

Teaching and Learning Policy

Freemantle Church of England Community Academy Trust



This policy should be read in conjunction with the following policies:

- Curriculum Policy
- Early Years Foundation Stage (EYFS) Policy
- SEND Policy
- Feedback and Marking Policy
- Behaviour Policy
- Home - Academy agreement
- Home Learning Policy
- Assessment Policy
- Supervision Policy

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1. Aims

This policy aims to:

- Explain how we'll create an environment at Freemantle where pupils learn best and love to do so
- Summarise expectations to make sure everyone is committed to achieving a consistent approach to teaching and learning across our academy
- Promote high expectations and raising standards of achievement for all pupils
- Involve pupils, parents and the wider community in pupils' learning and development

2. Our Guiding Principles

At Freemantle we promote three core values, Creativity, Fellowship and Courage; At Freemantle we aim to create a safe learning environment with a welcoming atmosphere to create a sense of belonging within our Freemantle family and where our pupils' personal, social and emotional development takes priority.

Pupils receive a diverse yet inclusive experience that celebrates and embeds social diversity, culture and spirituality, and unlocks potential in all learners to become resilient, independent and responsible citizens. We aspire to build on the children's natural curiosity to provide them with an engaging, inspiring and challenging curriculum, that cultivates high standards and achievement, and enriches our children's cultural capital.

Pupils explore the impact of human actions on the environment and are offered the opportunity to positively challenge and question the impact on their future world.

We believe that pupils learn best at our academy when they:

- Have their basic physical needs met
- Feel secure, safe and valued
- Feel a sense of belonging
- Are engaged and motivated
- Can see the relevance of what they are doing
- Know what outcome is intended and understand tasks
- Can link what they are doing to other experiences and prior learning
- Have the physical space and the tools needed
- Have access to relevant and supportive resources

- Are not disrupted or distracted by others
- Can work with others or on their own, depending on the task
- Are guided, taught or helped in appropriate ways at appropriate times
- Can practice and apply the learning in both familiar and new contexts
- Can persevere when learning is hard
- Can regulate their emotions if things are not going well
- Recognise that all learners make mistakes and mistakes can help us learn

In our knowledge-based curriculum, we draw upon the EEF's recommendations for teaching and learning and follow Rosenshine's principles of instruction (2012): research-based strategies that all teachers should know. They ensure children are understanding the learning material and challenging their thinking further which helps make the learning 'sticky', leading to effective learning.

The 10 principles are as follows:

1. Begin a lesson with a short review of previous learning
2. Present new material in small steps, with student practice after each step
3. Ask questions and check the responses of all students
4. Provide models for problem solving and worked examples
5. Guide student practice
6. Check for student understanding
7. Obtain a high success rate
8. Provide scaffolds for difficult tasks
9. Require and monitor independent practice
10. Engage students in weekly and monthly review

3. Roles and Responsibilities

Teaching and learning in our academy is a shared responsibility, and everyone in our academy community has an important role to play.

This is how we will create the above conditions for pupils' learning at all times:

3.1 Teachers will...

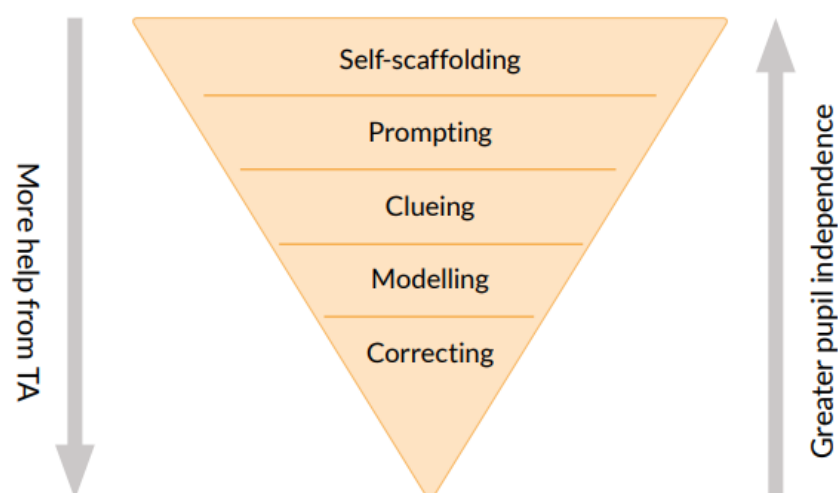
- Follow the expectations for teaching and professional conduct as set out in the [Teachers' Standards](#)
- Actively engage parents/carers in their child's learning, signposting the curriculum and class pages on our website, hosting parent workshops, parent's evenings and reports whilst promoting reading and wider learning at home
- Meet the expectations set out in our Curriculum, Behaviour, Assessment and Marking and Feedback policies
- Take responsibility for their continued professional development through engagement with research and reading that deepens their pedagogical knowledge
- Sequence lessons in a way that allows pupils to make good progress from their starting points
- Timetable subjects effectively to ensure children access a broad and balanced curriculum
- Evaluate, improve and support colleagues, working collaboratively to enhance and develop the curriculum

- Respect and value resources and academy property

3.2 Support staff will...

- Know pupils well and adapt support to meet their individual learning needs
- Support teaching and learning with flexibility and resourcefulness
- Use agreed assessment for learning strategies
- Use effective marking and feedback as required
- Engage in providing inspiring lessons and learning opportunities
- Feedback observations of pupils to teachers
- 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
- Meet the expectations set out in our Curriculum, Behaviour, Assessment and Marking and Feedback policies
- Draw upon the EEF's guide 'Making Best Use of Teaching Assistants' (2021) and refer to the guidance and diagram below to scaffold pupils' learning and encourage independence:

Figure 2. Scaffolding framework for teaching assistant-pupil interactions



3.3 Subject/Phase Leaders will...

- Help to create well-sequenced, broad and balanced curriculum plans that build knowledge and skills over time
- Drive improvement in their subject/phase, working with teachers to identify any challenges
- Timetable subjects effectively to ensure children access a broad and balanced curriculum
- Moderate progress across their subject/phase by, for example, systematically reviewing progress against a range of evidence and reviewing qualitative and quantitative performance data
- Manage resources effectively
- Improve on areas for development identified through monitoring activities
- Create and share clear intentions for their subject/phase
- Encourage teachers to share ideas, resources and good practice
- Meet the expectations set out in our Curriculum, Behaviour, Assessment and Marking and Feedback policies

3.4 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 academy
- 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 practice and subject knowledge
- Promote team working at all levels
- Address underachievement and intervene promptly
- Meet the expectations set out in our Curriculum, Behaviour, Assessment and Marking and Feedback policies

3.5 Pupils will...

- Take responsibility for their own learning, and support the learning of others
- Meet expectations for good behaviour for learning at all times, respecting the rights of others to learn
- Attend on time and be ready to learn
- Be curious, ambitious, engaged and confident learners
- Put maximum effort and focus into their work
- Complete home learning activities as required
- Meet the expectations set out in our 'curriculum aims'

3.6 Parents and carers

Parents and carers of pupils at our academy will:

- Value learning and the development of the whole 'Freemantle Child'
- Encourage their child as a learner by promoting positive behaviours for learning
- 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 academy to share information promptly
- Encourage their child to take responsibility for their own learning
- Support and give importance to home learning and regular reading at home

3.7 Directors will...

- Monitor the impact of teaching and learning strategies on pupils' progress and attainment
- Monitor that resources and funding are allocated effectively to support the academy's approach to teaching and learning
- Monitor the effectiveness of this policy and hold the Headteacher to account for its implementation
- Make sure other academy policies promote high-quality teaching, and that these are being implemented

4. Planning

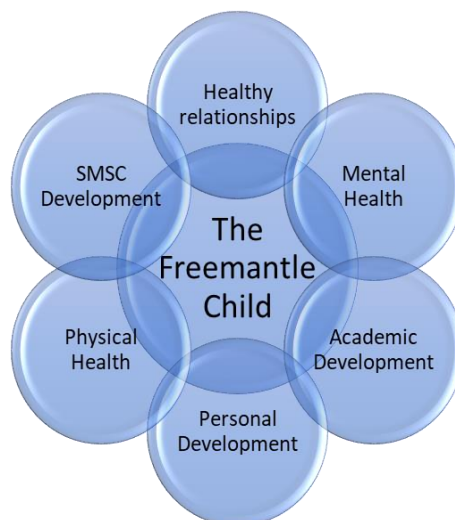
Curriculum Aims

Through our **Freemantle Curriculum** we strive to nurture and cultivate a **love** of learning and help every child understand the value of reaching their **full potential**. We are fully committed to developing well rounded **happy** children who **aim high** and progress onto the next chapter of their lives with the skills, knowledge and experiences to **achieve their dreams**.

At Freemantle Academy we offer a broad and balanced curriculum which is underpinned by four key aims...

1. **Every child a reader...** We plan a **reading-rich curriculum** which enhances learning, supports the development of communication skills and results in the acquisition of knowledge which is retained, so that our pupils **know** more, **remember** more and **learn** more.
2. **Being good citizens...** We are committed to the Personal Development of each child through a curriculum which celebrates difference, develops an understanding of justice, and supports the development of **strong, courageous** and **responsible** learners.
3. **A love for learning and a sense of curiosity...** We offer a thematic curriculum that is **exciting** and **engaging**, whilst challenging children to **think, question, problem solve** and **reason** through hands on experiences.
4. **Learning behaviours for success...** Through our curriculum and ethos, we **nurture learning behaviours** to help our children to **succeed**. We support our children to be **independent** yet **collaborative, resilient, motivated, reflective, creative** and **respectful**.

Together our vision, values, curriculum and ethos contribute to the development of 'the Freemantle child' which acknowledges different aspects of development which interlink as outlined in the diagram below.



Please refer to our Curriculum Policy for further information about our Freemantle Curriculum.

5. Enabling Environments

Learning takes place throughout the academy, inside and outside. It is our expectation that all learning spaces are safe, clean and ready for pupils to use.

They will be arranged to promote learning through:

- Clearly organised, comfortable and attractive learning spaces and interest areas, such as reading areas or resource areas
- Accessible resources for learning such as books, concrete resources and other equipment, which encourage children to develop independence and self-regulation

- A seating layout that suits the age and stage of the pupils, whilst allowing everyone to access learning and participate
- A mixture of displays which include working walls for English and Maths to support pupil's learning and displays that celebrate children's learning and achievements

6. Adaptive Teaching and the '5 a day' Principle

Adaptive teaching considers pupils' starting points to ensure that knowledge and skills are built over time and that teachers have high expectations for all pupils.

Teaching and learning at our academy will take the backgrounds, needs and abilities of all pupils into account. We will use adaptive teaching to learning to cater to the needs of all of our pupils, including:

- Pupils with special educational needs and disabilities (SEND)
- Pupils with English as an additional language (EAL)
- Disadvantaged pupils
- Pupils that are more able

At Freemantle we draw on the Education Endowment Foundation's (EEF) '5-a-day' approach to teaching (2022); key elements that can be integrated into daily practice to enhance its quality and have a positive impact on classroom practice. Explicit instruction ensures that all children have a secure understanding of previously learned content to build new knowledge and address any gaps or misconceptions.

This is all underpinned by strong teacher-pupil relationships which ensure development of the 'whole' Freemantle child, whilst ensuring all children receive a broad and balanced curriculum.

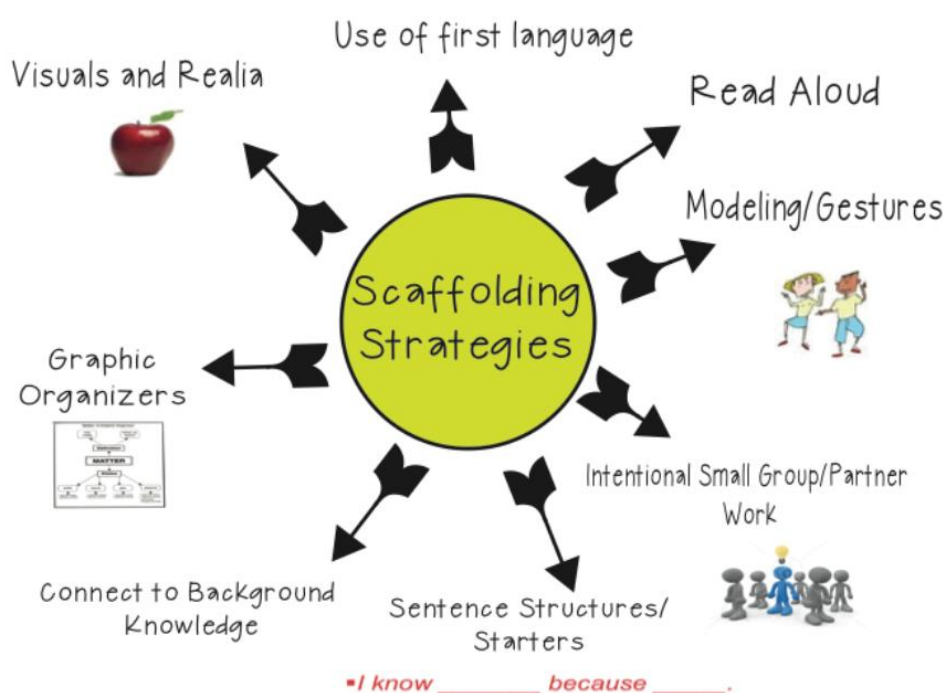


Strategies used to support adaptive teaching include but are not limited to:

- Using support staff effectively to provide extra support as directed by the teachers
- Working with our SEND coordinator (SENCO), our pupils with SEND, and their parents to establish the appropriate level of material to support these pupils to make good progress
- Providing scaffolds such as writing frames and word banks

Scaffolding

Scaffolding aims to provide pupils with temporary supports that are gradually removed or 'faded out' as they become increasingly independent. It is a common component of guided practice within teaching. Scaffolding strategies are outlined in the diagram below:



7. Home Learning

Parental involvement in home learning is fundamental to a child's progress and we support, encourage and expect parents and carers to work in partnership with the academy to achieve the greatest possible outcomes for their children – please see our 'Home Learning Policy' for further information.

8. Feedback and Marking

Please refer to our 'Feedback and Marking' policy for further information.

9. Assessment, Recording and Reporting

Please refer to our 'Assessment' policy for further information.

10. Monitoring and Evaluation

We monitor teaching and learning in our academy to make sure that all of our pupils make the best possible progress from their starting points.

SAT and subject leaders monitor and evaluate the impact of teaching on pupils' learning through:

- Conducting learning walks
- Termly pupil progress meetings
- Gathering voice from pupils
- Planning scrutinies and feedback
- Book scrutinies and feedback
- Staff Supervision meetings (See Supervision Policy)

11. Review

This policy will be reviewed every two years by the Senior Accountability Team (SAT). At every review, the policy will be shared with the full Board of Directors.

12. Links with other policies

This policy links with the following policies and procedures:

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