework? What kind of tasks are set? What happens if you don't do it?

Writing lesson observation feedback in the Commentary section (Strengths and Areas for Development):

Try not to write a description of each part of the lesson. As you are judging the impact of teaching on learning, you should always try to write an evaluative comment. E.g.

The way the teacher ... **led to** students ...

The teacher's good demonstration **inspired** students to ...

The teacher's effective questioning **helped** students to ...

Students **responded to ... by ...**

Students learned rapidly **as a result of ...**

Students engaged with ... **and so** learning was ...

The teacher's good subject knowledge **promoted** engagement from students **and so** they responded positively to the task.

Planned incremental activities **supported** students to grasp the concept securely.

The effective use of new technologies challenged students to be creative **which meant that** they responded with enthusiasm and made rapid progress.

Because the teacher was distracted by the poor behaviour of an individual, the pace of the lesson slowed **which led to** off-task chatter.

Drawing conclusions:

The descriptions on the observation form should help both teacher and observer in assessing the quality of teaching and learning. The observer should also consider the SOL when drawing conclusions. The observer then considers whether the lesson meets the criteria based upon the evidence available. When there is no evidence from the 30-minute drop in for a particular criteria this must be discussed with the teacher and the teacher should be given the opportunity to present this in the books/planning for the group observed.

Giving feedback:

The teacher and observer should discuss the conclusions as soon as possible, with the observer giving full and constructive feedback. The teacher should also be given the opportunity to record any comments.