



Skegby Junior Academy

Teaching and Learning Policy

REVIEW PROCESS	
FIRST WRITTEN	September 2017
REVIEWED	July 2023
NEXT REVIEW	July 2024

VISION

We strive to provide an inspiring education, in a happy, safe and secure environment where all children can achieve their full potential, in order to succeed in our ever changing world.

Smart Values

S – Successful People

M – Motivated

A – Active and Healthy

R – Ready to Learn

T – Teamwork

The 5 Rs

Relationships

Resourcefulness

Resilience

Risk taking

Reflection

Aims of this policy:

- To guide and support teachers and classroom colleagues in ensuring the best possible standards of teaching and learning
- To promote consistency in the quality of teaching and learning
- To ensure that all pupils have access to the same high quality of teaching and learning
- To ensure that all pupils make good or better progress

High Quality Inclusive Teaching and Learning

Skegby Junior Academy follow the Greenwood Academies Trust's *9 Principles of High Quality Inclusive Teaching*.

GAT Primary T&L Principles

Behaviour and relationships Positive relationships Motivation Behavioural expectations Routines Positive/preventative behaviour management Praise, rewards, consequences Limiting distractions	High expectations Challenging learning goals Challenging content and tasks High participation and thinking ratio Challenging reading	Explaining and modelling Chunking Activate/ build on prior knowledge Explanations Modelling Managing cognitive load Vocabulary instruction	Practice and rehearsal Rehearsal/practice tasks Scaffolding Guidance-fading Independent practice Dual coding Interleaved practice Problem-solving Spaced practice
Questioning and checking understanding Questions that check understanding Cold call Hinge questions Probing questions Process questions Thinking time Whole-class response systems Discussions	Feedback Timely feedback Feedback improves performance/learning Feedback is acted on by pupils Live feedback Whole-class verbal feedback Selective marking/coded marking	Adaptive and responsive teaching Meet individual additional needs Challenge and support Responsive teaching Effective use of TAs Flexible groupings Use of data to inform planning	Review Retrieval practice Spaced practice
Teacher Knowledge: subject knowledge, curriculum sequencing, common misconceptions/errors, an understanding of how we learn and memory, effective pedagogy, systematic synthetic phonics and appropriate teaching strategies for early maths, knowledge of students, an understanding of child development.			

The development of key skills/Blooms Taxonomy:

Planning must include the following skills:

- Knowing
- Understanding
- Applying
- Analysing
- Creating
- Evaluating

A good lesson at Skegby Junior Academy has the following features:

- The teacher is the first into the classroom at the start of the lesson
- Children are given clear guidance and support about what is expected of them
- The lesson is well planned so children are working at the appropriate level of challenge
- The teacher is well prepared with the appropriate resources
- The lesson has a clear learning objective and differentiated success criteria
- Connections with previous learning are made by the teacher and pupils
- The learning objective is communicated clearly at the start of the lesson and displayed throughout
- The success criteria are differentiated to the need of the children and are made clear
- The teacher has high expectations and fosters an ethos of self-belief
- Split and staggered inputs are used when appropriate
- Skilled questioning, using Blooms Taxonomy, promotes thinking and assesses learning
- All parts of the lessons are characterised by opportunities for visual, auditory and kinaesthetic learning

- Children are given a range of opportunities for demonstrating knowledge, skills and understanding throughout the lesson and in the plenary
- When answering questions or solving problems, time is given for rehearsal and reflection and strategies such as “talk partners” are used
- Children make good progress and achieve well for their level of ability
- The lesson ends with a review of the learning objective
- The lesson ends with a plenary which celebrates success, addresses misconceptions and links to the next lesson
- The teacher strives for pupil interest, involvement and enjoyment – motivation.
- Positive reinforcement and praise are a feature of the learning experience
- The teacher works with a focus group daily to accelerate learning
- The lesson is well paced
- Learning is chunked to provide for different concentration, retention and developmental levels of the children
- Mini-plenaries celebrate/show case learning and move learning on
- Appropriate forms of assessment are an integral part of the learning process, especially AFL
- Interactive learning walls are regularly referred to, in order to guide and support learning
- The teacher ensures that the learning environment is ready for the next lesson and that transitions between lessons are smooth
- The classroom is tidy and well organised
- Feedback is given in line with the Academy’s policy and children have responded using purple pen.
- ARE grids are completed and up to date and can be referred to.

Use of additional support – including TA’s and LM’s

- Additional support is focused on pupil progress during the lesson, this may involve TAs working with groups during teacher input. This will be in class if possible or a quiet area close to the classroom.
- Targeted support of reading, writing and maths can take place during the lesson, with additional support during afternoon sessions.
- Progress and attainment of these pupils is tracked, to be discussed at Pupil Progress Meetings
- Feedback is given, in line with the Academy’s policy. Group feedback is given using the feedback grid and children are supported to respond to this.
- Additional adults complete the statements on the ARE grids.

Daily Dash (8.45-9.05 each morning)

- Good quality learning takes place from the moment children enter the classroom, an early morning activity, known as the Daily Dash will be set up.
- In September 2023 Daily Dash will begin with *The Big Question* about the class novel (this could be prediction, simple recall, inference etc), followed by quiet reading and the Class Teacher will then read the class story before Big Read begins (Mon-Thurs) or the writing activity linked to Forest School (Fri).
- The Daily Dash is always linked to a particular whole school or class focus for improvement which could include, Maths/problem solving, English/SPAG/reading/writing etc.
- If a teacher needs to change the focus of their Daily Dash, this must be approved by SLT.
- These tasks will often be used to inform assessments.

Planning

“If you fail to plan, you plan to fail”

The Curriculum – Please also refer the Academy’s Curriculum Statement

- Across the Academy our teaching delivers Curriculum 2014, with a thematic approach.

- Pupil’s Social, Emotional and Health development, British Values and Social, Moral, Spiritual and Cultural development are central to our provision of teaching and learning. This is delivered both through PSHE and across all subjects. This is also addressed during assemblies.
- The curriculum is enriched by the use of experiences for children including visits, visitors to school and a programme of extra-curricular activities. As well as making the most of our local environment each year group plans a visit or visitor each half term, linked to their topic.
- The curriculum is further enhanced by the Academy’s outdoor classroom and the commitment to outdoor learning. Each class has a Forest School lesson each week and the planning is underpinned by the SMART Values and the 5 Rs.

Achieving the best quality planning

- We strive for outstanding planning, that is well pitched, accurately differentiated and engaging for all pupils. Long term overviews which show balance and progression are continually evolving. All planning formats (including the yearly and medium term planning grids) can be found in the planning folder on the Primary drive.
- Teachers plan in phases to ensure curriculum coverage over a two year planning cycle.

Differentiated Groups

- Across the Academy differentiated groups are organised into colours, this provides consistency for children and staff and supports both monitoring and planning. Groupings must be flexible within a lesson and based on AFL carried out in that lesson, allowing children to access the correct challenges and move their learning on.

GDS/High Ability	Red
High Ability	Orange
Middle Ability	Yellow
Low Ability	Green
Low Ability/Special Need	Blue

Learning Objectives (Challenges) and Success Criteria

- Each lesson needs a clear learning objective and a set of differentiated success criteria which outline to the children the *steps to success* in achieving the learning objective and making progress within the lesson.

Reflection

- Children are taught to reflect upon their learning and behaviour; this sometimes takes place orally or it can be recorded.
- Editing partners. Children will work with their partner to reflect and improve their written work.
- The whole class feedback grid provides a time for reflection before work is edited and improved.
- Peer reflection is encouraged in all subject areas.
- Pupils are encouraged to reflect upon the Blooms skills, SMART Values and 5Rs they have used during a particular activity.

Marking and Feedback –Please refer to the Academy’s Marking and Feedback Policy

Outstanding marking and feedback at Skegby Junior Academy is characterised by:

- Completion with the child, during the lesson. Children feel their work is valued and misconceptions can be addressed straight away.
- Neat legible handwriting.
- Children feeling involved in their learning and next steps, through self and peer assessment.
- Marking against the learning objective (challenge) and success criteria - using positive comments linked to the LO/SC, the marking code (see policy) and a Target which addresses an error, a misconception or a next step when necessary.
- It is noted when a child has worked in a guided/supported group (G).
- Time during the day for children to respond to comments and reflect e.g. at the beginning of the next lesson. This should be done by pupils in purple pen. The whole class feedback grid is to be used at this point.
- Teacher marking completed in green to stand out from children's work.
- Children have targets at the front of their maths and English books to show how to further improve their work (ARE grids).

Presentation of Books

At Skegby Junior Academy we aim for the highest quality presentation in everything we do.

- We foster a sense of pride in our environment and work.
- At the start of the year teachers explain, teach and model the expectation of presentation to children. Lessons focusing on presentation are to take place as and when necessary.
- Teachers model high standards of presentation in marking, display/learning environment and when using white boards and flip charts.
- Work is completed in the following books: English, Maths, Science, Topic, Handwriting, Writing Folder, Guided Reading, Spelling/vocabulary, French, Daily Dash/Ideas.
- The same high quality of work is expected in ALL books, including cross-curricular subjects.
- Children's books are labelled electronically with the subjects, their name, their class and their year.
- Each piece of work is dated and headed by the learning objective.
- Worksheets should be avoided if possible and children encouraged to present their work neatly. However, small pieces of paper stuck into books are stuck in straight, for example photographs, planning prompts etc. Folded sheets stuck into books should be kept to a minimum as this can affect the quality of writing.
- Children write with a pencil or handwriting pen – if they have earned their pen licence.
- Children may use rubbers to erase individual words or mistakes but not whole sections of work. Children may also use a single ruled line to cross out work.
- Rulers are used to underline and draw straight lines, including number lines.
- In maths children are to use one square for one digit which is modelled by the teacher. Pupils set out their working out in columns, unless more space is needed (e.g. shape)

Non-negotiables – each class to have a poster as a guide to reflect the following:

Rule off after the last piece of work and begin the next underneath.

Every piece of work, except maths must have the long date. Maths must have the short short date. The date must always be underlined.

LC must be underlined, it must be child friendly and short.

Maths - fold page in half to make 2 columns.

Maths - 1 digit per square.

Crossing out with a ruler.

Use of rubbers must only be used for small mistakes, crossing out is encouraged.

Assessment

Assessment for Learning

- A range of strategies must be used to ensure effective AFL including, talk partners, use of mini-whiteboards, differentiated questioning, guided group work, time for reflection and review self and peer assessment, marking.
- AFL must be used to direct every pupil to the correct challenge for that lesson.
- If, by the end of the lesson, it is clear the child has not met the learning objective then additional teaching/ intervention to address misconception can be put in before the end of the day or planning can be adapted for the next day. The whole class feedback grid supports this.
- No work may be left incomplete due to poor behaviour. Any child not putting in 100% effort should be asked to complete and/or re-do a task in their time. (Staff are responsible for supervising any child who needs to stay in at break etc).

Making Assessment Judgements

- All independent writing is assessed in all books.
- Published writing is kept in each pupils' Aspirations and Achievements folder.
- Reading is assessed during Guided Reading sessions, against the KPI's.
- Maths is assessed through problem solving and reasoning activities, investigations and daily independent work against KPI's.
- Spelling and Grammar is assessed using KPI.
- Pixl tests are also used at the relevant points of the year to further inform assessment judgements.
- When assessing against Age Related Standards, it is important that pupils have a broad evidence base against Key Performance Indicators.

Moderation

- Moderation activities are planned into the annual staff meeting timetable.
- Year group moderation activities are planned during additional PPA time.
- A programme of moderation with other academies within the Trust is planned for.

Pupil Progress Meetings

- PPMs are integral to assessing and monitoring learning and progress in school. They are a professional dialogue between SLT and teachers about the progress, needs and provision of individual pupils and groups. PPs will be completed during Staff Meetings and meetings held within the school day, with senior staff/teachers.
- Individual pupils and/or groups are identified for additional support, including those identified during target setting to reach ARE.

Learning Environment

- High Standards in the organisation of the learning environment will support our pupils in achieving excellence.
- Children learn well in uncluttered, well-organised and organisationally flexible learning environments.
- The learning environment should challenge, celebrate and facilitate learning, encouraging independence.

Each classroom should have a:

Reading Working Wall

- There will be a permanent reading working wall displayed in each classroom.
- Reading working walls need to include:
 - KS2 Reading Domains (KS1 for children working at that level) – with questions/tasks linked to current text, with examples
 - Text you are studying this week (Differentiated)
 - Novel you are reading
 - Vocabulary to define
 - Think Aloud Cloud (see examples in the library)
 - Book recommendations from pupils in your class
 - Examples of pupils' work – photocopied from Big Read Books
 - Pixl reading gaps with models/examples
- Common exception words should also be displayed

Reading Area

- Containing a selection of books that are sorted by genre and labelled.
- The reading corner/area should be comfortable and inspiring.

Writing Displays x 3

- There will be a permanent writing working wall displayed in each classroom. The working wall will build up over a unit of work. This will reflect, and support learning in the context of the current unit of study, including the learning objective, the shared text, keywords, modelled expectations (e.g. a re-drafted letter on flip chart). It also needs to include Pixl GPS gaps with models/examples.
- GPS Display – This will be a permanent display containing non-negotiables. The English lead will provide each class with a pack to display (please refer to separate English policy).
- There will also be a display of children's writing, inside every classroom, showing a piece of independent writing for every child. Teachers need to identify good examples of learning objectives and success criteria being met, write the appropriate comment on a pink tick and display next to the writing.
This display must be updated half termly and a new piece of writing added.

Mathematics Displays x3

- There will be a permanent working wall in every classroom. This should reflect and support learning in the current unit of study and include resources the children need to support their learning. This should also include children's independent work and illustrate success in achieving the learning objective and success criteria.
- Non-negotiables Display - from the maths policy (please refer to separate maths policy).
- The *Calculation Journey* needs to be clearly displayed as part of the non-negotiables board and it must show which stage each child is working at.
- Gap Analysis – the current gaps being addressed must be displayed along with models for each foci.

SEN/LA Working Walls

- Classrooms need to reflect the ability of all children therefore working walls must show differentiation.

- There should be small working walls/support boards, for reading, writing and maths, in the area in which SEN/LA children work.

Creative Space in Lower School/Study Area in Upper School

- This should be linked to the topic/work in class.
- English and maths skills should be included in the activities.
- It should be an opportunity for children to practise and reinforce previously taught skills.
- Children's work should be celebrated on the displays.
- Working Walls should support all learners.

Positive Behaviour Display

- This should be a small permanent display. The display should be created by the children and teacher at the start of the year and used for reference throughout the year.
- It should display agreed classroom rules. These should be worded positively, and where possible linked to good 'learning behaviour'
- It should contain copy of the Academy's SMART values, Golden Rules and 5Rs.
- The traffic light behaviour chart should be displayed, clearly showing red, amber and green, along with gold and black. This should be easily accessible for the children.
- The behaviour chart (minutes lost) should also be clearly displayed where children can access it easily.
- This area should also celebrate success within the class.
- Each half term the A3 grid linked to the 5R focus should be displayed here.

Topic and Science Displays (1 for each)

- This will be a permanent display/s backed in colour of teacher choice to match theme being taught.
- The display will build up as the topic/theme progresses.
- The display needs to inspire/hook the children and celebrate their success.
- Where possible, topic displays should contain artefacts and books matched to the theme for pupils to handle and explore and promote curiosity.
- Topic/science displays need to include;
 - Evidence of the *Wow Factor*.
 - The knowledge bank
 - Vocabulary lists and definitions
 - Open ended questions that have been generated by the children, showing what they want to find out/learn about.
 - The current knowledge organiser.
 - A collection of children's work, vocabulary and photos.
 - Career's link sheet.

Blooms

- Blooms should be on permanent display, in an area where it can be referred to during lessons.
- This needs to include examples of Blooms questions.
- The curriculum lead will provide each class with a pack.

British Values

- Every class needs to display the British Values.
- This area needs to have a red, white and blue theme.

Small information board

- Contain information about timetables, grouping, routines etc. It should be displayed in a place that is accessible to children and other members of staff
- Clear written fire procedures
- Visual timetable
- Care plans/children's notes – covered due to GDPR.

Display in each classroom and in shared areas should:

- have a clear title – printed in colour to compliment the display and cut out neatly
- always be accompanied by the objective for learning and questions
- be interactive, contributed to by the children, and changed frequently
- where display space is short – larger boards should be split in half
- reflect independent work in each classroom
- create a 'language-rich environment'
- include finished work that is the best that an individual can achieve and it should be largely free from errors.
- reflect a range of purposes and audiences
- sometimes be led by pupil interest
- always reflect the diversity of our school community as well as the wider world (SMSC and British Values in evidence around the school – charity work, themes, Student Council)
- provide a wide range of sensory experiences and support pupils who will have a varied range of learning styles.
- work should be carefully mounted to compliment the work being displayed
- staff need to be aware of children with particular SEN and choose appropriate colours and shades. Care should be taken when matching colours together.
- Displays may be hung from the ceiling but they must not cause a distraction.

Classroom Doors

- Each classroom door needs to display the novel the class are reading. The cover needs to be photocopied onto the agreed sheet and laminated.
- The musician and the artist/designer should be displayed on the agreed sheet and laminated.
- The laminated attendance sheet needs to be displayed on each classroom door and updated every morning.
- Weekly spellings will be displayed on the back of the door, on an A3 sheet.
- The word/s of the week will also be displayed on the back of the classroom door.

Classroom Whiteboards

- The weekly foci, from Pixl gap analysis, for GPS and maths are to be displayed on A4 laminated sheets, on the whiteboard.

Whole School Handwriting Display

- Each class will have a space on the whole school handwriting display and display one child's piece of writing after every published writing lesson.
- Teachers must choose a piece of writing that is neat and well presented and demonstrates the Academy's handwriting policy.
- This should be photocopied and displayed along with the child's name.

Classroom Organisation

- Books and resources should be well organised, clearly labelled, using ICT, and accessible to children.
- Pupils should be able to access resources independently from labelled and accessible central classroom storage or from the centre of their table.
- Books and resources needed in lessons should be ready on the tables to avoid wasting time and ensure good pace within a lesson.
- All areas should be kept tidy and free from rubbish, piles of paper, random pieces of equipment, confiscated toys etc. Surfaces should only ever be covered with labelled resources or 3D display.

Resources

- A variety of resources are available throughout school and should promote independent learning and be in good condition.
- Class teachers are responsible for classroom resources and subject co-ordinators are responsible for subject specific resources.

Computing

- All classes have large screens.
- All classes have at least 10 laptops available, in class, all the time.
- Laptops and Ipads are available to support all learning. Every morning, each class has access to devices to use within lessons. There is a weekly timetable for the use of devices in the afternoons.
- Apple TVs are also used to support learning.

Parental Involvement and Homework

Parental involvement is an important priority for us in accelerating the progress of pupils and creating a happy environment where children want to come to school and learn.

For the classroom teacher this means:

- Parents Evenings are held in October and March. Annual school reports to parents are issued in July.
- If parents do not sign up to attend a parents' consultation, using the electronic invite, then the office staff will phone the parent or send an additional text/reminder home to encourage them to attend.
- Communicating the positives, especially when a child has behaviour needs.
- Involving and guiding parents in supporting their child's learning.
- Inviting parents to participate in or watch class activities e.g. visits, open afternoons, assemblies.
- Providing relevant homework and clear guidelines for parental support.
- Providing a half termly topic overview for parents

As a school we communicate with parents and encourage parents into school through:

- All teachers, support staff and SLT to be in the playground at the start and end of every day to meet (5 Minutes – 8.40 – 8.45am) parents and children and to be available to discuss any worries or concerns.
- Parents are invited to Friday Celebration Assemblies on a weekly basis.
- Fortnightly Principal newsletters.
- Half termly class teacher newsletters – including an overview of half termly topics.
- Regular updates to our Academy website.
- Dojo messages to parents.

Homework

- Staff will acknowledge homework to show that it is valued and contributes to pupil's progress.
- Homework is set regularly for all children. It is creative homework and children can choose the order in which they complete the weekly tasks.

- All children are expected to read at home on five occasions each week and are encouraged to take a reading book home each evening.
- All classes will have some spelling and mathematical facts to learn each week. The spellings are taught in class and are directly linked to work in school.
- Parents are encouraged to help children with their routine learning tasks.
- Individual children experiencing difficulties with particular work may be given extra work to complete at home to help their educational progress.
- Some groups of children may be asked to research a particular topic.
- Individual children may be asked to complete unfinished work at home.
- Children who are absent from school through illness for more than one or two days may be given suitable work on application to the class teacher.
- Parents will be informed of their child's homework at the start of each half term.
- Any pupils who do not complete their homework will miss their break to complete their tasks.
- Please refer to the separate Homework Policy.

Behaviour – Please also refer to the Academy's Behaviour Policy

- Good behaviour is essential for academic success.
- **Behaviour is everybody's responsibility** – a tiered approach.
- Consistent use of the behaviour policy is key.

Good behaviour is promoted through:

- All staff knowing and following the behaviour policy
- Consistency in applying the policy from individuals
- High expectations from all staff
- Teachers arriving on the playground before the end of play/lunchtime to collect their class
- Teachers supervising classes as they walk around school, including going out to play
- Praising the positives
- Good communication with parents
- Rewards for good behaviour – Class Dojo points, stickers, Golden Raffle Tickets etc.
- All staff supporting children with behaviour plans
- *Every day is a new day for every child.*

Skegby Junior Academy's Staff Standards

A – authenticity

C – consistency

E – expectations embedded

All staff must demonstrate the above, with all children, at all times!