



Inspiring All to Excellence



Anker Moor Primary Academy

Teaching and Learning Policy

Document Control

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Purpose and Aims

At Ankermoor Primary Academy, we want learning to be at the heart of everything that we do. We give our children the opportunity to achieve whatever their starting points and whatever their interests, valuing the fact that togetherness is at the core of our school. We strive to bring people together to enable our children to leave Ankermoor ready for the next steps in their learning journey.

Our Curriculum Vision: At Ankermoor Primary Academy, we intend to:

1. Ensure a broad and balanced curriculum with a range of purposeful experiences.
2. Provide a character education that nurtures and fosters our school values, ensuring our pupils flourish and are ready for the next stage of their learning journey.

We will achieve this together through high-quality teaching, which is underpinned by:

- Excellent subject knowledge
- A deep pedagogical understanding
- A curriculum which is planned and sequenced, linked to the National Curriculum
- Professional support and training
- A culture and ethos which exudes our school values

Our fundamental goal as educators is to improve outcomes for pupils and the best available evidence indicates that high-quality teaching is the most important tool schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged. At Ankermoor Primary Academy, we believe that teaching and learning should be evidence-informed and, in creating this policy, we have referred to relevant educational research papers and texts. In writing this policy, we aim to:

- help our teachers make better decisions about what they can best do to improve their effectiveness through an evidence-informed approach;
- enable teachers to work together and learn from each other;
- enable all children to gain knowledge, skills and understanding, make progress and achieve well;
- provide an inclusive education for all children irrespective of their religion, culture or background.

Evidence-Informed Teaching and Learning

The quality of teaching plays a large and important role on pupil learning, progress and outcomes. Being evidence-informed enables us to focus on what works well and avoid learning myths which have impacted negatively on classroom practice, such as 'learning styles' which resulted in lessons being tailored to meet perceived ways of learning. Using an evidence-informed approach to teaching and learning means that we base our decisions about what practice to use based on evidence rather than on speculation or assumptions. As a result, we can improve teaching, learning and pupil outcomes.

In addition, evidence-informed teaching can help us identify practices that have a large impact on teacher workload but limited impact on pupil learning, for example, teachers at Ankermoor Primary Academy are now able to make informed decisions about the feedback they provide to

their learners rather than prescribed amounts of written marking (refer to Feedback to Learning Policy for further information).

Curriculum

Through the effective delivery of a well-planned curriculum, we equip children with the knowledge, skills and understanding necessary to achieve and succeed now and in the future. We use the EYFS Framework in Reception and National Curriculum in Year 1 – Year 6 as the basis for our Ankermoor Primary Academy Curriculum. Each subject's curriculum is planned and sequenced so that new knowledge and skills build on what has been taught before, and towards agreed end-points, as identified on the academy's Progression Grids for each subject. Our curriculum builds on prior knowledge and prepares pupils for what comes next. Please refer to our subject policies for further information.

At Ankermoor Primary Academy, we understand that teachers need a good knowledge of the curriculum ('what we teach/the content') and pedagogical knowledge ('how we deliver the curriculum content') in order to secure good pupil outcomes. Understanding how children learn and how they can be supported results in the application of teaching approaches that ensure long-term retention of knowledge, skills and understanding. Teachers at Ankermoor utilise our Knowledge, Skills and Understanding (KSU) Progression grids for each subject, Long Term plans and Medium Term plans to ensure that the curriculum is well-sequenced and lessons are carefully planned to build on prior knowledge. As well as ensuring our curriculum is well-sequenced, broad, balanced and relevant to our young learners, continued and sustained improvement is dependent upon sustaining high-quality teaching and learning opportunities for our pupils.

Teaching and Learning at Ankermoor Primary Academy

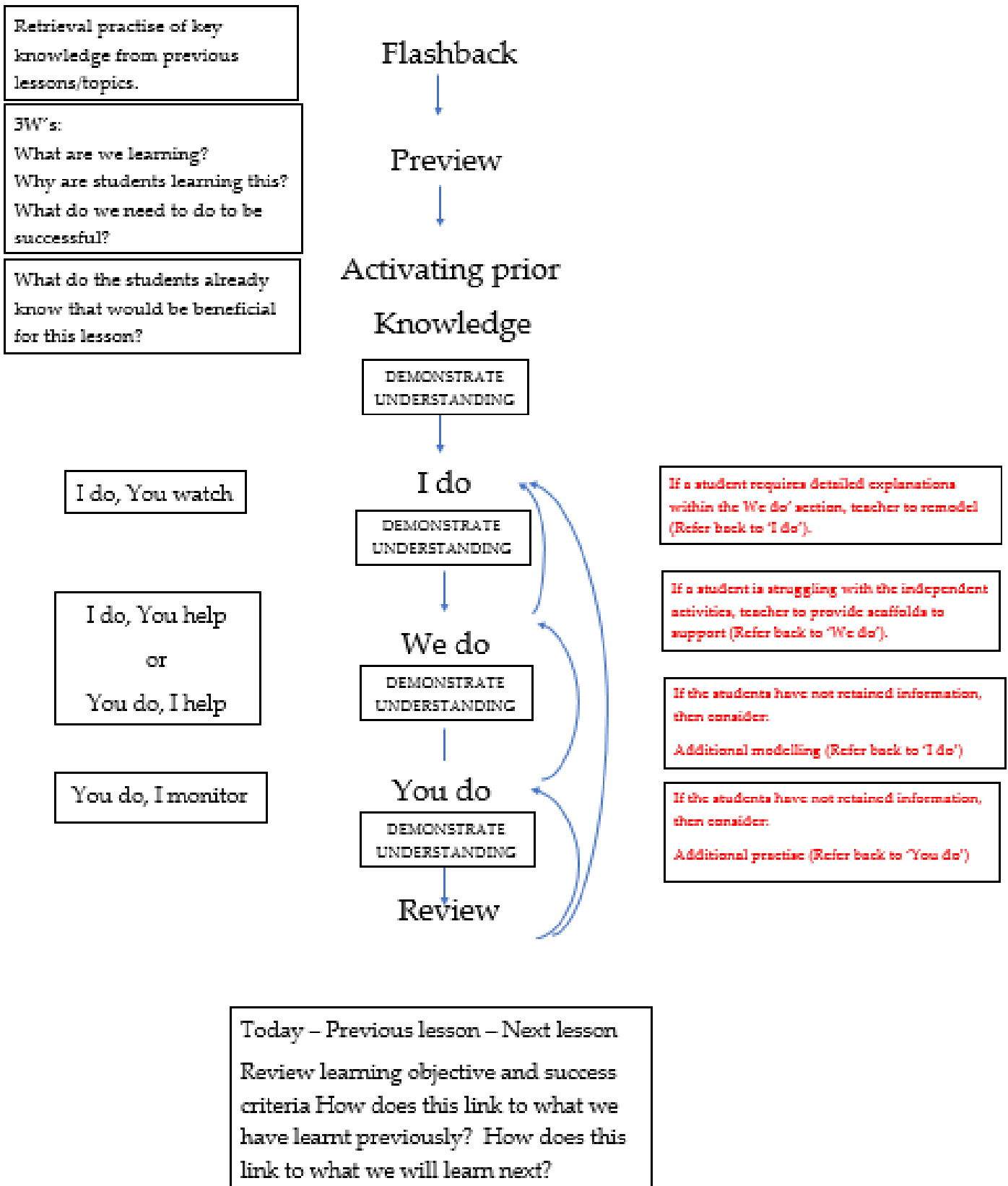
Through evidence-informed research, including reference to Rosenshine's Principles in Action (Sherrington, 2019), we have created our 'Structure of Learning Framework'. The document also provides a set of principles to support quality teaching and learning in the Academy.

Teaching and learning can be monitored and developed with reference to the key points within the learning framework and it can provide a basis for professional discussions about improving standards through consistently good-quality teaching and learning for all.

Special Educational Needs and Disability (SEND)

We set high expectations for every pupil. We aim to deepen the knowledge and understanding of all our pupils by planning suitable learning challenges for them, but we also plan carefully for the needs of pupils who experience difficulty in learning. This ensures that all pupils receive a level of challenge appropriate for them to thrive. For pupils with SEND, EAL or vulnerable learners, lessons are planned to ensure that there are no barriers to pupil achievement and progress. The evidence tells us that teachers should prioritise familiar but powerful strategies, like scaffolding and explicit instruction, to support their pupils with SEND. There are staff in school that can offer advice for teachers in supporting needs of SEND, EAL and vulnerable learners, including the SENDCO, SLT, teaching staff and experienced teaching assistants. Teachers should speak to the SENDCO in the first instance, who will signpost them to relevant resources or personnel. The SEND Code of Practice includes advice on approaches to identification of need which can also help teachers to ensure that they are offering appropriate support to learners with SEND.

Structure of Learning Framework



Principles of 'Flashbacks'

Teacher: assess, monitor

Student: retrieve, connect, remember

Involve everyone All students should be expected to participate for all questions.	Spaced Topics should be returned to at regular intervals.
No prompts It is important that the information is retrieved without any support as this will strengthen the long- term memory.	Challenging The harder the retrieval practise the more chance the information will enter the long-term memory.
Time efficient Make answering, checking and correcting easy for the students to do.	Instant feedback Provide the students with answers so they can identify areas they still need to work on.
Low stakes Students should be given the chance to amend their answers as this a learning opportunity rather than an assessment opportunity.	Personalised Use assessment data (both summative and formative) to inform which topics should be included in the flashbacks.

Activating prior knowledge-

Teacher: scaffold, assess, monitor

Student: retrieve, connect, remember, review

Relevant Teachers need to consider what concepts and vocabulary will be relevant for today's lesson	Scaffold Teachers need to provide a starting point (cues) for students. This could be a sentence stem, a list of key words, an image, a partially completed concept map.
Effortful Students need to rehearse already learned information by trying to recall it from memory, or to actively locate the piece of information in one's mind. Our minds should work hard to make connections with information we have stored in our memory.	Make connections between new learning and previous learning In order to understand new content, students have to generate relationships and associations with previously learnt material.
Varied Teachers should use a variety of different strategies to find out what students already know.	Review Students should use this as an opportunity to identify gaps in their knowledge and actively resolve them by adding in missed information.
Involve everyone All students should be expected to participate for all questions.	Low stakes Students should be given the chance to amend their answers as this a learning opportunity rather than an assessment opportunity.

<p>Strategies</p> <p>Summarise Students to write down what they know in a specified number of words/sentences</p> <p>Explain Students to verbally explain what they know about a subject to the class, to a partner, to a group.</p> <p>Elaborate Provide students with a sentence stem and they are to complete it.</p> <p>Map These are ideal to show the connections between concepts. They can be divided into sections and added to over time.</p> <p>Demonstrate Students to show the class, a partner or a group what they know.</p> <p>Tell the story Show students an image or a video and they are to tell you what the 'story' is behind the image.</p> <p>Compare (Think-pair-share) Students write down everything they know about a topic/concept/word. Compare with a partner.</p> <p>Quick write/Quick draw Students to write down or draw images of everything they know about a topic/word/concept in a specified amount of time</p>

<p>Principles of 'I do'</p> <p>Teacher: demonstrate, model, explain</p> <p>Student: listen, watch</p>	
<p>Think aloud Teachers need to 'walk' students through a learning process, showing them how to do things. Implicit decision making should be made explicit. Thinking aloud provides students with a way to observe 'expert thinking.'</p>	<p>Teacher led Teachers are responsible for completing the examples and providing an accompanying monologue.</p>
<p>Small steps Consider what is the key learning point which students need to understand to be successful in their independent work.</p>	<p>Visual (dual coding) Students cannot just be told what to do, they need to see it. Completed models will then provide scaffolds to support the next stages of the lesson. Visual prompts should be directly relevant to the verbal explanation.</p>
<p>Live modelling It is more effective to model live rather than to produce a pre-prepared example. This way you can talk through the steps and the decision making behind them. As part of the modelling, teachers need to anticipate potential errors or misconceptions that students may have and address these.</p>	<p>Link new learning to previous learning (generative learning) In order to understand new content, students have to generate relationships and associations with previously learnt material.</p>

Principles of 'We do'

Teacher: guide, coach, scaffolds, prompts, assess

Student: think, question, connect, discuss, rehearse, summarise

<p>Small steps Consider the key learning point which students need to understand to be successful in their independent work. Each learning point should be mastered before moving onto the next.</p>	<p>Collaborative Consider if students will work together (You do, I help) or with the teacher (I do, you help). This will depend on where the lesson comes in the sequence of learning.</p>
<p>Check for understanding Teachers should gain valuable feedback to inform the next part of the lesson. It is important that teachers circulate around all students to check for misconceptions and that the key learning point has been understood by all. At the end review what has been learnt and from this gauge the student's readiness to move onto the next stage.</p>	<p>Questioning Ask processing questions to find out students' methods and reasoning. Ask probing questions to encourage them to make connections between new learning and previous learning. Students should ask questions if they are unsure of anything.</p>
<p>Feedback Provide immediate individual feedback to address misconceptions and correct errors.</p>	<p>Interactive Provide faded worked examples: Teacher completes some of the steps; students to complete the rest. At the start the teacher completes many of the steps and progressively gets the students to complete more steps with each example. Encourage the students to look for similarities and differences between the examples.</p>
<p>Responsive React to the information gained during this section. Consider if the student needs additional modelling, an extra challenge, independent practice, additional practice.</p>	<p>Mimics I do The activity provided should require the same thought processes as the original example used in the I do section of the lesson.</p>

Principles of 'You do'

Teacher: assess, monitor, clarify, feedback

Student: think, discuss, consolidate, reflect, practise

<p>Small steps The activity should assess the students' understanding of the key learning point. Each learning point should be mastered before moving onto the next.</p>	<p>Independent Students should work alone to practise the new material. Provide tasks that you believe they will succeed with on their own.</p>
<p>Check for understanding It is important that teachers circulate around all students to check for misconceptions and</p>	<p>Questioning Ask processing questions to find out students' methods and reasoning. Ask probing</p>

<p>that the key learning point has been understood by all. At the end review what has been learnt and from this gauge the student's readiness to move onto the next stage.</p>	<p>questions to encourage them to make connections between new learning and previous learning. Students should ask questions if they are unsure of anything.</p>
<p>Feedback Teacher to provide immediate individual feedback to address misconceptions and correct errors. This should be limited to no more than 30 seconds. Co-operative learning (students helping each other) allows students to also get feedback from their peers.</p>	<p>Repeated practice to achieve automaticity Students should practise the concept or skill until it is mastered with automaticity. Overlearning is needed to become fluent and automatic in a skill.</p>
<p>Responsive React to the information gained during this section. Consider if the student needs additional modelling, an extra challenge, independent practice, additional practice.</p>	<p>Mimics I do/We do The activity provided should require the same thought processes as the original example used in the I do/we do section of the lesson. The students need to be adequately prepared for the independent practise.</p>

<p>Review</p>	
<p>A review of learning will take place to support learners at the end of the learning process. This will include a review of the learning objective and success criteria, supporting links with previous lessons and those to follow.</p>	