



Teaching & Learning Policy

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Denbigh Alliance website		School website	
1	Statutory publication	A	Statutory publication
2	Good practice	B	Good practice
3	Not required	C	Not required

**Policy level			
1	Trust wide	Single policy relevant to everyone and consistently applied across all schools and departments, with no variation. e.g. Complaints procedure	Statutory policies approved by the Denbigh Alliance Board of Trustees (or designated Trustee Committee). Non-statutory policies approved by the CEO with exception of Executive Pay.
2	Trust core values	This policy defines the Trust core values in the form of a Trust statement to be incorporated fully into all other policies on this subject, that in addition contain relevant information, procedures and or processes contextualised to that school. e.g. Safeguarding, Behaviour	Statements in statutory policies approved by the Denbigh Alliance Board of Trustees (or designated Trustee Committee). Statements in non-statutory policies approved by the CEO. Policy approved by Local School Board.
3	School/department	These policies/procedures are defined independently by schools as appropriate. E.g. Anti-bullying	Approved by Local School Board.

Statement of intent

Every child has the right to the best possible education. Brooksward and Drayton Park Schools aim to ensure that all pupils reach their full potential and gain the skills and knowledge necessary to lead successful lives.

This policy provides procedures aimed towards ensuring high-quality teaching and learning throughout the school.

1. Legal framework

This policy has due regard to all relevant legislation and guidance including, but not limited to, the following:

- Equality Act 2010
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

This policy operates in conjunction with the following school policies:

- Special Educational Needs and Disabilities (SEND) Policy
- Marking Policy
- Behaviour and Attitudes Policy
- Assessment Policy

2. Roles and responsibilities

The governing board will be responsible for:

- Ensuring an effective approach to teaching and learning is implemented across the school.
- Ensuring high expectations are set for all pupils, regardless of their abilities or needs.

The Executive Headteacher and Head of Schools will be responsible for:

- Overseeing the school's approach to teaching and learning.
- Ensuring the needs of all pupils are met.
- Ensuring teachers are provided with support to deliver high-quality teaching.
- Promoting a culture of high-quality teaching across the school.
- Meeting regularly with Team Leaders to ensure high-quality provision in their teams.

Team Leaders are responsible for:

- Overseeing the teaching and learning within their phase area.
- Ensuring the needs of all pupils within their team are met.
- Ensuring teachers within their phase are provided with support to deliver high-quality teaching.
- Promoting a culture of high-quality teaching within their phase.
- Reviewing and evaluating their team's planning regularly.
- Regular monitoring of work, progress, behaviour and attitudes in their team.

Teachers are responsible for:

- Monitoring and evaluating their teaching.
- Seeking opportunities to develop their teaching.
- Reviewing and evaluating their planning regularly.
- Setting appropriate and challenging targets for pupils based on ability.
- Adapting lessons for the children in their class to ensure it is accessible for all.
- Collaborating with colleagues to moderate pupil achievement.
- Involving parents and other professionals in the monitoring process.

3. Effective Learning

Effective learning takes place when children are motivated and engaged in their own learning and when their physiological and emotional needs are met and they feel safe; when they are able to contribute to the learning process; when they understand what they need to do to improve; when the teaching is interactive, engaging and meaningful; when it is well supported and scaffolded to meet their individual needs; when children learn about learning and can be independent in their ability to reflect on what they have done. It is important to recognise that children learn in different ways and bring their own experiences, both enthusiasms and interests, as well as worries and anxieties, and their cultural heritage to the classroom. All of these can impact on their pre-disposition to learning. Recognising these is fundamental to successful high-quality teaching.

4. Learning environment

The schools will create and maintain a learning environment that will support pupils to feel safe, supported, valued and to achieve their full potential. Teachers will be responsible for ensuring their classrooms and other learning areas provide opportunities to maximise and enhance learning.

Teachers will ensure that learning spaces are used flexibly to facilitate different activities. Seating arrangements will be made in order to maximise pupils' learning experiences. Arrangements will be changed to suit different activities and to allow pupils to work independently and in groups.

Classrooms provide a stimulating and purposeful learning environment, including thought provoking and stimulating displays. Classroom displays will be either be 'working walls' or changed on a half-term termly basis if related to foundation subjects. Working walls support children's learning by displaying outcomes, modelled examples and learning steps. This provides children with a visual exemplar of the success and how their learning towards this is developed. Ideas can be shared easily and it can help pupils to work more independently, as it can act as a reminder or 'teacher'. All working walls or displays will be geared towards aiding learning, not providing distraction. The learning environment facilitates independent learning through access to a variety of relevant resources (for example practical maths resources).

5. The curriculum

Teachers in both schools will follow the relevant schemes of work developed within the Delta Schools based on National Curriculum.

The schools will ensure that the curriculum is broad and balanced. It will be carefully timetabled, and the content will be suitable for the age and ability of the pupils. In addition, the curriculum will be made accessible to all through adaptation and the provision of the necessary resources. The school will also ensure that other aspects of learning, such as the development of social skills and self-esteem, also form a significant part of pupils' education.

6. Planning and preparation

Teachers will be expected to plan effectively and appropriately to ensure all pupils are given the opportunity to reach their full potential. Planning responsibilities are shared across the Delta Schools to reduce workload.

Teachers are then expected to adapt this planning to suit the specific needs of their class. They are provided with appropriate preparation, planning and assessment (PPA) time to do this.

In line with expectations set across the whole school, lesson plans will:

- Be clearly linked to the curriculum and following the schools' planning overviews
- Identify the core concepts linked to each specific subject's Intent.
- Be adapted, to clearly show how pupils of all abilities are catered for.
- Clearly illustrate SEND provision.
- Outline opportunities for Greater Depth children to extend their learning.
- Have clearly identified learning objectives and toolkits, showing continuity from one lesson to the next.
- Highlight the strategies for learning designed to achieve the learning objectives.

- Clearly state the activities that will be undertaken.
- Explain how pupils will be grouped.
- Show how TAs will be utilised to enhance learning if appropriate.
- Contain a list of resources to be used during the lesson and how these resources will complement teaching.
- Highlight any opportunities for assessment and evaluation.
- Clearly state timings and structures of lessons.

Teachers will ensure their lessons are planned so they can be flexible to ensure the needs of all pupils are met. All planning is checked on a regular basis by Subject and Team Leaders across the schools.

7. Lesson delivery

Lessons will be balanced, in terms of teacher and pupil-led activities, and cater for different learning styles. A range of lesson types will be used including practical, visual, dramatic, investigative and group work.

Resources used to aid learning will be:

- Accessible to all pupils.
- Appropriate for the activities pupils undertake.
- The right quality for the task.
- Sufficient in range to allow pupils to make appropriate choices.
- Organised and regularly checked.
- Of a good quality.

TAs will be actively involved in the lesson to aid pupils' learning. They will be involved in prior planning and preparation and will possess a good knowledge of the needs of individual pupils. They will support different focus groups at different times (for example, pupils with SEND and academically more able pupils). In some circumstances, TAs will be utilised on a one-to-one basis with a child in need of additional help.

8. Supporting pupils

High expectations will be set for all pupils, regardless of ability, circumstances or needs.

The delivery and content of lessons will be sufficiently adapted to ensure all pupils can access and achieve within the curriculum. Teachers will take account of all pupils needs when developing their lessons.

So that we always have the highest possible expectations of individual learners and so they can demonstrate what they can do, understand and achieve, teachers will adapt the curriculum according to individual needs. Adaptations for these could include, but not be limited by:

- pace;
- content;
- task;
- relevance;
- resources;
- extension;
- autonomy;
- outcome;
- teacher/adult support.

Teachers will be aware of any pupils who may require specific support to ensure they can access the curriculum and ensure this support is implemented.

The SENDCO will ensure that pupils with SEND receive the appropriate support, in line with IEPs, SEN Support plans, EHC plans and the school's Special Educational Needs and Disabilities (SEND) Policy. This will be discussed weekly by the team in planning meetings and overseen by the SENDCO.

Developing an understanding of what a good learner is through the encouragement of a growth mind-set is essential for success. This needs to be modelled by staff through their interactions with children. All Drayton Park staff should use the language of a growth mind set when working with children and giving feedback, changing negative comments into positive ones. Carol Dweck's 'the power of NYET' should also be used to encourage children to understand that learning is hard, it should be tricky, they might not be able to do things yet.

9. Marking and assessment

Teachers will mark pupils' work and provide feedback in line with the school's Marking Policy.

Pupils will be assessed both formally and informally throughout the academic year. The school's approach to assessment is outlined in our Assessment Policy.

Assessment outcomes will be utilised to inform teaching and learning strategies.

10. Working with pupils and parents

Pupils will be provided with opportunities to contribute to the teaching and learning strategies utilised in school. Teachers will ensure pupils fully understand their learning objectives and know what they need to do to meet these objectives. Throughout the year, we will host a range of parent information evenings, open mornings and exhibitions for parents to engage with and learn about our curriculum and the children's work.

The school will communicate with parents about their child's learning in a variety of ways, including the following:

- ClassDojo messages
- Termly Curriculum newsletters
- Parents' evenings
- Annual reports

11. Behaviour and attitudes

All members of our school communities will be responsible for developing a supportive learning culture. Staff will make sure that pupils understand that attitude to learning and behaviour are important aspects of maintaining a positive learning culture.

The principles of the school's Behaviour Policy will be implemented at all times.

Pupils will be encouraged to:

- Listen to each other.
- Adopt various roles in groups.
- Volunteer thoughts and opinions.
- Respect the thoughts, ideas and contributions of others.
- Have the knowledge and skills to self-regulate their emotions and feelings, using the Zones of Regulation to support them, ensuring they have strategies to promote a good approach to their learning.
- Give honest and positive feedback.

Teachers will recognise and reward achievements in various ways, including the following:

- Verbal praise during lessons
- Written feedback in children's books
- ClassDojo points
- Class points
- Stickers
- Contacting the pupil's parents to share praise (face-to-face/telephone call/Dojo message)

- Inviting the pupil to see the Executive Headteacher/Head of School
- Star of the Week assemblies
- Termly Fair Fayres

Disruptive behaviour will be managed by teachers in line with the school's Behaviour and Attitudes Policy.

To ensure that the quality of teaching is of the highest standard, all teachers will:

- Understand what excellent teaching is.
- Creatively plan and deliver lessons.
- Understand their children well, their varying needs, learning styles and strategies to support them.
- Motivate pupils effectively.
- Enjoy and have a passion for teaching.
- Continue to learn and enhance their skills.
- Hold high expectations for all pupils.
- Understand how thinking and questioning develop learning.
- Be consummate professionals.
- Engage pupils of all abilities.
- Seek out and accept constructive feedback from peers, pupils and parents.
- Be given opportunities to lead.
- Involve parents and carers in their teaching.
- Understand and implement effective behaviour management strategies.

12. Monitoring and reporting

This policy will be reviewed annually by the Executive Headteacher, Heads of Schools and governing board.

The next scheduled review date for this policy is December 2025