



Wingfield Academy

Learning and Teaching Policy

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Mission Statement:

Child centred, progress focussed allowing young people to grow and thrive.

Together Everyone Achieves More

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1. Purpose:

This policy document aims to encourage teachers to:

- Provide elements of uniformity for good teaching.
- Re-examine current practice.
- Reflect on the purposes and principles which underpin current practice.
- Identify areas of strength and development.
- Develop appropriate strategies to further promote effective Learning and Teaching.

This policy seeks to provide strategic guidance and support to all colleagues to:

- Improve attainment and achievement of all students.
- Positively impact on learners' experiences.
- Meet the needs of all learners by identifying and further exemplifying the key principles that underpin effective learning and teaching.

2. Key principles for outstanding Learning and Teaching:

The Academy expects all teachers to:

1. Carry out Minimum Operating Procedures to ensure consistent approach across the Academy.
2. Plan all lessons effectively using the **5 minute lesson plan**, using a variety of learning and teaching strategies to ensure all students make good or better progress.
3. Use **Progress Trackers** for all classes, to track and monitor the learning and progress of all young people.
4. Provide **seating plans** for all classes to ensure positive and conducive learning environments.
5. Assess and monitor student progress via regular **marking and feedback** as per the Academy policy.
6. Consistently apply the **Behaviour for Learning Policy** at all times.

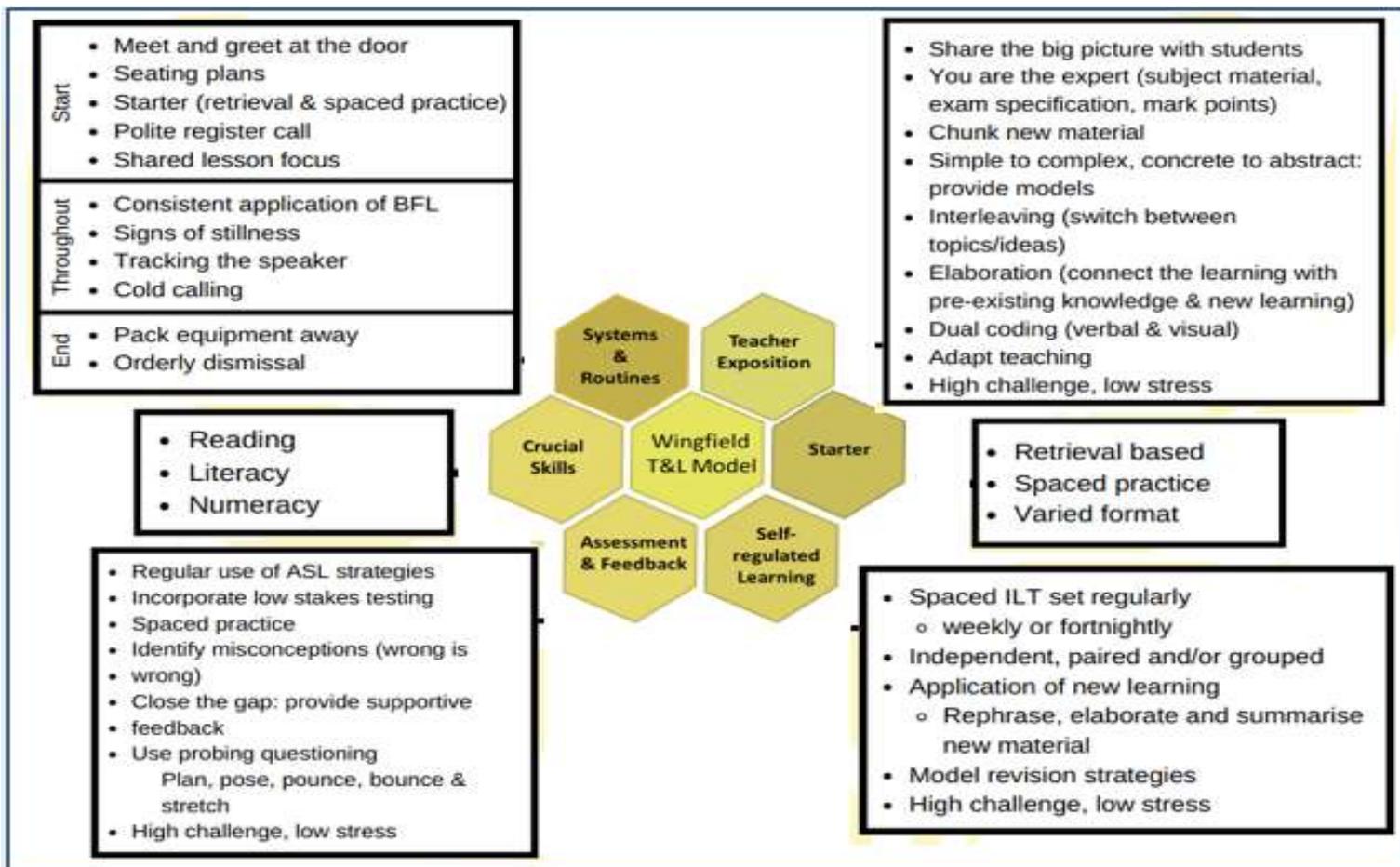
3. Minimum Operating Procedures

The Academy expects all teachers to:

- Carry out minimum operating procedures:
 - Meet and greet/dismiss all students at the classroom door
 - Ensure all registers are taken in silence-students and teachers will respond with good morning / afternoon.
 - Speak to every child by name
 - Ensure equipment is out on desks, bags and coats are on back of chair / floor
- Use 'Signs of Stillness' strategy to ensure students respond quickly and positively;
 - Lead teacher to raise arm
 - Students-drop everything, turn, look at teacher, no talking, still
 - In large groups e.g. griffin/hall-all supporting staff to model expectation
 - Students not responding will be reminded once by staff (in learning: Students not responding will follow consequence system)
- Use tracking the speaker to ensure all students are focussed on the teacher / student

4. Planning of Learning

When planning learning all staff need to ensure that the following principles have been consider and where appropriate are incorporated:



5. Learning & Teaching principles

The Academy expects all staff to:

- Plan all lessons effectively using the **5 minute lesson plan**; all lessons will:
 - Provide the 'big picture'-why is the learning important/what is the purpose.
 - Ensure a retrieval starter activity is planned which is purposeful to 'hook' students, building long term memory.
 - Ensure a shared lesson focus which is explicitly delivered:
 - Big Question – what are students learning?
 - Use sophisticated language that is subject specific.
 - Use a range of ASL strategies to track and monitor learning including the use of targeted / directed high level questioning.
 - Cold calling should be evidenced to engage learners, developing reasoning and thinking.
 - Ensure that there are opportunities for independent enquiry – this could be independent, paired, group activities (without teacher intervention)
 - Differentiated learning activities to meet the needs of all learners.
 - Create a positive climate for learning rooted in developing student curiosity.
 - Embed crucial skills including literacy and numeracy.
 - Consistently apply the **Behaviour for Learning** policy at all times.

➤ **Systems and routines**

The Academy expects all staff to:

- Carry out the MOPs (as outlined above) for all lessons.
- Ensure up-to-date seating plans, including key information to support learning and progress of all students.
- Plan retrieval starter activities that build long-term memory – Last lesson, last week, last term, last year
- Share (written or verbal) a lesson focus with students
- Use cold calling when directing questions during learning – question first, student name second

➤ **Teacher Exposition**

The Academy expects all staff to:

- Share the big picture with students – what are they learning and why?
- Be the expert – know your subject, subject materials, exam specifications, assessment methods
- Chunk new materials – break down learning activities to build steps for learners
- Provide examples which will allow students to understand concepts – simple to complex, concrete to abstract, dual coding
- Interleave materials to allow for depth of learning – switching between topics and ideas
- Connect learning across topics, subject areas
- Adapt teaching to ensure the needs of learners are met – ensure that lessons planned are appropriate for the learners
- Provide high challenge, low stress

➤ **Starter**

The Academy expects all staff to:

- Plan and implement retrieval based starter activities that are:
 - Spaced – last lesson, last week, last month, last year
 - Varied format
 - Tracked – build long-term memory

➤ **Self-Regulated Learning**

The Academy expects all staff to:

- Set independent learning tasks in accordance with the Academy policy
 - Core Subjects: Maths, English, Science-1 piece per week
 - Foundation Subjects: Humanities, Art, D&T, PE, MFL, Performing Arts, T&T, HSC, CC-1 piece every 2 weeks
 - Foundation Subjects: RE, SMSC-1 piece every 4 lessons
- Ensure ILT is spaced to build student long-term memory
 - Independent Learning Task where appropriate (i.e. Maths – Hegarty) should be included in student work books-sub-titled and dated
- Provide 'outstanding' examples of Independent Learning Task to be displayed within the Academy
- Track and monitor the completion of Independent Learning Tasks and will;
 - Apply praise and rewards where outstanding effort has been demonstrated
 - Set sanctions when ILT is incomplete, shows a lack of effort or has not been completed
- Provide opportunities for students to work independently, paired or part of a team
- Apply new learning through a variety of processes – including rephrase, summarise, elaboration
- Model revision strategies and provide regular opportunities for students to revise during home learning

➤ **Assessment and feedback**

Assessment - The Academy expects all staff to:

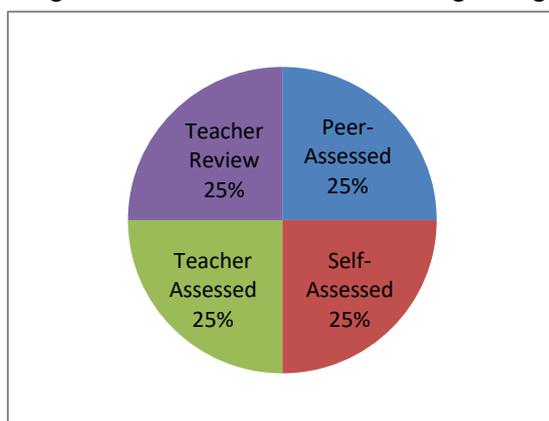
- Plan, assess and deliver a curriculum that meets the demands of the new academic standards (grades 1 – 9)
- Plan for and assess progress in relation to students' Minimum Expected Grades. MIGs are generated from KS2 attainment scores and are set to ensure that students make outstanding progress
- Ensure every student knows their Minimum Expected Grade, knows where they are in relation to their target grade and how they can improve e.g. 'I am targeted a grade 5 and I am currently working at 4.6 – consistent evidence
- Formally record students' progress in relation to their Minimum Expected Grade through minimum 3 Progress Updates. Progress Updates occur Four times throughout the academic year:
 - In KS3 (Y7 Y8 Y9) Progress Updates will contain the following information:

- All students will be placed into a particular band in terms of their target grade. A flightpath- a system where students do not have a specific target grade but fall within a band- eg. Grades 3-5, 5-7, 7-9.
- Progress towards the flightpath will be recorded using a colour coded system:
 - **Red** - Is currently working below expected for GCSE target band. There is a risk of underachievement.
 - **Amber** - Is currently working as expected for GCSE target band. There is consistent evidence of good progress.
 - **Green** - Is currently working above expected for GCSE target band. There is sustained evidence of outstanding progress.
- At KS4 Progress Updates will measure progress through GCSE / BTEC Fine Grades. For each subject students and parents/carers will be informed if they are demonstrating:
 - **Limited evidence of achieving a grade (.2)**
 - **Developing evidence of achieving grade (.4)**
 - **Consistent evidence of achieving a grade (.6)**
 - **Sustained evidence of achieving a grade (.8)**
- When completing 'A' of STAR marking either system needs to be used in relation to the relevant key stage
- Formally discuss progress with their students at least once a year during parent evenings
- Formally discuss progress at least twice a year with the curriculum team leader and Headteacher

Feedback -All staff are expected to follow the Academy marking and assessment policy, this means that:

The Academy expects all staff to:

- Apply the STAR feedback policy to all assessment pieces:
 - **S**-Strength-what students are doing well
 - **T**-Target-what students need to do to make progress
 - **A**-Attainment-current standpoint
 - **R**-Response-student response
- Mark 2 assessment pieces per half term
- Increase student responsibility to complete **peer and self-assessment**.
- Use flexibility to annotate/mark students work according to your subject criteria.
 - Using the STAR marking procedure departments have identified individual strategies to demonstrate the policy
- Ensure notes are sub-titled – no evidence of marking is required.
- All student responses to feedback will be assessed according to progress.
- Use specific dialogue/terminology during marking via strength and target. Students will respond to teacher feedback using appropriate subject specific terminology
- Mark using purple pen
- Update progress tracker stickers at regular intervals to signpost current levels and progress to date
- 4 quarter marking will be used to ensure students gain regular feedback at appropriate times



At Wingfield we guarantee that all students will:

- Respond to feedback/assessment using green pen-for extended pieces of writing students will underline responses with green pen

- Will present all learning activities in student work books, these will be titled and dated

High Quality Presentation - The Academy expects all staff to:

- Drive high standards of presentation by ensuring all students:
 - Use a black pen for writing
 - Use a pencil for drawing and pencil crayons for colour (no felt pen)
 - Use a ruler to underline **all** dates and titles
- Drive high standards through the use of PROUD time to support student presentation (although this does not need to be evidenced):
 - **P**-not used a black pen
 - **R**-drawn lines without a ruler
 - **O**-not shown outstanding effort
 - **U**-missed underlining titles
 - **D**-Forgotten the date or title
- Ensure students' check, correct and improve their work using green pen
- Write the full date and title for every piece of work presented
- Ensure all folders are organised in an appropriate order to demonstrate high standards
- Ensure all ILT are completed to a high standard, demonstrating high quality independent learning
- ILT will be presented in student work books (where appropriate) and will be dated, subtitles and underlined using a ruler

➤ **Crucial Skills**

The Academy expects all staff to (where appropriate):

- Embed opportunities for students to develop their love of reading (subject specific)
- Use the academy's **literacy** policy to develop students reading and writing skills
- Use the **common calculation policy** to support the delivery of key mathematical skills
- Actively plan opportunities to develop student independence

6. Use of Data

The Academy expects all staff to:

- Use prior attainment data and student **Minimum Expected Grades** to effectively **plan** lessons so that **all groups** of students are suitably challenged and supported. This should include:
 - A **seating plan** based on data and understanding of the learners' requirements
 - Differentiated learning tasks so that all *cohorts make expected progress

* All groups include: SEND low to high attainers, boys, girls, FSM

7. Seating Plans

The Academy expects all staff to:

- Have seating plans for all teaching groups which includes the following information:
 - Names of student and any further information-SEND, PP, G&T.
 - Minimum Expected Grade.
 - Current level.

8. Behaviour for Learning

All staff are expected to follow the BFL policy across all aspects of Academy life. The Academy expects that all staff will:

- Ensure all students are safe, ready respectful and dignified.
- Have high expectations for behaviour, learning and progress

- Enforce the Wingfield Values (Respectful, Responsible and Resilient students) as the foundation for outstanding behaviour for learning and Character development.
- Hold the line: Apply the Consequence system when students breach any rule of the Wingfield 5. No student has the right to disrupt the learning of other students.
- Not negotiate or not challenge any student that does not respond to a reasonable request.

‘When students behave inappropriately give them what they don’t want – a cool, mechanical, emotionless response. Save your emotion, passion, enthusiasm and excitement for when it has most impact - when students behave appropriately’.

- Be consistent - use this and only this approach with all students as they must perceive this as a predictable, reliable and consistent pattern. State the facts when you describe behaviour. Do not invite discussion.
- Concentrate on positive aspects of behaviour. 4:1 ratio of reward and consequence.
- Be a positive role model – be at the door, smile, be enthusiastic about working with the students and about the content/context of the lesson.
- Start each day with a clean slate – making sure that incidents have been dealt with from prior lessons. (Please clean your consequences boards at the end of the day).

At Wingfield we expect that all teachers will:

- hold restorative conversation with students who have received a C3 referral or beyond in the teachers’ lesson

‘The power of a restorative conversations’

- Restorative conversations allow the teacher to demonstrate empathy, teach children how to resolve conflict and allow students to have a voice.
- Its opportunity for both the teacher and student to express their feelings about learning expectations, whilst reiterating the Wingfield Values.⁶
 - Send a strong message of care to the students
 - Give the student an opportunity to say ‘what happened’
 - Communicate to student how it made you feel
 - Reiterate your high expectations, using the 3 Rs within the script
 - Create a plan/target for success next lesson