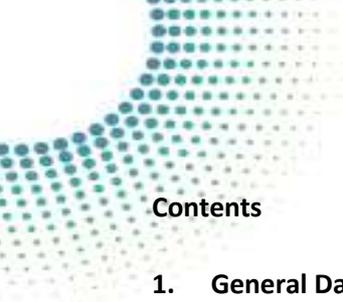


Teaching and Learning Policy

Adopted by the Board of Trustees

Date: June 2020

Trustee Reviewers: Standards Board



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1. General Data Protection Regulations



This policy has been reviewed in accordance with the General Data Protection Regulation (GDPR) which will replace the Data Protection Act 1998 from 25th May 2018. The introduction of GDPR has resulted in changes to many existing data protection rules and regulations that educational establishments adhere to. The Evolve Trust has undertaken a full data protection audit and have ensured that appropriate changes that have been made to data protection rules and regulations have been adhered to in full. The Evolve Trust has carried out all additional compliance requirements and fully accepts their duty of care to ensure individuals' data is kept safe and secure, resulting in increased compliance in our systems, processes and policies.

2. Introduction

At the Beech Academy, the vision of the curriculum is underpinned by giving students the combination of knowledge and skills for life with enriching experiences to assist them in becoming contributing citizens to society but also provide social mobility for a group of pupils who are already disadvantaged.

This Policy should be read in conjunction with the Feedback and presentation policy and the Assessment Policy.

3. Aims

The teaching and learning policy is intended to promote consistency and high standards and the achievement of the school aims. At the Beech Academy, we believe an effective, calm and purposeful start to lessons sets the tone. We aim to provide a caring, supportive, and stimulating environment where children can gain the knowledge, skills and experiences they need now and in the future.

Throughout teaching we aim to:

- Enable student to become confident, resourceful, enquiring and independent learners;
- Foster student's self-esteem and help them build positive relationships with other people;
- Develop student's self-respect and encourage student to respect the ideas, attitudes, values and feelings of others;
- Show respect for all cultures and, in so doing, to promote positive attitudes towards other people;
- Enable students to understand their community and help them feel valued as part of this community;
- Help student's grow into reliable, independent and positive citizens.
- Students have pride in their achievements and a desire to succeed.

4. Effective Learning

We recognise that students learn in many different ways and that learning preference is affected by previous experience, competence, confidence, beliefs and values. We recognise the need to develop strategies that allow all to learn in ways that best suit them and shall ensure that learning is accessed by as many means as possible.

We aim to offer opportunities for student to learn in different ways. These include:

- investigation and problem solving;
- research and finding out;
- group work;
- paired work;

- independent work;
- whole-class work;
- asking and answering questions;
- use of the computer;
- the Beech Scholarship pathway;
- creative activities;
- watching television and responding to musical or recorded material;
- debates, role-plays and oral presentations;
- designing and making things;
- participation in athletic or physical activity.

The progress of each student is regularly reviewed both with the students themselves, with parents/carers and as part of the annual review process where the views of students are taken into account.

5. Role of the Teacher

When teaching we focus on motivating children and building on their skills, knowledge and experiences in order to ensure their understanding of the curriculum. We use a range of resources to provide a well-balanced and broad curriculum planning.

With this in mind, effective teaching is achieved when teachers:

- Have good knowledge of the subject(s) and courses they teach
- Present subject matter clearly, promoting appropriate discussion about the subject matter being taught.
- Check pupils' understanding systematically, identify misconceptions accurately and provide clear, direct feedback.
- Use assessment well, to help students embed knowledge or to check understanding and inform teaching.
- Use open-ended thought provoking, challenging questions of the children
- Provide a variety of challenging, differentiated activities that take into account students individual needs (including Autism), curriculum area and pedagogical approaches
- Create an environment that focuses on students.
- Ensure lessons are appropriately paced
- Help students to remember long term content and integrate new knowledge into larger ideas.
- Develop students understanding through active, practical and first hand experiences, involving individual and collaborative talk, exploration, questioning, prediction, investigation, so that the lesson makes a difference.
- Provide developmental feedback and constructive criticism of student's work (verbally and in writing)
- Understand the importance of visual supports for communication and learning for students with autism and recognize that this approach can help to remove barriers to learning for a wide number of students.

- Understand the impact of the physical environment on the quality of learning for students with autism and adjust the environment accordingly (in line with the DfE National Autism Standards 2012).
- Understand the impact of Anxiety related learning and Anxiety related non-attendance (ARNA) on students in line with the Nottinghamshire EPS guidance 2017

We base our teaching on knowledge of the student's level of attainment. Our prime focus is to develop further their knowledge and skills. We strive to ensure that all tasks set are appropriate and in line with each student's level of ability. When planning work, we give due regard to information and targets contained in the student's Education Plans.

We have high expectations of all pupils.

All teachers try hard to establish positive working relationships with the students they are teaching. We praise and reward students for good effort and, by doing so, help to build positive attitudes towards school and learning in general. We work with the students to ensure good order and behaviour at all times.

Teaching Assistants and other adult helpers are deployed in a variety of ways. Sometimes they work with individual students and sometimes with small groups both in and out of the classroom environment. Teaching Assistants are also fully involved in the delivery of support programmes such as Literacy and Numeracy Interventions.

We know it is vital that we understand how educational evidence can underpin school improvement. We are committed to ensuring that staff at all levels have access to the resources and support they need to improve teaching practice. Recently we have been inspired by:

Tom Sherrington – Principles of Instruction
Mary Myatt – The Curriculum
Doug Lemov – Teach like a Champion

Teachers are encouraged to reflect on their strengths and weaknesses and a comprehensive programme of PLD (Professional Learning Development) is in place to support teachers in developing their skills. Our research library at The Evolve Trust is constantly growing with new and exciting titles, and we encourage all staff to get involved and develop new thinking, ideas and pedagogy.

6. Learning Cycles

It is the expectation of staff to use programmes of study to inform high quality lesson planning through Schemes of Learning linked to the needs of students. As a rule of thumb at Beech Academy, we work to 6/7 week half term learning cycles and we use the penultimate week to formally assess progress. The final week/lesson is to allow staff to support students to fill in the gaps/catch up with work and also to support the transition to embed learning over time. The final week also allows staff to moderate work internally and externally so we accurately assess.

7. Marking

We believe in the importance of marking and feedback to pupils as it is key to regarding pupil progress and achievement. Please see our Feedback and Presentation Policy for more information about this.

8. The Role of Scrutiny Boards

Our governors determine, support, monitor and review the school policies on teaching and learning. In particular, they:

- support the use of appropriate teaching strategies by allocating resources effectively;
- ensure that the school buildings and premises are best used to support successful teaching and learning;
- monitor teaching strategies in the light of health and safety regulations;
- monitor how effective teaching and learning strategies are in terms of raising pupil attainment;
- ensure that staff development and performance management policies promote good quality teaching;
- monitor the effectiveness of the school's teaching and learning policies through the school self-review processes. These include reports from coordinators and the annual Head teacher's report to governors, as well as a review of the in-service training sessions attended by our staff.

9. The Role of parents

We believe that parents have a fundamental role to play in helping students to learn. We inform parents about their child's curriculum and progress made in their learning by:

- holding parents' evenings to explain our school strategies for teaching literacy, numeracy and personal, social, health and citizenship education;
- have annual reviews which highlight all progress reports to parents in which we explain the progress made by each child and indicate how the child can improve further;
- explaining to parents how they can support the school to support their child

We believe that parents have the responsibility to support their student and the school in implementing school policies. We would like parents to:

- ensure that their child has the best attendance record possible;
- ensure that their child is equipped for school;
- do their best to keep their child healthy and fit to attend school;
- inform school if there are matters outside of school that are likely to affect a child's performance or behaviour at school;
- promote a positive attitude towards school and learning in general.