



L.E.A.D. Academy Trust

Lead • Empower • Achieve • Drive

Forest Lodge Academy Teaching and Learning Policy

Review frequency: Annually

Approval: Governing Body

Date: April 2018

INTRODUCTION

The Teaching and Learning Policy aims to ensure that the ethos and provision in our school is centred around the whole child with a focus on care and quality. We want to provide our children with an education that is rich in experience, creativity and learning where children achieve and can feel proud of their success.

Children learn through their total experience. Therefore, this policy guides what teachers do, what experiences children have, how time is managed, how the classroom is organised and what the school does as an organisation to create an effective, well managed learning environment which caters for the holistic needs of each child.

We believe children learn best when they:

- are happy and cared for;
- are interested and motivated;
- feel unthreatened, safe and valued;
- are supported in developing both personally and academically;
- are challenged and stimulated;
- are confident, feel secure and are aware of boundaries;
- feel a sense of belonging;
- are encouraged to behave appropriately in and out of school.

Vision Statement

“A unique family working together to be the best”

Forest Lodge aims to develop its policy and practice to:

- set and maintain high expectations, which challenge children and enables them to achieve their own potential,
- develop a passion for learning and acquire, skills, knowledge and understanding of themselves in the world,
- ensure that all children experience an enriched curriculum which develops their talents and unlocks their potential,
- develop individuals as highly motivated learners who seek to extend themselves in mind, body and spirit and know their uniqueness is cherished,
- encourage children to develop moral, social and spiritual values which demonstrate care, consideration, respect and tolerance towards others and the environment,
- inspire an inclusive belief in all, respecting everyone in spite of life experiences and physical differences,
- create a sense of belonging to a “family” community,
- nurture children to become responsible citizens who have a thoughtful attitude towards the local, national and global community.

Through:

- Providing an accessible curriculum that is exciting and stimulates a thirst for knowledge,
- offering teaching and memorable experiences that promote an enquiring mind and a spirit of curiosity,
- facilitating a wide range of meaningful learning experiences and opportunities within and beyond school,
- developing an intelligence of their physical, social and emotional well being,
- fostering a community which promotes an ethos of mutual respect, honesty and responsibility.
- promoting attitudes where individuality, difference and diversity are valued and understood,
- giving opportunities to address the many challenging issues facing them, while developing a sense of responsibility, autonomy and community,
- involving children, parents, carers, staff, governors and the wider school community as partners in learning.

Section 1 – Creating a Learning Culture

1. We will ensure that the physical environment promotes, encourages and supports learning.

In order to achieve this, we will:

- ensure that basic physical needs are fulfilled so that learning can take place with pupils feeling comfortable, relaxed and alert;
- ensure that pupils are physically safe and that the school is a clean, orderly environment;
- ensure that classrooms and shared learning areas are appropriately resourced, respected, organised and accessible;
- ensure that the school is tidy and that resources are appropriate, respected, organised and accessible;
- ensure that the physical environment is visually stimulating and offers clear visual communication;
- ensure that displays are engaging and reflect and promote the achievements and learning of all pupils;
- ensure that, where possible, specialist areas are provided for the teaching of specific subjects;
- ensure that our school is accessible to all visitors and is a welcoming environment for parents, carers and the community.

2. We will ensure that our environment mirrors our caring philosophy.

One where children and adults feel emotionally secure and are able to overcome any barriers to their learning.

In order to achieve this, we will:

- create a friendly, welcoming atmosphere where visitors and new members feel unthreatened and respected;
- create a caring, supportive learning environment based on trust, through consistency, reliability, positive reinforcement and approachability;
- explicitly communicate high expectations of both learning and behaviour and support pupils in achieving them;
- act as appropriate role models to promote positive language and behaviour between adults and children;
- work within a common, consistent structure of routines, rewards and sanctions;
- promote and support spiritual development without any religious preference;
- value the opinions of all members of our school family;

- provide opportunities for our pupils to assume responsibility and acquire leadership skills;
- teach pupils how to monitor their own behaviour and express their emotions positively, giving opportunities for self-assessment and self-reflection.
- ensure that pupils are taught the vocabulary relating to emotional intelligence and are given the opportunity to express their opinions, thoughts and concerns in an appropriate way.

Note

To ensure that staff are able to provide this emotional environment, several systems must be in place which support their own welfare in school. These include:

- peer support, debriefing after critical incidents*
- mentoring for new staff members*
- clear access to confidential support from outside agencies*

3. We will offer, provide and support all aspects of professional development for our staff, meeting the needs of our school improvement plan and those of the people who work here.

In order to achieve this, we will:

- co-ordinate and negotiate staff professional development to meet the needs of the school as identified in the School Improvement Plan;
- co-ordinate and negotiate the professional development needs of all individual staff members through the performance management process;
- ensure that there is the capacity to fully implement new initiatives before beginning them;
- ensure that professional development has an impact upon the school by monitoring, evaluating and reviewing the progress of initiatives at regular intervals;
- ensure that policy influences practice and that proven good practice becomes policy;
- provide the opportunity for individuals to disseminate relevant professional development to the wider school community, where appropriate;
- outline a professional development programme for whole staff/groups of staff or individuals on a termly/yearly basis to include pedagogical discussion;

- ensure that staff have ownership and recognition of their own professional development;
- develop the concept of lifelong learning and the idea that both adults and children can always further their learning;
- provide an environment where adults feel secure and confident to develop ideas and further their own learning.

Section 2 – Planning and Assessment for Learning

4. We will offer an enriched and creative enjoyable curriculum which extends the range of experiences for children

To achieve this, we will:

- Offer a curriculum which fulfils all statutory requirements;
- use real life experiences, trips, visits, experiences and specialists to enrich learning experiences for all children;
- make the learning of the curriculum vivid and real, connecting to the pupils' interests, needs and experiences.

5. We will ensure that planning is creative, enjoyable and inclusive delivering a rich, broad and deep curriculum.

In order to achieve this, we will

- operate current planning policy in line with guidance in the staff handbook;
- maintain electronic planning folders following school guidance;
- plan lessons that are creative and stimulating for all children;
- plan co-operatively in year group teams, as a whole staff and individually.

Section 3 – Effective Teaching and Learning

6. We will ensure that teaching optimises learning for all pupils.

In order to achieve this, we will:

- make learning an enjoyable and challenging experience;
- stimulate learning through matching teaching techniques and strategies to a range of learning styles and needs;

- utilise a variety of resources appropriate to the activity – including field trips, visits and residentials, visiting specialists, coaches, artefacts and the school grounds and local community;
- plan for all adults to effectively support learning through positive communications about children’s learning;
- involve pupils in their own learning by sharing objectives and generating success criteria together;
- use effective day to day assessment as feedback to pupils by marking in accordance with the school’s policy and by giving verbal feedback during lessons and plenaries;
- reward success using formal and informal methods;
- provide opportunities for pupils to learn within a variety of groupings;
- teach pupils self-help strategies, thinking skills and research strategies in order that they will become independent learners;
- ensure that every learner makes progress personally and academically;
- ensure that every learner succeeds by setting high expectations;
- build on what learners already know;
- structure and pace teaching so that they understand what is to be learnt, how and why;
- develop learning skills and personal qualities across the curriculum inside and outside the classroom;

7. We will ensure that all pupils have equal access within an inclusive learning environment.

In order to achieve this, we will;

- ensure that all pupils whatever their needs will be identified and offered appropriate support;
- ensure that pupils with special educational needs are correctly identified and that those having Educational Health Care Plans / Statements have an individual education plan (Pupil Passport) in line with “Meeting Individual Needs” guidance and the SEN Code of Practice;
- ensure effective differentiation through a range of appropriate organisational structures designed to meet individual needs;
- ensure that all pupils are aware of their personal targets and are encouraged to review their own progress, and next step;
- ensure that individual education plans (pupil passports) are regularly reviewed and progress is reported;
- work effectively with parents and colleagues from other agencies to support all learners;
- keep accurate and up-to-date records relating to pupils on the SEN register;

- ensure that all children's language needs are correctly identified and met;
- gifted and talented – identify gifted and talented and MA children ensuring a register is available and children are given appropriate support.

8. We will ensure that we encourage and welcome the support of our Academy Advisory Board as our critical friend.

In order to achieve this, they will:

- monitor that the allocation of resources (financial, physical and human) is effective;
- ensure that teaching and learning takes account of all health and safety guidance and regulations;
- monitor how effective teaching and learning strategies are in terms of raising pupil attainment;
- ensure that the views of learners are gathered and used to inform school improvement;
- ensure that views of parents are gathered and reported to improve links with the school.

9. We will ensure that we welcome and nurture parents as partners in learning.

In order to achieve this, parents will be encouraged to:

- support and promote the school's ethos and rules;
- ensure that their child comes to school feeling confident and positive;
- ensure that their child arrives at school punctually and regularly;
- share with appropriate staff any problems in school that their child is experiencing;
- support their child by attending open evenings and other meetings;
- support their child and the teacher by becoming actively involved in any Special Education Needs processes related to their child;
- ensure that all contact addresses and telephone numbers are up to date and correct;
- ensure that their child arrives at school wearing the correct uniform and bringing the correct PE kit and any other resources needed;
- attends all medicals and health interviews when invited;
- responds to letters sent home from school;
- informs the school of reasons for their child's absence;

- informs the school of any significant matters at home which may affect their child's progress, happiness or behaviour;
- supports extra-curricular activities, such as visitors to school, concerts, curriculum open afternoons visits and fairs.

In order to achieve this, the school will:

- respond to all offers of support as far as it is able;
- respect all information given in confidence;
- give reasonable/appropriate access to teaching staff;
- work in partnership with parents and guardians to ensure the success of their child encouraging parental involvement in their child's learning.

10. We will ensure that the wider school community is encouraged to participate in all appropriate aspects of school life.

The community is invited to support the school by:

- contributing to activities, such as assemblies, artistic events, specialist outings and clubs;
- presenting themselves as positive role models;
- organising activities and events throughout the year to extend and deepen pupils' knowledge and skills;
- supporting school events
- voluntarily helping in the classroom.

11. We will ensure that we recognise pupils as lifelong learners and encourage them to share news and make contributions to school life.

In order to achieve this, the children will do their best to;

- have high expectations of themselves and are able to celebrate achievements and successes;
- respond to their learning by asking questions and sharing ideas;
- ask for help when they don't know or understand;
- know their strengths and what leads to good outcomes for them;
- be confident enough to take risks especially when offered a different experience;
- believe in themselves and know that they are special;
- understand themselves, how they learn best and persevere when learning is hard;
- know how to work collaboratively and treat others with respect in a range of situations;
- talk to their parents and carers and families about their learning;

- be responsible for their attitudes, actions and behaviours;
- take responsibility for being healthy and safe in line with school rules.
- recognise that all learners make mistakes and know that mistakes can help us to improve.
- reflect on their approaches to learning, their relationships with others and make improvements where they feel they are needed.

Policy Review

This policy is a working document and therefore needs to reflect the practice in school while taking into account new initiatives, changes in the curriculum and/or environment. We will review this policy annually.

