



Evelyn Grace Academy

Teaching and Learning Policy

*Learning is our core purpose – the learning of our students
is our constant focus.*

Contents

Introduction

Section 1 – EGA Teaching and Learning vision, values and aims

1.1 Vision for Teaching and Learning at Evelyn Grace Academy

1.2 Values and Core Principles

1.3 Teaching and Learning Aims at EGA

1.4 Foundations of Good Teaching and Learning at EGA

Section 2- Guidelines on the Foundations of Good Teaching and Learning

2.1 Planning for Learning

2.2 High Expectations

2.3 Differentiation

2.4 Literacy

2.5 Questioning

2.6 Assessment for Learning

2.7 Collaborative Learning

2.8 Independent Learning

Section 3

3.1 Roles and Responsibilities

3.2 Monitoring and Quality Assurance of Teaching and Learning

3.3 Teaching and Learning CPD

Appendices

Appendix 1 – EGA Lesson Plan Template

Appendix 2 – Creating an environment for learning – Checklist

Appendix 3 - Teach Like a Champion – Doug Lemov

Appendix 4 - Evidencing progress - Questioning using Blooms Taxonomy

Appendix 5 – Blooms Orange

Appendix 6 - Homework

Appendix 7 – EGA Learning Walk Template

Appendix 8 – EGA Lesson observation template

Appendix 9 - Classroom poster

Evelyn Grace Academy Teaching and Learning Policy

Section 1

Introduction

This Teaching and Learning Policy provides guidelines for all teaching and support staff on the conditions for establishing effective, consistent teaching and learning pedagogy and practice at Evelyn Grace Academy (EGA). The policy intends to set out how we can continuously improve the quality of teaching and learning. The regular review of the policy informs the planning of CPD and links with the Performance Management cycle at EGA.

1. Vision for Teaching and Learning at Evelyn Grace Academy

At Evelyn Grace Academy learning is our core purpose. This means that the learning of our students is our constant focus. It also means that adults at the Academy are encouraged to be life-long learners who learn with and from one another.

We expect all students at EGA to make rapid and sustained progress. Our continual focus on working together to provide a consistently positive, engaging, stimulating, enriching learning experience is designed to motivate as well as to maximise enjoyment, participation and achievement. We want our students to build the resilience to tackle challenging or difficult learning experiences. We are determined that the breadth and depth of high quality personalised learning experiences offered through the curriculum to each student at EGA should equip them with the knowledge, skills and personal qualities essential for success in a fast-changing globalised world. Learning opportunities at EGA encourage all to aspire to the values of endeavour, excellence and self-discipline, which underpin all that we do at EGA. Additionally, the EGA learning environment helps all students develop six important key qualities:

Resilience, Responsibility, Integrity, Curiosity, Confidence and Eloquence (The EGA Student)

2. Teaching and Learning Values and Core Principles

Core Principles

At Evelyn Grace Academy we believe that outstanding teaching and learning is the result of:

- a) High quality planning which offers the widest possible range of experiences to inspire, challenge and develop every student intellectually, emotionally, socially and culturally.
- b) Delivery which is well paced and which encourages a blend of focused and challenging active learning.
- c) Detailed, regular and consistent feedback using the principles of assessment for learning to encourage independent learning and develop a lifelong love of learning.
- d) Teachers involved in reflective dialogue with each other which moves practice on.

- e) Excellent relationships between teachers and students where close knowledge of individual needs is used to raise expectations.

3. Teaching and Learning Aims at EGA

Our Teaching and Learning aims at EGA relate to our Academy values of excellence, endeavour and self-discipline in the following ways:

To achieve excellence in our classrooms we:

- Promote a culture of high expectation and one which recognises all members of the Academy as learners
- Ensure that every student acquires standards of literacy, numeracy and communication skills which enable them to access the curriculum at every stage of learning and make progress
- Include and encourage the full participation of all learners, irrespective of ability, sex, race, religion or sexual orientation
- Respond to national initiatives in areas such as changes to inspection, literacy, numeracy, ICT, and assessment
- Celebrate student learning and achievement as well as examples of excellence, endeavour and self-discipline displayed within the learning environment
- Develop strong collaborative models to improve practice and inspire learning

Endeavour is demonstrated as we:

- Encourage an understanding of how continued learning beyond their time at the Academy will support the future success of students
- Help establish positive, effective behaviours for learning which enable everyone to achieve
- Nurture the development of “The EGA Student”- active citizens who are inspired and equipped to make meaningful, caring contributions to the wider community
- Provide appropriate intervention which supports students as they strive to meet and exceed challenging targets

Self-discipline is exemplified by the way in which we:

- Foster a range of transferable skills in students, including independence, collaboration, enquiry, leadership, reflection and creativity
- Seek to impact on the spiritual, moral social and cultural development of all students
- Empower and build the capacity of adults within the community through challenge, coaching, support and the sharing of good practice

4. Foundations of Good Teaching and Learning at EGA

Identified below are 8 features of good and outstanding teaching and learning. The Foundations and the accompanying bullet points reflect some of the key features one would expect to see in a classroom at EGA where good or outstanding learning is taking place.

1) Planning for Learning

- Lessons are well planned, well structured and well resourced
- Clear learning objectives are set and discussed with students
- Use of the four part lesson (connect, activate, demonstrate, consolidate) is evident
- The level of challenge in the lesson reflects an understanding of students' current and target attainment
- Planning aims to actively engage all students in their learning

2) High Expectations

- Familiar routines and a positive environment for learning are established
- Student effort and achievement is praised and celebrated
- Learning builds confidence and resilience, motivates and challenges
- Students develop skills, lead and take responsibility for their learning
- The EGA behaviour for learning policy is fairly and consistently applied
- Attention is given to using learning to develop the qualities of the “The EGA Child.”

3) Differentiation

- Learning is differentiated in response to the strengths and needs of all pupils
- Support and intervention enables those most and least able to learn well in lessons
- Lesson planning and delivery makes good use of LSA support available

4) Literacy Skills

- Resources used to support learning and progress are accessible to all students
- Focus on speaking and listening skills builds confidence in other skill areas
- The development of reading and writing skills is appropriately resourced and planned
- Time will be dedicated to reading for pleasure to improve student engagement with extended and challenging texts
- All students will have access to appropriate textbooks for their subjects

5) Questioning

- Questioning is effectively used to check understanding
- Questioning techniques are used to target all students in the classroom
- Student responses are used to re-shape tasks and interactions
- Teachers and students listen carefully to one another

6) Assessment for learning

- Feedback is central to every lesson and during Student Response Time students are expected to respond to and act on feedback in a meaningful way
- Students know what they have done well, but also how and where they can improve
- Students reflect on their own and, where appropriate, one another's learning and progress
- Learning is assessed and marked in line with the Academy policy

7) Collaborative Learning

- When appropriate, students work together to complete tasks, solve problems or create a product
- Conversation and exchange of ideas with peers enables students to learn from each other
- The classroom becomes a student centred learning environment

8) Independent Learning

- Students have the confidence to tackle tasks independently
- The interests, preferences, values and beliefs of students are relevant to their learning
- Students feel motivated and safe to make mistakes and improvements
- Independent learning time in lessons is appropriately planned for and resourced

Section 2

This section of the policy elaborates on the Foundations of Good Teaching and learning. The section gives guidance on some of the ways in which all practitioners at Evelyn Grace Academy can build consistently good and outstanding classroom practice using these 8 Foundations.

2.1 - Foundation 1 - Planning for Learning

High quality planning is key to delivering engaging lessons that motivate and inspire students. To ensure when planning for learning that activities in each lesson meet the needs of all learners, teaching and support staff at EGA should be aware of the following:

- Each student, their prior attainment, their targets and how they learn best
- Use of the class data sheet to inform planning, differentiation and seating plans
- The subject specific knowledge and skills we expect students to acquire based on the curriculum and schemes of work
- How student progress from previous lessons and student progress within the lesson will be demonstrated
- Learning objectives are clear, linked to activities, can be shared with and understood by students, and measured or evaluated at regular intervals during the lesson
- Planning a variety of activities and providing opportunities to work as a class, in small groups, in pairs and independently
- Resources which are accessible to all students and which bring learning to life
- Timing and pace of the lesson has been effectively built into the plan

All EGA staff are expected to use the stages of the four part lesson plan as a structure for planning each lesson. The stages are **connect, activate, demonstrate and consolidate**. The notes below outline what should happen at each stage.

Connect

- Use an engaging starter activity **lasting no more than 5-7 minutes** that is relevant to the learning
- Discuss what students already know or want to know about the topic
- Be positive in what you do, what you say and how you say it
- Connect it all up: what's gone before and what is to come

Activate

- Turn the information to be learned into a problem to be solved
- Make the learning engaging by structuring variety and progressive challenge into tasks
- Provide any resources and discuss sources of information
- If required, encourage students into appropriate learning units – pairs, groups, teams
- Be deliberate in drawing attention to learning processes throughout the lesson

Demonstrate

- Give students the opportunity to work independently and present their solutions. Provide time to redraft or tweak student solutions based on feedback
- Allow students to work in pairs or groups so that they can help each other improve on their solutions
- Give feedback and encourage students to reflect on the feedback and, in turn, give feedback to others
- Encourage students to ask questions about the learning and build a climate of evaluation

Consolidate

- Review content, process and benefits
- Ask students to explain which learning skills they have developed
- Talk with students about how they can use what they learned in other lessons
- Preview what is coming next

By consistently applying the four part lesson plan EGA practitioners will develop a common language for talking about organising teaching and learning. Heads of Department/Curriculum at EGA should organise regular opportunities for members of their department to work together to engage in joint planning activities. The weekly timetabled department time is a focused time for departments to plan together. Joint planning means working with others to create, share, deliver and evaluate lesson plans based on the curriculum and schemes of work.

In addition:

- Lesson plans should be based on the detailed departmental schemes of work that are in place
- Lesson plans should be recorded on the EGA lesson plan template (see appendices) and should refer to the Foundations of Good Teaching and Learning at EGA
- LSAs and other adults responsible for supporting student learning must be involved in the planning of lessons

Foundation 2 – High Expectations

“Learning is our core purpose” at Evelyn Grace Academy and we believe that by maintaining high expectations of every adult and every student we better enable our students to focus on their learning and achieve their full potential.

High expectations mean that we work to create a positive physical and emotional environment for learning in the interest of student success. We constantly emphasise to students at EGA that classrooms and other areas of our Academy are places of learning. We remind our students that our values of excellence, endeavour and self discipline should be applied by all and should as a consequence support the learning and progress of all.

Research suggests that students learn best with teachers who explain things well, listen to them and are concerned about them as individuals, show them how to get better, keep control of the class and have a sense of humour.

High expectations for teaching and learning at EGA are exemplified in classrooms where teachers:

- Build positive relationships with students and where possible use their strengths and interests as a starting point for learning
- Model how others should be calmly and respectfully addressed
- Show passion for their subject, have good subject knowledge and a determination to achieve the best possible outcomes for all students
- Plan for the delivery of clear sequences of engaging, challenging, accessible learning experiences which enable students to progress
- Develop the confidence to draw on a range of effective teaching, learning and assessment strategies and resources
- Use their voice effectively and are aware of body language, moving around the room with purpose and direction
- Expect all students to participate in each learning activity and implement appropriate strategies to support this
- Ensure that lesson beginnings and endings are calm and orderly
- Keep learning moving through awareness of timing and pace
- Apply rewards and sanctions fairly and consistently in line with the Academy policy on behaviour for learning

In classrooms with high expectations EGA students:

- Have opportunities to develop the qualities of “The EGA Child”: Resilience, Responsibility, Integrity, Confidence, Curiosity and Eloquence
- Build respectful, trusting, positive relationships with their peers and the adults working with them
- Arrive at lessons on time, equipped and ready to learn
- Understand and follow seating plans designed to support and maximise their learning
- Strive to be active participants in each learning activity in order to reach their full potential
- Recognise the benefits of working constructively as a class, in pairs, groups or independently
- Share responsibility for looking after equipment, resources and the learning environment
- Understand and follow the Academy code of conduct and encourage their peers to do so
- Are encouraged to discover, make mistakes and consider ways to move forward in their learning
- Are challenged to consider how adopting positive behaviours for learning will impact their academic outcomes and influence future learning, working and living

A learning environment designed for students to meet and exceed their targets should have visible displays which reflect and celebrate successful student learning. Every effort should be made to keep these learning environments tidy, cheerful and inviting.

Foundation 3- Differentiation

All students at Evelyn Grace Academy need to be challenged and supported to make rapid and sustained progress. Whether students are taught in ability sets or mixed ability groups, there are likely to be a range of needs. We recognise that it is important to consider the context of the Academy as we develop effective pedagogy and practice. A significant number of our students

arrive with Special Educational Needs or have English as an additional language. The literacy levels of some students when they enter the school are below the national average.

In the drive to raise standards at EGA we urge all staff to understand the wide variety of needs of our students. It is important that teachers recognise that they are all teachers of all students, whether SEN, EAL or high achieving. We all have a responsibility to cater for the educational needs of students through careful planning and delivery of lessons. Schemes of work and individual lesson plans are required to reflect the needs of various pupils in the classroom. Teaching and support staff are responsible for providing for these differing needs by creating personalised learning journeys for students. Appropriately differentiated strategies should be used to ensure that no child goes unnoticed.

What can be differentiated?

- **Content-** What is learnt, what materials are used.
- **Process-** What activities will lead the student to the desired outcome.
- **Product-** How the student will demonstrate his/her understanding.

Learning might be differentiated by:

- **Task** - which involves setting different tasks for pupils of different abilities
- **Support** - which means giving more help to certain pupils within the group by having LSAs, other adults in the classroom or peers support them or providing intervention which might take place outside of the classroom
- **Outcome** - which involves setting open-ended tasks and allowing pupil response at different levels
- **Resource** – which involves designing resources appropriate to the learning style or need of a student or group of students

Staff leading on SEND, EAL and Gifted and Talented will provide strategy, training and access to information which relates to these targeted students. Relevant leads will allocate time to work with departments or 1:1 so that we can continually improve our provision for all students.

2.4 Foundation 4 - Literacy

Literacy is the ability to use language proficiently. This means the ability to read, to write, to speak and to listen. Literacy plays an important role in everything we do. Literacy is our vehicle for communicating with the world. It is important to recognise that improving the literacy skills of our students is the responsibility of all staff at Evelyn Grace Academy. Many students will enter the Academy with basic literacy and in some cases below the national average. It is necessary for all staff to develop our students to become at least proficient in literacy.

Within good and outstanding teaching practice the development of literacy skills should be integrated into all lessons.

Speaking and Listening Skills:

- All students should be encouraged to articulate responses in full sentences using Standard English
- All students should be encouraged to actively listen to others. This is demonstrated in their responses and in the way in which they acknowledge others or build upon previous answers
- Staff should model appropriate speaking and listening skills to students.

Writing Skills:

- All students are expected to write using Standard English and in doing so use the correct spelling, punctuation and grammar
- All students should aim to employ ambitious vocabulary and organise their thoughts in paragraphs
- All students should be able to adapt their writing to different purposes, audiences and forms
- All staff should be aware of the necessity to provide writing frames, starter sentences and word banks as differentiated material for less able writers
- All staff should mark student work with a focus on correcting spelling, punctuation and grammar

Reading Skills:

- All students are encouraged to read actively for a range of purposes
- Staff must ensure that text books and other reading material supplied is engaging and appropriately differentiated for students
- All staff and students are engaged in a timetabled pilot Reading for Pleasure programme from September 2015 which helps students develop transferable reading skills

For further guidance all staff should read the Evelyn Grace Academy Literacy Policy and the Evelyn Grace Assessment and Marking Policy.

2.5 - Foundation 5 - Questioning

Classroom discussion, with high quality questions that extend, develop and challenge the thinking of students is central to the learning process. All teachers should be able to respond to questions asked by students, invite questions from students and encourage students to ask questions of their own.

Skilful questioning of the students is developed through practise; it is good practice to prepare the questions that you will ask students in your planning. Be mindful when preparing questions for the students of the learning objectives, the activity the students are undertaking and the ability of the student questioned.

Effective practice on the part of the teacher includes:

- A wide distribution of questions
- A structured approach from low to high order questions
- Allowing time for students to think about their response
- Rephrasing misunderstood questions, prompting students when necessary and seeking clarification for an answer when it is unclear
- Providing opportunities for pupils to ask questions of the teacher

Effective questioning:

- Maintains the flow of learning within the lesson
- Engages students with the learning
- Assesses what has been learned
- Seeks views and opinions
- Encourages creative thought
- Challenges the level of thinking

For further guidance on questioning see appendix 4 – Questioning using Blooms Taxonomy and Blooms Orange.

Foundation 6 – Assessment for Learning

Assessment for Learning is a powerful way of raising student achievement. It is based on the principle that students will improve most if they understand the aim of their learning, where they are in relation to this aim and how they can achieve the aim (or close the gap in their knowledge). It is not an add-on or a project; it is central to effective teaching and learning. (The Assessment for Learning Strategy 2008)

The fundamental questions that drive our practices must be:

- Have the students learnt what has been taught?
- How well have they learnt it? How secure is their knowledge, how deep is their understanding, and how developed are their skills?
- If they have not learnt any aspect of that which we were trying to teach, what do we need to do and how do we need to do it so that they can learn effectively?

In a classroom where effective assessment for learning is taking place:

- Clear, achievable learning objectives are planned
- Learning outcomes are shared with students
- Questioning is planned and open questions are used to check and build understanding
- Students understand why feedback and responding to feedback is important
- A dedicated slot referred to as Student Response Time allows students to respond to marking in a meaningful way
- At the conclusion of each learning activity student progress and understanding is checked either by the teacher or student
- Students know what they have done well and what they need to do to improve
- Students are trained to self and peer assess

2.7 Foundation 7 - Collaborative Learning

Collaborative Learning is an approach that involves groups of students working towards a common academic goal in order to complete a task, solve a problem or create a product. Collaborative Learning is based on the idea that learning is a naturally social act in which participants talk amongst themselves, present and defend ideas, exchange different beliefs and question concepts. In a classroom setting collaborative learning is an active process which shifts learning from a teacher-centred to a student-centred model.

In the Kagan Online Magazine (1999), Dr Spencer Kagan refers to more than 500 research studies which back the conclusion that collaborative learning produces academic gains. Further research shows that collaborative learning:

- increases self esteem and self confidence
- develops empathy and social skills
- fosters creative thinking and the ability to engage in open dialogues
- encourages participation, critical and higher level thinking
- improves communication skills, social relationships and class climate
- gives choice and responsibility to students

We recognise that students who learn collaboratively are more likely to:

- Remember what they have learned
- Process the information they are receiving
- Reflect on how they learned
- Be motivated to learn

At EGA we want to develop a learning culture where listening to others and supportive teamwork are the norm. We believe that students who have regular opportunities to engage in meaningful collaborative learning activities will be better equipped to successfully manage academic or social interactions in future work, living and learning.

When planning and delivering collaborative learning activities it is important to:

- Clearly establish group goals
- Agree ground rules about how the groups will operate
- Take into account group size, diversity, ability and gender
- Arrange classrooms in such a way as to maximise engagement
- Promote respectful communication
- Create group roles
- Scaffold the collaborative learning activity
- Agree timescales for the activity to maintain pace
- Employ a range of techniques which will engage all students and if appropriate enable them to compete
- Provide opportunities for students to make individual/collaborative decisions
- Allow students to monitor their own progress

2.8 Independent Learning

We want our students to understand that self-motivation, the ability to organise oneself, make decisions, negotiate and problem-solve independently are key to their learning, improving and future success.

At EGA we agree that Independent Learning:

- Requires all students to engage actively in the learning process
- Caters for the needs of individuals in a differentiated curriculum
- Gives students more responsibility for and ownership of their learning and progress
- Allows students to decide not just what is to be learnt but how, when and where learning is to take place and what the learning outcome is to be
- Allows students to improve their ability to review, record and reflect on their learning
- Builds in our students the necessary work ethic and resilience to endeavour when faced with learning challenges
- Helps students prepare for the rigour of examination success

When planning for students to work independently:

- Teachers and support staff need to be familiar with the prior learning/achievement of all students
- Meaningful tasks and activities which build on prior learning should be set
- Clear objectives must be set for the task that students are expected to complete
- Adequate time should be given for students to demonstrate and apply learning
- Activities should support the development of literacy skills
- Learning environment should be seen as supportive so that students feel safe to make mistakes
- Learning activities should be well scaffolded, modelled and appropriately resourced

Independent Learning Time (ILT) has become an important part of our teaching and learning strategy at EGA. It is an integral part of the Academy's efforts to raise attainment, improve the quality of teaching and learning and secure positive learning behaviours and attitudes. ILT takes place in all subjects, learning areas and classrooms. It is a carefully planned and structured period of time (approximately 15 minutes) during which students focus on applying and demonstrating what has been learnt. ILT enables students to develop the skills and abilities highlighted in the notes above. All teaching and support staff have opportunities through Teaching and Learning CPD, joint planning sessions and classroom observation to consider strategies, techniques and resources which will enable them to approach this part of the lesson effectively.

Section 3

3.1 Roles and Responsibilities

All members of the Evelyn Grace Academy community share the responsibility for ensuring the highest standards of teaching and learning at EGA. Together, we promote and actively implement the values and expectations of this policy and our vision for teaching and learning.

Specific responsibilities within the monitoring and quality assurance cycles of Teaching and Learning include.

Senior Leaders responsible for Teaching and Learning

- Set high expectations for the quality of Teaching and Learning across the Academy
- Provide strategic and practical leadership and management of Teaching and Learning across the Academy
- Monitor the overall effectiveness of all areas of Teaching and Learning and the implementation of relevant policies and plans
- Ensure that Middle Leaders and teaching and support staff have the necessary support and professional development to undertake their roles
- Encourage the use of data to track the progress of individuals and target groups
- Provide reports for governors and others monitoring the quality of Teaching and Learning at EGA
- Liaise with those providing external support or professional development for Teaching and Learning

Head of Department

- Provide professional leadership and management of Teaching and Learning within the curriculum/subject area
- Monitor the overall effectiveness of and the implementation of the departmental development plan as it relates to Teaching and Learning
- Secure best practice in subject specific pedagogy across the department
- Ensure that the curriculum is delivered in accordance with SOWs
- Oversee and monitor planning, assessment and marking within the department
- Use data to track individual students and target groups within the department
- Provide appropriate intervention within the curriculum/subject area
- Identify the CPD needs of members of the department

- Support members of the department/curriculum area with strategies for managing behaviour for learning effectively

Directors of Learning

- Set high expectations for the quality of Teaching and Learning within the year group
- Monitor the effectiveness of Teaching and Learning in relevant year group classrooms
- Ensure that teaching and support staff are supported in their roles
- Implement strategies and processes which promote high standards of behaviour for learning
- Track the progress of the cohort, individuals and target groups within the year group

Teachers

- Set high expectations for classroom learning which inspire, motivate and challenge pupils
- Promote good progress and outcomes by pupils and be accountable for pupils' attainment, progress and outcomes
- Demonstrate good subject and curriculum knowledge to maintain student engagement
- Plan and teach well structured lessons
- Adapt teaching to respond to the strengths and needs of all pupils
- Make accurate and productive use data and assessment
- Manage behaviour effectively to ensure a good and safe learning environment

Learning support assistants and other adults

- Contribute to planning and selecting or making appropriate resources
- Contribute to supporting reading, writing, communication and mathematics
- Apply strategies and questioning techniques which engage attention and enable pupils to access the tasks
- Track, record and report progress, in plenaries and in meetings with class teacher
- Contributes to class teacher's evaluation and assessment of students targeted for support
- Provide support with developing positive behaviour for learning

Students

- Make learning the focus of attention and conversation in the classroom
- Organise their books so that they are able to refer to previous learning
- Participate constructively in collaborative, independent and whole class learning activities
- Ask and respond to questions
- Support peers with their learning when appropriate
- Reflect on their learning and respond to feedback given by their teacher or peers on specific pieces of work
- Adopt positive behaviours for learning and develop the qualities of "the EGA Child"
- Aspire to EGA's values of excellence, endeavour and self discipline in each subject area

3.2 Monitoring and Quality Assurance of Teaching and Learning

The quality of Teaching and Learning will be monitored throughout the year as follows:

- Learning walks
- Peer observation, feedback and dialogue
- Exercise book monitoring and work sampling
- Teaching and Learning audits aligned with the Ofsted Inspection Framework conducted by SLT/HODS
- External monitoring
- Feedback from students, parents and carers
- Performance management

Monitoring of Teaching and Learning will enable the Academy to plan appropriate CPD for all practitioners. It enables us to identify areas of outstanding practice which can be shared. Monitoring also provides information which can be used to build the capacity of practitioners who would benefit from targeted support.

3.3 Teaching and learning CPD

At EGA we are committed to providing high quality, ongoing, supportive professional development opportunities as we believe that nothing is more important than securing and sustaining excellent teaching. We want to build a highly skilled, confident teaching and support staff that places the learner at the daily centre of our work.

EGA's programme of Teaching and Learning CPD also creates a means by which good and outstanding practitioners can share strategy and successes with their peers within the Academy and where possible externally.

EGA Teaching and Learning CPD includes:

- EGA Teaching and Learning twilight sessions
- Teaching and Learning Mentoring using the Instructional Leadership Framework
- Targeted training for NQTs, Teach First, etc
- Whole school INSET
- Learning Walks focused on agreed areas of practice
- Teaching and learning briefings and bulletin items
- Participation in network wide training eg Ark Lead Teachers, Ark Leading Outstanding Learning
- Examination board and other appropriate external training
- Recommendations for reading and practical resources

Learning is our core purpose – the learning of our students is our constant focus.

EGA Teaching and Learning Policy - Appendix 1

Evelyn Grace Academy Lesson Plan – 2015 -2016

Teacher	Class	Date
Subject	Context	

Learning objectives	Learning outcomes
	All...
	Most
	Some

Lesson structure – Based on the 4 part lesson plan (See Teaching and Learning policy 2.1)	
Time	Learning activity
	Connect
	Activate
	Demonstrate
	Consolidate

Resources

Strategies for monitoring student progress:

Learning opportunities

SMSC	Literacy	Numeracy	The EGA Student

EGA Teaching and Learning Policy - Appendix 2

Creating an environment for learning - Checklist

Class _____ Teacher _____

	Yes	No	Actions
Students understand the importance of arriving on time			
Students are clear about expectations for entering the room			
Students know where they will sit in the classroom			
Students come equipped for learning and know what they need on their tables			
Students know where to collect or find additional equipment for the lesson			
Students have a routine for submitting homework			
Students expect to complete a starter/Do Now activity			
The starter/Do Now activity lasts 5-7 minutes			
Students can self manage the starter/Do Now through the instructions they are given			
Learning objectives are shared with and understood by students			
Student exercise books are marked in line with EGA policy			
Student Response Time allows students to respond to marking			
Transitions between activities are clear and well organised			
Students are set time limits for tasks and can see clocks or timers			
Rewards and sanctions are used in line with the Academy policy			
Student understanding is checked regularly through the lesson			
There is an expectation that all students participate in all activities			
Students are clear about the routines around independent learning time			
Homework is recorded in planners and checked by teachers			
Students know that there should be a calm orderly ending to the lesson			
Students understand that they must wait for the dismissal of their teacher to leave the lesson			
Classroom display supports learning			

EGA Teaching and Learning Policy - Appendix 3

Teach Like a Champion – Doug Lemov

Teaching and support staff may find it useful to refer to this and other books and pamphlets which provide practical strategies to support classroom practice.

EGA colleagues may already be familiar with many of the 49 techniques outlined in Lemov’s “Teach Like a Champion”. As we develop our practices it may be helpful to explore within departmental teams or with your Teaching and Learning Coach how these strategies relate to our 8 foundations and how they can be implemented within our classrooms. The grid below suggests a few of the techniques it would be helpful for practitioners to explore and master.

Foundation of Good Teaching and Learning	Lemov Techniques
Planning for learning	<ul style="list-style-type: none"> - Double Plan - Begin with the end - The Hook
High expectations	<ul style="list-style-type: none"> - Creating classroom culture - Circulate – Break the plane, engage, move systematically - Draw the map - 100% - Hands up for silence - Strong voice - Praise
Questioning	<ul style="list-style-type: none"> - Break it down - No opt out - Right is Right - Stretch it - Cold call – question, pause, pace - Wait time
Independent learning	<ul style="list-style-type: none"> - Board = Paper
Assessment for learning	<ul style="list-style-type: none"> - Post-it - Exit ticket - Re-teach

EGA Teaching and Learning Policy - Appendix 4

Evidencing progress Questioning using Blooms Taxonomy

Remembering - can the student recall or remember the information?

- a) Observation and recall of information;
- b) Knowledge of dates, events places;
- c) Knowledge of major ideas;
- d) Mastery of subject matter.

(Question words: list, define, duplicate, list, memorise, recall, repeat, reproduce, state tell, describe, label, collect, examine, tabulate, quote, name, who, when, where, etc)

Understanding - can the student explain ideas or concepts?

- a) Understanding information
- b) Grasp meaning
- c) Translate knowledge into new context
- d) Interpret facts, compare, contrast
- e) Order, group, infer causes
- f) Predict consequences

(Question words: summarise, describe, classify, discuss, explain, identify, locate, recognise, report, select, translate, paraphrase, summarise, interpret, contrast, predict, associate, distinguish, estimate, differentiate, discuss, extend)

Applying - can the student use the information in a new way?

- a) Use information
- b) Use methods, concepts and theories in new situations
- c) Solve problems using required skills or knowledge

(Question words: apply, choose, demonstrate, dramatise, employ, illustrate, interpret, operate, schedule, sketch, solve, use, write, calculate, complete, show, solve, examine, modify, relate, change, classify, experiment, discover)

Analysing - can the student distinguish between the different parts?

- a) Seeing patterns
- b) Organisation of parts
- c) Recognition of hidden meanings
- d) Identification of components

(Question words: analyse, appraise, categorise, compare, contrast, criticise, differentiate, discriminate, distinguish, examine, experiment, question, test, separate, order, explain, connect, classify, arrange, divide, compare, select, explain, infer)

Evaluating - can the student justify a stand or decision?

- a) Compare and discriminate between ideas
- b) Assess value of theories, presentations
- c) Make choices based on reasoned argument
- d) Verify value of evidence
- e) Recognise personal bias

(Question words: assess, decide, rank, grade, test, measure, recommend, appraise, argue, defend, judge, prioritise, select, support, value, evaluate, convince, explain, discriminate, conclude, compare)

Creating - can the student create new product or point of view?

- a) Use old ideas to create new ones
- b) Generalise from given facts
- c) Relate knowledge from several areas
- d) Predict, draw conclusions

(Question words: combine, integrate, assemble, construct, create, design, develop, formulate, modify, rearrange, substitute, plan, invent, what if?, compose, formulate, prepare, generalise, rewrite)

Blooms Orange



EGA Teaching and Learning Policy – Appendix 6

Homework

At EGA we believe that homework is an essential part of student's learning and reinforces EGA's values of excellence, endeavour and self-discipline. Homework can have a significant effect on student progress and achievement and promotes successful lifelong learning.

Benefits of homework

Homework has a number of benefits for EGA students. Homework:

- Encourages students to develop the skills, confidence and motivation needed to learn independently
- Consolidates and reinforces skills and understanding developed in classrooms
- Encourages creativity and curiosity
- Teaches students how to manage time effectively and work to deadlines
- Supports learning in depth by providing opportunities for research and other extended activities

Good practice in setting homework

Effective homework should:

- Be an integral part of the scheme of work
- Give students an opportunity to demonstrate their understanding
- Be varied (eg projects, essays, multimedia, research)
- Support the development of a range of skills (eg, knowledge consolidation, applying ideas, evaluating viewpoints)
- Be as meaningful, relevant and engaging as all classroom based activities at EGA
- Be differentiated for students as appropriate
- Subject textbooks are an important resource when setting homework

It is important that homework does not solely consist of completing work not finished in class.

Homework timetables

- At the start of the academic year Directors of Learning in liaison with the Heads of Curriculum and Heads of Key Stage produce homework timetables which allocate subject homework to days of the week
- Tutors share homework timetables with students and ensure that they understand the arrangements
- Students are expected to keep a copy of their homework timetable in their planner

Monitoring homework at EGA

- It is the responsibility of the classroom teacher to ensure that homework is set in line with the timetable
- Teachers must ensure that homework is recorded in planners, completed and marked
- Classroom teachers give feedback to students on their homework and provide an opportunity for students to respond to and act on the feedback
- Classroom teachers provide rewards for homework completed to a high standard
- In cases where homework is not completed refer to the Behaviour for Learning Policy
- Tutors check weekly that students are recording homework in their planners
- DOLS and Heads of Key Stage undertake termly homework monitoring

- SLT Teaching and Learning Leads work with teaching and support staff to develop strategies to set high quality homework activities
- Teaching and Learning Leads work with HODS to evaluate homework tasks

Parental involvement in homework

When discussing homework with parents and carers teaching and support staff can encourage parents to help their children with the completion of homework by:

- Emphasising the value of homework and explaining how it can help students make progress in school
- Ensuring that there are suitable conditions at home in which students can do their homework
- Encouraging their child to attend relevant intervention or homework sessions in school
- Encouraging their child to access a library
- Once a week, checking the student planner to ensure that the details are being recorded
- Communicating with the Academy about any issues which relate to homework

EGA Teaching and Learning Policy – Appendix 7

Evelyn Grace Academy - Learning Walk Template

Date:

Class/teacher visited:

Observer:

Area of focus(Refer to the 8 Foundations of good learning at EGA)	
Positive aspects of teacher delivery (www)	
Positive aspects of student learning (www)	
Reflections and areas for improvement (ebi)	
Marking Book 1 Book 2 Book 3	(EGA non-negotiables - Fortnightly, WWW/EBI, R+G pen, Student Response, SPAG)
Actions resulting from the learning walk	

**When you have completed your learning walk give feedback to the person you observed.
Send a copy of your Learning Walk template to SLT Teaching and Learning Leads.**

EGA Teaching and Learning Policy – Appendix 8

Evelyn Grace Academy – Lesson observation evidence proforma

Observation type Performance Management Monitoring Development Other:

Class:	Date/Time:
Name of Teacher:	Name of Observer:

Prior attainment (observers may wish to attach data sheets/seating plan provided by teacher) Class, EAL, SEND, G+T	
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Overall judgement	1 Outstanding	2 Good	3 Needs Improvement	4 Inadequate
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Evidence of pupil progress over time:

Refer to student progress data and evidence of progress in student’s books/assessment folders. Comment on the progress of individuals and groups of students (e.g. EAL, G&T, SEN etc.)

Evidence of the quality of teaching and learning;

Refer to the 8 Foundations and evidence gathered during the lesson:

- Planning for Learning
- High Expectations
- Differentiation
- Questioning
- Collaborative Learning
- Independent Learning
- Literacy
- Assessment for Learning

Strengths (www)	
Areas for improvement (ebi)	

Agreed actions (please complete when feedback is given)	
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*Learning is our core purpose – the learning of our students
is our constant focus.*