Iffley Academy Teaching and Learning Policy

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Signed: Head Teacher	_____
Chair of Trustees	_____

Teaching and Learning Policy

This policy is a result of detailed discussion on our aims and expectations; the skills and attitudes that we seek to develop; the conditions we believe necessary for effective learning to take place and aspects of classroom management and the way that children learn.

The aims of the policy are:

A Teaching and Learning policy is about the quality of interaction between the teacher, support staff and the learner. This policy aims to clarify, create and maintain a common approach at The Iffley Academy for effective teaching and learning. It seeks to:

- Ensure that teacher expectations are consistent throughout the school
- Ensure that continuity and progression are maintained through our adherence to common beliefs
- Promote what constitutes high quality teaching and learning
- Raise standards of attainment
- Ensure a personalized approach for all learners which takes into account their SEND, religious, ethnic, cultural and linguistic need
- Comply with other school documents, including curriculum policies, describing practices fully consistent with the principles described within this policy
- Provide learners with a safe and secure learning environment

Our Vision for the Iffley Academy

We are committed to guiding and encouraging our community towards reaching their full potential by demonstrating:

- The ability to be independent and successful in adult life and the wider community
- The ability to embrace change
- Respect for one another
- Tolerance and understanding of individual needs
- Self discovery
- Commitment to provide the best teaching, whilst ensuring learning is enjoyable and engaging, yet challenging and meets the need of each individual student

We have a positive ethos with a culture of mutual respect. Standards for behaviour are high with our main aim being to:

- Recognize all students for their positive contributions to the academy
- Encourage good behaviour and self respect in our learners
- Promote self-discipline among learners whereby they are given opportunities to take responsibility for their own behaviour, through the restorative approaches recognized by the whole school community
- Encourage respect for rules of the school community and those that facilitate them

We believe that learning is most effective through first hand experience and having the opportunities to explore, investigate and experiment. Our learners hare actively

encouraged to 'have a go' and 'take risks' in the knowledge that their ideas will be respected and their efforts valued. This approach is central to our philosophy of education and is reflected in the way that problems are presented and questions are asked. We encourage every student to have an active mind and body, and to take full part in a variety of learning experiences. We recognise our responsibilities for ensuring that learners acquire the essential basic skills of English, Mathematics and IT. We aim to develop initiative, a repertoire of strategies, a range of skills, the ability to learn for oneself and the confidence to cope with an ever-changing technological world. We believe that these aims will be met by developing our students' self-esteem, regard for their own work and that of others and respect for other members of the school and wider community.

Fundamental attitudes, values, personal, social and learning skills

We will actively seek to foster and develop a range of attitudes and values including:
- An open inquiring mind
- An enthusiasm for learning
- A realistic confidence in his/her abilities
- A respect for peers, authority, community and society
- An awareness of his/her place in society
- Independence, self-reliance, self-discipline, self-respect, self-motivation, tolerance of others, honesty
- A growing awareness of the consequences of his/her actions

We will support the students to develop the following *personal* and *social* skills:
- The ability to co-operate with others
- The ability to work within a variety of social groupings with due respect for the attitudes, abilities and opinions of others
- The ability to make a mistake and learn from this mistake, accepting support and advice of those around them
- Responsibility for his/her own possessions and respect for the possessions of others
- The ability to communicate effectively with others in a variety of ways
- Positive attitudes to personal cleanliness and a pride in personal appearance
- Behaviour appropriate to different situations
- An awareness of the needs of others, and tolerance, patience and understanding when dealing with other members of the school

During the course of our everyday work we will seek to foster and develop the following *learning skills* and the ability to:

- Work with others in a variety of groupings
- Develop concentration, persistence and the ability to see work through to its satisfactory conclusion
- Research and collate information
- Hypothesise, predict, evaluate and test theories
- To read, write and communicate effectively and confidently in a variety of ways
- To count, measure, sort and estimate

- To develop the basic skills of manipulating tools and materials so that they can design and realize an idea
- To observe closely and listen carefully
- To organize and make well considered decisions
- To evaluate the quality and self-evaluate their work and be prepared to make necessary improvements
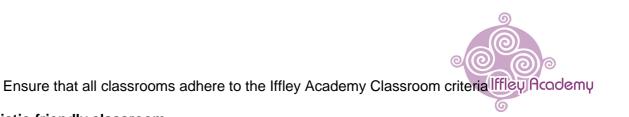- To accept routines and work to accept adaptations to changing routines

We believe that our students learn most effectively and become successful learners when we, as teachers and support staff:

In our working environment

- Work as a team (class, gallery and whole school)
- Hold positive values and attitudes and adopt high standards of behaviour in our professional role
- Model restorative language and actions with students and staff
- Plan collaboratively to ensure continuity and progression
- Have strong subject knowledge and the ability to develop progression within a subject/range of subjects, at all levels of ability
- Contribute to policy making, working parties, staff meetings, etc.
- Act upon advice and feedback and be open for coaching and mentoring
- Ensures teachers have a close working relationship with support staff, who are aware of their role and their contribution to raising standards of teaching and learning
- Are reflective about our practice
- Make effective use of INSET
- Are flexible and adaptable

In our approach to teaching/helping students learn

- Develop Thematic Approaches to Learning (TAL) and Skills for Life (SfL) across the curriculum
- Develop SEND knowledge, skills and understanding of whole school community
- Consistently use our unique teaching features, e.g. Sound Reading, Restorative Approaches and self-reflection opportunities to support metacognition and independent learning
- Communicate effectively with all learners using a range of strategies
- Have high expectations and ask open ended, thought provoking, challenging questions of students
- Provide experiences which are active, practical, first hand, involving individual and collaborative opportunities, exploration, questioning, prediction and investigation, including a programme of educational visits and enrichment days to reinforce and stimulate learning
- Make effective use of ICT and a wide range of resources
- Make effective use of the target setting (TOPs) and EHCP process
- Create a stimulating and safe environment for learning to take place
- Are sympathetic to students' diverse needs and learning styles
- Are aware of the need for appropriate pace and transition in a lesson
- Value all students' contributions and encourage student participation in their learning

- Ensure that all classrooms adhere to the Iffley Academy Classroom criteria

An autistic-friendly classroom

Many classes in the school contain a high level of ASC students. To support these students classrooms are carefully considered and adapted to meet their needs.
Our ASC friendly classrooms include:

- The use of pastel colours, as this is calming for our students.
- Minimal visual distractions, such as bright displays and classroom resources.
- Quiet learning spaces, including the use of workstations where appropriate.
- High levels of visuals to support pupils in understanding the structure of the school day (visual timetables etc).
- Clear structures and routines through all aspects of lessons, in particular during transition times.
- Clear concise use of language, which is familiar to our students.

In our approach to assessment *(see The Iffley Academy Assessment Policy)*

- Use Assessment without Levels
- Make use of assessment to inform planning – formative, summative and statutory
- Make use of baseline and mid term data collection to set targets, track student progress and plan interventions
- Use B Squared as a tool for differentiation, individual programmes and as a record of individual progress
- Make marking meaningful and a tool to move learning forward
- Use M levels to inform adult curriculum planning
- Use a range of external accreditation to highlight student achievement

We believe that our students learn most effectively and become achievers when they are:

- in a safe and secure environment
- aware of their own learning targets
- happy, confident and feel they are recognized and valued as individuals
- co-operative, enthusiastic and well motivated
- encouraged to try and rewarded for genuine endeavor
- encouraged to use their initiative in the knowledge that their contributions and efforts are valued
- aware that they can ask for support and help and this will be provided
- given clear instructions for activities which have been planned to meet their needs and for which they see the purpose and value
- able to feel that they make a genuine contribution to the life of the school
- able to fail without feel of failure
- able to make independent decisions about their learning and to share responsibility for the planning and evaluation of their work
- allowed sufficient room, the appropriate level of noise, adequate materials and tools and enough time
- at ease in the company of their peers, their teacher and support adults in the school

Planning *(see the Iffley Academy Curriculum Policy)*

Long Term Planning

Tate and Louvre galleries have a 3-year planning cycle following a Thematic Approach to Learning. Each term a theme is identified and a 4 subjects are selected, from: History, RE, Science, Geography, Art, Design and Technology and PSHE.

The Guggenheim gallery plans for a two year cycle, encompassing Functional and Independent skills (Skills for Life) in addition to core subjects, delivered by highly individualised programmes personalised to learning goals

The MCA gallery operates a two year cycle identifying needs in the 6 key areas of World of Work, Independent Living, Social Activities, Practical Projects, Problem Solving and Exam Skills.

Medium Term Planning

Each Gallery is responsible for the majority of planning for their learners; led, designed, and resourced by designated gallery teachers. English and Mathematics are planned by designated Learning Managers, and differentiated by individual teachers.
The Tate and Louvre, although sharing a theme, produce separate plans to reflect the needs and abilities of the different students within their gallery.

Plans are all standardised by use of a planning proforma, and are available for review by the Gallery leads and Curriculum Learning Manager prior to the coming term. Written generalised feedback is offered to ensure that teaching staff have opportunities and time to differentiate generic plans for their groups of learners and make amendments.

Short Term Planning

Short-term planning should reflect the intended learning outcome, use of previous assessment, and consideration of Termly Outcome Plans (TOPs) and allocation of staff. Good short term planning will detail potential barriers to learning and consideration of individual learning styles and strategies.

Achievement is recognized, acknowledged and celebrated by:

- Students being encouraged to recognize their own progress and achievements through positive self evaluation, using learning passports, TOPs meeting times and Annual Reports
- Genuine praise wherever possible
- Teachers' individual rewards and encouragement routines
- Positive and constructive comments, usually made verbally
- Well-displayed examples of work from all the students in the class
- Individuals or groups taking their work to show other classes
- Weekly and termly celebration certificates and assemblies
- Visiting members of the Senior Leadership Team

The role of the governors

Our governors:

- Support in the implementation of the policy
- Support the use of appropriate teaching strategies by ensuring an appropriate level of resources
- Provide a forum to challenge and monitor teaching and learning through the Teaching and Learning Committee
- Monitor teaching strategies in light of health and safety regulations
- Monitor how effective teaching and learning strategies are in terms of raising student attainment
- Ensure that Performance Management, Support Staff Appraisal and Staff Development promote good quality teaching

The role of parents and carers

We believe that parents and carers have a fundamental role in helping their children to learn. We aim to inform parents and carers about what and how their children are learning by holding information evenings and sending Annual Reports, Reviews and termly Termly Outcome Plans (TOPs).
We believe that parents and carers have the responsibility to support their children and the school in implementing school policies.
We would like parents and carers to:

- Ensure that their child has the best attendance record possible
- Ensure that their child is equipped for school with the correct uniform, including a PE kit
- Inform the school if there are matters outside of school that are likely to affect their child's performance or behaviour at school and to promote a positive attitude towards the school and learning in general
- Communicate any concerns they may have with us so that we can work together to find a positive solution

Policies which support the Teaching and Learning Policy:

- Anti-bullying policy
- Behaviour policy
- Classroom criteria policy
- Collective worship policy
- Communication policy
- Computing policy
- Creative Arts policy
- Curriculum policy
- English policy
- Marking policy
- Mathematics policy
- PSHE policy
- RE policy
- Science policy
- SEN policy
- Spiritual, Moral, Social and Cultural policy