



THE
GRANGE
ACADEMY

ASPIRE FOR EXCELLENCE

Teaching & Learning Policy

2024- 2025

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Academy Link: Mrs K Cartwright



VISION:

A community that works together to create an exceptional learning journey for all.

AIMS AND RATIONALE

In this school, every student will have an entitlement to benefit from teaching of the highest quality. This policy is designed to ensure that learning is at the heart of everything we do and that everyone works together to ensure that this happens through a consistent approach across all phases.

OUR SCHOOL MISSION:

We aspire for excellence through instilling our core values and providing a range of opportunities to create well-rounded students that are fully prepared for their life beyond The Grange Academy.

DEFINITION OF LEARNING:

Learning is the life long process of developing, demonstrating and applying independently new and transferable skills, knowledge and understanding in a variety of contexts for life-long learning.

THE VISION: A COMMUNITY THAT WORKS TOGETHER TO CREATE AN EXCEPTIONAL LEARNING JOURNEY FOR ALL.

- All members of our community are given equal and fair opportunities to have access to life-long learning.
- Teachers are committed to ensuring that their current practice meets the Teachers' Standards.
- Leaders in school are committed to supporting staff to improve their pedagogy through coaching as well as quality CPD.
- Members of staff have the opportunity to develop pedagogical and technical expertise through partnerships, in-house training / CPD / external training programmes, research and sharing good practice with other professionals both inside The Grange and the Wade Deacon Trust. They have the opportunity to move to more advanced practices that benefit the learning of all.
- Parents / carers are encouraged to become involved in Teaching and Learning through resources on the school website.
- Students are encouraged to be at the forefront of learning and to share their recommendations with their teachers and peers.

CORE PRINCIPLES: STUDENTS AT THE GRANGE ACADEMY ARE ENTITLED TO:

- Enjoy their education.
- Have access to a curriculum that gives them opportunities to achieve and exceed their academic and vocational potential.
- Learn how to become good citizens and take responsibility for their actions, whilst demonstrating respect for others and their environment.
- Feel safe, secure and gain confidence in their learning environment.
- Receive regular information about their progress in each subject.

EFFECTIVE LEARNING IS WHEN STUDENTS:

- Are engaged in the learning process. The teacher facilitates challenge with exciting opportunities and excellent resources that help to develop new and transferable skills.
- Are happy, healthy, secure, make positive contributions and feel valued within the environment and display a positive self-image.
- Are afforded clear learning objectives, success criteria, modelling and clearly staged learning opportunities. Learning is structured for them to achieve, participate and progress according to their potential.
- Are familiar with measurable success criteria and how to meet it; this helps them to achieve their potential.
- See that their success is celebrated, are informed of their progress and rewarded accordingly.
- Have lessons which are tailored to meet their individual needs.
- Have opportunities to review *what* and *how* they have learned and are able to articulate this.
- Are able to demonstrate their learning in a variety of ways: both independently and collaboratively.
- Can see the big picture and their needs of life-long learning are met.

- Are responsible for their own progress, independent, creative, resilient and confident students and leaders.
- Are challenged, not afraid to take risks in their learning and are willing to learn from their mistakes.
- Are given the advice, information, guidance and the opportunity to follow suitable curriculum pathways.
- Develop transferable skills, especially the key skills of Literacy and Numeracy. They can also demonstrate our core values of ASPIRE alongside demonstrating an understanding of SMSC and British values.
- Understand where they are now and how they can improve.
- Have respect for the learning of others and take pride in their work.
- Have a voice in the learning process and are able to establish a learning dialogue with their teachers and their peers.
- Are successful in their assessments and know how to revise effectively.
- Have excellent ATL and are engaged, motivated and excited about their learning as the leaders of tomorrow.

ALL STAFF AT THE GRANGE ACADEMY WILL MODEL AND EXPECT HIGH:

- Standards of behaviour and respect.
- Standards of appropriate appearance.
- Aspirations for all students.

TEACHERS AT THE GRANGE ACADEMY WILL:

- Implement our sequenced curriculum which balances the national expectations and an all-encompassing range of experiences allowing our children to develop academically and personally.
- Have clear strategic planning which allows the curriculum to be ambitious, dynamic and adapt to the context of the school and children's needs.
- Plan lessons that enables all students to 'learn more and remember more' by identifying and embedding key knowledge and skills across the curriculum in order for students to reach their potential and beyond.
- Use assessment data to inform future planning (including accelerate lessons) and raise achievement of all of our students, which includes the more able and vulnerable groups. (See the Assessment and Feedback Policy for more details.)
- Establish a good routine at the start of each lesson: greeting the students at the door, smiling, using a seating plan (which also identifies PP students), taking a formal register in the first 5 minutes and providing a Do Now that focuses on recall and prior learning.
- Structure lessons that will follow the I do, We do, You do lesson design.
- Actively observe student learning within the lesson by circulating the room.
- Display their standards and expectations in every classroom. (See the Feedback for Learning Policy for more details.)
- Be accountable for, and consistently practise the Behaviour for Learning Policy.
- Have consistently high expectations of themselves, others and of all students; ensure that students adhere to the academy's Aspire values.
- Make students aware of how learning fits into the big picture.
- Embed disciplinary literacy within their lesson – ensuring students' read, write, and communicate effectively in their subject.
- Use well-judged teaching strategies, resources and learning styles matched to the students' learning needs, including a variety of independent, pair and group activities for learning.

- Scaffold students' learning through modelling and collaborative learning where this is appropriate.
- Work closely with Teaching Assistants and other adults to ensure all students can access the curriculum and make progress.
- Systematically and effectively check students' understanding using a variety of effective AfL strategies, anticipating where they may need to intervene to consolidate learning.
- Set appropriate homework/revision that matches students' needs to reinforce and extend what is learned in school.
- Promote and monitor students' progress through rigorous assessment, revision and reviewing class data.
- Intervene and support those students who are falling behind and not achieving their full potential.
- Provide a neat, tidy and stimulating learning environment that celebrates students' achievements and promotes high standards.
- Contribute, as a team member, to the development of the school and their subject department/key stage through sharing best practice with others, the DSEF, Student Voice, CPD and their Appraisal Objectives.
- Ensure that feedback for learning is effective in ensuring that students make significant and sustained gains in their learning.
- Ensure that the teaching of reading, writing, oracy and mathematics is highly effective.
- Ensure that students are developed spiritually, morally, socially and culturally as well as promote strong British Values (democracy, the rule of law, individual liberty and mutual respect) in the classroom.
- Commit to reflection and improvement of pedagogy through the coaching programme and the use of StepLab.

TEACHING ASSISTANTS AT THE GRANGE ACADEMY WILL:

- Assist the classroom teacher in promoting the ethos of the school and insist on the highest standards of behaviour and ATL in the classroom.
- Commit to improving their own practice through reflection and self-evaluation.
- Ensure that their own knowledge and understanding is relevant and up to date by reflecting on their own practice, liaising with school leaders and identifying relevant professional development to improve personal effectiveness.
- Demonstrate an informed and efficient approach to teaching and learning by adopting relevant strategies to support the work of the teacher and increase achievement of all students including, where appropriate, those with special educational needs and disabilities.
- Communicate effectively and sensitively with students to adapt to their needs and support their learning.
- With the class teacher, keep other professionals accurately informed of performance and progress or concerns they may have about the students they work with.
- Recognise and respect the role and contribution of other professionals, parents and carers by liaising effectively and working in partnership with them.
- Understand their responsibility to share knowledge to inform planning and decision making.
- Understand their role in order to be able to work collaboratively with classroom teachers and other colleagues.
- Communicate their knowledge and understanding of students to other school staff so that informed decision making can take place on intervention and provision.

MIDDLE LEADERS, AND THOSE WITH LEADERSHIP RESPONSIBILITIES, WILL LEAD, SUPPORT, GUIDE AND ADVISE CLASSROOM TEACHERS AND MONITOR THAT THE STANDARDS ARE REACHED THROUGH:

- The whole school monitoring and evaluation programmes including the Subject Reviews, coaching lesson visits and conversations, lesson drop ins, book looks and student voice.
- A supportive and collaborative approach to improving pedagogy across the school through our Profession Development Programme and Coaching Programme.
- Celebrating excellence and addressing underperformance through the effective use of appraisal, guiding teachers to celebrate their strengths and develop areas for improvement through the DSEF, Appraisal Objectives, Coaching, attending in-house CPD and external CPD where appropriate.
- Developing and sharing best practice during subject time, T&L briefings and monitoring the impact of CPD on Teaching and Learning.

SENIOR LEADERS WILL:

- Lead, support, guide and advise Middle Leaders by acting as Senior Subject Link and follow, evaluate and robustly monitor the impact of Teaching and Learning with Subject Leaders.
- Celebrate excellence and address underperformance.
- Monitor the quality of feedback via book looks.
- Monitor the quality of learning through the whole school QA cycle.
- Act on information provided by the student voice.
- Have a leading role in the Subject Reviews, acting on the information accordingly.

THE PRINCIPAL WILL:

- Lead, support, guide and advise the Senior Leaders in the vision, leadership, development, monitoring and evaluation of learning across the school community.

GOVERNORS WILL:

- Monitor and review the Teaching and Learning Policy and its practice through Governor Visits, The Standards Monitoring Board and reports from the Principal and other Senior Leaders.

THE COMMUNITY WILL BE INVITED TO SUPPORT THE LEARNING IN THE SCHOOL BY:

- Contributing to activities, such as assemblies, artistic events, specialist outings and clubs.
- Sharing and contributing to the academy's resources for learning.
- Organising activities and events to extend and deepen Students' knowledge and skills.
- Supporting school events.

MARKING AND ASSESSMENT

- PLEASE SEE THE FEEDBACK FOR LEARNING POLICY
- PLEASE SEE THE ASSESSMENT & FEEDBACK POLICY

MONITORING & EVALUATING THE EFFECTIVENESS OF LEARNING & TEACHING

- Subject Reviews will take place periodically throughout the year. The Review Point will include formal discussions focusing on challenge and support for Quality of Education for students, Leadership & Management, Personal Development & Behaviour & Attitudes. These reviews will take into account information from the Academy's QA cycle including entry and exit routines, lesson drop ins, book looks and student outcomes.
- Staff will self-assess their own teaching practice using our Classroom Culture T&L Matrix once a term. This information will be used to support effective Coaching Conversations.

- A half termly QA cycle of entry & exit routines, lesson drop ins, book looks, and student voice will ensure that the monitoring and evaluation of Teaching and Learning is of the highest priority; informing our bespoke Professional Development Programme.
- If there are concerns with a member of staffs' performance they will be supported according to the Wade Deacon Trust Appraisal Policy.