



Shepherdswell Academy



Teaching and Learning Policy 2023-24

'Every child deserves to be the best they can be'

Scope: East Midlands Academy Trust & Academies within the Trust	
Version: 1	Filename: Shepherdwell Learning & Teaching Policy
Approval:	Next Review: <i>This Policy will be reviewed by Local Advisory Board annually</i>
Owner: Executive Headteacher	Union Status: Not Applicable

Policy type:	
Non Statutory	Replaces Academy's current policy

Teaching and Learning Policy

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1. Purpose and Aims

The purpose of this policy is to support the implementation of the highest quality learning and teaching to deliver a first-class quality of education.

We see learning and teaching as part of our core purpose to ensure that all learners make the best possible progress and attain the best possible outcomes. Effective learning and teaching are a result of whole school pedagogy, informed by careful curriculum design, clarity of intent, effective implementation of an engaging and relevant curriculum, and ongoing evaluation of impact.

Learning at Shepherdswell Academy will enable all to develop the lifelong intellectual, personal and social skills that enable them to participate as active global citizens in a diverse and changing society through modelling and promotion of our school values:

Collaboration	Community	Courage	Curiosity	Creativity
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All learning experiences and classroom practice at Shepherdswell Academy will ensure high quality provision for all. Teachers will draw on learners' experiences, interests, and consider the larger global picture, with questions that are relevant, appropriate and engaging. Learners will experience bespoke levels of challenge, a range of strategies to support knowledge acquisition and recall, opportunities to work in a range of settings, and positive learning relationships within a classroom atmosphere.

As a body of practitioners and staff, we understand our responsibility and purpose in the education of children at Shepherdswell Academy. We are dedicated to ensuring every child leaves us with the following attributes as **successful learners**:

- A love and enthusiasm for learning
- A sense of confidence and self-belief
- An open and respectful mind
- Socially skilful
- Academically competent
- Self-motivated and independent
- Resilient and able to learn through challenge
- An enquiring and investigative mind
- Strong communicator
- Aspirational
- A respectful member of the wider community
- A strong sense of identity

2. Principles of Effective Teaching and Learning at Shepherdswell Academy

The Learning and Teaching approach at Shepherdswell Academy sits in line with the EMAT *Teaching and Learning Framework*, using the theoretical research of Piaget, Sweller and Rosenshine as the underpinning of practice:



Piaget

Schema Theory

Sweller

Cognitive Load
Theory

Rosenshine

Principles of
Effective Teaching

As classroom practitioners, we recognise the importance of a consistent approach to effective classroom practice, and so develop our pedagogy in line with the ten principles outlined in Rosenshine's work:

Reviewing Material	Questioning	Sequencing Concepts and Modelling	Stages of Practice
1. Daily review	3. Ask questions	2. Present new material using small steps	5. Guide student practice
10. Weekly and monthly review	6. Check for student understanding	4. Provide models	7. Obtain high success rate
		8. Provide scaffolds for difficult tasks	9. Independent practice

At Shepherdswell Academy we believe in the professional development of all practitioners and so use a coaching model to create a culture of continued professional learning (CPL) and development in order to establish a body of expert practitioners in elements Rosenshine's pedagogy. This is complemented by additional access to Trust wide subject based CPL and working parties to continue to develop subject based knowledge and pedagogical expertise.

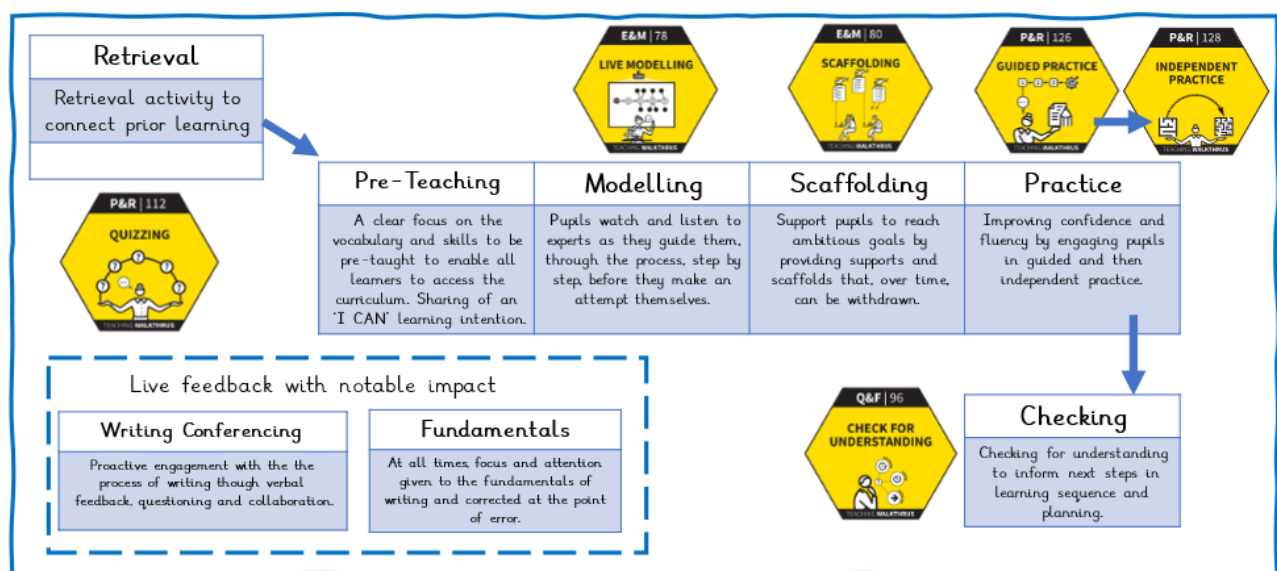
Effective teaching and learning is measured against these 10 core principles and works in conjunction with DfE Teacher Standards. Additional professional standards for UPS colleagues are outlined in Appendix A.

3. What do our lessons look like at Shepherdswell Academy?

At Shepherdswell Academy we recognise the professional autonomy of practitioners in using particular styles and strategies in their teaching practice. We celebrate and advocate for new and engaging methods of developing successful learners, provided these methods lead to learners remembering, knowing and doing more in line with their age-related curriculum expectations, and are rooted in our common understanding of effective principles of instruction.

All lessons should be part of a well-planned learning sequence that allows concepts and skills to be developed in line with the curriculum plans and programs of study. Each lesson should utilise a range of materials that allow for a comprehensive understanding and application of key knowledge, processes and skills. Best practices for delivering key concepts should be discussed and taught with consistency and clarity as identified within curriculum and phase planning for all subjects.

All lessons at Shepherdswell Academy will be planned to follow the same learning sequence:



All lessons will be formed around a 'Can I' learning question that will be shared with children and form the basis of evaluating progress for that lesson.

4. Effective Planning

Effective planning is integral to effective learning. Teachers will ensure that:

- All lessons are planned and implemented in line with the aims of the curriculum intent.
- All lessons are planned, organised and resourced in advance to promote a positive and calm learning atmosphere and to ensure optimum progress for all learners.

- All staff and learners can articulate the learning objectives or key enquiry question for the lesson, the place of the lesson within the scheme of learning, and the key knowledge being shared.
- All lessons are differentiated appropriately and effectively by accessing and engaging with all data available.
- All lessons follow the scheme of learning in line with the broader curriculum aims.
- All lessons make explicit links with previous learning in order to help children understand how new learning connects to prior knowledge.
- They can demonstrate and articulate a knowledge of their groups, using all available data and cohort information.

When required, teachers will provide evidence of the following documentation:

Planning Documentation

Long Term Planning: EMAT Curriculum Maps and Overviews.

Medium Term Planning: Shepherdswell Medium Term Planning documents with individualised adaptations to demonstrate responsive planning for the needs of classes (Appendix C)

Short Term Planning: Deliberately planned lessons that demonstrate the following:

- Daily lesson planning with identified groups of PP, SEND students and the support put in place.
- Targeted planning and support for learners who have been identified through the PPR (Pupil Progress Review) process, explaining how these learners are supported further to overcome barriers in their learning and to eradicate gaps in attainment.
- Targeted planning and support for micro-cohorts of students, including those identified as Pupil Premium, other disadvantaged students, EAL, SEND and the most able.
- Appropriate documentation to support individualised planning (including SEND Passports and other documentation from Edukey).
- Intervention planning.

5. Marking and Feedback

At Shepherdswell Academy, we believe that marking and feedback should:

- Have an impact on learning and progress
- Be given promptly and regularly
- Be positive and motivating for our pupils, recognising improvements made
- Have clear strategies for improvement, that are related to the learning or the pupils' personal targets

- Promote self and peer assessment
- Give pupils time to respond to marking
- Inform planning and next steps in learning
- Be given by the adult working with the pupil





General Expectations

In EYFS and KSI work is marked against the learning outcomes set for all pupils in all subjects. For any piece of work, staff will identify if the pupil completed the work independently or with support. Developmental comments will be written where appropriate with a positive comment, next step and challenges where appropriate. These comments will focus on pupils' individual targets.

Pupils will be given time to respond to developmental marking and, in turn, teachers will acknowledge and respond to the pupils' efforts. Class teachers will respond to developmental marking in a timely manner to ensure misconceptions are addressed and that learning moves forward. To ensure consistency across the feedback and marking at Shepherdswell Academy, the following colour coding will be used:

- Written feedback will be completed by the teacher or other adult in **blue** or **black pen**. This includes:
 - Giving praise for effort
 - Identifying whether a child has completed a particular piece of work Independently or with Support.
 - Using the step icon and a **green pen**. Pointing out an area for development and giving a clear and tangible **next step** to move learning on.
- Children will respond to feedback, when appropriate, using a **Purple Pen**

Where more specific identification of spelling and grammatical errors is needed, teachers will use the following literacy codes to show where corrections and attention is needed to improve the quality of written work:

 <p>Capital Letters</p>	 <p>Spelling</p>	 <p>Punctuation</p>	 <p>Paragraphs</p>
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Visiting / covering teachers should initial and define cover lesson or supply to show completion / acknowledgement that they have read a piece of work.

Marking and Feedback Strategies

Live Marking

Shepherdswell Academy support the approach of *live marking* at any opportunity across the curriculum. Live marking is a method of providing effective feedback on pupil work while they are still in the process of completing it. This contrasts with 'traditional marking', where the teacher marks all of their pupils' books outside of the lesson. The purpose of live marking is to give pupils instant feedback on their work as well as support teacher workload.

Verbal Feedback

This is the most immediate and interactive form of feedback and needs focus on being constructive and informative.

Direct contact with the pupil and discussion of the work is particularly appropriate to younger, less able or less confident pupils. Where verbal comments are given a VF should be recorded in the book as a reminder to the pupil and the teacher. It can be used with individual or groups of pupils. Where verbal feedback is given, teachers should only record the summary details of the feedback if it will reinforce the implementation of the next step, not purely for the benefit of book monitoring.

Writing Conferencing

When pupils are engaged in the first edit and draft of a piece of extended writing, teachers are encouraged to sit with individuals and groups of children to verbally discuss writing choices and elements of writing craft *at the point of writing*. Teachers may decide to record some of these comments and suggestions in the pupil's book in line with the general expectations for feedback. Pupils should use green pen to make any changes or live edits to their work.

Self and Peer Assessment

In order to engage the pupils in their own learning, pupils must have the opportunity to look critically at their own work and that of others. Subsequently, they should be able to offer suggestions to correct or improve their work. Suggestions may be verbal or in writing using appropriate support or resources.

Curriculum Expectations: Learning Codes

Effective strategies for marking and feedback are expected to be seen in all curriculum areas. In some subject areas a more specific a nuanced approach to marking and feedback may be required. Subject Leaders at Shepherdswell Academy are committed to ensuring the feedback in each subject area is fit for purpose in developing the relevant subject knowledge.

Shepherdswell Academy has developed *Learning Codes* for English, Maths and Foundation Subjects for children to engage with in order to respond to the feedback and marking on their learning. It is expected that these codes are stuck into the inside of the relevant exercise books for all children at the end of the year, and that it is adhered to consistently.

Learning Codes can be found in Appendices F to I.

6. Monitoring, Evaluation and Review

Shepherdswell Academy is committed to a consistent process of monitoring, evaluation and review to improve the quality of education and provision for learners. The monitoring cycle processes are developmental and used for Academy improvement and staff development.

The monitoring cycle process takes place in half termly cycles (as identified in the Academy calendar) and is driven mostly by the Middle Leadership Team. The monitoring cycle process is made up of:

Learning Walks

- **Conducted by:** Middle Leaders / Subject Leaders / SLT/ELT.
- **Purpose:**
 - For the purpose of triangulating key lines of enquiry from data and work in books.
 - To ascertain strengths and areas of development of the teaching practice of colleagues within the team - a **subject / year team** approach to development.
 - To identify common themes and patterns within the team to inform priorities for improvement.
 - To review and evaluate the impact of practices to inform future development.
- **Documentation:** Shepherdswell Observational Framework
- **Frequency:** Half-termly.

Work Scrutiny

- **Conducted by:** Middle Leaders / Subject Leaders / SLT/ELT.
- **Purpose:**
 - For the purpose of triangulating key lines of enquiry from data and learning walks.
 - To ascertain strengths and areas of development of the implementation of the curriculum intent within the team - a key part of the learning walk process.
 - To identify common themes and patterns within the team to inform priorities for improvement.
 - To review and evaluate the impact of practices to inform future development.
- **Documentation:** Work Scrutiny Framework
- **Frequency:** Half-termly.

Pupil Progress Review (PPR)

- **Conducted by:** Middle Leaders / and SLT/ELT.
- **Purpose:**
 - To ascertain strengths and areas of development of the implementation of the curriculum intent within the team through a detailed analysis of individual, class and cohort data.
 - For the purpose of triangulating key lines of enquiry from data and learning walks.
 - As a process to explore the quality of education for the purpose of Deep Dives.
 - To identify common themes and patterns within the team to inform priorities for improvement.
 - To review and evaluate the impact of practices to inform future development and drive accountability for standards and progress.
 - As part of the appraisal process for teachers.
- **Documentation:** PPR Document
- **Frequency:** Half-termly.

At the conclusion of each Monitoring cycle, Middle Leaders complete an Action Plan to summarise findings through the Monitoring cycle process and plan for explicit actions to drive improvements within their curriculum area and their team. This is shared and evaluated with the SLT/ELT.

Outcomes and Impact of Internal Monitoring Cycle Process

Information from Monitoring cycle informs colleague-specific development, team development, and whole school development priorities. The typicality of judgments for each teacher will be used to inform individual appraisal evidence as part of the wider school appraisal process.

Where the quality of learning and teaching is not meeting expectations, a formal full lesson observation will be scheduled to establish if further CPL or support is needed. Where teacher standards are not met, support plan will be put in place as the Trust capability policy (See EMAT Capability Policy).

Subject and Curriculum Deep Dives

The Academy will regularly conduct Deep Dives for subject areas and key stages as an additional Monitoring cycle process to drive school improvement. These Deep Dives will focus on reviewing the effectiveness of education through evaluation of the intent, implementation and impact of each curriculum area. Subject Leaders are expected to both develop and maintain their Subject Leader Files (with the support of SLT/ELT and EMAT Curriculum Specialists) as part of their own MER and in conjunction with the Deep Dives conducted by both SLT and external visitors.

Deep Dives will consist of:

Formal Observations

- **Conducted by:** Middle Leaders / SLT/ELT.
- **Purpose:**
 - For the purpose of triangulating key lines of enquiry from data and work in books.
 - To ascertain strengths and areas of development of the teaching practice of colleagues within the team - an **individualised** approach to development.
 - As a process to explore quality of education for the purpose of Deep Dives: **Implementation.**
 - As part of the appraisal process for teachers.
- **Documentation:** Shepherdswell Observational Framework
- **Frequency:** As required.

Work Scrutiny

- **Conducted by:** Middle Leaders / SLT / ELT.
- **Purpose:**
 - For the purpose of triangulating key lines of enquiry from observations and data.
 - To ascertain strengths and areas of development of the implementation of the curriculum intent within the team through a detailed and comparative scrutiny of student work.
 - As a process to explore quality of education for the purpose of Deep Dives: **Implementation.**
 - As part of the appraisal process for teachers.
- **Documentation:** Work Scrutiny Framework
- **Frequency:** As required.

Data Analysis

- **Conducted by:** Middle Leaders / SLT/ ELT.
- **Purpose:**
 - For the purpose of triangulating key lines of enquiry from observations and work in books.
 - To ascertain strengths and areas of development of the implementation of the curriculum intent within the team through a detailed analysis of individual, class and cohort data.
 - As a process to explore quality of education for the purpose of Deep Dives: **Impact.**
 - As part of the appraisal process for teachers.
- **Documentation:** As requested.
- **Frequency:** As required.

Curriculum Review

- **Conducted by:** Middle Leaders / Key Stage Leads and SLT/ELT.
- **Purpose:**
 - To evaluate the quality of education through triangulation of intent, implementation and impact of the curriculum plans.
 - As a process to explore quality of education for the purpose of Deep Dives: **Intent.**
- **Documentation:** As requested.
- **Frequency:** As required.

7. Continued Professional Learning

Continued Professional Learning (CPL) at Shepherdswell Academy is at the heart of whole school development and is accessible for all colleagues at all stages of professional development. The CPL model is designed on three accessible routes to development:

- Core Offer (provided by expertise within the Academy and informed by MER)
- External Offer (access to experts and training beyond the Academy, including subject specialist and other professionals through Trust wide working parties).
- Wider Professional Learning (support for higher education and other professional courses).

As part of the CPL Core Offer, Shepherdswell Academy celebrates the expertise and good practice of all colleagues and encourages staff to develop each other through facilitated professional learning opportunities.

A rolling coaching programme is available throughout the year to support colleagues in the development of their practice in order to fulfil all Teacher Standards.

8. Suggested Reading List

Principles of Instruction: Research - Based Strategies That All Teachers Should Know, Barak Rosenshine

<https://www.aft.org/sites/default/files/periodicals/Rosenshine.pdf>

Cognitive Load Theory: Research that Teachers Really Need to Understand, Centre for Education, Statistics and Evaluation.

<https://www.cesnsw.gov.au/publications-filter/cognitive-load-theory-research-that-teachers-really-need-to-understand>

Strengthening the Student Toolbox: Study Strategies to Boost Learning, John Dunlosky

<https://www.aft.org/sites/default/files/periodicals/dunlosky.pdf>

Appendix A: Teacher Standards (including UPS Standards)



Department
for Education

Teachers' Standards

PREAMBLE

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

PART ONE: TEACHING

A teacher must:

1 Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2 Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

3 Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4 Plan and teach well structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5 Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6 Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

7 Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8 Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT








A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
 - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
 - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
 - showing tolerance of and respect for the rights of others
 - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
 - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

Additional professional expectations for UPS Teachers










Frameworks	Contribute significantly, where appropriate, to implementing workplace policies and practice and to promoting collective responsibility for their implementation.	P1
Teaching and Learning	Have an extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise learning to provide opportunities for all learners to achieve their potential.	P2
Assessment and Monitoring	Have an extensive knowledge and well-informed understanding of the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those related to public examinations and qualifications.	P3
	Have up-to-date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learners' needs.	P4
Subjects and Curriculum	Have a more developed knowledge and understanding of their subjects/ curriculum areas and related pedagogy including how learning progresses within them.	P5
Health and Well Being	Have sufficient depth of knowledge and experience to be able to give advice on the development and well-being of children and young people.	P6
Planning	Be flexible, creative and adept at designing learning sequences within lessons and across lessons that are effective and consistently well-matched to learning objectives and the needs of learners and which integrate recent developments, including those relating to subject/curriculum knowledge.	P7
Teaching	Have teaching skills which lead to learners achieving well relative to their prior attainment, making progress as good as, or better than, similar learners nationally.	P8
Team Work and Collaboration	Promote collaboration and work effectively as a team member	P9
	Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback.	P10








Appendix B: Curriculum Learning Code

	Shepherdswell Academy Curriculum Learning Code		
Can I My learning question	S I needed some support	I I did this by myself	
 I have achieved the learning		 Can you think like a...	
VF Verbal Feedback	 What I am doing well	 Next steps	
 I have challenged my thinking today			






Appendix C: English Learning Code

		Shepherdswell Academy English Learning Code			
Can I My learning question			 I did this by myself		
S I needed some support			I Independent		
 Finger Space		 Spelling		ABC Capital letter	
				 Punctuation	
VF Verbal Feedback		 What I am doing well		 Next steps, how I can improve my learning	
Black or Blue Pen An adult has marked my work		Purple Pen I have edited my work			
		I have challenged my thinking today			

SAM the Self-Assessment Man		
	Capital Letters 	Finger Spaces 
	Punctuation 	Phonics 
	Handwriting 	Vocabulary 

Appendix D: Maths Learning Code

	Shepherdswell Academy Maths Learning Code		
<p>Can I</p> <p>My learning question</p>	<p>S</p> <p>I needed some support</p>	<p>I</p> <p>I did this by myself</p>	
<p>✓</p> <p>I have achieved the learning</p>	<p>●</p> <p>Check this again</p>		
<p>VF</p> <p>Verbal Feedback</p>	<p>😊</p> <p>What I am doing well</p>	<p>↗</p> <p>Next steps</p>	
 <p>I have challenged my thinking today</p>			

