

Vision

Across the Link Multi Academy Trust we believe in the concept of lifelong learning and the idea that both adults and children learn new things every day. We are committed to raising standards for our children, while developing their aspirations to establish an ethos of continuous improvement. Learning should be a rewarding and enjoyable experience for everyone; it should be fun.

The Trust believes it is the right of all pupils to be given access to a high quality, inclusive, broad and balanced curriculum which enables each learner to have high expectations and achieve high standards.

Through our teaching we equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives.

Rational

To ensure that we have high expectations and achieve high standards we must continuously work and strive to ensure each school within The Trust provides the highest quality of learning and teaching.

Learning and teaching

In our Trust the characteristics of very good learning and teaching are:

1. All pupils are engrossed in their work and make considerably better progress than might be expected.
2. Expectations and achievement are high.
3. Teaching is stimulating, enthusiastic and consistently challenging, stemming from expert knowledge of the curriculum, how to teach it and how pupils learn.
4. There are excellent relationships in the classroom.
5. Teaching methods are well selected and time is used very productively for whole class, independent and group work.
6. Activities and demands are matched sensitively to individual pupil's needs.



7. Well-directed Teaching Assistants reinforce and support learning very effectively.

Excellent learning and teaching has all the above characteristics and challenging ideas or skills are taught in an inspiring and highly effective way.

The purpose of this policy is to:

- Ensure there is a coherent and consistent approach which all Trust Schools and their communities are aware of and put into continuous practice.
- All Trust Schools deliver the entitlement for pupils to develop them to their full potential
- To make clear the Trust's core values and ethos in order to promote this approach to the school community.

Our Trust Schools Will:

- Constantly assess what our children need in order to plan effectively to deliver the skills, knowledge and understanding they require, across the curriculum.
- Deliver teaching in a stimulating and passionate way to motivate and inspire pupils to give their best and engage fully in the learning process.
- Give all pupils supportive PSE to enable them to be ready to learn.
- Through a wide range of planned and challenging experiences, give pupils relevant opportunities to understand the purpose of learning.
- Take account of pupil's life experiences and abilities to ensure appropriate continuity and progression in learning, not being afraid to make alterations and adaptations to suit individuals, including the use of intervention programmes.
- Use current statutory guidance and recent educational research to inform practice
- Celebrate learning and progress appropriately to the individual.
- Promote independent learning to make lifelong choices.
- Promote pupils, spiritual, moral, cultural and physical well-being so that all pupils can thrive in a safe and supportive learning community.
- Value all pupils irrespective of their ability, race, gender, age, achievement or background.
- Teach children effective learning behaviours so that they can become independent, lifelong learners.
- Encourage and provide opportunity for deep learning.

All Staff Will:

- Promote high expectations for all.
- Inspire pupils aspirations to achieve,
- Ensure pupils' acquire knowledge, skills and understanding progressively and at an appropriate pace through quality lesson planning where objectives are shared and understood.
- Develop effective rapport between staff and pupils to motivate and challenge through positive and constructive feedback ensuring pupils know how to improve,
- Allow pupils to assess their own progress with clear teacher support and marking enabling them to identify areas for improvement,
- Share strengths and expertise across the Trust,

- Have a secure subject knowledge, providing clear explanations and using skilful questioning, listening to pupils and responding appropriately
- Ensure children take ownership of their learning through- understanding of how they learn, small step targets and opportunities to respond to the marking and dialogue with teachers.
- Provide quality and effective marking and feedback to pupils both written and verbal.
- Encourage and provide opportunities for pupils to make their own choices and be active learners.
- Use a range of teaching styles in an appropriate balance relevant to the learning.
- Use a balance of explanation, demonstration, discussion, practice, investigation and problem solving.
- Plan effectively to ensure attainment is continuous and a high level of progress is attained and tracked on a termly basis using School Pupil Tracker.
- Identify and support specific learning requirements through high quality, personalised interventions that deliver targeted and accelerated progress.
- Use assessment for learning to identify appropriately challenging tasks which ensure consistent and good progress.
- Use assessment for learning to respond to learners needs and adapt lessons as appropriate to ensure progress.
- Be monitored as part of performance management to ensure appropriate CPD is in place to continually develop teaching skills.
- Use pupils' interests wherever possible to motivate, inspire and make learning purposeful.
- Check for understanding through a range of effective questioning techniques. For example, giving opportunities for pupils to ask questions.
- Use effective assessment strategies to record and track pupil achievement.
- Provide opportunities for pupils to learn individually, collaboratively and as a whole class, school, or Trust.
- Make the best use of parents, the community, the locality and other adults and experiences.
- Promote the partnership between home and school, for example, through homework, workshops and lines of communication.
- Manage the support of other adults in the classroom by ensuring they are suitably informed and are given direction by the teacher.
- Recognise the importance of health and safety, where potential risks and hazards are identified in risk assessments, minimise and report in line with the health and safety policy.
- Recognise the importance of safeguarding, attend relevant training and keep up to date with current procedures.
- Be part of the whole school/ Trust evaluation process and acknowledge the professional views of staff.
- Acknowledge that personal, social and emotional aspects of the curriculum are of high importance and can improve the learning capacity of pupils.
- Support extra- curricular clubs and recognise that they are vital to developing the experiences of pupils across the Trust.
- Incorporate experiences and understanding of the health and well-being of the whole child, including physical activity, good diet etc.

- Implement the Trust's behaviour policy.
- Recognise the importance of cultural diversity, multi-cultural Britain and promotion of British values. Church schools will uphold the distinctive Christian ethos and values.

Pupils Should:

- Experience a wide variety of learning situations and activities- including visits, learning styles, opportunities to learn in different groups etc. in order to develop their understanding and skills.
- Develop and display both perseverance and critical thinking within their learning- demonstrating positive attitudes to learning.
- Be able to learn from their mistakes as well as the successes showing commitment and enjoyment.
- Have an awareness of the qualities we all exhibit when learning to learn in order to make good decisions about their own learning.
- Practise, apply and master newly acquired skills as they progress through the school, with individual needs being catered for.
- Have access to, and be expected to select from a range of resources that are both appropriate and supportive.
- Have a high quality, stimulating learning environment which is interactive, visual and celebrates pupil achievement alongside supporting their learning.
- Be listened to, nurtured and respected.
- Make at least expected progress and achieve to their full potential as the whole child, both educationally and in the acquisition of life skills.

Governors Will:

- Undertake monitoring visits.
- Know, understand and support; through their roles as a critical friend.
- Report back to the Board of Directors.

Parents

We believe that parents have a fundamental role to play in helping children to learn.

Parents will be encouraged to:

- Work in partnership with the class teacher and the school.
- Attend parents' evenings.
- Attend workshops and information evenings.
- Regularly visit the schools website and read newsletters.
- Inform teachers of any issues that may affect their child's learning.
- Support with home learning.

Learning Environment

Lively and interesting displays of work have an important impact on learning. Well-displayed work demonstrates to pupils, teachers, parents and visitors the value that is placed on students work. Pupils whenever possible should be involved in displays.

Homework/Home learning

Homework is considered an important aspect in promoting and extending learning. Work will be set and marked in line with each individual schools policy.

Monitoring and Evaluation

The quality of teaching and learning will be monitored by:

- Executive Principal
- Heads of School
- Subject Leaders
- External Advisors
- Governors

Monitoring will be carried out through:

- Lesson observations (formal/informal)
- Drop in sessions
- Book scrutiny
- Data analysis/pupil progress meetings
- Pupil conferences
- Moderations
- Learning Walks

Results of monitoring will inform:

- Teacher action plans
- School self-evaluation form
- School improvement plan
- MAT improvement plan
- Staff appraisals.

The Executive Principal and Heads of Schools will monitor its implementation throughout the year and evaluate the impact of the policy on raising standards and ensuring consistency and coherence across the school as part of the performance management cycle for teachers.

This Policy will be reviewed by the Local Governing Board on a 2 yearly cycle and must be signed by the Chair of Governors and Executive Principal.

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| Policy Reviewed: | September 2017 |
| Next Review: | Autumn Term 2019 |

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| Signature of Chair of Governors: | Signature of Executive Principal: |
| Signature of Chair of Governors: | |