Teaching and Learning Policy

November 2018

Springwell Leeds Academy Teaching and Learning Policy
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The Aims of a Whole Academy Approach to Teaching and Learning

At Springwell Leeds Academy we have a set of principles which underpin Teaching and Learning (T&L) in order to continue to improve standards for all pupils at all levels. The aims of a whole school approach to Teaching and Learning are:

1. To raise standards of achievement for pupils of all abilities, no matter what their starting points or individual SEMH needs are, so that they make better than expected progress where possible.

2. To continue to improve the quality of T&L across the whole school, sharing good practise and utilising the experience that staff have.

3. To highlight the central importance and priority given to T&L for whole school improvement.

4. To foster approaches that promote academic resilience and overcome barriers to learning.

5. To identify the minimum expectations for T&L at Springwell Leeds Academy.

Principles and Ethos

Springwell Leeds Academy is committed to meeting the diverse needs of our pupils through:

- Recognising that before any child can begin to learn they need to feel safe, secure and understood, therefore emphasis is placed on developing positive relationships and the 6 nurture principles are used as a foundation for learning.

- The provision of high quality T&L that promotes high standards of learning, achievement and behaviour for all.

- Having high expectations for all; enabling learners to develop in-depth knowledge, understanding and skills to the best of their ability.

- Valuing, supporting and celebrating the many different ways that children can learn so they may reach their full potential.

- The provision of a broad, balanced and exciting curriculum with carefully-planned learning opportunities including the development of social and emotional aspects of learning.

- Promoting social and emotional well-being; creating a sense of optimism, confidence, happiness, vitality, self-worth, meaning and purpose within our young people and developing the skills they need to have positive relationships with others.

- The development of spiritual, moral, social and cultural education which supports and enhances learning whilst preparing pupils for modern life and active citizenship.

- The provision of a high quality and relevant system of continued staff development. The development of strategies and structures that support staff to develop their specialist knowledge and skills in order to impact on the constant improvement of T&L and high quality education provision.

- The involvement of pupils in their own learning, developing the necessary skills for both reflective and independent learning.

- Adaptability in lessons where personalisation and differentiation to meet the individual needs of each child is commonplace and an understanding of teachers of how and when to change a lesson to respond to the pupils' needs.

- The provision of a system of assessment, recording and reporting, which informs and assists T&L and encourages pupils to make more progress.

- The provision of a predictable and safe environment, explicitly founded on nurture and attachment principles that promotes security through consistent routines and clear boundaries. The application of an **Unconditional Positive Regard for all pupils,** acknowledging and addressing any inappropriate behaviours which may arise.

- The provision of an effective and well-organised Care Team which supports the delivery of T&L within school.

- The ongoing monitoring and evaluation of the quality of T&L in the school as part of the Whole School Quality Assurance processes.

T&L priorities for 2018-19

- Leaders of classrooms deliver learning using a range of strategies appropriately matched to the SEMH needs of the students
- Teachers ensure learning is personalised to reflect the starting points of different students
- Ensure consistency in assessment, assessment for learning and target setting
- Ensure that the deployment of teaching assistants impacts positively on learning and behaviour
- The Academy environment is used effectively to support learning and promotes a positive climate for learning
- The T&L strategy groups ensure consistency across all sites, providing challenge and sharing best practise to develop T&L to outstanding

Quality Assurance and the Monitoring of Teaching and Learning.

T&L is overseen by the Senior Leadership team and by Subject Leads.
Due to the nature of our setting, judgements about T&L aren't made during one off lesson observations but through regular learning walks which provide evidence of pupil progress over time and the typicality of student's diets within the classroom.

The purpose of all quality assurance is to provide developmental feedback which identifies areas of strength and areas for continued development within the 'Springwell pillars of effective teaching'. A simple structure forms the basis for all conversations:

- How well am I/are we doing?
- How do I/we know?
- What are my/our strengths or weaknesses?
- What should I/we do to improve?

When carrying out Learning Walks SLT and Subject Leads take in to account a range of evidence which includes:

- Looking at the data for the class and noting which priority route pupils are on and whether they are making progress in relation to their identified key performance indicators
- Looking at pupils' books to ensure that marking is done daily and that diagnostic feedback is given to show pupils what they have done well and how to improve. Next steps tasks are given to extend pupil's learning with pupils responding to this feedback and making progress.
- Noting the progress made by pupils in the lesson and the impact that the teaching has on the learning.
- Identifying how the planning, teaching and subsequent outcomes achieved during the lesson support the pupil's special educational need and progress towards their EHCP outcomes and Boxall recommendations
- Noting the engagement of pupils with their learning and the relationships they have with staff and the impact these have on behaviour for learning.
- Identifying how the learning environment supports a climate for learning.

SLT and Subject Leads carry out work looks across the school to ensure that marking and feedback allows pupils to progress over time.
Teaching and Learning conversations which focus on the quality of Teaching and Learning take place each half-term between:

- SLT and Subject Leads
- SLT and individual class teachers
- Subject Leads and individual class teachers

Senior Leadership Quality Assurance

The T&L Strategy group will meet and plan for the continued development of T&L across the Academy, ensuring that best practise is shared and that there is consistency in practise.
The SLT will monitor and plan for the continued development of T&L within their school.
SLT will create the shared vision for the development of T&L through clear policies and procedures.
The School Development Plan will have an emphasis on T&L.
SLT will provide an effective personalised provision of CPD for teachers to develop T&L.
SLT will ensure effective systems for monitoring, evaluating and reporting about T&L are put in place and reviewed.
SLT will support Subject Leads in the development of T&L.
SLT will ensure that the quality assurance of judgements of T&L are carried out within school and with other colleagues within the trust.

SLT will provide clear policies and procedures for CPD and support underperforming teachers.

Subject Leaders Quality Assurance

- Subject Leads should ensure that teachers follow the whole school T&L policy at all times.
- Subject Leads should develop the curriculum policies in line with whole school policies for T&L.
- Subject Leads should reinforce the school's shared values and expectations that support high quality T&L.
- Subject Leads should emphasise the importance of improving T&L through the Curriculum Area Development Plan.
- Subject Leads should advocate and support the development of high quality T&L resources and share good practice through sourcing quality schemes of work.
- Subject Leads should encourage individual CPD to develop effective Teaching and Learning and to support teachers at all levels to reflect and improve their own practice.
- Subject Leads should monitor and evaluate the T&L within their subject area and within the context of the whole school system.
- Subject Leads should support underperforming teachers through clear action plans.
- Subject Leads will ensure accuracy of judgements for T&L through joint quality assurance systems with their counterparts at other sites and through external moderation with other schools within the trust.
- Subject Leads will contribute to the planning, delivery and mapping of PSHCE, SMSC and British Values education.

Classroom Teaching Quality Assurance

- The classroom teacher/HLTA/TA has a crucial role to play in reinforcing the school's shared values and attitudes that support high quality Teaching and Learning.
- Teachers/HLTAS/TAs should follow school and departmental policies relating to T&L and progress.
- Teachers should contribute to the developments outlined in the School Development Plan in regards to T&L.
- Teachers/HLTAs/TAs should support each other by developing high quality T&L resources and share these with their curriculum teams.
- Teachers/HLTAs/TAs should participate in staff development outlined in the School's Development Plan working on whole school, curriculum and individual areas for development.
- Teachers should contribute positively to the whole school and curriculum area systems of monitoring and evaluating T&L.
- Teachers should take responsibility for their own CPD needs and work within the teacher standards at all times.
- Teachers should ensure that their teacher progress files contain all of the relevant data they need to personalise learning for their individual pupils. These files should include Individual Learning Plans (ILPs), SEN files, Boxall recommendations, personal handling plans and risk assessments.
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- Teachers should plan their lessons so that seating plans and grouped activities take in to account the individual needs and abilities of pupils within the group.
- Teachers/HLTAs/TAs will contribute to the planning, delivery and mapping of PSHCE, SMSC and British Values education.

CPD and shared planning meetings.

- CPD sessions take place on a Wednesday from 3pm until 4/4:30pm and on a Friday afternoon. Each term has a theme for CPD which is shared at the start of a term. The CPD schedule is written to support whole school priorities and identified areas for staff development.
- Weekly planning meetings take place for maths and English to support class teachers with planning, assessment, marking and feedback. The planning meetings take place from 3-4pm. English meetings are on Tuesday and Maths are on Thursdays.
- Collaborative planning meetings are also planned across sites, the dates for these can be found in the whole school calendar.

Learning Walks, Work Looks and Teaching and Learning conversations.

Springwell Academy is committed to ensuring that there is a developmental and supportive approach to staff CPD. Anyone involved in the process of judging the quality of T&L will:
- Carry out the role with professionalism, integrity and courtesy
- Evaluate objectively
- Report fairly and accurately, taking in to account the complexities of this setting
- Respect the confidentiality of the information gained
- Hold Qualified Teacher Status

Learning Walks.

- Lesson observations are not particularly conducive to judging T&L in this setting due to the complex needs of our young people and how their SEMH needs can impact on the delivery of a lesson on any given day. The SLT support in lessons daily and through this continuous involvement within lessons, evaluations of Teaching and Learning takes place. All feedback is developmental and the SLT will discuss the strengths of the lessons and areas which could be developed regularly with teachers.
- During one week each half-term Subject Leads for maths, English and Personal Learning will be given time to complete learning walks to evaluate Teaching and Learning of their specialist area. These Subject Leads will use this information to support teachers with their CPD. Strengths and areas for development will be discussed and where necessary, Subject Leads will offer additional support through team-teaching, shared planning, observation and CPD.
- Colleagues also have the opportunity to observe each other's lessons to share best practise.
- A picture of typicality will be built throughout each half term and feedback for individual teacher strengths and areas for development for the following half-term will be fed back during T&L conversations with SLT.

- Information gathered during the Learning walks will be used to inform school self-evaluation and school improvement strategies.

Lesson Observations.

Formal Lesson Observations will take place for NQTs, a new member of staff if initial Learning Walks suggest more support may be necessary and for those teachers in need of additional support.

Teaching and Learning Conversations.

The purpose of these are developmental. Teaching and Learning Conversations will always focus on areas of strength and areas for development based on:
- The evaluation of Teaching and Learning based on the 'Springwell Pillars for Effective Teaching'.
- Curriculum coverage and pupil progress.

All of the above will be summarised on the TOAP document which will be updated and shared with staff termly to aid them in being reflective practitioners and to aid direction for their personal professional development.

Work Looks

Work Looks to evaluate Teaching and Learning and to share best practise will take place during each half-term. SLT and Subject Leads will carry out work looks and teaching staff will have the opportunity to share best practise by looking at each other's books/feedback during Curriculum CPD sessions.

Appendix 1   Quality Assurance Calendar for T&L

Learning Walks for Subject Leads, maths and English.

These will take place at least once during each half-term.

Work Looks:

w/c 8th October 2018
w/c 26th November 2018
w/c 21st January 2018
w/c 11th March 2018
w/c 13th May 2018
w/c 8th June 2018

Teaching and Learning Conversations with SLT
w/c 2nd October
w/c 10th December
w/c 4th February
w/c 18th March
w/c 13th May
w/c 8th July

Subject Leaders' meetings

Directed time will be given for Subject Leads to meet to collaboratively plan, quality assure and moderate their judgements in regards to T&L. These meeting are on:

Wednesday 26th September   (North site)
Wednesday 14th November   (South site)
Wednesday 12th December   (East site)
Wednesday 13th February   (North site)
Wednesday 13th March   (South site)
Wednesday 22nd May   (East site)
Wednesday 10th July   (North site)

Appendix 2   Springwell Academy Minimum Classroom Expectations.

- Teachers have high expectations for all pupils which they teach, using SMART targets and rewards to promote these academic and behavioural expectations. These targets are shared with specialist teachers.
- Lessons follow a programme of study, with feedback on learning informing the next lesson.
- Learning is organised with visible timetables and established routines. Learning objectives and the purpose of the lesson are shared and understood (unless the LO is planned to be revealed at the end).
- Learning is personalised to allow All pupils to make progress within the lesson and over time (differentiation). All pupils are stretched and challenged.
- Lessons are planned to allow pupils to make progress towards EHCP targets. SMSC is evident in every lesson.
- Learning is engaging, relevant and when possible, fun. Pupils understand why they are learning what they need to learn.
- Teachers and TAs communicate well whilst working as mini-teams. Resources, learning objectives and planned outcomes are shared before the lesson. TAs feedback to the teacher about pupil progress at the end of the lesson.
- Feedback, both written and verbal focuses on next steps for progress.
- Opportunities for reading, writing, speaking and listening and/or maths are embedded across all lessons.
- Behaviour expectations and boundaries are embedded and visible in routines and positive behaviour.
- All Staff work relentlessly to build relationships with their pupils.

Appendix 3   Principles for Effective Marking and Feedback for Learning.

Principles and Practice.

Context.

Involving the children and young people across Springwell Leeds Academy in the assessment of their progress in learning can present with challenges. Some children with social, emotional and mental health difficulties may have low self-esteem and interpret mistakes as a sign of failure, rejection and humiliation.

Our pupils may not have the social skills to assess a peer's work in a constructive way, or self-assess their work with honesty and confidence, viewing their outcomes as inferior or unsatisfactory. Equally, pupils with ASD struggle to accept feedback or practise because of low self-esteem or a need for perfectionism that doesn't allow for the concept of making mistakes. This does not mean that feedback and practise should not take place but that the climate for feedback needs to be established and personalisation around consistent feedback routines should operate across the school.

The processes for self and peer assessing need to be taught, alongside social and emotional skills such as empathy, team working and goal setting. As many children at the school have poor working memories a feature of effective feedback will be on the pupils feeding back what they can recall and what needs further overlearning.

Principles for effective feedback.

Research has shown that the most effective feedback, particularly for pupils in this setting, is in the moment by teachers and/or teaching assistants. Teachers plan their marking so that feedback is immediate and allows the next session to begin with precise praise (what went well). The next steps task can be varied in challenge due to the needs of the individual pupils. Next step tasks may be challenge tasks to extend understanding or, as many of the pupils at the school have poor working memories, a 'next steps' task may be a further recall or consolidation task to raise the pupil's self-esteem and motivation during the next session. This also allows teachers and support staff to know what needs overlearning. Pupils are supported socially and emotionally with the process of self and peer-assessment and this is something which may happen over time.

Key features for effective Marking and Feedback for Learning

- Marking is done to ensure that pupils make progress.
- Verbal feedback is given as much as possible during the lesson to encourage pupils and to identify any misconceptions.
- Each piece of work is marked and marking usually takes place on the same day that the work was completed.
- Teachers/TAs mark in purple pen.
- Positive comments are used wherever possible.
- Teachers/TAs mark diagnostically. This means that they say what the pupil has done well and they set a target which shows pupils how to improve. One target can be selected as their academic target which forms part of their SMART targets; these are reviewed daily and linked to rewards, further reinforcing the target for pupils.

- Teachers/TAs will give a 'next steps' task which allows pupils to make progress. Pupils will complete this task in green pen or on green paper to show they are developing their learning. They may show progress by acting on the comments from the teacher eg by doing corrections, adding additional content or re-drafting (Feedback) or by acting on the information in a future piece of work (Feedforward). When marking written work one of the improving writing 'next steps' tasks will be used. All next steps tasks would then be checked.
- Peer and self-assessment will be in green pen.
- Success criteria which make the next learning steps clear are shared with pupils.
- Literacy pieces will be marked as follows:

SP   Incorrect spelling

P   Punctuation mistake

^   Missing word

?   Unclear meaning

//   New paragraph needed

Literacy codes will be displayed in classrooms and within the pupil's books. As a guide SP and P should only be used when beginning feedback with pupils. Again, as a guide, two spelling corrections and one punctuation correction should be given. These can be increased if the individual pupil responds well to feedback. Similarly, the other codes could start to be used.

Some pupils may need a personalised approach to how their feedback is given, therefore some features my not be applicable for all pupils. Teachers/TAs need to use discretion and work with the needs of the pupils whilst ensuring high quality feedback is given.

Appendix 4   Ofsted good and outstanding teaching.

Outstanding (1)

- Teachers demonstrate deep knowledge and understanding of the subjects they teach. They use questioning highly effectively and demonstrate understanding of the ways pupils think about subject content. They identify pupils' common misconceptions and act to ensure they are corrected.
- Teachers plan lessons very effectively, making maximum use of lesson time and coordinating lesson resources well. They manage pupils' behaviour highly effectively with clear rules that are consistently enforced.
- Teachers provide adequate time for practice to embed the pupils' knowledge, understanding and skills securely. They introduce subject content progressively and constantly demand more of pupils. Teachers identify and support any pupil who is falling behind, and enable almost all to catch up.
- Teachers check pupils' understanding systematically and effectively in lessons, offering clearly directed and timely support.
- Teachers provide pupils with incisive feedback, in line with the school's assessment policy, about what pupils can do to improve their knowledge, understanding and skills. The pupils use this feedback effectively.
- Teachers set challenging homework, in line with the school's policy and as appropriate for the age and stage of pupils, that consolidates learning, deepens understanding and prepares pupils very well for work to come.
- Teachers embed reading, writing and communication and, where appropriate, mathematics exceptionally well across the curriculum, equipping all pupils with the necessary skills to make progress. For younger children in particular, phonics teaching is highly effective in enabling them to tackle unfamiliar words.
- Teachers are determined that pupils achieve well. They encourage pupils to try hard, recognise their efforts and ensure that pupils take pride in all aspects of their work. Teachers have consistently high expectations of all pupils' attitudes to learning.

- Pupils love the challenge of learning and are resilient to failure. They are curious, interested learners who seek out and use new information to develop, consolidate and deepen their knowledge, understanding and skills. They thrive in lessons and also regularly take up opportunities to learn through extra-curricular activities.
- Pupils are eager to know how to improve their learning. They capitalise on opportunities to use feedback, written or oral, to improve.
- Parents are provided with clear and timely information on how well their child is progressing and how well their child is doing in relation to the standards expected. Parents are given guidance about how to support their child to improve.
- Teachers are quick to challenge stereotypes and the use of derogatory language in lessons and around the school. Resources and teaching strategies reflect and value the diversity of pupils' experiences and provide pupils with a comprehensive understanding of people and communities beyond their immediate experience.

Good (2)

- Teachers use effective planning to help pupils learn well. Time in lessons is used productively. Pupils focus well on their learning because teachers reinforce expectations for conduct and set clear tasks that challenge pupils.

- In lessons, teachers develop, consolidate and deepen pupils' knowledge, understanding and skills. They give sufficient time for pupils to review what they are learning and to develop further. Teachers identify and support effectively those pupils who start to fall behind and intervene quickly to help them to improve their learning.

- Teachers use their secure subject knowledge to plan learning that sustains pupils' interest and challenges their thinking. They use questioning skilfully to probe pupils' responses and they reshape tasks and explanations so that pupils better understand new concepts. Teachers tackle misconceptions and build on pupils' strengths.

- Teachers give pupils feedback in line with the school's assessment policy. Pupils use this feedback well and they know what they need to do to improve.

- Teachers set homework, in line with the school's policy and as appropriate for the age and stage of pupils, that consolidates learning and prepares pupils well for work to come.

- Teachers develop pupils' reading, writing and communication, and where appropriate mathematics, well across the curriculum. For younger children in particular, the teaching of phonics is effective in enabling them to tackle unfamiliar words.

- Teachers expect and encourage all pupils to work with positive attitudes so that they can apply themselves and make strong progress.

- Pupils develop the capacity to learn from mistakes and they become keen learners who want to find out more. Most are willing to find out new information to develop, consolidate and deepen their knowledge, understanding and skills, both in lessons and in extra-curricular activities.

- Most pupils commit to improving their work. They are given time to apply their knowledge and understanding in new ways that stretches their thinking in a wide range of subjects, and to practise key skills.

- The school gives parents accurate information about how well their child is progressing, how well their child is doing in relation to the standards expected, and what their child needs to do to improve.

- Teachers challenge stereotypes and the use of derogatory language in lessons and around the school. Teachers promote equality of opportunity and diversity in teaching and learning.

Appendix 5   Nurture Breakfast Expectations.

Nurture Breakfast; as with all other parts of the school day must be planned and structured through the use of micro-routines to enable pupils to have the most settled start to the day. These routines are crucial so that pupils feel safe, nurtured and ready to learn.

As pupils arrive for nurture breakfast staff should take the time to gauge their mood and to explore how they are feeling so that support and interventions for the day can be put in to place if necessary. The use of SEAL emotion and feelings boards are a good way to establish how a child is feeling in a non-verbal way.

Upon entering the classroom there should be a planned activity for pupils. This activity will depend upon the age and needs of the pupils in the group. This could be:

-A wake-up shake up activity
-Quiet reading
-Exploring what's happening in the world eg newsround
-A planned discussion around something that would interest the pupils
-A SEAL activity
-A settling activity such as watching a short section of a film

All pupils should come together in the 'breakfast' area of the classroom at the same time every day to eat breakfast. Children come to Springwell East with underdeveloped social skills and have historically struggled to communicate positively in pro-social ways. Nurture breakfast should be constructed in order to address fundamental gaps in social skills development. Breakfast involves staff modelling positive behaviours, expectations and conversation around social eating to support children in learning the appropriate behaviours. Again, eating breakfast together should have a similar theme each day. Best practise examples are:

-Using the breakfast time as a tool to reflect on the previous day and to discuss the day ahead
-Younger pupils could be read to for the first 5 minutes as they start to eat their breakfast

The final part of nurture breakfast should involve settling the pupils in to the learning area and talking through their learning day before their first lesson starts.

The key is that each day looks the same, pupils know what to expect and every member of staff knows their role. Each part of the session is planned for and timings remain the same daily.

Appendix 6   Lesson plan template

| Springwell Leeds Lesson Planning Template.	
Subject:	Resources
Objectives:	
Key learning points (what do you want pupils to take away with them?)	
Learning activities (Think – student led or teacher led? How will you engage the pupils?)	
AFL activities	

Differentiation	TA Involvement

Appendix 7: The Six Principles of Nurture and Maslow's Hierachy of Needs

6 Principles of Nurture:
Children's learning is understood developmentally:

1. The classroom offers a safe base
2. The importance of nurture for the development of well-being
3. Language is a vital means of communication
4. All behaviour is communication
5. The importance of transition in children's lives

Ref: Lucas,S., Insley,K. and Buckland,G. (2006) Nurture Group Principles and Curriculum Guidelines Helping Children to Achieve, The Nurture Group Network.
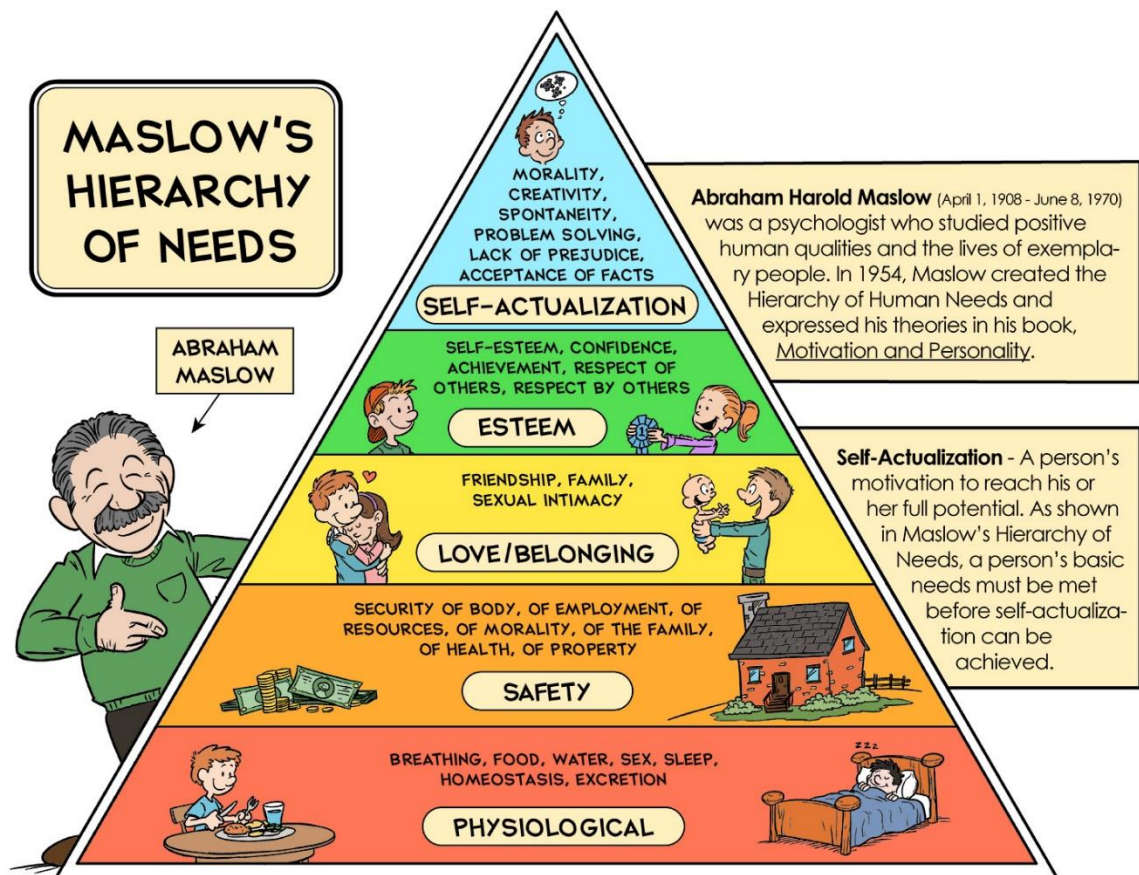
Appendix 8 Classroom Environment Expectations.

A welcoming and nurturing classroom environment is fundamental in meeting both the SEMH and learning needs of our young people. Our classrooms are designed to help our pupils to feel that they belong and that they are safe and valued.

All Springwell Classrooms:

Provide structure, consistency, boundaries and routine.
- Class timetables are on display
- Individual pupil timetables are on pupil desks.
- Classrooms are separated in to different learning and non-learning (social) areas.
- Pupil's SMART targets are on display, one academic, one behavioural and one SEAL target which link to the outcomes in the pupil's EHCP.
- Classrooms are organised and tidy, everything has a place and all non-essential items are locked in cupboards when they aren't in use.

Give a sense of belonging and nurture.
- Pupil photos are on display giving pupils ownership of the room.
- Pupils have their own desk with their name on and personal things eg pencil case, stationery, fidget toy, ear defenders etc.
- Classrooms have SEAL displays and mood boards.

Raise self-esteem, promote learning and celebrate success.
- Rewards displays celebrate points and rewards (eg photos of Friday rewards).
- Pupil work is on display and it is regularly updated as new work is produced.
- Literacy and numeracy displays promote the development of these essential skills.
- Books, magazines and newspapers are readily available in classroom reading areas.

Appendix 9 The 95%.
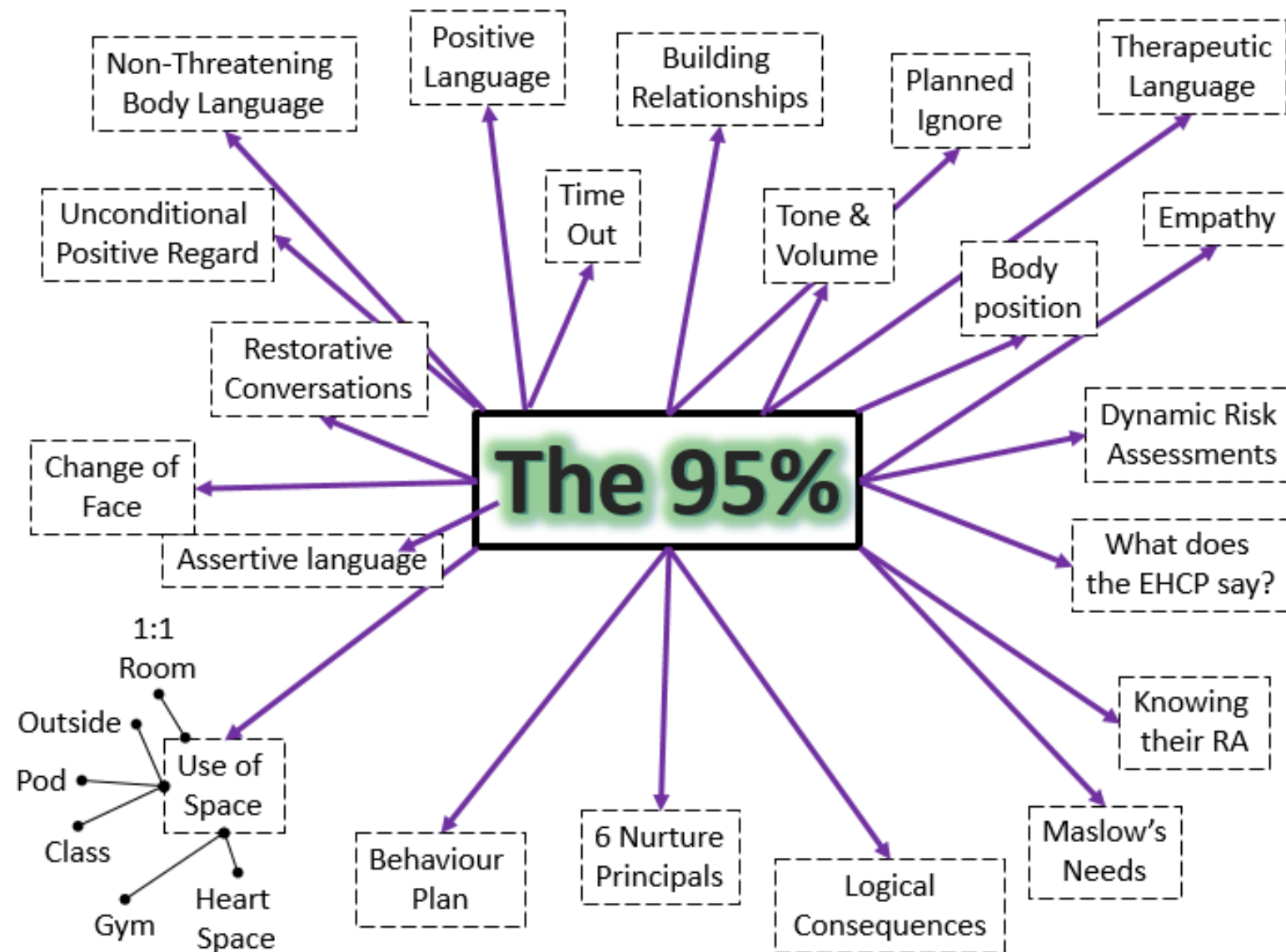
Appendix 10 The Springwell Pillars for Effective Teaching.

The Springwell Pillars for Effective Teaching.				
Meeting SEMH needs	**Meeting Academic needs**	**Use of the 95%**	**Use of Class Teams**	**The Effectiveness of Nurture Times.**
How have pupil needs been planned for? How are ILP targets being used to help pupils to work towards their EHCP outcomes? How are micro-routines used? Are instructions clear? Does the classroom environment meet pupil needs?	How is assessment used to inform planning? How is learning differentiated? Is learning highly personalised? Is questioning effective? How is learning assessed during the lesson? How does feedback impact on pupil progress? Is their evidence of progress over time within marking and feedback?	Do pupils feel safe? Are relationships between pupils and staff evident? Refer further to the 95% guidance.	Are all of the class team involved in planning for the group? Who are TAs working with? Does this provide effective support? Does the class team plan pro-actively or re-actively? Do members of the class team have clear roles and responsibilities at each point of the day?	Are micro-routines in place for nurture times? Are Nurture times including Nurture breakfast, social times and team times planned to meet pupil needs? Are all members of the class team aware of their role during these times? Is planning proactive?

About this policy

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