



Community First Academy Trust

Teaching and Learning Policy

Community First Academy Trust
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ADOPTED AT THE MEETING OF THE LOCAL ACADEMY BOARD

CHAIR OF BOARD: Mr M Farrell

Date: September 2018

Planned Review Date: September 2020

Teaching and Learning Policy

Introduction

At Platt Bridge Community School, we develop the concept of lifelong learning, and in 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 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. Nurture groups are part of the continuum of support provided within the school for children with Social Emotional & Behavioural difficulties. Nurture groups are inclusive and contribute to the inclusive ethos of the whole school.

Objectives

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.
- 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

We ensure full national curriculum coverage. We have produced complimentary material to improve the delivery of the National Curriculum incorporating:

- National Curriculum
- NAHT Key performance indicators
- Interim frameworks

From a combination of these documents, we have produced:

- Reading Continuum - this identifies progressive steps towards meeting each year groups Age Related Expectation (ARE) in reading.
- Writing continuum – this identifies progressive steps towards meeting each year groups ARE in writing.
- Maths continuum - this identifies progressive steps towards meeting each year groups ARE in maths.

- Science continuum - this identifies progressive steps towards meeting each year groups ARE in science.
- Assessment Frameworks in Reading, Writing, Maths and Science for each year group – these are used to provide evidence of attainment and inform teachers of next steps.
- Foundation Subjects Formative Assessment Record and Planning Tool – this document has broken down end of Key Stage statements for foundation subjects into year group expectations. It is used to record assessments and to inform planning.

Planning for Learning

Maths – English

Before any planning takes place in Maths and English, 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. Daily planning is then produced on a daily basis in response to pupils learning (Daily reactive planning).

Daily Reactive Planning

- First day's daily 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'.
- Blooms Taxonomy is used to extend learning for more able pupils (Teachers never plan beyond their year groups objectives, previous year groups objectives may be used in order to close gaps in learning.).

Science

Before any planning for learning takes place, Teachers need to establish prior learning and identify any gaps in learning. This is done through Prior Learning Tasks. Sessions are then planned using the daily planning format.

Foundation Subjects

Uses the Foundation Subjects Formative Assessment Record and Planning Tool to ensure full coverage, each year group uses Learning Pathways to plan individual lessons along the pathway.

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. This is a planned
- Foundation subject sessions – making learning coherent around a theme
- Cross-curricular links to English, Maths and Science – giving pupil's 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

Personalised Provision

Personalised provision 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:

Effective learning

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
- Members of the Local Academy Board regularly engage with the teachers and pupils by coming into school

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:

- 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

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

Signed:

Date:

Unit Planning for Learning		Unit:	Year Group:	Teacher:	
BLOOM'S HIERARCHY OF SKILLS			SUGGESTED TASKS AND OUTCOMES		
	Pre skills; shows beginnings of interest and participation.		Will listen and chatter, but in own time, and for purposes; uses prepared provision in a variety of ways.		
	Can remember and recall information.		Define, duplicate, list, memorise, recall, repeat, reproduce, state, describe, make a table, label, record, reproduce.		
	Can explain ideas and concepts, showing understanding and comprehension.		Classify, describe, discuss, explain, identify, locate, translate, paraphrase, summarise, predict, compare, estimate.		
	Can use the information and apply it in different ways.		Choose, demonstrate, interpret, solve, experiment, construct, apply, practise, classify, illustrate, use, write.		
	Can analyse information, distinguishing between different elements.		Appraise, compare, contrast, criticise, differentiate, discriminate, examine, question, quantify, theorise.		
	Can justify a viewpoint or decision, and adapt it with new information, sometimes creating a new product.		Evaluate, assess, conclude, create, organise, formulate, establish, modify, compose, collect, manage.		
	Can evaluate across the subject, using different concepts and ideas. Speculates/hypothesises.		Construct, design, develop, combine, review, defend, investigate, measure, choose, evaluate, interpret.		
TEACHER INPUT					
<h2 style="color: red;">Maths and English Overview</h2>					
Objectives for pupils WORKING BELOW		Objectives for pupils WORKING WITHIN		Objectives for pupils WORKING ABOVE	
Independent	Creative Thinkers	Reflective Learners	Team Workers	Self-Managers	Effective Participators

Enquirers				
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Session Date: Objective:		Session Notes: Daily Session Plans for Maths and English		
Working Below		Working Within		Working Above
Assessments + -		Assessments + -		Assessments + -

Session Date: Objective:		Session Notes:		
Working Below		Working Within		Working Above

Assessments + -	Assessments + -	Assessments + -
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Platt Bridge Community School
Daily Planning – Foundation Subjects

SUBJECT:		
Challenge:		Pre skills; shows beginnings of interest and participation.
		Can remember and recall information.
		Can explain ideas and concepts, showing understanding and comprehension.
Teacher Input:		Can use the information and apply it in different ways.
		Can analyse information, distinguishing between different elements.
		Can justify a viewpoint or decision, and adapt it with new information, sometimes creating a new product.
		Can evaluate across the subject, using different concepts and ideas. Speculates and hypothesises.
WORKING BELOW	WORKING WITHIN	WORKING ABOVE

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