



Wolds Learning Partnership: Teaching, learning and practitioner development policy

Approved by:

Date:

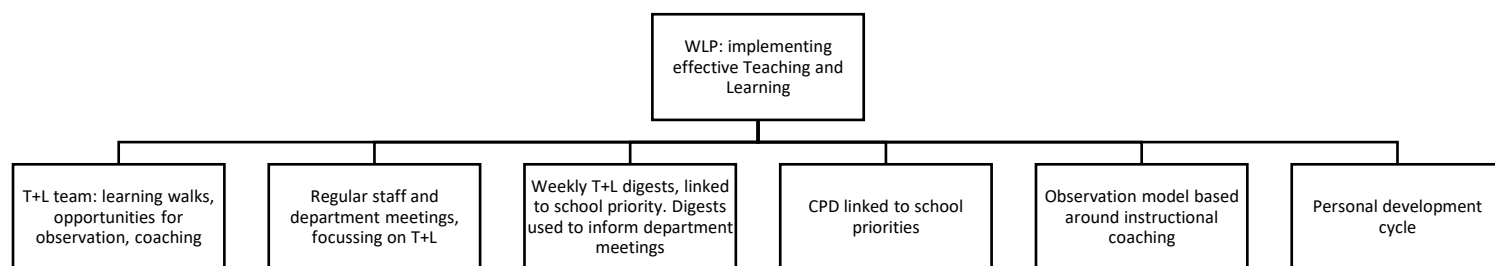
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1. Overview



1.1. Statement of intent

Note: the Trust's approach to Teaching and Learning focuses on three areas:

1. Whole-school development
2. Subject development
3. Individual professional development

In year one, the Trust's approach will focus solely on **whole-school development**. This is reflected in the content of the policy. Sections on subject development and individual professional development will be added in 2022-23.

The Trust plays a central role in promoting effective teaching and learning practice in all Trust schools. The approach to teaching is centred around the six-part learning cycle, and encompasses the following principles:

- Leadership of teaching and learning is prioritised as the most important improvement activity in schools
- While the Trust guides the principles for effective teaching and learning, each school decides on their key priorities
- Trust leaders foster a culture of learning in which staff can develop their practice and test the impact of their practice through structured reflection
- The Trust develops the infrastructure and networks to support shared professional learning and development
- Phase and subject expertise across the Trust plays a vital role in developing excellent pedagogy
- Middle leaders have the expertise and tools to lead constructive conversations on effectiveness of teaching and learning
- Middle leaders have an explicit role as leaders of teaching and learning and are effectively empowered and supported with high quality professional development
- Approaches to teaching and learning are evidence-informed, and the introduction of teaching and learning strands is carefully managed
- The Trust is reflective and evaluative, and changes practice based on its own in-school evaluations and external research

1.2. Aims

Pupil experience

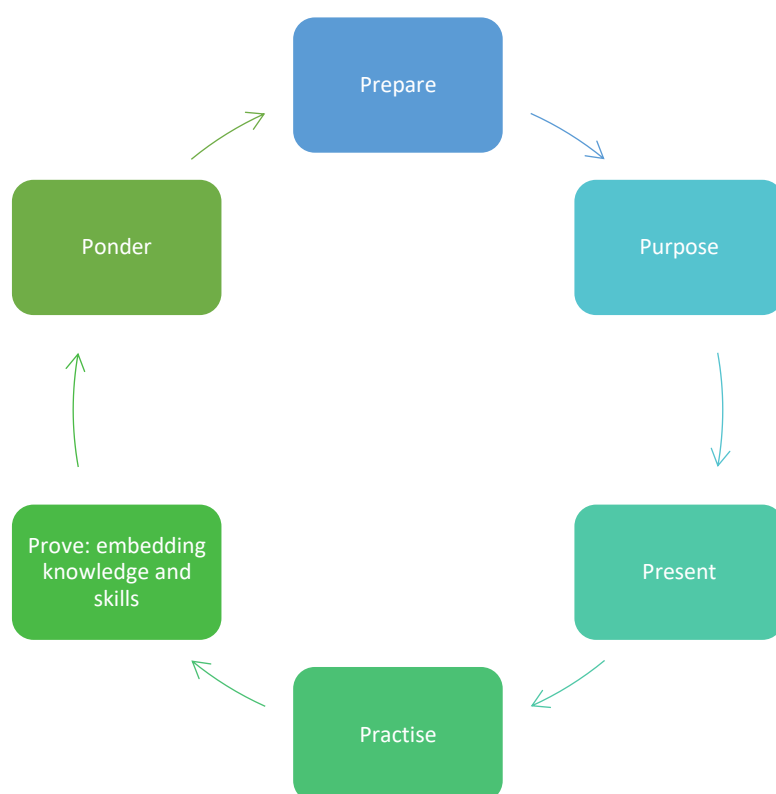
- To provide a learning experience for every pupil that takes full account of their individual needs, starting points and aspirations
- To ensure that pupils are active and independent learners who strive to achieve their best in every learning situation and will continue to do so throughout their lives
- To ensure that pupils are highly literate and numerate, and are able to apply their skills and knowledge to new and different situations

Every teacher a good teacher

- To focus upon continually raising standards of teaching and learning across the Trust
- To identify and share good practice in teaching and learning across all curriculum areas
- To provide guidelines for teaching and learning and establish clear criteria for best practice and consistency
- To improve levels of achievement and attainment consequently

1.3. Wolds Learning Partnership: model for effective teaching

The Trust takes an evidence-informed approach to teaching and learning. Drawing upon external research and theory, the Trust believes that the following stands contribute to best practice. It is the Trust's belief that excellent teaching and learning is a combination of a robust learning cycle and effective pedagogy. Therefore, the Teaching and Learning strands all feed into the learning cycle.



Curricular expertise

Having a detailed understanding of core curricular knowledge, key concepts and associated vocabulary.

Understanding the content: explicitly contextualising lessons; using quizzing and retrieval to draw on prior learning.

Knowing what formative and summative assessments form part of the curriculum; understanding their purpose; and using assessment outcomes to adapt teaching.

Classroom expectations

Developing a culture of high expectations. Lessons are designed to provide challenge, while scaffolding and support is used appropriately to support all pupils.

Fostering effective behaviour for learning routines and creating a positive classroom climate where pupils feel safe to share and make mistakes.

Maximising opportunities to learn.

Promoting challenge

Activating hard thinking: presenting and communicating new ideas clearly; connecting new ideas to what has previously been learnt; demonstrating new skills or procedures with appropriate scaffolding and challenge.

Developing a culture of high expectations. Lessons are designed to provide challenge, while scaffolding and support is used appropriately to support all pupils.

Questioning and interacting.

Building independence

Secondary: homework is linked to class work, with the purpose of activities made clear. Homework feedback is built in to lessons, with time for pupils to reflect.

Primary: developing effective approaches to collaborative learning.

Knowing what formative and summative assessments form part of the curriculum; understanding their purpose; and using assessment outcomes to adapt teaching.

Developing pupils' metacognitive knowledge: helping pupils to plan, regulate and monitor their own learning.

Embedding knowledge and skills: applying learning independently and build fluency.

The strands are central to the each school's whole-school development strategy and to the development programme for individual teachers and support staff.

The precise definitions and expectations for all strands can be found in the ***Wolds Learning Partnership: teaching toolkit*** document.

2. Roles and responsibilities

Teaching and learning is a shared responsibility, and everyone in our schools' communities have an important role to play.

2.1. Teachers

Teachers will:

- Follow the expectations for teaching and professional conduct as set out in the [Teachers' Standards](#)
- Update parents / carers on pupils' progress, according to each school's reporting protocols
- Meet the expectations set out in the Trust's behaviour policy, marking and feedback policy, literacy policy and more able policy

2.2. Support staff

Under the direction of classroom teachers and the school SENDCo, support staff will:

- Know pupils well and differentiate support to meet their individual learning needs
- Support teaching and learning with flexibility and resourcefulness
- Engage in providing inspiring lessons and learning opportunities
- Feedback observations of pupils to teachers, completing relevant paperwork where needed
- Ask questions to make sure they've understood expectations for learning
- Identify and use resources to support learning
- Have high expectations and celebrate achievement
- Demonstrate and model themselves as learners

2.3. Subject and middle leaders

Subject and phase leaders will:

- Help to create well-sequenced, broad and balanced curriculum plans that build knowledge and skills
- Sequence lessons in a way that allows pupils to make good progress from their starting points
- If responsible for a budget, middle leaders will use their budget effectively to resource their subject, providing teachers with necessary resources for learning
- Drive improvement in their subject/phase, working with teachers to identify any challenges
- Moderate progress across their subject/phase by, for example, systematically reviewing progress against a range of evidence and reviewing qualitative and quantitative performance data
- Improve on weaknesses identified in their monitoring activities
- Create and share clear intentions for their subject/phase
- Facilitate teachers to share ideas, resources and good practice

2.4. Senior leaders

Senior leaders 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 pupils to account for their teaching and learning
- Plan and evaluate strategies to secure high-quality teaching and learning across the 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
- Address underachievement and intervene promptly

2.5.Pupils

Pupils at each school will:

- Take responsibility for their own learning, and support the learning of others
- Demonstrate school values at all times
- Meet expectations for good behaviour for learning at all times, respecting the rights of others to learn
- Attend all lessons on time and be ready to learn, with any necessary equipment for the lesson
- 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
- Meet the expectations set out in

2.6.Parents and carers

Parents and carers will:

- Value learning
- 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
- Provide resources as required to support learning
- Encourage their child to take responsibility for their own learning
- Support and give importance to home learning

2.7.Governors

Governors at each 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 pupils' progress and attainment
- Monitor the effectiveness of this policy and hold the headteacher to account for its implementation
- Make sure other school policies promote high-quality teaching, and that these are being implemented

3. Teaching and Learning: whole-school improvement

3.1. Implementation of Teaching and Learning strands

Each academic year, Trust schools will identify what strands that they wish to develop. The strands should reflect the specific needs of the school. Schools will use a combination of internal and external data to identify specific areas of need.

Each strand will result in a tangible improvement in whole-school teaching and learning - for example, developing a unified approach to prepare tasks - with training offered through Trust, phase and subject meetings.

The strands will be introduced, developed and embedded through:

1. A structured approach to teaching and learning meetings, including an introductory staff meeting plus a minimum of three subject meetings each term
2. The provision of training and support from the Trust teaching and learning team
3. Whole-school CPD
4. Individual CPD: the Trust will deliver or facilitate three CPD opportunities for each strand across the academic year, with training being divided into three levels: **introductory, developing practice and mastery.**

3.2 Teaching and Learning meeting structure

The meeting structure for each school is based around the termly implementation of a key strand. If - at the end of the term - school leaders do not feel that the strand has been sufficiently embedded, they will work with the Trust team to review timescales.

The new strand is introduced at a staff meeting, with internal or external CPD provided. Schools can then form smaller implementation teams (this may be departmental at secondary level, or subject- or year-specific at primary level) to discuss, trial and implement the strategy.

3.3 Trust Teaching and Learning Team

The Trust Teaching and Learning Team comprises colleagues from a range of subjects and Key Stage specialisms. The aim of the team is to promote effective practice, and to support all colleagues to become exemplary practitioners. In addition to the model specified above, the Trust Teaching and Learning Team supports whole-school and individual practitioner development through:

- a) An open-door timetable to allow colleagues to observe practice
- b) A half-termly digest of best practice, linked to whole-school priorities
- c) Internal training opportunities
- d) Formal and informal coaching

5. Monitoring and evaluation

The aim of monitoring and evaluation is to ensure that all pupils make the best possible progress from their starting points.

School leaders and middle leaders will monitor and evaluate the impact of teaching on pupils' learning through:

- Conducting learning walks
- Reviewing marking and feedback
- Department reviews
- Book scrutinies
- Internal and external data

6. Review

This policy will be reviewed every year by the Head of Teaching and Learning. At every review, the policy will be shared with the full governing board.

7. Links with other policies

This policy links with the following policies and procedures:

- Behaviour policy
- Curriculum policy
- Early Years Foundation Stage (EYFS) policy
- SEND policy
- Marking and feedback policy
- More able policy

References

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