



ELSTON HALL
Learning Trust

Teaching & Learning Policy

Updated: November 2021

Approved by: Executive Leader for Teaching & Learning

Review Date: November 2024 (or sooner if required)

Trust aims

- To ensure that school improvement within school has a positive impact on teaching and learning in all schools so they are at least Good or Outstanding
- Provide a curriculum that is engaging and challenging for **all** pupils therefore progress is sustained across the curriculum and outcomes are above national average.
- Trust values develop schools around a core ethos of team-ship where everybody supports each other and builds a work ethic based on good will and respect.
- Staff well-being and workload are recognised and supported by leaders at all levels.
- Staff development is at the forefront of school development and leaders are skilled in identifying the ability of individuals and creating opportunities to develop further leaders to continue to build capacity across Trust schools.

School improvement

Any attempt to raise standards in our schools must be focused on classroom learning. Continued and sustained improvement is dependent upon improving the quality of teaching and learning that is taking place on a daily basis. For high level practice to be identified and shared across the Trust, there needs to be a degree of alignment in the delivery of key teaching and learning criteria across schools.

It is our expectation that all pupils across the Trust are provided with high quality learning experiences that lead to consistently high levels of pupil achievement.

By adopting a Trust approach to teaching and learning we aim:

- To provide consistency of high quality teaching and learning
- To enable teachers to teach as effectively as possible
- To enable children to learn and progress as efficiently as possible
- To give the children the skills they require to become lifelong learners building resilience and perseverance.
- To provide an inclusive education for all children
- To learn from each other, through the adoption of collaborative teaching and learning, where good practise is shared.

There is no single recipe for improving teaching and learning in our schools. However, there are key elements which are essential in raising standards and although may differ slightly from school to school the basic structures will remain.

School Self- evaluation

Each school will use internal and external data, monitoring activities and evidence from reports to identify the strengths within the school and concise next steps these will then be recorded on the Trust SIP proforma. These will be shared with the CEO and LGB

School improvement plan

Schools use the SEF to produce rigorous development points for the SIP. The format for this document will have been agreed by the Trust and will have clear objectives and actions to ensure outcomes are achieved. Key leaders, including core subject leaders, should have an input into producing this document and understand their role in the school improvement agenda. Additional documentation such as the Foundation subject action plans, PP funding and sports premium may be referred to within the SIP to support overall priorities and objectives. The SIP is shared initially, with the CEO and LGB however, school staff should all be aware of this document and understand the key priorities to be addressed by the school. The SIP is a working document which is evaluated throughout the year and additional targets added to if necessary.

The curriculum

Core subjects (Trust Maths, English + Science policies **must** be adhered to)

Class teacher's plan and sequences lessons that introduce new knowledge and build upon previous learning. Core subjects (Maths, English and Science) follow medium term plans based around requirements of the National curriculum. Teachers use these to plan units of work for pupils. Although, schools have the autonomy on how to deliver the curriculum for core subjects, there are some specific criteria, which will be aligned to ensure continuity across the MAT schools.

English- Reading Expectations summary (see policy)

| <u>Area and frequency taught</u> | <u>Phonics -</u> • Daily | <u>Individual Readers</u> • Once per week • Lowest 20% daily | <u>Guided Reading</u> • Weekly | <u>Whole Class Reading</u> • Weekly | <u>Assessments</u> • Termly • End of units |
|----------------------------------|--|---|---|--|---|
| | <p>Using a Phonic programme designed to focus on decoding – reading, until Y1 screening test. Then focuses on decoding and encoding for spelling.</p> <p>Staff plan differentiated sessions with clear Lo, using ‘revisit, teach, apply’ structure to the learning sessions.</p> | <p>Individual reading – to ensure the monitor of fluency and accuracy, children should be heard weekly by an adult and by class teacher at least once over a two-week period.</p> <p>The lowest 20% of readers (PP) will heard daily by an adult.</p> <p>Reading journals: to develop written response to texts for home readers are introduced when appropriate for the child.</p> | <p>GR should be used to teach and apply specific reading skills.</p> <p>Small groups of pupil’s carryout GR led by a teacher or/and TA/HLTA each ability group should read no less than once in a two-week period.</p> <p>This is an opportunity for pupils to apply the skills taught during WCR sessions.</p> | <p>WCR – Use an age appropriate text.</p> <p>Teachers use this session to teach specific reading skills and for pupils to complete a variety of reading tasks – linked to ARE expectations</p> <p>Within English lessons – Echo reading should also be used to build fluency and stamina and unpick text features and author intentions.</p> | <p>Termly Salford Reading age tests.</p> <p>Phonics assessments at least termly but as a minimum once the learning within a phase has been completed.</p> <p>Reading AREs are highlighted for each ability group at the end of a half term. Teacher assessment provided termly.</p> |

Writing expectations summary (see policy)

| <u>Area and frequency taught</u> | <u>Writing</u> • Daily | <u>Spellings</u> • Weekly | <u>Spag</u> • Weekly | <u>Handwriting</u> • Daily (EYFS/KS1) • Weekly (KS2) | <u>Assessments</u> • Termly • End of units |
|----------------------------------|---|---|---|---|---|
| | <p>Clear MTP are provided to show range of genres covered to include a balance of fiction and non-fiction, each term.</p> <p>EYFS follow early years curriculum</p> | <p>Spelling words are sent home weekly linked to phonics or/and age-related spellings</p> <p>ARE spellings are taught within writing sessions</p> | <p>Daily OMS used to teach either specific grammar skills linked to the writing genre or for recapping previous skills taught. There will be a clear learning objective for this sessions</p> | <p>Handwriting is taught alongside phonics EYFS/KS1 but discrete sessions are taught in KS2</p> | <p>Writing AREs are highlighted for each ability group at the end of a unit.</p> <p>Teacher assessment provided termly.</p> |

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| | <p>Texts and writing stimuli chosen largely to complement thematic learning to maximise learning links.</p> <p>AREs for each year group detail the learning objectives and skills that need to be taught in each year.</p> <p>LO are provided to ensure skills are taught sequentially over the unit.</p> | | | | <p>Special'/'Golden' writing work produced at the end of a unit as an 'independent' assessment piece building a portfolio of independent writing.</p> |
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Maths expectations overview; (see policy)

| | <p>Maths</p> <ul style="list-style-type: none"> Daily | <p>OMS</p> <ul style="list-style-type: none"> Daily | <p>Arithmetic</p> <ul style="list-style-type: none"> Weekly | <p>Assessments</p> <ul style="list-style-type: none"> Termly End of units |
|-----------------------|---|--|--|---|
| <p>Purpose</p> | <p>A long term plan is provided based on NC which is broken into 'blocks/units' that allow key arithmetic skills to be re-visited throughout the year</p> <p>Skills are taught sequentially throughout the week/unit through the LO</p> <p>EYFS follow the early years curriculum</p> | <p>Each lesson will have an OMS, which will have a clear LO to enable pupils to re-visit prior learning, overcome misconceptions or link to learning in the main Mathematics lesson.</p> | <p>Arithmetic is taught during OMS daily but there should also be dedicated arithmetic lessons each week.</p> <p>This ensures that pupils are fluent in a variety of methods and that they have opportunities to re-visit, a range of mental and written strategies to support their calculations.</p> | <p>Maths AREs highlighted for each ability group at the end of a unit. Teacher assessment provided termly.</p> <p>End of unit assessment tasks are used to identify gaps in learning which need to be addressed during following term, during OMS and Arithmetic sessions</p> |

Science expectations overview; (see policy)

| <u>Area and frequency taught</u> | <u>Science</u> Two sessions per week | <u>Scientific enquiry</u> | <u>Knowledge</u> | <u>Assessments</u> |
|---|--|---|---|--|
| | <p>A whole school long-term overview, which maps out the scientific skills across the school, is provided.</p> <p>Medium term plans are produced by the year groups linked to the unit they are covering.</p> <p>Similar units, covered in different year groups build on previous knowledge and scientific skills.</p> <p>EYFS follow early years curriculum.</p> <p>Lessons are planned using the medium term plan, including LO and STL</p> | <p>Where appropriate lesson objectives focus on scientific enquiry and are taught through the appropriate knowledge requirements.</p> | <p>Pupils build on their science knowledge throughout the unit and transfer these skills through Thematic topics where appropriate.</p> | <p>Pupils are assessed each term using the scientific enquiry ARE's. Teacher judgments are made and recorded.</p> <p>The knowledge aspects of the unit are assessed to identify any gaps in learning which can be addressed the following term or for receiving teachers covering a similar unit who require a 'starting' point for groups.</p> <p>Floor books are used additional to pupils individual class books as evidence of all aspects of learning particularly when collaborative work has taken place.</p> |

Foundation subjects (Wider curriculum policy)

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|-------------------|-----------|-----------|---------|-------|
| Design technology | Geography | Art | History | Music |
| PE | PSHE | Computing | MFL | RE |

These subjects can be taught discretely or as part of a 'thematic approach'. The national curriculum requirements must be met and the use of a progression document ensures skills are covered and built upon across the year groups and Key stages.

Across the Trust, staff have the autonomy to consider the best approach for delivering the curriculum to pupils within their classrooms, however there are key components that we, as a Trust, consider to be essential in ensuring effective teaching and learning. These components will be evident in any classroom, in any school across the Trust.

Lesson Structure

All lessons are clearly **planned**

- Staff attend weekly PPA sessions with colleagues within school and where appropriate across the Trust.
- Professional discussions identify the next step in pupils learning, LO/STL and ideas for activities and resources can be shared.
- Learning should always start with the medium/long term planning documents provided by subject leaders
- The 'larger chunks' of learning will need breaking down into smaller achievable Learning objectives.
- Lessons should be sequentially planned, building on skills throughout the week and unit.
- Planning should clearly identify differentiation between groups/individual pupils.
- PP pupils should also be clearly identified on planning to ensure additional support from adults is directed correctly.
- Planning should identify key questions to support colleagues in assessing and unpicking key learning.
- TA support during each part of the lesson should be clear to recognise the impact on individuals or groups of children.
- Weekly planning is a working document and should be responsive to outcomes and AFL following each lesson.

All lessons have clear **learning objectives**

- These are shared verbally and displayed in a child friendly language.
- Learning objectives across the school begin with 'To be able to ...'
- Learning objectives identify the key learning and do not state the context of the lesson.
- Learning objectives will be differentiated appropriately.
- Learning objectives are recorded in pupil's books.
- When marking pupils work, the main focus is on meeting the learning objective.

All lessons have well planned [steps to learning](#).

- All pupils are clear about how they will achieve the learning objective
- Steps to learning are displayed for pupils to follow during the lesson or created with the children's input.
- Steps to learning may evolve as the lesson develops.
- Steps to learning are modelled to achieve learning through teacher led examples.
- Weekly planning includes differentiated steps to learning which will be highlighted for clarity.
- Pupils use the steps to learning to self and peer-assess their work.
- Pupils are reminded of the steps throughout the lesson, often pupils' work is used to reinforce effective use of the steps to learning.
- Steps to learning may be revisited during the plenary to reinforce learning and address misconceptions.

All lessons are clearly [differentiated](#) to enable **all** pupils to access learning

- All learners are challenged appropriately.
- Planning shows clear differentiation.
- The pitch of lessons is based on pupil's levels and aspirational targets.
- Learning Objectives may be the same for all pupils but the steps to learning, activities and adult support may vary.
- Questioning is differentiated, rephrased and open ended.

All pupils are [actively engaged](#) in learning

- Pupils are actively engaged during all parts of the lesson – teachers take into account children's concentration span and ensure pupils are never sitting passively.
- Pace of lessons ensures pupils' learning and engagement are maintained throughout.
- Opportunities for 'talking partners' are regular features in all lessons.
- Mini whiteboards may be used to develop understanding to ensure pupils are active and engaged during lessons.
- Visual, kinaesthetic, auditory strategies are all used to engage and enhance learners.
- Regular opportunities for pupils to work in a variety of situations, including independently, pairs and groups.
- Effective use of computing where appropriate to support learning, through SMART boards, laptops, iPads and multi-media software.

All pupils receive [regular and clear feedback](#) which enhances learning

- AFL and effective marking is embedded in everyday practise, and is used to inform planning, teaching and learning.
- Marking follows school's policy.
- All pupils are clear about how they need to improve and how to achieve this.
- Pupils are encouraged to evaluate their own learning using system identified in schools policy e.g. faces, RAG teachers then respond to pupils through their marking.

- Marking is linked to the Learning Objective and identifies the next steps required.
- Pupils are given time to address misconceptions or complete next steps identified by marking.

Learning is enhanced through [consistent classroom management \(see behaviour policy\)](#)

- Effective behaviour management ensures no 'learning time' is wasted.
- Consistent application of whole school behaviour policy.
- Pupils are encouraged to have high levels of independence.
- Classrooms and resources are well organised and readily available.
- Pupils know the school rules and sanctions.
- All adults have high expectations of pupils' behaviour and attitudes.
- Respect forms the basis for positive relationships between pupils and adults.

In classrooms with support staff present, learning is enhanced through [effective use of this additional support](#)

- Additional adults are used to support learning and their role is clearly identified in the planning.
- Planning is shared in advance with teaching assistants/HLTAs and available on the platform.
- Teaching assistants are fully engaged with pupils at every stage of the lesson.
- They are clear about who they are supporting and why, through clear planning and discussions with the class teacher.
- Teaching assistants/HLTAs may plan for groups to further differentiate learning in Phonics and Guided Reading.
- Teaching assistants/HLTAs are involved in assessing pupils' understanding, recording observations and reporting to the teacher.
- HLTAs may plan and deliver interventions for identified groups.
- HLTAs may deliver whole class sessions using class teacher's planning and resources.

[Remote/blended learning\(see policy\)](#)

- Remote learning is provided either digitally or through work packs to ensure the needs of **all** pupils are met in their home settings should this be needed.
- Work is linked closely to match classroom learning and teachers provide regular feedback for those pupils engaging in the learning.
- Provision is 'developing' to provide 'blended' learning, so individual pupils can access 'live' lessons from their home setting if required.

Assessment (Assessment Policy must be adhered to)

Systems for Teacher assessment is consistent across the Trust to ensure it is comparable and moderation activities are rigorous and effective.

- Clear assessment cycle, which includes target setting for all pupils, based on starting points and aspirational expectations.
- Throughout the year, there are numerous moderation opportunities for all subjects across year groups and the Trust.
- Data analysed and progress stories written for each class which identify key groups and strategies required to improve rates of progress
- CEO and Executive leaders to challenge data and strategies used to deliver the curriculum during a termly standards meeting.
- Evidence from these data collections and analysis feeds back into schools via the schools SIP and therefore the following terms CPD and monitoring provision is modified accordingly to ensure continued high expectations for Teaching and learning.