

Hummersknott Academy



48 - Teaching & Learning Policy

Review Date: November 2023

Adopted/V1	V2	V3	V5	V6	V7	V8	V9
July 2012	June 2014	Dec 2015	Nov 2016	Nov 2017	Dec 2018	Dec 2019	Feb 2021
V10	V11						
Dec 2021	Dec 22						

Hummersknott Academy Trust incorporates Hummersknott Academy and Skerne Park Academy and unless otherwise stated this policy applies to all Academies equally. This policy relates to Hummersknott Academy only.

PURPOSE

This policy sets out the principles for Teaching and Learning at Hummersknott Academy. It should be used in conjunction with the Curriculum, Marking and Assessment and Homework policies.

SCOPE

Consistency and high expectations

We believe that students learn best when there is consistency and continuity in our approach to teaching and learning. We hold common expectations of our practice and through mutual challenge and support we ensure that it is of a consistently high quality.

We expect each teacher to meet the nationally published Teachers' Standards and to take a full and determined responsibility for the progress of all the students in their class. We expect teachers to have consistently high expectations of all students in all areas of their learning and school life.

The purpose of our teaching and learning: pupil progress to ensure all students fulfil their potential

We teach for progress to enhance students' skills, knowledge and understanding. This means that we work to ensure that all students are improving their skills, knowledge and understanding across all lessons and activities.

We recognise the need for consolidation and practice, but we are vigilant in our avoidance of tasks that involve unnecessary repetition or low levels of challenge.

A Skills Mastery Curriculum

Students are placed on a skills pathway determined by performance at KS2 (Blue, Purple or Orange). Benchmarking activities during the autumn term are used to inform teachers of the skills level of their students and allow planning to focus on meeting students' needs. Classroom practice will focus on the acquisition and mastery of the necessary skills that allow students to make sustained progress and achieve well along their particular pathway. All teachers will have access to materials and CPD to ensure that they are fully conversant with the Academy's Pathways approach. The pathway is a starting point and movement between pathways is possible at any point.

Subject knowledge

We believe that students learn best when teachers are well-informed, knowledgeable and confident about what they are teaching. Our curriculum planning, our use of subject leaders, our CPD programme and our staffing arrangements ensure that all learning is led by staff with excellent subject knowledge. The Curriculum Policy details the principles of staffing allocations.

Planning

Our planning is based on systematic and accurate assessment of our students' prior learning. We plan teaching strategies carefully, creatively and imaginatively, based on our knowledge of our students' needs. Plans are carefully sequenced to ensure progression and opportunities to recall and recap. We choose, design and adapt tasks that will challenge all students, whichever skills pathway they are currently following. All

lessons should be planned to maximise skills acquisition as well as to draw out the key components in each composite topic area. Expectations of planning and schemes of work are detailed in a separate policy.

Interventions

We plan interventions to support students and move them on in their learning. These are determined by our accurate knowledge of students' previous learning and by our high expectations of their progress. We know the impact that we expect these interventions to have and we evaluate them with regard to the difference they have made to students' learning.

Homework

We recognize the importance of students learning at home. We believe it helps them to consolidate and extend school learning as well as helping to involve families.

Our homework policy outlines the arrangements that we make to plan regular and appropriate homework at each stage of our school. We evaluate the effectiveness of our homework by the impact that it is having on students' learning.

Assessment

Assessment is a key element of our teaching and learning strategy. We use a range of techniques to systematically check our students' understanding throughout each stage of the lesson. We anticipate the most likely areas of misunderstanding and we prepare planned interventions and support that will address these. However, we are also ready to adapt our approach spontaneously when we meet unexpected misconceptions or difficulties.

Marking and feedback

We have agreements about our approach to marking: its frequency, content and depth. We plan regular routines for students to respond to marking so that it improves their learning.

We provide regular opportunities to review learning during lessons; the use of agreed Academy marking tokens provides a consistency of approach for detailed marking and feedback. Dedicated time for reflection and improvement is a regular part of the marking and feedback process. Students are able to demonstrate and confirm their mastery of specific skills through our 'Pink Box' response system. Furthermore, ongoing oral feedback to individuals and to groups of students occurs throughout lessons. Our feedback is more often positive than negative. It is sharply focused on the learning and aptitudes that we want to improve.

The purpose of all our feedback, whether through marking, target-setting or verbal advice, is to give students precise and motivating information about how well they are doing and what they should do next to improve. For further information about this, see the Assessment, Recording and Reporting Policy and the Marking and Presentation Policy.

Literacy and Numeracy

We recognize the centrality to learning of the core basic skills of literacy and numeracy. We have organised our teaching programmes so that there are clear lines of progression, consistent teaching approaches, high expectations of students at every stage and a rigorous assessment of students' learning and progress.

We design the curriculum to afford every opportunity for students to receive appropriate support for these core basic skills. Reading is a particular school priority and is supported through lessons, form period activities and extra-curricular opportunities. The LRC has been established as a literacy hub.

Classroom climate

Through careful and imaginative planning, high-quality teaching, good relationships and high levels of teacher responsibility, we generate high levels of enthusiasm from our students. We expect students to be active participants in their learning and we structure routines and rewards to support them. We want our students to show commitment to their learning. We give positive feedback when we see examples of this and we take measured and thoughtful action when it is absent.

Student aptitudes

Our aim is to develop students' resilience, confidence and independence. We ensure that the tasks we choose give regular opportunities for students to develop these aptitudes. We explain their importance to learning. We notice and comment positively when students demonstrate these aptitudes and we model them in our own actions.

Remote Learning

At times, the Academy may need to revert to remote learning for some or all of its students. The continued delivery of high quality education during these times is paramount, therefore, a comprehensive approach to remote learning, ensuring a quality provision that mirrors the curriculum and timings of the school day, has been developed. The Remote Education Plan takes into account the digital divide that is apparent in the Academy and as such, different approaches to remote learning, based upon the reason/circumstances for this method of delivery, have been developed. In addition, all approaches enable teachers to be as effective as possible in delivering a high quality, accessible education to all. The Academy has a designated senior leader who coordinates remote learning and aspects of delivery are encompassed within the whole school CPD offer. When implementing the Remote Education Plan, the Academy aim to:

- Minimise the disruption to students' education and delivery of the curriculum
- Maintain continuity of education for all
- Ensure provision is in place so that all students have access to high quality learning resources
- Ensure robust safeguarding measures continue to be in effect during the period of remote learning
- Ensure all students have what they need to complete their work to the best of their ability, and to remain happy, healthy and supported during the period of remote learning

The Remote Education Plan is available on the Academy's website.

This policy links with values 1 – Academic Excellence, 2 - Outstanding Provision, 3 – Nothing but the best for all, 4 – Taking responsibility, and 5 – Foundations for future success of Hummersknott Academy Trust's Vision and Values.

RESPONSIBILITY

This policy will be reviewed and updated where necessary by the Head of School and approved for adoption by the Local Governing Body.

PUBLICISING THE POLICY

A copy of this policy will be available on the Academy's website and the X Drive. Staff will be advised of amendments to this policy via the Staff Bulletin and are expected to familiarise themselves with the content.

POLICY STATUS

This is a non-statutory policy.