



Learning and Teaching Policy

Procedure Originator:	ASM
Approved By:	MBO
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 rationale 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 ACE Learning Steps:

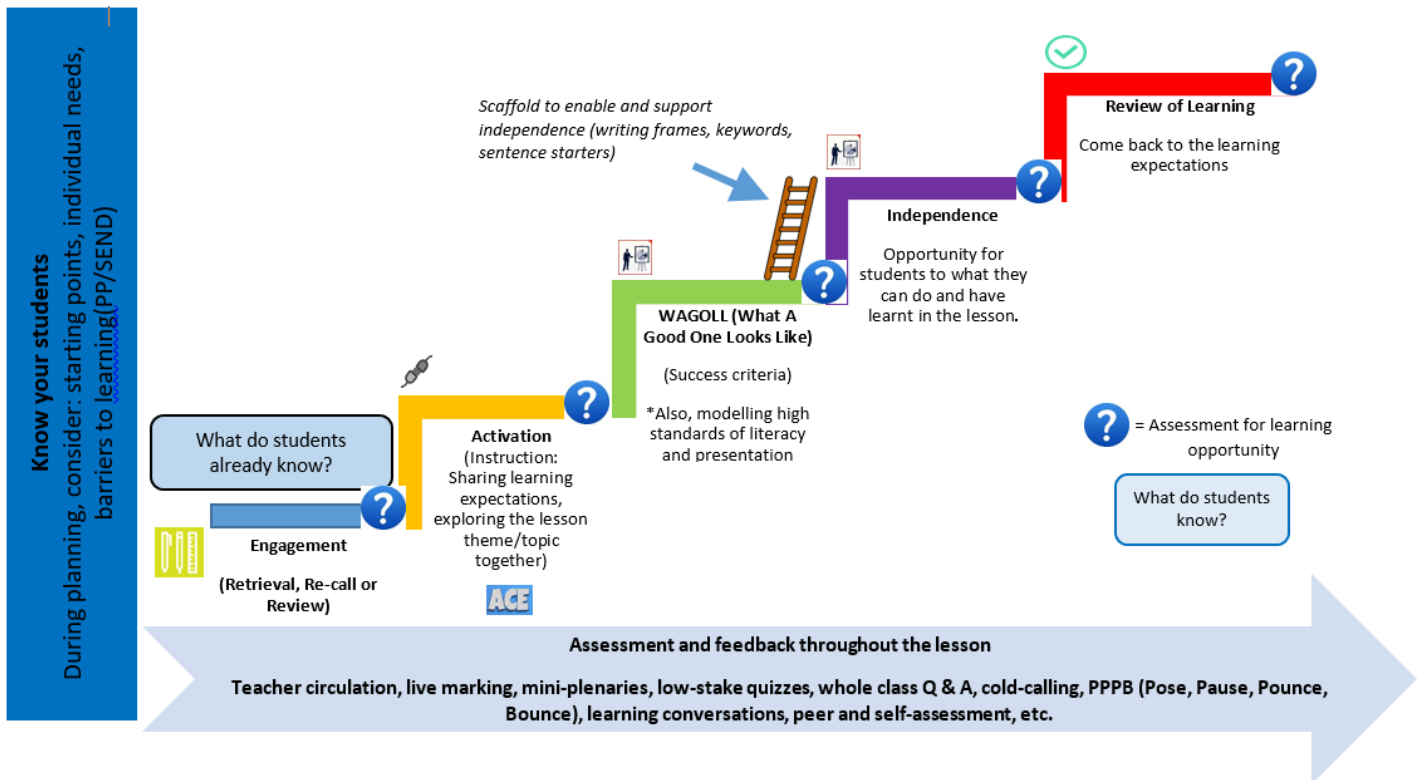
- **What do students already know?**
- **What do students need to know?**
- **How will they get there?**

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

Sequences of lessons should be planned to cover the required knowledge and skills. When delivering each learning experience, the teacher should use opportunities to assess learning, reflect and adapt teaching accordingly as a result of assessment findings, and amend future lessons accordingly.

This simple model of learning and teaching will help to ensure that we are preparing our students for the next stage in their development by meeting the demands of the curriculum, but also that we are engaging with effective assessment for learning to be able to adapt to the needs of our learners. Lessons should not be taught without being carefully reviewed and adapted considering what we know about the learners in our classrooms.

2. The ACE Learning and Teaching Steps:



The ACE Learning and Teaching steps should be used to inform all planning, whether this is a scheme of learning or an individual lesson. When planning the ACE Learning and Teaching steps, teachers will consider and anticipate: common misconceptions; potential barriers and how they can be addressed; lesson content and where a greater depth of learning can be achieved; and opportunities to assess students and provide feedback on a regular basis. This framework may run for a single lesson or for a cycle of several lessons.

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 ACE Learning and Teaching Steps is as follows:**

Engagement (Retrieval, Recall or Review)

The teachers use this step to connect knowledge to the lesson through 'Retrieval, Recall or Review'. This should be planned to be completed as soon as students enter the classroom. Having a regular routine to the start of the lesson will help to ensure that students settle to their learning. For this step you should aim for the activity to be no longer than 10 minutes.

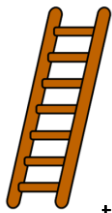
Activation (Sharing learning expectations, Instruction/Teaching)

The teacher outlines the learning expectations of the lesson. This may be in the form of a lesson question (to prompt deeper thinking and questioning) or learning expectations (sharing with the class what they are working towards) or a learning journey (to demonstrate the classes prior learning, linking to today's learning and then how this leads to the next lesson). This is the hook to the lesson and is where the teacher leads the lesson input. This part of the lesson is where the teacher will impart new knowledge to the students, they will then show their understanding within the different lessons tasks that are set. This could be in the form of discussion, key concepts, key words and explaining how the learning fits with the bigger picture.

The 'ACE' outcome will tell the students what they will ultimately be able to do, or know, by the end of the lesson. This will be supported by questioning and Assessment for Learning throughout the lesson to help signpost their journey and make progress visible.

What a Good One Looks Like (WAGOLL)

To allow students to fully understand the instructions and their new learning, it is important that teachers model and share the lesson task criteria. This gives students an understanding of what is expected of them and what is needed to achieve this. Modelling is key to support progress and enabling students to succeed. At KS4 this should be exam related where possible and link to exam criteria. 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 in the ACE learning and teaching framework** 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? Teachers may consider what help sheets, adaptive teaching, personalised support would be offered here to ensure that students independently achieve the desired result. The teachers will offer challenge and students are expected to achieve the highest possible quality of work.

Independence

This step is the students' opportunity to show what they can do and have learnt in the lesson. This is a key step in the process. For Key Stage 4 students it may be appropriate for the teacher to provide opportunities for exam practice, offering opportunities for students to deepen their thinking and depth of thinking. The teacher will insist on students displaying resilience. Working through a task independently and at times in silence. The 'resilience' here is the students being able to work using their own knowledge and skills. The teacher may ask that students work in a group to investigate a concept and learn from each other. However, at times and in most lessons, it will be essential that students work alone to show their own understanding and assess their learning against the learning expectations.

Review of learning

This step links clearly to the learning expectations of the lesson. Students can now answer a particular exam question and/or show a good understanding of a key concept/s. 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. Teachers will use this step to plan forward to the next lesson by gauging if the learning outcome has been achieved.

Assessment and feedback

Throughout the lesson, 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, live marking and be evident in the 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. Assessment for learning should inform future lessons and feed into topics that need to be re-visited, etc.

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. Standards of literacy/numeracy and presentation in student work

As part of the WAGOLL step in the framework, students should be shown exemplary standards of presentation of work and high levels of literacy. However, a focus on literacy and presentation should go beyond this and should permeate all lessons and tasks set. Students should be taught the importance of proper planning, forethought, and consideration of their work before committing to writing. The importance of taking pride in their work, and the impression poor presentation gives to others should be emphasised.

For presentation, students should be encouraged to ensure their work adheres to the following academy guidelines:

- All dates and titles underlined with a ruler.
- All sheets arranged neatly using glue or treasury tags
- All graphs, charts, diagrams and tables drawn with a pencil and ruler
- All work should be written in blue or black ink
- Only use colour when necessary to aid learning
- Students should not graffiti or doodle on books/folders

Planning should consider the literacy/numeracy needs of the students. We should aim to “Plan every lesson with the language demands and key words in mind” to ensure students aren’t unnecessarily hindered by avoidable barriers to learning to their learning. Consider your lessons from the students’ perspective and consider where literacy/numeracy may prove a stumbling block in them accessing their learning. Activities that may be seen in lessons are as follows:

- **Literacy examples:** anticipating different vocabulary in the lesson and presenting students with a glossary of key subject specific words, supporting the students by showing/ modelling how to set out and label a table or graph, or enabling students to work in pairs to support each other with checking literacy in work.
- **Numeracy examples:** modelling how to carry out a calculation, discussing how to approach a problem and exploring how and incorrect answer was achieved.

4. 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)
- Student passports (strategies to use when working with students)

What we would expect to see at The Orme Academy

Staff have access to contextual data for all of their students via SIMS and Talaxy, so that teachers aware of any specific needs.

- For SEND pupils, the SEND Overview Record Register and student passport information should be referred to for advice and guidance on how best to support an individual’s learning.
- Staff must use Student Focused Planning Sheets for all their lessons, identifying the specific needs of individuals and how their learning will be met. This information should be kept up to date in your confidential teaching folder 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.
- Pupil Premium students are catered for through anticipation of gaps in knowledge, life experiences,

and resources at home.

- Higher ability students will be supported through the scaffolding in lessons. Teaching should be targeted to the highest grades within the class and support offered to help students achieve those points.

4b. Adaptive Teaching

Student learning should be differentiated based on prior knowledge of the students (performance in previous lessons, learning needs, results from assessments, etc.). All lessons should be planned with groups of learners in mind. All learners are provided with support to ensure that they make progress in lessons and can 'Evaluate' their learning.

5. Assessment

Assessment falls broadly into two categories:

- **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 should be carried out at regular intervals, helping to inform achievement updates. Summative assessment should be cumulative in that elements from previous units, terms or years are built in alongside the more recent learning you are assessing. This will further enable students to store learning in the long-term.

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 assessment 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 assessment may be an end of unit test, lagged test, a piece of extended writing, a creative piece of writing such as a newsletter.

6. 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 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	<ul style="list-style-type: none"> Includes teacher gathering feedback from 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 May include highlighting/annotations according to the marking code 	<ul style="list-style-type: none"> Lesson observations/learning walks Improvements evident in books either through editing or further working. Some evidence of annotations or use of marking code highlighting
Summary	<ul style="list-style-type: none"> 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, focusing on areas of need 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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

	<ul style="list-style-type: none"> • May lead to targets being set for students' future attention or immediate action 	
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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.

- **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.
- **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.

7. 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.