



Teaching and Learning Policy

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Teaching and Learning Policy.

Teaching and Learning is at the heart of what we do at Newmarket Academy.

Our aims are

- To develop whole school leadership of aligned approaches to professional learning that create conditions for staff and students to thrive and reach their potential.
- To engender life-long learning skills, curiosity and confidence, and to raise student progress.
- To increase teacher expertise and knowledge in their own subjects, general pedagogy, quality evidence informed practice and professional standards.

Everything we do in school is designed to enable teachers to focus on teaching and students to focus on learning in the most effective ways.

We have used the Teacher Development Trust audit tool to inform the planning of our whole school professional learning programme and will continue to consult with this and other professional organisations, such as the EEF, ensure our CPD is high quality, and continues to follow the guidance for best practice. We are aiming to raise our standard from bronze on the TDT audit to at least silver by the end of our current three year cycle.

We are a metacognitive school: this means students are given explicit instruction on how to learn in the most effective ways, which includes being taught how to plan, monitor, evaluate and improve their work using a range of strategies. Students are also taught how to self-regulate and be prepared for effective learning and to support the learning of others through positive mind-set and collaboration, taking care of their mental health and emotional well-being, understanding healthy eating and sleeping habits, and developing effective personal organisation skills to support them as life-long learners.

What does this look like in practice?

Teachers are supported to engage with evidence based practice to inform their classroom teaching. We believe that evidence should be used alongside experience to support our daily practice.

This is achieved through providing time for specific training in whole school CPD, department monitoring, designated subject meetings, QA drop- ins, an informal open-door culture, critical friend pairings, bespoke coaching where necessary, and weekly additional teaching and learning briefings.

It is expected that teachers evaluate the impact of their teaching through regular personal reflections, reviews of student work and data, informal and formal peer observations, and student voice. The teaching and learning team regularly use staff questionnaires and audits to monitor effectiveness and gauge the progress of professional learning.

This combined evidence is used for quality assurance of Teaching and Learning and to inform the planning of CPD support.

Highly effective teachers are experts in their subject. They understand the requirements of the knowledge based curriculum and design schemes of learning to build lessons in a logical sequence, helping students make progress as they build on prior knowledge and have a clear understanding of the end goal, aligned with the progression curriculum model.

Wherever possible, our teachers teach within their subject specialisms, and are given support to continually develop their own subject knowledge and expertise alongside both general and subject specific pedagogy.

Highly effective teaching is built on strong relationships between teachers and their students.

Teachers need to get to know their students so they can meet their needs and build mutual respect.

Teachers need to be given support to build these relationships. Where necessary, individuals may be given targeted support by lead practitioners, line managers and other relevant colleagues if they need further training and guidance to build and maintain positive relationships with students.

Teachers must be given relevant information so they are fully informed about their students.

All staff will ensure there is a clear, consistent behaviour strategy in place which is easy to administer and supports teachers to maintain a calm and focussed learning environment: this applies to any part of the school campus, or learning activities which extend into the wider community.

Teachers must implement the behaviour policy consistently.

Lessons at Newmarket Academy are not expected to follow a single rigid format: teachers should use their professional expertise and knowledge of their classes to adapt material and deliver the lesson in the most appropriate way for the students and the subject they are teaching. Nevertheless, all teaching, whether it is in a lesson in school, remote “live online” or independent distance learning, is underpinned by the following five principles of good practice:

- 1. High expectations**, both for learning processes and levels of progress, and for the behaviours that enable learning to take place.
- 2. Knowledge of how students learn:** Teachers’ professional learning is driven by a whole school aligned CPD programme to support engagement with evidence based practice, which will enable teachers to develop a good working knowledge of the application of cognitive science in their teaching to create the best possible chances of success for students. For example, visual teaching aids should be created to avoid cognitive overload; the working ethos in the class should avoid split attention and dispel the idea that “multi-

tasking” is an effective way to work. Independent writing should be completed in silence.

3. Follow Rosenshine’s principles of instruction:

- Establish and maintain clear routines for learning to reduce cognitive load.
- Plan lessons to provide regular opportunities for recall.
- Present new information in small steps.
- Provide models and scaffolds for difficult tasks.
- Use questions regularly to check for understanding.
- Use probing questions and strategies such as “no opt-out” and “cold calling” to promote deeper engagement and thinking.
- Plan opportunities for deliberate practice, both guided and independent.

4. Provide effective feedback: Effective feedback will enable students to know two crucial things:

- What am I doing well in this subject?
- How can I improve?

Formative feedback should be regular, timely, positive and constructive. The purpose of feedback is to diagnose misconceptions, to allow intervention and correction of errors; to increase motivation, to encourage and reward effort; and to develop greater sophistication and depth of understanding to promote progress. There are many effective ways to provide feedback:

- Regular low stakes knowledge tests
- Live marking with individual questioning to improve understanding
- Whole class feedback
- Modelling and worked examples
- Teacher keeps lists of class errors/misconceptions to re-teach in another lesson
- Questioning (Planned, probing, targeted)
- Time to improve work – drafting, re-drafting and guided practice
- Snapshot assessments
- Sets of exam questions either self-marked; peer marked or teacher marked
- Structured peer or self-assessment

5. Promote resilience and independence: This is achieved in a number of ways:

- Explicit teaching of metacognitive strategies alongside subject content to develop students’ independent learning and reflection skills.
- Setting and monitoring of homework, which is relevant, linked to the curriculum, and offers opportunities for review and tests, practice, consolidation and extension of learning.

- Students are accountable for their work – this includes sharing examples using the visualiser in class, handing in homework to meet deadlines, and taking responsibility to seek help and further information when they need it.
- Parents play a key part in their child’s success: they are responsible for supporting home-learning. This includes, where possible, ensuring their child has necessary equipment, resources and space to study, and working cooperatively with school to maintain constructive dialogue about their child’s learning and well-being. (Certain students may be entitled to some resources from school, such as study guides and laptops, but parents are responsible to communicate and share information to enable the school to fulfil this obligation).
- Knowledge of the importance of the growth mindset and developing GRIT is regularly communicated to students and their parents and carers, and embedded into our language of learning.

Bibliography and resource materials:

Rosenshine’s Principles in Action. Tom Sherrington 2019

Teaching Walkthrus, Five Steps to Instructional Coaching. Tom Sherrington and Oliver Cavigliolo 2020

Teach Like a Champion 2.0. Doug Lemov 2015

Why Don’t Students like School? Daniel Willingham 2010

Stop Talking, Start Influencing Jared Cooney 2019

Mindset - Updated Edition: Changing The Way You think To Fulfil Your Potential. Carol Dweck 2017 or animated summary of original version: available online at <https://www.youtube.com/watch?v=EyIF5VUOJc0>

Grit: The Power of Passion and Perseverance. **Angela Duckworth 2016** or animated summary available online at <https://www.youtube.com/watch?v=sWctLEdIgi4>

www.thelearningscientists.org

Appendix 1:

During the COVID 19 measures, it is advised that there is reduced frequency of handling books to avoid possible contamination. Therefore using more live feedback methods and less reliance on writing in books will be an important shift in practice, both for health and safety measures, but also to enable students to be given frequent and regular feedback – which is in line with current evidence based best practice EEF Marked Improvement.

https://educationendowmentfoundation.org.uk/public/files/Presentations/Publications/EEF_Marking_Review_April_2016.pdf