

AURORA ACADEMIES TRUST

Policy Title:	Teaching and Learning Policy
Policy Reference:	AAT T&L - Exp May 2017
Function:	<u>For Information and Guidance</u> /Statutory
Audience:	Prospective Parents, Trustees, Governors, Executive Headteachers, Head, Teachers, Support Staff, as necessary
Ownership/ Implementation:	The Trustees/LAB Governing Body (as required) have overall responsibility for ensuring that this policy is implemented
Version:	001
Approved by Trust Board:	May 2016
Next Date for Review:	February 2017



Teaching and Learning Policy

Aims and Expectations

It is the primary aim of the Aurora Academies Trust is that every member of each of our school communities feels valued and respected, and that each person is treated fairly and well. We are a caring Trust whose values are built on mutual trust and respect for all.

Pupils, Staff and Governors, working together with Parents, have a joint responsibility to maintain this ethos and these standards for happy and successful schools.

This Teaching and Learning Policy is therefore designed to encourage the way in which all members of the school can learn harmoniously together in a happy, safe and supportive way. We therefore expect and work hard at obtaining high levels of learning from all of our children.

Responsibilities - Class Teacher

Class teachers have responsibility for the learning of pupils in their classes.

It is the responsibility of the class teacher to:

- Liaise with parents and keep them informed of their child's progress through formal and informal meetings
- Report on pupils in pupil progress meetings
- Take part in training days
- Attend regular staff meetings
- Engage in lesson studies to support CPD
- Provide teaching assistants and volunteers with clear guidance to support them in their roles.

The Environment for Learning

- Create and maintain a culture of high expectations
- Provide a positive learning environment that promotes independence
- Display and celebrate pupils best efforts
- Maintain an organized and safe learning environment
- Keep displays relevant and up to date with explicit links to learning
- Maintain and develop pupil confidence through a supportive environment that encourages risk taking.



Learning Expectations

- Share and display learning intentions and success criteria
- Share the purpose of learning
- Make links to prior learning
- Use a common language for learning
- Use plenaries
- Differentiate learning
- Use open and closed questions
- Make learning engaging and interactive
- Clearly model all learning.

Next Steps in Learning

- Use success criteria
- Use the feedback and marking policy to provide next steps
- Provide individual or group targets where appropriate
- Use formative and summative assessment to support individual next steps
- Use peer and self assessment strategies to provide next steps.

Assessment for Learning

- Collect assessment information about pupils
- Use assessment information within lessons to adapt to pupils needs
- Use assessment information to set the pitch and expectation of learning
- Make assessment judgments using Assessing Pupils Progress materials or P–Scales
- In Nursery and Reception make assessment judgments using foundation stage guidance
- Use termly Pearson tests
- Organise CAT for Year 6.

Planning

- All lessons will have a written plan that is accessible on the school network
- All lessons will have a learning intention
- Literacy and Numeracy lessons will have clear success criteria linked to the learning intention
- All lessons will include a plenary and where appropriate a mini-plenary. These will link back to the learning intention
- Opportunities for talking and developing speaking and listening skills will be evident
- Adult support will be identified on plans
- Plans will show appropriate differentiation informed by appropriate assessment.



Responsibilities - Executive Head Teacher/ Head

It is the responsibility of the Executive Headteacher and the Head to implement the school teaching and learning policy consistently throughout the school. It is also the responsibility of the Head to ensure the health, safety and welfare of all the children in the school.

The Executive Headteacher and the Head support the staff by implementing the policy.

The Executive Headteacher and the Head monitor pupil progress.

Responsibilities - Local Advisory Body

It is the responsibility of the LAB to monitor that the policy is being administered fairly and consistently.

Responsibilities - Parents

We believe that parents have a fundamental role to play in helping children to learn. We do all we can to inform parents about what and how their children are learning by:

- Holding parents' evenings to discuss pupil progress
- Sending newsletters to parents at the start of each term in which we outline the topics that the children will be studying during that term at school
- Sending regular reports to parents in which we explain the progress made by each child and indicate how the child can improve further
- Using the school text messaging service to keep parents informed
- Use the school website and facebook.

We believe that parents have the responsibility to support their children and the school in implementing school policies. We would like parents to:

- Ensure that their child has the best attendance record possible
- Ensure that their child is equipped for school with the correct uniform and PE kit
- Do their best to keep their child healthy and fit to attend school
- Inform school if there are matters outside of school that are likely to affect a child's performance or behaviour at school
- Promote a positive attitude towards school and learning in general
- Fulfil the requirements set out in the home/school agreement.



The strength of our policy lies in its clarity for staff and children. As a strong team, all staff play their part in ensuring that we constantly review, revisit and model it for our pupils. We support each other and give our pupils the positive and enthusiastic support they need in order to achieve their best in their time with us.

