QRA

Teaching & Learning Policy

EDUCATE. EMPOWER. INSPIRE.

Version Number	Version Description	Date of Revision
1	Original	Sept 2023
2	Rebranded	July 2024

QRA Teaching & Learning Policy

As a school, through creating an aspirational and inclusive learning environment, we are committed to nurturing confident, lifelong learners who are proud of their heritage and ready to make a positive contribution to modern society. To achieve this, we have set out the features necessary to ensure that the needs of all our pupils are met and their learning potential is maximised.

Rationale

The school have adopted an Accelerated Learning Cycle model based on secure evidence-based research to create a bespoke and personalised approach which we firmly believe creates the best conditions for our children to thrive and achieve. The school believes that children should be given responsibility for their own learning and aims to create independent, resilient, and self-motivated pupils, who are well equipped with the skills to meet the challenges of an ever-changing society.

The key to improving teaching in school is through effective and strategic programme of CPD, which is linked to the School Improvement Plan. All staff see themselves as learners and as such they work collaboratively sharing and observing best practice.

At Queens Road Academy, we aim to unlock our students talents by:

- The active involvement of pupils in their learning and assessment
- The provision of appropriate resources.
- Using positive language and collaborative strategies to generate ideas or recap previous learning
- The construction of challenging tasks at an appropriate level for all abilities so that children develop resilience and a positive attitude to work.
- Ensuring that work has a context and purpose and is pupil led.
- Ensuring that skills are explicitly taught, practiced then applied to a variety of contexts to ensure deepening, mastery and breadth of learning.
- Creating a culture that celebrates success and encourages all.
- Encouraging students to teach a concept to someone else to deepen learning.
- Acknowledging that academic and social learning is complementary.
- Enabling students to become independent learners
- Use a range of questioning techniques that allows pupils to reflect on their learning.
- Provide opportunities for a personalised approach to learning for all groups including SEND and more able pupils.
- Ensuring that marking and feedback are of high quality which develops learning and identifies next steps.
- Providing opportunities for pupils to assess their own work and that of peers.
- Providing opportunities for wider learning through homework, educational visits, residential visits, after school clubs, breakfast clubs and family learning events and activities.

Pupil progress

There is a determination that children will make better than expected progress each year to ensure all children achieve their learning potential. This is achieved through rigorous assessment and a robust monitoring schedule where teachers are supported and expected to reach the highest standards possible. This is achieved by:

- **Rigorous assessment and monitoring:** Teachers should regularly assess students' progress and use data effectively to identify trends. By analysing this data, teachers can modify their teaching and learning approaches to meet the specific needs of different cohorts, groups, and individual students.

- **Formative Assessment:** Teachers can use effective questioning techniques to check for understanding and identify specific knowledge gaps or misconceptions. This can be done through whole-class discussions, individual questioning, or the use of mini-whiteboards to gauge student responses. Regular and targeted questioning throughout the lesson helps teachers assess what students have learned and adjust instruction accordingly.
- **Utilising ongoing assessment trackers:** HCAT's ongoing assessment trackers for reading, writing, and maths can be used to identify children's targets and inform the next steps in their learning. These trackers help teachers set specific targets that are shared and developed with the students, ensuring a clear focus on individual progress.
- **Pupil progress and moderation challenge meetings**: Regular meetings should be held to review pupil progress and engage in moderation challenges. These meetings provide opportunities for teachers to discuss student progress, share best practices, and ensure consistency in assessment and expectations across the school.

In practice

- Subject leaders will be responsible for the annual auditing, evaluation, and refinement of the skills for their subject. The curriculum lead and SLT will ensure the Hoyland Common Curriculum is meeting the needs of its leaners.
- Year group teams will use electronic curriculum documents to identify the subject learning goals to be taught and identify any gaps from previous years/learning sequences.
- Teachers will use the long-term planning formats to ensure that skills are strategic grouped over the course of the year.
- Class teachers will deliver sequences of learning based on the identified learning goals and curriculum content devised by senior leaders and curriculum leaders, using the planning format.
- Class teachers will regularly update and evaluate the curriculum documents to ensure that they are strategically aware of the needs of the cohort.
- All staff will demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject.

Accelerated learning cycle

Our teaching and learning policy is underpinned by the Accelerated Learning Cycle (ALC) developed by Alastair Smith. The ALC provides a framework that promotes active engagement, metacognition, and accelerated progress for all students. The key principles of our policy include:

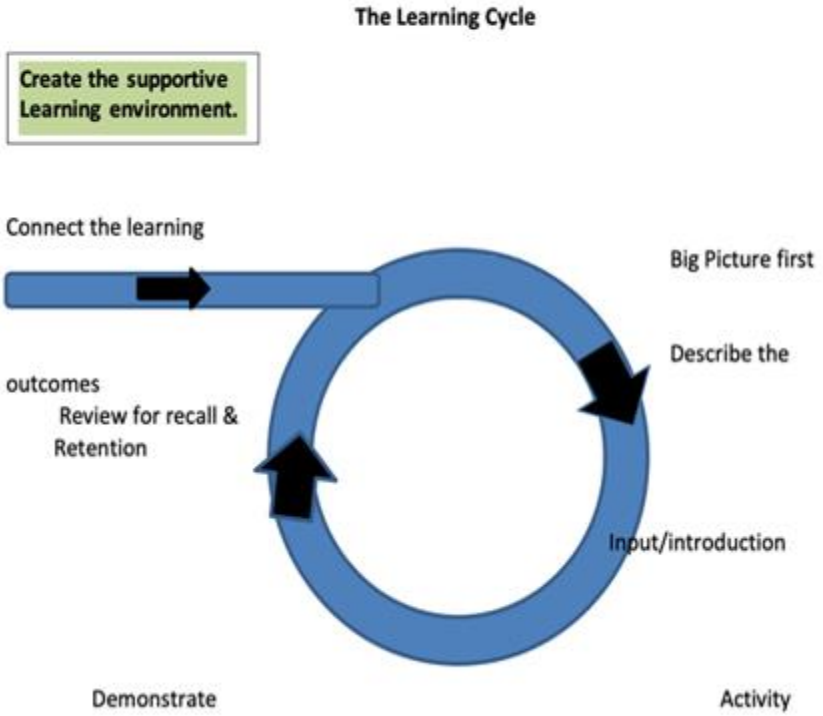
1. **Engaging and activating prior knowledge:** Teachers will begin lessons by activating students' prior knowledge and connecting new information to what they already know. This helps students make meaningful connections and increases their engagement in the learning process.
2. **Presenting new information:** Teachers will use a variety of instructional strategies to present new information in a clear and accessible manner. They will provide explicit explanations, use visual aids, and incorporate multimedia resources to cater to different learning styles and abilities.
3. **Guided practice and application:** Students will have opportunities for guided practice to reinforce their understanding of new concepts. Teachers will provide scaffolding, feedback, and support as students apply their learning in different contexts, promoting deeper understanding and skill development.
4. **Independent practice and reflection:** Students will be encouraged to apply their learning independently and reflect on their progress. Teachers will provide opportunities for self-assessment and reflection, allowing students to identify areas of strength and areas for improvement.

5. **<u>Consolidation and review</u>**: Regular consolidation and review activities will be integrated into lessons to reinforce learning and enhance long-term retention. Teachers will use strategies such as quizzes, games, and discussions to help students review and consolidate their knowledge and skills.

By implementing the Accelerated Learning Cycle, our teaching and learning policy aims to create a dynamic and engaging learning environment that supports students' cognitive development, promotes deeper understanding, and accelerates their progress.

Successful implementation of accelerated learning requires everyone to know where they are going and why. It provides a framework in which pupils do engage in learning where pupils are given responsibility for their own learning through opportunities to work independently, pairs and groups which is very collaborative and active in approach.

The accelerated Learning cycle approach will be used across the curriculum in all subjects.



Structure of a lesson

Each lesson **in all subjects** will have a clear Learning Objective which states what the learning will be.

Connection activity

This is where the learning is connected to the previous lesson or learning so that pupils can see a sequence and logical build up of ideas and an opportunity to build on prior learning.

Activation

Learning outcomes are made clear to the students and displayed clearly. These are things that they will be able to do by the end of the lesson that they were unable to do at the start. Strategies used in class will be based on

metacognition and self-regulation evidence-based research to build a secure understanding of how children learn new content effectively. Set the introduction into a context as pupils remember context rather than content.

This will be supporting with guided practice as students will have opportunities for guided practice to reinforce their understanding of new concepts. Teachers will provide scaffolding, feedback, and support as students apply their learning in different contexts, promoting deeper understanding and skill development.

Activity

Students will be **actively engaged** in exploring learning to gain deepen understanding in a collaborative way. Adaptive teaching will support children in moving onto the next step in their learning, knowing pupils' abilities and facilitate learning so that they meet the learning objectives at the end of the lesson.

Demonstration

This is an opportunity for pupils to "show what they know" where they can apply their knowledge to a variety of contexts in a variety of ways – e.g. explain to one another, draw a diagram, design a quiz, students demonstrate learning to others.

Consolidation

Teacher reviews learning against learning outcomes shared at the beginning of the lesson. Allow time for collective review as this is the best way to keep recall high. This links to strong evidence on self-regulation to develop children's self-awareness on how they learn effectively and efficiently.

Through the delivery of this policy, Hoyland Common Primary School aims to deliver a *high quality* education to all pupils and prepare them for the life-long adventure of learning.

Protocol for improving teaching and learning

Rationale

To raise the teaching profile to be consistently good or better across school.

How do we identify teachers who require further support through coaching and modelling.

- Performance Management
- CPD log which summarises ongoing performance in: Lesson drop-ins, Environment Audit, Pupil Progress meetings, marking and feedback. Where teaching is inconsistent, there is a specific area to develop to move the teaching to be effective
- Informal drop-ins and learning walks
- Conversations with teachers
- Book Looks

Strategies to improve the Quality of teaching and learning

- Coaching by middle leaders and teachers who demonstrate a strength in practice.
- Modelling of lessons
- Peer observations and peer support
- Support planning a sequence of lessons
- Team teaching and planning
- This is in addition to the planned program of support through staff meetings and inset.
- ECT mentoring and support

- If after a period of support further improvement is not made, then informal support plans will be introduced.