Teaching and Learning Policy
Arise Academy

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1. Aims

This policy aims to:
- Explain how we'll create an environment at our school of high expectations where students learn best and love to do so.
- Summarise expectations to make sure all staff have clarity and understanding about what excellent Teaching and Learning looks like across the school and in their own subject specialism.
- Ensure all members of the school community recognise the importance of excellent Teaching and Learning and a robust curriculum is our most powerful tool to achieve excellent inclusion and equality across the school.
- Ensure all staff have the skills and knowledge to identify gaps in students' learning and to address this through their teaching.

2. Vision and Values

At Arise Academy our vision is to be a source of inspiration for our young people, where collaboration flourishes, and every student, regardless of their unique needs, finds a dependable and compassionate support system. We aspire to empower our young people to rise above challenges, fostering an inclusive and nurturing environment that leads to lifelong success and fulfilment. Our aim is to support our young people to become confident and independent adults.

This is underpinned by the 7Cs of Curriculum, Cognition, Control, Communication, Compassion, Creativity, and Co-ordination.

Our belief is that education is transformational. Our role is to support all our students to succeed irrespective of their starting points. We understand that 'equal' treatment is not always sufficient to give 'equitable' outcomes – some students need more than others. We are committed to giving students whatever support they need to ensure they make the progress necessary to get the successful outcomes that they deserve. We work tirelessly to remove barriers to learning for all students. We believe that relationships are the most important thing in schools. The way that staff and students relate to each other is fundamental to the success of what we are trying to achieve.

3. Responsibilities

Teaching and learning in our school is a shared responsibility, and everyone in our school community has an important role to play.

Teachers at our school will:

- Follow the expectations for teaching and professional conduct as set out in the Teachers' Standards
- Follow the expectations as set out in this policy

- Update parents/carers on students' progress through termly reports on progress and yearly parent/carer evenings.

Support staff at our school will:

- Know students well and differentiate support to meet their individual learning needs
- Support teaching and learning with flexibility and resourcefulness
- Meet the expectations set out in this policy.

Subject Leaders will:

- Help to create well-sequenced, broad and balanced curriculum that build knowledge and skills
- Sequence lessons in a way that allows students to make good progress
- Use their budget effectively to resource their subject, providing teachers with necessary resources for learning
- Drive improvement in their subject, working with teachers to identify any challenges
- Timetable their subject to allocate time for students to achieve breadth and depth, fully understand the topic and demonstrate excellence
- Moderate progress across their subject/phase by, for example, systematically reviewing progress against a range of evidence and reviewing performance data
- Improve on weaknesses identified in their monitoring activities
- Create and share clear intentions for their subject
- Encourage teachers to share ideas, resources and good practice.

Senior leaders at our school will:

- Have a clear and ambitious vision for providing high-quality, inclusive education to all
- Celebrate achievement and have high expectations for everyone
- Hold staff and students to account for their teaching and learning
- Plan and evaluate strategies to secure high-quality teaching and learning across school
- Manage resources to support high-quality teaching and learning
- Provide support and guidance to other staff through coaching and mentoring
- Input and monitor the impact of continuing professional development (CPD) opportunities to improve staff's practice and subject knowledge
- Promote team working at all levels
- Address underachievement and intervene promptly.

Students at our school will:

- Take responsibility for their own learning, and support the learning of others
- Meet expectations for good behaviour for learning at all times
- Attend all lessons on time and be ready to learn
- Be curious, ambitious, engaged and confident learners
- Know their targets and how to improve
- Put maximum effort and focus into their work

- Complete home learning activities as required.

Parents and carers of students at our school will:

- Value learning and encourage their child as a learner
- Make sure their child is ready and able to learn every day
- Support good attendance
- Participate in discussions about their child's progress and attainment
- Communicate with the school to share information promptly
- Encourage their child to take responsibility for their own learning
- Support and give importance to home learning.

Horizon Leaders at our school will:

- Monitor that resources and funding are allocated effectively to support the school's approach to teaching and learning
- Monitor the impact of teaching and learning strategies on students' progress
- Monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

4. Planning

Planning is a process not a product. It has one purpose; to enable high quality delivery which enables all students to learn.

All teachers need to be clear and precise about the knowledge/skills they want students to learn in every lesson.

Planning is about hard thinking, not form filling. Teachers should spend time thinking about what they want students to learn first before they give consideration to what you want them to do.

The questions teachers need to ask when planning a lesson are:

1. Where are the students starting from?
2. Where do you want them to get to?
3. How will you know when they are there?
4. How can you best help them get there?

Learning Objectives

It is important that the teacher, students, and support staff are all clear about the key learning that will take place in a lesson.

Clear Learning Objectives – All learning objectives will follow the format of "Can I"

Objectives with "Can I..." is an approach that promotes student-centered and action-oriented objectives, which can enhance student engagement and motivation. Pupils can self-assess the "Can I" objectives.

Teachers should make learning objectives explicit to students, there is no expectation that they need to be written down, but all students should be able to explain what the key learning of the lesson is.

Visual Schedule

All teachers are expected to share a visual schedule of the components delivered in the lesson. There are several reasons for this

- Promotes Predictability: Visual schedules provide a clear and predictable structure to the learning environment. This predictability can reduce anxiety and enhance engagement among learners, especially those with special needs.
- Enhances Communication: Visual schedules use visual symbols or images that can aid in communication, making it easier for students to understand and follow instructions, even when language barriers exist.
- Supports Independence: Visual schedules can empower learners to take control of their own learning and daily routines, promoting independence and self-regulation.
- Reduces Anxiety: Students with anxiety or sensory processing challenges often benefit from visual schedules, as they provide a clear, low-anxiety way to understand what's expected of them.
- Facilitates Time Management: Visual schedules help students develop time management skills by visually representing the sequence of activities and the passage of time, which is especially beneficial for learners who struggle with abstract concepts of time.
- Improves Task Transitioning: Visual schedules assist in smooth transitions between tasks or activities. This can be especially helpful for students with attention and executive function difficulties.
- Supports Inclusive Education: Visual schedules can be valuable tools for creating inclusive classrooms, as they provide a means of ensuring that all students have access to necessary information, regardless of their learning styles or abilities.

A typical mathematics lesson will have the following visual schedule.

- Learning Objectives and Keywords
- Modelling
- Main Activity – Independent study

Curriculum Plans

Schemes of Work, Mid-Term and Short-Term Plans must be in place to support teacher's individual lesson planning and should be saved in the Arise Academy SharePoint, so it is accessible to all staff. When planning a lesson, teachers should be clear about where this fits into their subject's overall curriculum. Teachers will know what prior knowledge needed to be learnt before a lesson is taught, and when they will retrieve the key learning of a lesson in future lesson and SOW.

Planning to meet the needs of all students

Knowledge of the students; their prior attainment and specific needs, is a key part of planning.

Teachers are expected to know the profile of the students they teach by looking at student data, EHCPS, ICPs. If further information is required, they can speak to the form tutor, SEND staff, and pastoral teams.
High quality teaching is the first wave of intervention for meeting the needs of all students. Differentiation should be planned over time to ensure a quality first approach which meets the needs of all students and groups and maximise the use of any additional adults in the room.

When planning teachers should consider the different pedagogical approaches we use to engage, motivate and challenge all learners, so that most students find a learning fit most of the time.

5. Teaching

"Every teacher needs to improve, not because they are not good enough, but because they can be even better." (Professor Dylan Wiliam)

Teachers must be explicit about the key knowledge and vocabulary that all students must use. Students must know the knowledge and key skills you want them to learn and the language they are expected to understand and use.

We are all teachers of literacy. The quality of both students' and teachers' language, through instructions and questioning, are significant determinants of progress.

High quality teaching strategies - Allow all students to access learning and succeed with even the most challenging content if scaffolded appropriately.

What a "typical lesson" will look like will vary from subject to subject and individual teachers may utilise a variety of strategies based upon their professional judgement and knowledge. However, it is expected that the following high-quality teaching strategies will be used effectively in the majority of lessons.

Challenge

We should have high expectations of *all* students *all* of the time.
It is good for students to struggle just outside of their comfort zone.
All students must be working harder than the teacher over time and should begin learning as soon as they arrive in the classroom and for the whole lesson

Explanation

Teacher instruction should be planned with awareness of demands on students' cognitive load, by presenting new material in small steps.

1. Limit the amount of material students receive at one time.
2. Give clear and simple instructions and explanations.
3. Think aloud and model steps.
4. Use more time to provide an explanation and provide many examples.
5. Re-teach as necessary.

Modelling (I do)

Teach to the top with expert instruction and modelling

To learn how to do something, students need to watch and listen to experts guide them through the process, step by step, before they make an attempt themselves.

Modelling supports explanation and can help students to make abstract ideas concrete. E.g.:

1. Demonstrate the worked activity in front of students, e.g. using a visualiser
2. Think aloud to show the thought process.
3. Show it is ok to make a mistake and empathy, e.g. I found this a bit challenging too.
4. Integrate quick fire questioning e.g. why am I doing this now?
5. Provide model answers

Guided practice with scaffolding (we do)

Worked examples and scaffolding used to all support students to demonstrate their learning e.g. sentence starters, key word definitions, procedural steps visible etc.

Effective class discussion and questioning can happen at this stage

Independent, deliberate practice (you do)

Students should be provided with the time they need to practice new material in a number of ways in order to master it. Scaffolding was reduced or removed for the majority of students.

This is the component that will look the most different across curriculum areas, but all practice should be careful, deliberate and ideally just outside of student's comfort zone.

Responsive Teaching

Teachers should ensure that learning has stuck, by checking for understanding.

All teachers should confidently and accurately use teaching techniques to gather a secure overview about whether the key learning has actually been learnt.

If learning is not yet secure for students, the lesson should be adapted or retaught differently

For responsive teaching teachers can use:

Questioning

Effective teachers ask a large number of questions skillfully, as questioning is our main tool to probe, check and extend student understanding.

Teachers should ask lots of questions, to lots of students, and then use what they learn from this process to adapt and reshape teaching within and between lessons

The majority of questions should be done through cold calling, with targeted questioning used to support and challenge students.

Whole class responses to questioning can be done effectively with mini whiteboards, hand gestures etc.

Retrieval Practice

Retrieval is a learning strategy that should be used regularly in lessons to support students with retrieving material that they have previously learnt from their long-term memory. It should be low stakes, completed without access to notes and used in a spaced manner.

When used at start of lesson as a "5 for 5" activity it can help to recap prior knowledge needed for today's lesson and support teacher with understanding prior learning of the class.

Use effective feedback

Feedback exists in many forms (e.g. teacher marking of exercise books, whole class marking sheets, verbal feedback, peer and self-assessment), but what matters is what students do with it. At Arise we use a strategy called "Think Pink Go Green". Where teachers feedback in Pink and pupils respond in Green.

Effective feedback should:

- Be frequent and timely
- Always generate action and should be more work for the recipient than the donor.
- Be specific and focused on the most prominent areas to improve.
- Be accompanied by support in how to be successful and the next step
- Allow time for DIRT (deliberate improvement and reflection time) to cultivate an environment of redrafting work in green pen.

Marking and assessment (see Assessment Policy for more details)

Marking and assessment have two purposes.

1. It allows students to get feedback which they act on to make progress over time.
2. It informs a teacher's future planning and teaching

Effective marking should be meaningful, manageable and motivating for the recipient whilst simultaneously being manageable and sustainable for the teacher.

Marking must be primarily formative, maybe selective, and be clear about what students must act upon to improve their work.

The Learning Environment

In order for there to be excellent learning behaviour there needs to be the right classroom conditions, where all students feel safe, supported and valued. To ensure all students are confident in knowing what is expected of them in terms of work and behaviour, all teachers are expected to have:

High expectations – teachers should always have high expectations for learning and behaviour for all their students

- Teach to the top, with necessary scaffolds to support those who need it
- Promoting active engagement not just compliance
- Establish a growth mindset culture, mistakes are celebrated, use language of "not there yet"
- Focus praise on effort, value the "struggle of learning"

Teachers build positive relationships with all students through positive behaviour management

- Welcome all students into your class by greeting them at the door
- Use positive framing to remind students of expectations and learning routines
- Use meaningful praise and rewards as much as possible e.g. rewards points, phone calls home
- Provide students with the opportunity to change their behaviour, before they are removed from lesson, continuing with poor behaviour and accepting the resulting outcome is a "choice they have made"
- Have restorative conversations, when necessary, e.g. once a pupil is back on baseline
- Demonstrate consequences are temporary, e.g. new lesson, fresh start

Teachers have clear and consistent routines and procedures – so there is a safe, orderly learning environment and learning time is maximised

• Meet and greet students at the door
• Title, learning objectives and starter activity are shared on board from very start of lesson – learning begins immediately, every minute matters
• Have consistent classroom rules and expectations which are fair and reasonable, so that all students know exactly what is expected of them when they enter your classroom.
• Always challenge students when rules and expectations are broken. Follow up all behaviour issues.

6. Monitoring and Evaluation of Teaching and Learning

We will monitor teaching and learning across the school to make sure that all our students make the best possible progress from their starting points

Aims of monitoring and evaluation:
- To make secure judgements of teaching and learning across the school
- To monitor and evaluate the progress of students
- To evaluate the performance of individual teachers against the Teacher Standards and check that high standards of professional performance are established and maintained
- To identify training needs across the teaching and support staff and drive the CPD programme

SLT will monitor and evaluate the impact of teaching on student's learning through:
- Conducting learning walks
- Book scrutinies
- Review of termly progress checks
- Gathering input from student voice and teacher questionnaires

Continuing Professional Development

"Be the best you can until you know better, and when you know better, do better and be better".
Maya Angelou

All staff at Arise Academy should engage with high quality research based CPD and to be open-minded, reflective and proactive at continually trying to improve their teaching practice.

Teaching and Learning CPD will be focused around what will make the biggest impact to teachers and students, and staff will be given time to work collaboratively in subject specific teams to implement it.

The aim is to ensure all CPD is embedded, reviewed and evaluated.
CPD at Arise Academy is:
- Focused on Quality First Teaching
- Underpinned by the Teaching Standards
- Developmental
- Research Informed

Lesson observations will follow a coaching model and are part of the teacher's CPD.