



ASPIRATIONS



Jewell Academy
an Aspirations Academy

Teaching and Learning Policy

Version control	
Teaching and Learning Policy 2023-09-01	Reviewed
Teaching and Learning Policy 2022-09-01	New Policy

Date of next review:	September 2024	Owner:	Principal
Type of policy:	Academy	Approval level:	Delegated by Regional Board to the Regional CEO

Contents

1. Purpose, Aims and Vision and Values
2. Our Curriculum
3. Effective Teaching and Learning
4. EYFS
5. Planning
6. Teaching Strategies
7. Feedback, Marking and Assessment
8. The Learning Environment
9. Working with Parents
10. Continuous Professional Development
11. Safeguarding
12. Monitoring of Teaching and Learning

Appendix 1:

List of Statutory Policies and Procedures that link to our Teaching and Learning Policy

Jewell Academy Teaching and Learning Policy

1. Purpose, Aims and Vision and Values

Purpose

The purpose of this policy is to outline the delivery of our curriculum at Jewell Academy. The successful implementation of this policy is a key part of our children's education and preparation for their future education and lives. This policy should be read alongside our [Assessment Policy](#) and forms the basis of our curriculum implementation. Our Teaching and Learning Policy shares the ethos behind teaching and learning at Jewell Academy which encompasses Aspirations Academies Trust three Guiding Principles of Self-Worth, Engagement and Purpose alongside the 8 conditions for success. It ensures all staff are able to use their professional judgement and knowledge of their class to adjust their practice to best meet the needs of all children.

Aims

- Explain how we will create an environment at our Academy of high expectations where children learn best and love to do so.
- Summarise expectations to make sure all staff have clarity and understanding about what excellent teaching and learning looks like across the Academy.
- Ensure all members of our Academy community recognise the importance of excellent Teaching and Learning and a robust curriculum is our most powerful tool to achieve excellent inclusion and equality across the Academy.
- Ensure all staff have the skills and knowledge to identify gaps in children's learning and to address this through their teaching.
- All children are engaged in purposeful learning to deepen their knowledge and skills as well as address any misconceptions and close gaps in their learning.
- All teaching meets the needs of all children in the class.
- children can demonstrate their knowledge and skills through their work and when talking about their learning.
- Teaching builds on previous learning to introduce new concepts.
- Learning is fun and exciting without losing sight of the learning intent.
- Reduce and manage teacher workload.

Vision and Values

Our vision is for an authentic education for this fast-changing world for children from the age of 2 to 18. We want all students to achieve high levels of success in a broad range of examinations at a variety of ages, whilst at the same time equipping them with the knowledge and skills required to play an active and successful role in today's highly competitive, fast-changing world.

Our Learning Skills:

We believe that every child should develop six core learning skills in readiness for the next stage of their education. These are: Teamwork, Kindness, Honesty, Resilience, Independence and Courage.



2. Our Curriculum

Our Curriculum

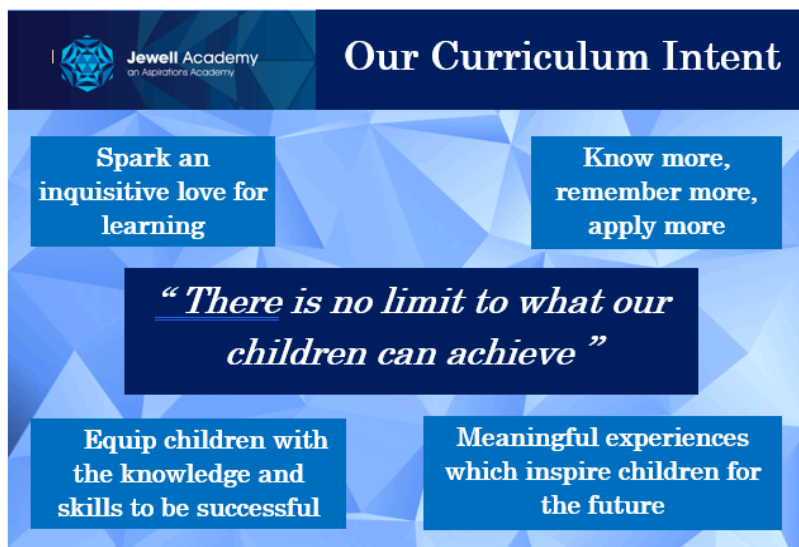
At Jewell Academy, we put each of our children at the heart of everything we do. We believe deeply in the importance of helping our children develop as a whole person – happy and equipped with the knowledge and skills to take on the next stage of their learning journey and play an active and successful role in today’s highly competitive and fast-changing world. This is reflected within our evidence based curriculum which weaves together the statutory requirements of the National Curriculum, the three Guiding Principles of Aspirations Academies Trust - Self-worth, Engagement and Purpose as well as our “No Limits” Curriculum in KS2 and ensures all children make increasing progress regardless of their starting point and this is embodied in our Academy’s pedagogy which follows Rosenshine’s Principles, EEF guidance and Cognitive Load Theory.

Equality, inclusion and British Values are promoted and weaved throughout our curriculum we follow the The Special Educational Needs and Disability Code of Practice (2015), to ensure all children have an education that enables them to make progress so that they: achieve their best, become confident individuals living fulfilling lives, and make a successful transition into adulthood, whether into employment, further or higher education or training.

We are committed to raising students’ aspirations so that all our children reach their fullest potential and achieve the success they want for themselves. We believe that all children, staff, parents and governors are part of a community of learning, where standards and expectations are high and there is a real purpose. This document has been prepared and published in accordance with requirements of the The Equality Act 2010 and The Equality Act 2010 (Specific Duties) Regulations 2011 to demonstrate how Jewell Academy complies with the public sector duty set out in paragraph 149 of the Act to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Equality Act 2010.
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
- Foster good relations between people who share a protected characteristic and people who do not share it.

Our curriculum exceeds the National Curriculum and reflects the Academy’s culture and belief that there is ‘No Limit’ to what our children can achieve. Our curriculum is progressive, cross-curricular and builds on a knowledge engaged approach. children experience teaching of single discipline subjects and transdiscipline assignments (Applied Transdisciplinary Learning - ATL) which creates engaging opportunities throughout the curriculum, allowing children to acquire and apply knowledge, whilst also adding cultural capital and developing future skills. Our curriculum incorporates a [blended learning](#) approach through the use of Google Classroom, supporting all children to access our high quality curriculum and provides a two-way platform for learning and teaching.



Every aspect of our curriculum is underpinned by high quality texts and a language rich learning environment. We believe that our curriculum should reflect our children's interests, abilities and needs. We capitalise on every opportunity to broaden our children's experiences outside of the classroom ensuring their learning is meaningful, built upon and linked to aspirational employability opportunities.

Most importantly, our curriculum is an entitlement for all children. We celebrate differences and teach the British Values, promoting a cohesive and integrated school community.

3. Effective Teaching and Learning

Effective Teaching and Learning at Jewell Academy

Our academy follows and exceeds the National Curriculum and is based on a strong evidence based approach including Rosenshine's Principles, Cognitive Load Theory, EEF Guidance on implementation and Teaching and Learning.

Rosenshine's Principles include:

- Daily Review - children get time to review past learning.
- Present new material in small steps - this is to ensure that children do not suffer from cognitive overload as it will slow down or even stop the learning process.
- Questioning - adults will ask a variety of questions to practise new material and make connections with prior learning.
- Provide models to break the learning down in steps to avoid cognitive overload and demonstrate how to solve problems.
- Guided practice allows children sufficient time to summarise, analyse and apply their knowledge.
- Check for understanding through identification of any misconceptions and take time to address them so children have the knowledge they need before moving onto the next lesson or topic.
- Achieve a high success rate through guided practice so that children then have a high success rate when tackling problems independently.
- Provide scaffolds for difficult tasks with temporary supports whilst they learn new tasks and skills.
- Provide time and opportunity for independent practice where children can apply skills and knowledge taught.

- Weekly and monthly reviews where children make connections between new and old information, improving their understanding of a concept. These reviews may take place in the form of quizzes or assessments.

Cognitive Load:

Cognitive load is referred to as the amount of information that our working memory capacity can hold at one time. As educators we understand that the human memory has a limited capacity; therefore, we work hard to ensure instructional procedures avoid overloading it with those activities that don't directly enhance learning.

Responsibilities

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

Teachers at our Academy will:

- Follow the expectations for teaching and professional conduct as set out in the Teachers' Standards.
- Follow the expectations as set out in this policy.
- Update parents/carers on children's progress through termly reports and two parent/carer consultation evenings.
- Know our children well to plan and scaffold learning to meet individual needs.

Support staff at our Academy will:

- Know children well and support them to meet their individual learning needs.
- Support teaching and learning with flexibility and resourcefulness.
- Meet the expectations set out in this policy.

Subject Leaders will:

- Create and share clear intentions for their subject.
- Create a well-sequenced, broad and balanced curriculum that builds knowledge and skills.
- Sequence lessons in a way that allows children to make good progress.
- Use their budget effectively to resource their subject, providing teachers with necessary resources for learning.
- Drive improvement in their subject, working with teachers to identify any challenges.
- Moderate progress across their subject/phase by, for example, systematically reviewing progress against a range of evidence and reviewing performance data.
- Encourage teachers to share ideas, resources and good practice
- Provide effective continuing professional development (CPD) opportunities for staff development.

Senior leaders at our Academy 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 children to account for their teaching and learning.
- Plan and evaluate strategies to secure high-quality teaching and learning across the Academy.
- Manage the budget and resources to support high-quality teaching and learning.
- Provide support and guidance to other staff through coaching and mentoring.
- Monitor the impact of CPD opportunities to improve staff's practice and subject knowledge.
- Promote team working at all levels.
- Address underachievement and intervene promptly.

Governors at our Academy will:

- Monitor that resources and funding are allocated effectively to support the Academy's approach to teaching and learning.
- Monitor the impact of teaching and learning strategies on children's progress.
- Monitor the effectiveness of this policy and hold the Principal to account for its implementation.

Children at our Academy will:

- Value self worth, purpose and engagement
- Take responsibility for their own learning.
- Meet expectations for good behaviour for learning at all times.
- Attend all lessons on time and be ready to learn, with all necessary equipment.
- Be curious, ambitious, engaged and confident learners.
- Know their targets and how to improve.
- Put maximum effort and focus into their work.
- Complete home learning activities as required.

Parents and carers of children at our Academy will:

- Value learning and encourage their child as a learner.
- 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.

4. EYFS

At Jewell Academy, we put each of our children at the heart of everything we do. We believe deeply in the importance of helping our children develop as a whole person – happy and equipped with the knowledge and skills to take on the next stage of their learning journey and understand the importance of EYFS in ensuring this continues throughout the child's learning journey. Our children foster curiosity and a lifelong love of learning through meaningful cross-curricular links that have

been well planned in line with the EYFS Statutory Framework, evidence based research and personal interests.

Each area of learning and development is implemented through planned, purposeful play and a mix of adult-led and child-initiated activities. The planning and outcomes are then reviewed, adapted and challenged regularly. Practitioners respond to each child's emerging needs and interests, guiding their development through warm, positive interaction. Staff plan and scaffold activities and experiences for every child which enables them to develop and learn effectively using key milestones and summative assessment tools. These are communicated with parents within a report three times a year.

Activities based on skills may be led by adult facilitators in the classrooms. The resources are provided to create rich learning opportunities through a range of highly structured, adult led, child led or child initiated learning. Child-initiated activities may be instigated when the child brings something to the setting that might lead to the provision of resources, stories and pictures to support this interest.

EYFS children complete the Statutory Reception Baseline Assessment (RBA) within the first six weeks in which a child starts Reception and in the final term of the year in which the child reaches age five, and no later than the 30th June in that term, the EYFS Profile will be completed for each child.

5. Planning

Planning

Planning is a collaborative process which enables high quality curriculum delivery which supports and enables all children to learn. Teachers should spend time assessing children and use this to inform them about what children need to learn first before they give consideration to what they want them to do. All teachers need to be clear and precise about the knowledge and skills they want children to learn in every lesson as well as the end points. Subject Leaders have meticulously mapped out each subject's learning journey and progression of skills throughout the school to ensure our children leave with the skills and knowledge needed for the next stage of their educational journey. The questions teachers need to ask when planning a lesson are:

1. Where are the children starting from?
2. Where do you want them to get to?
3. How will you know when they are there?
4. How can you best help them get there?

Steps to Learning Approach

At Jewell Academy, we use our "Steps to Learning" approach. This process involves teachers assessing and planning what knowledge the children need to have securely to be able to meet the learning objective. Step 3 is the expected outcome for all children in that lesson. GD or 'Challenge' step requires children to think more deeply through evidence, opinion, using learning to answer more complex questions.

The approach:

- Clear Learning Objectives (LO) that reflect the learning, be used to assess the learning at that time and taken from the NC 2014
- The children should be able to assess their own learning because of the clarity and relevance of the Learning Objective (LO)
- Steps to Learning must reflect the LO and not include additional concepts that are not related to the original LO. Greater Depth statements must enrich, extend and deepen understanding, not introduce additional concepts or themes that do not relate to the original LO or repeat more of LO.

T	LSA	T	Peer
---	-----	---	------

Date:
L.O. ... (NC 2014))

Support	To remember/know – act / say it
Step 1	Introduce
Step 2	Practice
Step 3	Apply
GD / Challenge	Deeper thinking

Long Term Planning

Schemes of work are in place to support planning. These are in line with National Curriculum and extend beyond it through ATL projects and our cultural capital offer. The schemes of work for each subject are mapped sequentially onto subject overviews to support teachers in understanding what prior knowledge is required before teaching a lesson. Further information on our cultural capital offer can be found in our [Jewell Academy Cultural Capital Overview](#).

Short Term Planning

It is not essential for teachers to provide individual lesson plans but a series of lessons may be presented electronically such as through the use of Google Slides with resources linked. Planning should meet the needs of all children and this requires the knowledge of all children' prior attainment, starting points and specific needs. Quality first teaching is the first wave of meeting the needs of all children, especially those with additional needs.

6. Teaching Strategies

Teaching Strategies

- All children should access learning and succeed with even the most challenging content if scaffolded appropriately.
- What a “typical lesson” will look like will vary from subject to subject and individual teachers may utilise a variety of strategies based upon their professional judgement and knowledge.
- The behaviour policy at Jewell Academy further sets out clear expectations for behaviour for learning.

Challenge

- We should have high expectations of all children all of the time.
- It is good for children to struggle just outside of their comfort zone and learn from when mistakes are made.

- All children must be working harder than the teacher over time and should begin learning as soon as they arrive in the classroom and for the whole lesson.

Explanation

Teacher instruction should be planned with awareness of demands on children's cognitive load, by presenting new material in small steps.

- Limit the amount of material children receive at one time.
- Give clear and simple instructions and explanations.
- Think aloud and model steps.
- Use more time to provide explanations and provide many examples.
- Assess and re-teach as necessary.

'I do, We do, You' do Approach

Modelling (I do)

- Teach to the top with expert instruction and modelling
- To learn how to do something, children need to watch and listen to experts guide them through the process, step by step, before they make an attempt themselves.

Modelling supports explanation and can help children to make abstract ideas concrete.

For example:

1. Demonstrate the worked activity in front of children, e.g. using a visualiser
2. Think aloud to show the thought process.
3. Show it is ok to make a mistake and empathy, e.g. I found this bit challenging too.
4. Integrate quick fire questioning e.g. why am I doing this now?
5. Provide model answers.

Guided practice with scaffolding (we do)

- Worked examples and scaffolding used to support all children to demonstrate their learning.
- e.g. sentence starters, key word definitions, procedural steps visible etc.
- Effective class discussion and questioning can happen at this stage.

Independent, deliberate practice (you do)

- Children should be provided with the time they need to practise new material in a number of ways in order to master it.
- Scaffolding reduced or removed for the majority of children.
- This is the component that will look the most different across curriculum areas, but all practice should be careful, deliberate and ideally just outside of the child's comfort zone.

Responsive Teaching

Teachers should ensure that learning has stuck, by checking for understanding. All teachers should confidently and accurately use assessment for learning (AfL) strategies to gather a secure overview about whether the key learning has actually been learnt. Further information on AFL and assessment

can be found in the [Jewell Academy Assessment Policy](#). Following assessment, if the learning is not yet secure for children, the lesson should be adapted or retaught differently.

For responsive teaching teachers can use:

Questioning

- Effective teachers ask a large number of questions skilfully, as questioning is our main tool to probe, check and extend child understanding.
- The aim is to foster curiosity and creativity and to further increase engagement.
- Teachers should ask lots of questions, to lots of children, and then use what they learn from this process to adapt and reshape teaching within and between lessons.
- The majority of questions should be done through cold calling, with targeted questioning used to support and challenge children and promote spirit of adventure by taking risks.
- Whole class responses to questioning can be done effectively with mini whiteboards, hand gestures etc and by promoting teamwork and children's sense of belonging.

Retrieval Practice

- Retrieval is a learning strategy that should be used regularly in lessons to support children with retrieving material that they have previously learnt from their long-term memory. It should be low stakes, completed without access to notes and used in a spaced manner.
- Each lesson should start with a mini retrieval exercise.
- Recap prior knowledge needed for today's lesson at the start of the lessons and support teachers with understanding prior learning of the class.
- Use effective feedback.
- Feedback exists in many forms (eg. teacher marking of books, whole class marking sheets, verbal feedback, peer and self assessment), but what matters is what children do with it.

7. Feedback, Marking and Assessment

Marking and assessment have two purposes.

1. It allows children to get feedback which they act on to make progress over time.
2. It informs a teacher's future planning and teaching

Effective marking should be meaningful, manageable and motivating for the recipient whilst simultaneously being manageable and sustainable for the teacher.

Marking must be primarily formative, may be selective, and be clear about what children must act upon to improve their work. Further information can be found in our [Assessment Policy](#).

Feedback

High quality feedback furthers children's learning as well as empowers children to take responsibility for improving their own learning and next steps.

Effective feedback should:

- Move children's learning on.
- Be purposeful, frequent and timely.

- Always generate action and should be more work for the child than the teacher.
- Be specific and focused on the most prominent areas to improve.
- Be accompanied by support in how to be successful and the next step.
- Allow time for children to respond to the marking.

8. The Learning Environment

In order for there to be excellent learning behaviour there needs to be the right classroom conditions, where all children feel safe, supported and valued. To ensure all children are confident in knowing what is expected of them in terms of work and behaviour, all teachers are expected to:

- Welcome all children into your class by greeting them at the door.
- Teachers build positive relationships with all children through positive behaviour management.
- Teachers have clear and consistent routines and procedures which follow the Academy rules of Safe, Ready and Respect so that learning time is maximised.
- Have high expectations – teachers should always have high expectations for learning and behaviour for all their children.
- Teach to the top, with necessary scaffolds to support those who need it.
- Promoting active engagement.
- Focus praise on effort and learning skills.
- Regularly remind children of expectations and learning routines.
- Use meaningful praise and rewards as much as possible e.g. use of the behaviour ladder, verbal specific praise, house points, Marvellous Me and raffle tickets.
- Provide children with the opportunity to change their behaviour, before they are offered time out to reflect and engage in a restorative conversation.
- Demonstrate consequences are temporary, e.g. new lesson, fresh start.
- Title, learning objectives and starter activity are shared on board from very start of lesson – learning begins immediately, every minute matters.
- Always challenge children when rules and expectations are broken.
- Follow up all behaviour issues.

Further information can be found within our [Jewell Academy Behaviour Policy](#).

9. Working with parents

Home Learning

Home learning, or homework, will support children to further develop their learning outside of the classroom. It will be planned, meaningful and set in accordance with the Homework Policy. We work with our parents to support children in and outside of school and offer parent workshops to support teaching and learning strategies throughout the year. Further information about homework at Jewell Academy can be found within our [Homework Policy](#).

Parents Information Evenings

A 'Parent Information Evening' is held in the Summer term for our EYFS parents of the prospective Reception cohort. The purpose of this meeting is to welcome all our families to our Jewell Academy community, to disseminate important information and to emphasise the vital importance of home-school cooperation and mutual support. This marks the beginning of the home-school partnership, which we regard as high priority for the benefit of all our children. Each year staff will continue to build on this relationship by providing workshops to support parents in developing the skills of their children as well as to share information on statutory assessments.

Further communication systems include:

- Tapestry observations uploaded and shared with parents.
- Daily opportunity for brief updates at the point of dropping off and collection.
- Reading records and half-termly home learning activities.
- Parents evenings and reports.
- Marvellous Me.
- Newsletter and social media accounts.
- Parent information evenings and workshops throughout each school year. In EYFS this will include the teaching of reading and early maths and phonics skills.

Parent's Consultations

Parents and carers are given the opportunity to meet with their child's teacher twice a year in a formal parents meeting where they will also receive a written report on their child's achievements. More informally, we meet with parents throughout the school year as and when necessary to discuss their child's particular needs and their next steps. An adult greets the children on the door each morning and parents can pass on quick messages and updates then.

10. Continuous Professional Development

CPD

We have a strong ethos of continuous professional development and this is mapped out across the year within weekly staff Professional Development Meetings for both Teachers and Learning Support Assistants. Growth Conversations ensure a purposeful appraisal cycle and allow bespoke CPD for staff to be provided. In addition, we use IRIS to support increasing all staff members' knowledge of effective teaching and learning strategies and use this platform as a space to share excellent practice.

11. Safeguarding

We carefully map out safeguarding curriculum awareness opportunities across each year groups curriculum maps and these are taught within and across subjects such as online safety in Computing as well as weekly in PSHE and RSE. Our curriculum also encompasses trips and visitors in school which enhance and promote safeguarding within the community. Jewell Academy takes the safety of its pupils very seriously and various related safety policies and procedures are published on our website.

Further information regarding our safeguarding and welfare procedures are outlined in our [Safeguarding Policy](#).

12. Monitoring of Teaching and Learning

Monitoring of Teaching and Learning

The leadership team monitors the effectiveness of teaching and learning through their own regular and robust monitoring cycle. This is further supported through governance and regular Trust monitoring cycles.

This policy will be reviewed by the Senior Leadership Team and approved by the Principal. At every review, the policy will be shared with the Regional CEO.

This policy was completed in: January 2023 Review Date: September 2024

Appendices

Appendix 1:

List of Statutory Policies and Procedures for Teaching and Learning:

[Assessment Policy](#)

[Homelearning](#)

[Behaviour Policy](#)

[Appraisal Policy - Growth Conversation](#)

[Safeguarding](#)

[Equal Opportunities Policy](#)

[Blended Learning](#)

[Jewell Academy Cultural Capital Overview.](#)

[SEND / Inclusion Policy](#)

[EYFS Policy](#)