Learning and Teaching Policy

| Procedure Originator:	ASM
Approved By:	MBO
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Next Review Date:	July 2023
Audience:	Teaching staff

1. Aim of the policy

The aim of the policy is to ensure consistently high quality teaching across our Academy in every classroom, every lesson and every day. This policy is for all teachers at The Orme Academy, it provides the rational and expectations for learning and teaching. It is not intended to restrict creativity and practice in the classroom, but is to be used as the foundation for promoting outstanding learning for our students.

The classroom is at the heart of everything we do at The Orme Academy and we want our students to achieve their full potential. Making good progress is linked to students knowing how to improve, our learning is underpinned by the principle of The Orme Academy Learning Steps:

- **What do students already know?**
- **What do students need to know?**
- **How will they get there?**

All teachers are expected to know their students and have high expectations of what they can achieve.

2. The Orme Academy Learning and Teaching Steps:
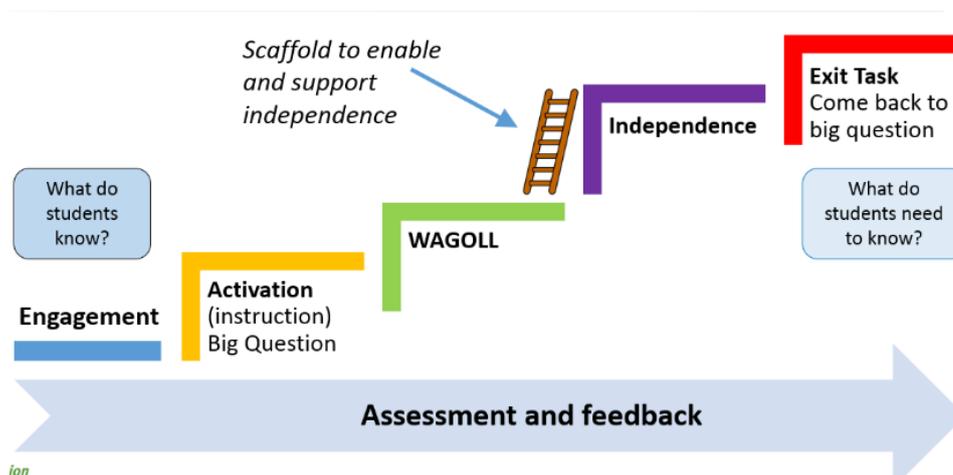
The Orme Academy Learning steps should be used to inform all planning, whether this is a scheme of learning or an individual lesson. When planning using The Orme Academy learning steps, teachers will consider common misconceptions, where greater depth can be achieved and build in opportunities to assess students and provide feedback on a regular basis.

It is important that teachers begin by establishing what students already know or can do using assessment such as prior attainment in a test or through questioning in a previous lesson. **The journey of the lesson will usually begin with:**

- **Engagement activity,** where students are expected to complete the task as soon as they enter the room. Having a regular routine to the start of the lesson will help to ensure that students settle to their learning. One example of an engagement activity may be beginning the lesson with a short set of review questions based on prior learning. Other examples of activities can be found on the L and T section of the VLE.
- **Activate (instruction)** will ensure that students are clear about their learning in the lesson and possibly over a sequence of lessons through sharing the learning objectives and providing them with new content about what they should be able to do during and by the end of the lesson.
- To allow students to fully understand the instructions and their new learning it is important that we share **'What a Good One Looks Like (WAGOLL)',** this gives students an understanding of what is expected of them and allows you to share the success criteria that is needed for this. There are many different ways

that this could be used with students, for example you could share an answer with the students and ask them to identify what went well in the answer and what needs to be improved or you could set an activity or a question for students to complete and then share the WAGOLL as a good example and get students to self/peer assess their work against this.

- The **ladder** is used to represent the steps that are taken to ensure that our students can complete independent tasks confidently e.g. Has scaffolding been put in place to support students. For example you may use writing frames with students as a temporary scaffold and as their confidence grows you begin to take this method of support away.

- **Assessment and feedback**, throughout the lessons assessment and feedback will be crucial to check that students are on track and feedback identifies what they need to improve. It will run throughout the lesson through questioning and work that the students are producing. This may be at the individual level as you give verbal feedback to students, or it may be asking a large number of questions of the students to check for their understanding. Strategies such as Cold Calling are effective in checking all students understand.

- **Independence** is the part of the lesson where we want to see the students putting their learning into action and showcasing what they can achieve. This may be the student working on their own or it may be as part of a group activity.

- **Exit task (Review of learning)** is used to check the students understanding of the lesson, what new knowledge/learning do they have and how can they share this with the teacher or the rest of the class. For example students may be required to Turn and Talk with their partner or an exit ticket that can be quickly checked over to see any misconceptions that can then be re-visited at the start of the next lesson.

It is important to note that The Orme Academy Learning Steps should not be seen as a five part lesson plan but as five elements within a lesson that allow students to make good progress. It may be that the elements are not seen in the order identified above for example you may choose to use an independent task before the WAGOLL.

3. Know your students

When planning lessons, teachers should use their knowledge of individuals within their class to ensure all students achieve their potential. This includes understanding of:
- Starting points (KS2 data, previous test data, gaps in knowledge, what they currently know)
- Individual needs (e.g. SEND, EAL)
- Potential barriers to learning (e.g. Pupil Premium)

What we would expect to see at The Orme Academy
Staff have access to contextual data for all of their students via SIMS, so are aware of any specific needs.
- For SEND pupils, the SEND Overview Record Register should be referred to for advice and guidance on how best to support an individual's learning.
- In addition to this all staff are asked to use Inclusive Planning Grids for their classes, identifying the specific needs of individuals and how their learning we be met. This information should be kept up to date in your confidential teaching and referred to when planning lessons to ensure that every student achieves their full potential.
- Formative and summative assessment processes will guide teachers in terms of addressing progress such as gaps in learning and misconceptions.
- Inclusive Planning Grids (IPGs) are used as the main source of support, and evidence for differentiation for our SEND pupils.

4. Presentation expectations

It is important that every student takes pride in the presentation and overall organisation of their work. Student's classwork is an indication of their progress and our academy values. We should see a consistently high standard of presentation across the whole academy. Student books are most effective when:

• The books are organised and presented well from the start, where teachers have insisted on high expectations and reinforced these throughout the year.

• Clearly laid out books are regularly marked in line with the marking policy.

• On-going evidence within student books of feedback and student response to this feedback.

What would we expect to see at The Orme Academy?

- o Make sure every piece of work has an underlined date and title
- o Underline all headings with a ruler
- o The margin will be used for question numbers/letters.
- o All writing will start next to the margin with correct use of capital letters and punctuation.
- o Write in black or blue pen
- o Always draw with a pencil (tables, graphs and diagrams) and write with a pen
- o Errors should be crossed out neatly with a single line, using a ruler.
- o Each piece of work will be ruled off prior to the next piece starting (the teacher can ask students to leave space for assessment comments or unfinished activities).
- o Attach all loose sheets neatly into your exercise book
- o Always respond to teacher feedback in purple pen
- o Any peer/self-assessed marking is completed using a green pen
- o Avoid graffiti and doodling on your books and folders. Do not rip out any pages.

5. Literacy and Numeracy

We recognise the importance of literacy and numeracy in enabling students to achieve their potential. Teachers are expected to promote good literacy and numeracy in a way which supports learning and promotes progress in their subject areas. Through teaching, where appropriate, teachers should include activities within lessons e.g.

- o **Literacy examples:** discussing tricky spellings of subject key words, exploring the best use of punctuation to support subject specific write-ups, discussing how best to phrase explanations or analysis before students embark on the writing themselves.
- o **Numeracy examples:** modelling how to carry out a calculation, discussing how to approach a problem and exploring how and incorrect answer was achieved.

6. Assessment

Assessment falls broadly into two categories:
- o **Formative** (used to inform daily teaching and learning), this should be on-going and present in most lessons. It identifies what students know or what misconceptions they may have so that these can be quickly addressed and built upon, constantly checking that pupils understand what has been taught.

- **Summative** (used to sum up what the students know), this is done periodically usually through test for formally assessed pieces of work at a set time, which will inform longer term planning/schemes of learning.

What would we expect to see at The Orme Academy: during each half term, students should experience a range of assessment to support their learning:
- Formative may be through questioning in the classroom, whole class discussions, quizzes, think, pair and share and exit cards. These are just a few examples.
- Summative this may be an end of unit test, lagged test, a piece of extended writing, a creative piece of writing such as a newsletter.

7. Feedback and marking

It is vital that teachers evaluate the work that students undertake in lessons and use information obtained from this to allow them to adjust their teaching. Feedback occurs in one of three common stages in the learning process:

1. **Immediate feedback** – At the point of teaching
2. **Summary feedback** – At the end of a lesson or task
3. **Review feedback** – Away from the point of teaching (including a written comment).

Heads of Department will be required to have their own bespoke feedback and marking policy for their department that is in line with the whole school expectations. Core subjects see their classes more frequently than non-core subjects so the expectations of feedback and marking will be different. All policies will need to be submitted to your SLT Line Manager and Assistant Principal for Learning and Teaching. When departments are setting key assessment tasks to be used these should be unseen by staff and students to avoid being taught to the test. A key assessment task is usually used part way through a scheme of learning or towards the end of the scheme, this is again dependent on the frequency of lessons that your subject has. The content of the key assessment task will be disseminated to subject teachers via Heads of Department two weeks before students are expected to complete it.

The stages are deliberately numbered in order of priority, noting the feedback closest to the point of teaching and learning is likely to be most effective in driving further improvement and learning. As an Academy, we place considerable emphasis on the provision of immediate feedback for the teacher to further adapt teaching.

What would we expect to see at The Orme Academy: during each half term, students should experience a range of feedback to support their learning.

Type	What it looks like	Evidence (for observers)
Immediate	- Includes teacher gathering feedback form teaching, including mini whiteboards, book work, etc. - Takes place in lessons with individuals or small groups - Often given verbally to pupils for immediate action - May involve the use of a teaching assistant to provide support or further challenge - May re-direct the focus of the teaching or the task	- Lesson observations/learning walks - Improvements evident in books either through editing or further working. - Some evidence of annotations or use of marking code highlighting

		• May include highlighting/annotations according to the marking code	
Summary	• Takes place at the end of a lesson or activity • Often involves whole groups or classes • Provides an opportunity for evaluation of learning in the lesson • May take the form of self or peer assessment against an agreed set of criteria • In some cases, may guide a teacher's further use of review feedback, focussing on areas of need	• Lesson observations/learning walks • Adaptations to teaching sequences tasks when compared to planning • Peer assessments • Self-assessments • Whole class feedback sheets • E-learning platforms such as Plickers and Quick Key	
Review	• Takes place away from the point of teaching • May involve written comments/annotations for students to read/respond to • Provide teachers with opportunities for assessment of understanding • Leads to adaptations in future lessons through planning, grouping or adaptation of tasks • May lead to targets being set for students' future attention or immediate action	• Acknowledgment of work completed • Written comments and appropriate responses/action • Adaptations to teaching sequencing tasks when compared to planning • Keys assessment tasks planned in line with Schemes of work. • Purple pen activities	

Green for growth: all marking by the class teacher or any marking that is completed by the student should be completed in green.

Purple for progress: when students are responding to any feedback whether that be from the class teacher or their peers then they should complete this in purple pen.

Literacy and numeracy through feedback: Teachers should pay appropriate attention in verbal/written feedback. Teachers are not expected to correct every mistake, indeed it can be demoralising for students to see a significant number of errors highlighted, but to focus on the errors which are most affecting progress.

- o **Literacy examples:** highlighting generic or subject-specific spelling errors, incorrect or missing punctuation marks; incorrect or missing paragraphs; improvement tasks which ask students to rewrite sentences which do not make sense.
- o **Numeracy examples:** highlighting errors in calculations (which may be the overall answer achieved or the step in the working-out where the mistake was made); identifying a specific aspect of a problem which led to a misconception; improvement tasks which further extend students' knowledge through more demanding calculations or embed existing knowledge through undertaking additional calculations.

8. Monitoring and evaluation

We are committed to developing an "open door" culture, where monitoring is purposeful, provides useful feedback and impacts positively upon student outcomes and staff development. We believe that transparency is key; staff need to fully understand what we are doing, why and how. Our monitoring and evaluation allow us to meet our obligations for formal reporting on the quality of learning and teaching whilst also informing action plans and CPD.

Evidence collected:

Classroom observation: *Is the lesson well-planned and resourced? Is the lesson pitched appropriately taking into account starting points and the needs of the students? Is learning assessed and feedback effectively used? Are the students engaged in their learning? Are high standards of conduct expected and reinforced consistently?*

Looking at Books: *Do students take pride in their work? Are they expected to produce work of a good standard? Is work completed? Is the quality and quantity strong? Is the work increasingly challenging over time? Are students able to correct mistakes and therefore not repeat them? Are all students doing the same thing?*

Talking to students: *Are they making good progress, how do they know this? What does the teacher do to help them learn? What happens when they don't understand something or make a mistake? How regular and useful is the feedback from the teacher? Are all students in the class engaged in their learning (if not what happens)?*

Progress data review: *Are all students in the class making good progress? Where students are underachieving is this across the curriculum or in one subject?*

Teacher self-evaluation: *What aspects of subject knowledge and practice does the teacher feel is a strength and what are their areas of development?*

All of this information is then triangulated to ensure a robust understanding of strengths and areas for development, no one element of evidence is used in isolation. Book Looks and talking to students may be done in lessons or separately.

	Can Do Observations:	Learning Walks:	Drop Ins:
	Used to allow teachers to demonstrate best practice and inform appraisal. Staff are informed when the observation is taking place and which specific lesson, the SET Policy is used and judgement criteria shared with staff. They could be paired observations undertaken by SLT/HoDs and take place at the start of the academic year to inform CPD. Observers will be in the lesson for at least 25 minutes, full verbal/written feedback is given.	Used to look at a whole Academy aspect, for example Pupil Premium, SEND or a year group. Staff are informed when these are taking place but not the specific lessons to be visited. These may be undertaken by a range of leaders. These will be completed by SLT/TLR holders. Observers will be in lessons for approximately 15 minutes, feedback on the focus aspect is given to all staff and to HoDs to share with departments.	Used to look at the quality of teaching and learning in individual classrooms or subjects. These are undertaken by the HoD or a member of SLT with QA by the Principal and Assistant Principal (L&T). They are undertaken on a regular basis driven by the Assistant Principal L&T to ensure parity of number of drop ins across staff. Observers will be in lessons for approximately 15 minutes, brief feedback is given to staff if requested and all drop in information is uploaded to a central system accessed by SLT, to monitor the quality of L and

			T across the Academy on a daily basis. We are aware that being in the lesson for a short time we will not see all elements.
	Judging teaching and learning: For formal reporting purposes we follow the SET Policy of judging lessons to be Below/At/Above Expected Standard. The outcomes of the Can Do observations are recorded on the SET pro-forma which covers all lesson elements in detail. This information is held by the Assistant Principal L&T and stored in a spreadsheet. When undertaking Learning Walks and Drop ins we ask the following questions: Are students learning: If "yes" what element of teaching was seen which enabled this to happen? If "no" what element of teaching would have enabled this to happen? This information is held by the Assistant Principal on a spreadsheet and department staff outcomes are shared with the HOD. Staff are welcome to see their own record at any time. This information is then used to identify best practice to share across the Academy and also to identify any development areas across the whole Academy, in departments or for individuals. Where learning is happening, this is judged to be "At Expected Standard", if learners are excelling, we note this as "Above Expected Standard". Where learning is not seen, we judge this as "Below Expected Standard". We recognise that one lesson does not give a true picture of the quality of learning and teaching, we also understand that by being in a lesson for only 15 minutes we may not get the full picture of the lesson.		

Monitoring and Evaluation Schedule

Annually	September	Can Do observations for all staff	Each teacher is seen at least once.
When Required	Autumn Spring Summer	Learning Walks	Scheduled by Assistant Principal for L and T Over the course of the academic year they could be focused on the following: Pupil Premium, SEND, Gender, Year Groups. Alternative aspects may be added as the year progresses.
Weekly		Drop-ins	Scheduled by Assistant Principal L&T to avoid a disproportionate number of drop ins for any one teacher.
	NB SLT and other leaders will call into lessons regularly, this is to check-in with staff to ensure they are well and have what they need to do their job, to support staff with any behaviour concerns, to check in on students and to check basic compliance. No records are kept of these check-ins.		