



Community First Academy Trust

Teaching and Learning Policy

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ADOPTED AT THE MEETING OF THE LOCAL ACADEMY BOARD

CHAIR OF BOARD: Mr M Farrell

Date: September 2019

Planned Review Date: September 2021

Teaching and Learning Policy

Intent:

At Platt Bridge Community School, we intend to develop the concept of lifelong learning, and the idea that both adults and children learn new things every day. We maintain that learning should be a rewarding and enjoyable experience for everyone; in short, it should be fun. Through our teaching, we equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. We deliver appropriate teaching and learning experiences which help children to lead happy and rewarding lives. The implementation of this policy will be flexible to take account of any learning differences experienced by pupils with physical, sensory, medical, communication and learning needs (including dyslexia) and for pupils with English as an additional language. Our school is inclusive and the use of resourced and observation and assessment places are part of the continuum of support provided within the school for children with Social Emotional & Behavioural difficulties and SEN-D.

Implementation

People learn best in different ways. At our school, we provide a rich and varied learning environment and curriculum alongside stringent assessment, moderation and monitoring that allows all children to develop their skills and abilities to their full potential.

Through our personalised provision we aim to:

- Build on prior learning to deliver personalised provision for each pupil group through a differentiated teaching approach and differentiated activities.
- Develop pupil's 'Skills for Learning' to enable them to become confident, resourceful, resilient, enquiring and independent learners.
- Use ongoing formative assessment and feedback to ensure a rapid pace of learning and progress.
- Use timely interventions at the point of need in order to correct misconceptions.
- Develop pupil's self-esteem, and help them to build positive relationships with other people.
- Improve pupil's aspirations.
- Develop children's self-respect, encourage them to understand the ideas, attitudes and values of others, and teach them to respect other people's feelings and to show respect for a diverse range of cultures and, in so doing, to promote positive attitudes towards other people.
- Enable children to understand their community, and help them feel valued as part of it, helping pupils grow into reliable, independent and positive citizens.

Curriculum

At Platt Bridge, we teach a broad, balanced and engaging curriculum. Our curriculum is tailored carefully to our pupils' needs whilst also ensuring full national curriculum coverage. We have produced complimentary material to improve the delivery of the National Curriculum incorporating:

- National Curriculum (2014)
- Assessment frameworks for reading, writing, maths and science - these are used to provide evidence of attainment and inform teachers of next steps.
- Reading Continuum - this identifies progressive steps towards meeting each year groups Age Related Expectation (ARE) or Greater Depth (GD) in reading.
- Writing continuum – this identifies progressive steps towards meeting each year groups ARE or GD in writing.

- Maths continuum - this identifies progressive steps towards meeting each year groups ARE or GD in maths.
- Science continuum - this identifies progressive steps towards meeting each year groups ARE in science.
- Foundation Subjects Continuum – which is a formative assessment record and planning tool. This document has broken down end of Key Stage statements for foundation subjects into year group expectations and into small steps of learning to support teacher’s objective knowledge. It is used to record assessments and to inform planning.

Planning for Learning Core

Before any planning takes place in any subject, prior learning has been established for every pupil. This prior learning is then used to inform planning, ensuring that every pupil is accessing the curriculum at the correct level and gaps in learning are closed. Teachers first produce an overview plan of what will be delivered in that particular unit of work. Planning is then produced on a daily basis in response to pupils learning (daily reactive planning).

Daily Reactive Planning

- The first day’s plan is based on the results of the pupil’s prior learning task.
- During the lesson, teachers use a range of strategies (pupil conferencing, TA conferencing, formative assessment questions, marking/feedback, etc.) to accurately assess learning.
- This information is then used to effectively plan the next day’s learning along the continuum.
- If through thorough assessment, a teacher identifies a pupil with a misconception that may slow progress, they will receive an ‘Intervention at Point of Need’

Science

Before any planning for learning takes place, teachers need to establish prior learning and identify any gaps in learning. Sessions are then planned using the foundation subjects session planning format. In order to support teacher’s workload, science can be planned in advance; however, teachers must use formative assessment to adapt their sessions in response to children’s needs.

Foundation Subjects

Teachers use the Foundation Stage Continuums to ensure a broad, balanced and progressive curriculum and to design their learning pathways. They then use these to plan individual lessons which build on previous skills.

Learning Pathways include:

- Wow Launch – to engage pupils in the unit
- Wow Ending – this is a planned event (presentation for parents, community activity, etc.), giving a sense of purpose to the learning.
- Foundation subject sessions – making learning coherent around a theme.
- All learning pathways include at least one session linked to the areas of the curriculum taught through theme – Art, design & technology, history and geography.
- Cross-curricular links to English, maths and science – giving pupils the opportunity to practice, refine and extend learning. This also provides the opportunity for Teachers to assess if learning in areas of Maths and English are secure

- Skills for learning session – these sessions are planned to build the pupils skills for learning: Independent Enquirers, Creative Thinkers, Reflective Learners, Team Workers, Self-managers, and Effective Participators.
- Aspects of PSHE, SMSC and British values to be delivered during the unit.
- Creative links: Artists, Musicians, Architects to be studied throughout the unit. Adventure learning opportunities.
- Links to the community and opportunities for volunteer work

Discrete Subjects

In order to avoid tenuous links, some subjects are taught discretely and schemes are in place to support non-specialist teachers subject knowledge

- Music is taught through Charanga and enhanced using the Wider Opportunities Service.
- MFL is French and taught through Primary Languages.
- Computing is taught through a school written scheme which may tie in with learning pathways. A specialist computing teacher works across the school, one day per week, to support teachers with specialist knowledge of the objectives e.g. coding, algorithms.

Differentiated Input

Differentiated Input is a strategy employed throughout school to allow for individualised instruction, feedback and further metacognitive strategies (EEF toolkit) for all groups of learners, including the most able. It is structured to maximise learning opportunities.

- Each ability group receives a teacher input that is relevant to their learning every day.
- Prior learning and ongoing assessments are used to group pupils and identify next steps (ability groups are fluid).
- Pre-input tasks should be relevant to the learning objectives and either support pupils skill development or allow pupils to apply their learning to mastery challenges
- Pupil conferencing throughout the lesson provides the opportunity for pupils to accelerate their learning along the continuum.
- Pupils develop skills for learning that enable them to become independent learners.
- Pupils have access to a range of different activities and learning styles in every lesson to allow all pupils to thrive

The role of the Local Academy Board

Our Local Academy determines, supports, monitors and reviews the school's approach to 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 used optimally to support teaching and learning;
- check teaching methods in the light of health and safety regulations;
- seek to ensure that our staff development and our appraisal/performance management both promote good-quality teaching
- monitor the effectiveness of the school's teaching and learning approaches through the school's self-review processes, which include reports from subject leaders, the termly Head of School's report to LAB and a review of the in-service training sessions attended by staff
- regularly engage with the teachers and pupils by coming into school

Homework

Homework is set weekly on a Thursday, which is also the day that teachers hold their homework club after school. Homework is consistent across school and involves:

- Daily Reading
- Spelling practice
- Multiplication tables practice
- The use of knowledge organisers and tasks to support children's wider curriculum understanding

The role of parents and carers

We believe that parents and carers have a fundamental role to play in helping children to learn. We do all we can to inform parents and carers about what and how their children are learning. We do this in a number of ways:

- by sending information to parents and carers, at the start of each term, which outlines the topics that the children will be studying during that term at school;
- by reporting to parents and carers regularly, explaining the progress made by each child, indicating how the child can improve further;
- by explaining to parents and carers how they can support their children with homework, and suggesting, for example, regular shared reading with very young children, and support for older children with their projects and investigative work
- holding half termly enrichment and open mornings to provide parents with the skills they need to support their pupils

Parents and carers have the responsibility to support their children and the school in implementing school policies. We would therefore like parents and carers:

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

The school operates the high 5 reward system to ensure that all pupils have got this in place.

Monitoring and review

The assistant head for teaching and learning is responsible for monitoring the implementation of this policy. The Senior Leadership Team and carry out regular monitoring of teaching and learning to maintain expected standards. Perspective is used to ensure consistency of monitoring and the effective analysis of staff CPD needs. This analysis is used to support staff CPD which includes, but is not limited to:

- A weekly, focused staff meeting linked to an element of the SIP
- Weekly tutorials linked to areas of need in school and elements of the SIP
- Attendance on external courses (where impact can be demonstrated on school)
- Working and collaborating with other teachers, subject leaders and schools to share and develop best practice
- A focused, half termly programme for Early Career Teachers and NQTs
- Team teaching and coaching from SLT and other experienced staff members

Impact:

We intend that, by following this policy, the quality of teaching, as evidenced by the impact on pupils' learning and outcomes will be outstanding across school. Any teachers, who are new to school, will be supported through CPD, coaching and mentoring, to accelerate their progress and ensure that the pupils in their class receive the best education possible.

This policy will be reviewed at least every two years or earlier if necessary.

Signed:

Date: