



Centre Academy East Anglia

Teaching and Learning Policy

Equality Statement

Centre Academy East Anglia is committed to a policy of equality and aims to ensure that no employee, job applicant, pupil or other member of the school community is treated less favourably on grounds of sex, race, colour, ethnic or national origin, marital status, age, sexual orientation, disability or religious belief. We provide a safe, supportive and welcoming environment

Guidelines for Covid 19 will apply throughout this policy

Review Date:	June-25
Last Review Date:	June-24
Held on website:	Yes

Signed by Chair of Proprietor Body

A handwritten signature in black ink, appearing to read 'R. Murphy'.

Signed:
Chair of Proprietor Body

Mr R Murphy

Date: 18/06/24

Centre Academy East Anglia is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.

Introduction:

This document is a statement of the aims, principles and strategies for teaching and learning at Centre Academy East Anglia.

Purpose of the Policy:

Teaching and Learning is considered to be the purpose of our school. It is the method through which we offer a curriculum which is geared towards the individual needs of our students.

At CAEA we are committed to high quality teaching and learning, to raise standards of achievement for all children. Teachers and Governance have been consulted in developing this policy, which summarises expectations and common working practices. It reflects what has been agreed in terms of approach and consistency and makes explicit the best practice to which the school aspires. It also reflects the aims and objectives of the school and supports its vision.

This policy should be read in conjunction with Teaching and Learning Remote Learning and the NEA Quality Assurance.

This policy aims to:

- Explain how we'll create an environment at our school where pupils learn best and love to do so
- Summarise expectations to make sure everyone is committed to achieving a consistent approach to teaching and learning across our school
- Promote high expectations and raising standards of achievement for all pupils in our school
- Involve pupils, parents and the wider school community in pupils' learning and development

CAEA Aims:

- to provide a consistency of teaching and learning across every group and age
- to enable teachers and support staff to teach as effectively as possible
- to foster a love of learning
- to manage transitions, either within or outside the school, with care, for students and in collaboration with parents
- to give students the skills and knowledge and promote the understanding they require to become confident, disciplined, and effective life- long learners
- to develop a responsible and independent attitude towards work and towards their roles in society
- to be tolerant and understanding with respect for the rights, views, and property of others
- achieve their potential in terms of academic achievement, aesthetic appreciation, and spiritual awareness
- to value and respect all cultures
- to provide a happy and safe learning environment
- to raise levels of achievement in all pupils, enabling them to achieve their personal best
- to learn from each other, through the adoption of a collaborative, enquiry-based approach to teaching and learning where good practice is shared.

Principles of Teaching and Learning

Teaching and learning are a continuous and life-long process. People learn within social and cultural contexts, independently and through interaction with others. We see teaching and learning as a process of co-operative and collaborative teamwork and welcome and encourage the involvement of parents and others in the community.

Pupils learn best at our school when they:

- Have their basic physical needs met
- Feel secure, safe, and valued
- Feel a sense of belonging to the group
- Are engaged and motivated
- Can see the relevance of what they are doing
- Know what outcome is intended
- Can link what they are doing to other experiences
- Understand the task
- Have the physical space and the tools required
- Have access to the necessary materials
- Are not disrupted or distracted by others
- Can work with others or on their own, depending on the task
- Are guided, taught, or helped in appropriate ways at appropriate times
- Can practise what they are learning
- Can apply the learning in both familiar and new contexts
- Can persevere when learning is hard
- Can manage their emotions if things are not going well
- Recognise that all learners make mistakes and that mistakes can help us learn

Roles and responsibilities:

Teaching and learning in our school are a shared responsibility, and everyone in our school community has an important role to play. (Please reference CAEA home-school agreement)

All members of the school community (teaching and non-teaching staff, parents, and students) work towards the school's aims by:

- Esteeming children as individuals and respecting their rights, values, and beliefs
- Fostering and promoting good relationships and a sense of belonging to the school community
- Providing a well-ordered environment in which all are fully aware of behavioural expectations
- Offering equal opportunities in all aspects of school life and recognising the importance of different cultures
- Encouraging, praising, and positively reinforcing good relationships, behaviours, and work
- Working as a team, supporting, and encouraging one another

Governance

Governance at CAEA will:

- Monitor that resources and funding are allocated effectively to support the school's approach to teaching and learning
- Monitor the impact of teaching and learning strategies on pupils' progress and attainment
- Monitor the effectiveness of this policy and hold the Senior Management Team to account for its implementation
- Ensure that other school policies promote high-quality teaching, and that these are being implemented

Senior Management Team

Senior Management Team 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 pupils to account for their teaching and learning
- Plan and evaluate strategies to secure high-quality teaching and learning across the school
- Manage resources to support high-quality teaching and learning
- Provide support and guidance to other staff through coaching and mentoring
- Input and monitor the impact of continuing professional development (CPD) opportunities to improve staff's practice and subject knowledge
- Promote team working at all levels.
- Address underachievement and intervene promptly
- Meet the expectations set out in CAEA Curriculum policy, Behaviour policy, and Marking and Feedback policy.

Teachers work towards the school's aims by:

- Follow the expectations for teaching and professional conduct as set out in the Teachers' Standards
- Actively engage parents/carers in their child's learning (– for example via CAEA weekly letters, telephone or written communications, website contributions, parent meetings)
- Update parents/carers on pupils' progress [on a termly basis], and produce a written report on their child's progress
- Meet the expectations set out in CAEA Curriculum policy, Behaviour policy, and Marking and Feedback policy
- Providing a challenging and stimulating programme of study designed to enable all children to reach the highest standards of personal achievement
- Recognising and being constantly aware of the needs of each individual child according to ability and aptitude
- Ensuring that learning is progressive and continuous
- Ensuring that planning, is well thought out and that marking is effective for each individual student
- Being good role models – punctual, well prepared, and organised
- Maintaining an up-to-date knowledge of the Centre Academy School Curriculum
- Having a positive attitude to change and the development of their own expertise
- Help CAEA to establishing links with the local community to prepare students for the opportunities, responsibilities, and experiences of adult life
- Working collaboratively with a shared philosophy and commonality of practice
- Drive improvement in their subject/phase, working with teachers to identify any challenges
- Timetable their subject to allocate time for pupils to:
 - Achieve breadth and depth
 - Fully understand the topic
 - Demonstrate excellence
- Moderate progress across their subject/phase
- Improve on weaknesses identified in their monitoring activities
- Create and share clear intentions for their subject/phase
- Encourage teachers to share ideas, resources, and good practice
- Take the lead in policy development and the production of schemes of work designed to ensure progression and continuity in their subject throughout the school
- Assess and keep appropriate records
- Monitor progress in their subject and advise the Head of School of this progress
- Take responsibility for the purchase and organisation of central resources for their subject
- Are expected to keep up to date through reading and attending relevant CPD courses.
- To share learning objectives and to display in lessons

- All lessons to be well planned and prepared with all required materials and resources to hand. Visual aids should be clearly displayed
- Setting of individual subject targets
- Feedback and effective marking are embedded in everyday practice and is used to inform teaching and learning
- Assessment of success by students who carry out peer and self- assessment
- Use of effective questioning to challenge students. Asking how they arrived at their answer
- Creating an appropriate and stimulating working environment
- Linking the lesson to prior learning, both recent and further in the past
- To have positive and productive interactions with students.

Support staff

Support Staff are used sparingly but predominate in the junior classes where further support and nurture is considered necessary.

Support staff at our school will:

- Know pupils well and differentiate support to meet their individual learning needs
- Support teaching and learning with flexibility and resourcefulness
- Use agreed assessment for learning strategies
- Use effective marking and feedback as required
- Engage in providing inspiring lessons and learning opportunities
- Feedback observations of pupils to teachers
- Ask questions to make sure they've understood expectations for learning
- Identify and use resources to support learning
- Have high expectations and celebrate achievement
- Demonstrate and model themselves as learners
- Meet the expectations set out in the Curriculum policy and Behaviour policy.

Students work towards the school's aims by:

- Attending school in good health maintained by adequate diet, exercise, and sleep
- Attending school regularly, eschewing term time holidays
- Being punctual and ready to begin lessons on time
- Being organised – bringing necessary kit and pencil cases, returning reading books regularly (organisational difficulties of ADHD/Dyslexic students will be taken into account).
- Conducting themselves in an orderly manner in line with the expected code of conduct. (See Student Handbook).
- Taking growing responsibility for their own learning and support the learning of others
- Always meet expectations for good behaviour for learning, respecting the rights of others to learn
- 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

Parents and carers of pupils at our school will:

- Value learning
- 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
- Provide resources as required to support learning

- Ensuring that children attend school in good health, regularly and punctually
- Providing support for the discipline within the school and for the teacher's role
- Being realistic about their children's abilities and offering encouragement and praise
- Ensuring early contact with school to discuss matters which affect a child's happiness, progress, and behaviour
- Giving due importance to homework in the holidays and at weekends – hearing reading and ensuring completion of written tasks as set
- Allowing their children to take increasing responsibility as they progress through the school.

Procedures

Strategies for Teaching and Learning

Our Curriculum is organised on a subject basis.

The predominant mode of working is individual work and class teaching with co-operative group work. Within this structure:

- Instruction is supplied in small groups based on approximately similar age levels
- In Mathematics and English skills students can be streamed according to ability in KS4 onwards

Commercially available Schemes of Work are used where appropriate to support the teaching of certain subjects.

Some students are withdrawn for extra support as part of our intervention programme, on a rota basis, provided by specialists.

Homework is provided on a regular basis and, like all other aspects of our approach to teaching and learning, is differentiated according to individual child, age, level and learning challenge. Supervised prep periods assist the students as they prepare their homework assignments. Further reading or written work may be given during school holidays. (See Homework and Prep Policy).

Differentiation

Teaching and learning at our school will take the backgrounds, needs and abilities of all pupils into account. We will differentiate learning to cater to the needs of all of our pupils, including:

- Pupil's special educational needs and disabilities (SEND)
- Pupils with English as an additional language (EAL)
- Disadvantaged pupils

So that we always have the highest possible expectations of individual learners and so they can demonstrate what they can do, understand, and achieve, teachers will differentiate the curriculum according to individual needs by:

- pace
- content
- task
- relevance
- resources
- extension
- autonomy
- outcome
- teacher/adult support provided.

Learning objectives will be specified and references will be made in Schemes of Work to individual Provision Plans.

Extra support is given in the classroom where necessary from learning support assistants. Additionally, advice is sought from relevant external support agencies when and where the need demands it.

We offer opportunities for children to learn in different ways. These include:

- Investigation and problem solving
- Research and finding out
- Group work
- Paired work
- Independent Work including use of Century Learning
- Whole class work
- Use of ICT and computing skills
- Fieldwork and visits to places of educational interest
- Creative activities
- Film clips and responding to musical or recorded material
- Debates, role play and oral presentations
- Participation in physical activities
- Self-reflection on what has been learnt

Teachers set individual targets each term per student primarily in English and Mathematics and many other subjects. This is in addition to the formative assessment targets the teachers communicate to the children on a regular basis where appropriate. These can be shared with the child and parents to encourage partnerships in learning.

Organisation

The learning environment will be managed in such a way as to facilitate different styles of learning.

We encourage children to take responsibility for their own learning, to be involved as far as possible in reviewing the way they learn and to reflect on how they learn, what helps them learn and what makes it difficult for them to learn. Self-review and peer review strategies are used, as well as planned plenaries at the end of lessons to review the key learning objectives and to assess the level of understanding.

Opportunities will be made for:

- whole class teaching
- group work, organised according to appropriate criteria (i.e., ability, mixed ability, friendship, etc)
- one to one teaching
- conferencing
- collaborative learning in pairs or groups
- independent learning.

Classrooms

All areas of the learning environment will be planned for, including, where appropriate, the outside areas, to ensure opportunities for a range of practical activities, which will develop appropriate knowledge, skills and understanding.

The classroom will be organised to facilitate learning and the development of independence. Students will be involved in the maintenance and care of all equipment and resources.

Classrooms provide a stimulating and purposeful learning environment, including thought provoking and stimulating displays, both of resource material and the student's own work.

Classroom resources are the responsibility of subject teachers and class form teachers. However normally we anticipate that teachers should ensure that:

- There is a range of appropriate, accessible, and labelled resources available from which students can select materials suitable to the task in hand
- All Students know where resources are kept and the rules about their access and use
- All Students know what they must not touch for reasons of safety and privacy
- Students are encouraged to act independently in choosing, collecting, and returning resources where appropriate
- Students and teachers act together to establish an attractive, welcoming, and well organised environment engendering respect, care, and value for all resources

Health and Safety issues are the responsibility of all who work in the school although the Health and Safety officer has overall charge.

Remote Learning

All pupils should attend school, in line with our attendance policy. However, in extreme circumstances, it may be that remote learning is required. We will consider providing remote education to pupils in circumstances when in-person attendance is either not possible or in accordance government guidance.

This might include:

Occasions when we decide that opening our school is either:

- Not possible to do safely
- In accordance with guidance from local or central government
- Occasions when individual pupils, for a limited duration, are unable to physically attend school but are able to continue learning, for example because they have an infectious illness

In such circumstances, teachers will provide work home for pupils, attempting to provide manageable work and guidance as similar to the pupil's usual school timetable. Teachers will be expected to regularly check in with students who are remotely learning, to ensure their wellbeing and academic progress is catered for. The pupil's form tutor will be the primary point of contact and responsible for coordinating work sent home.

Strategies for Ensuring Progress and Continuity

Assessment, Recording and Reporting

A baseline assessment is carried out on all pupils as they start/when settled at CAEA to inform starting points and expectations, with a focus on reading age as a basis for learning.

Regular formative assessments are made of students work to establish the level of attainment and to inform future planning and to guide the progress of individual pupils. It involves identifying each pupil/young person's progress in each area of the curriculum, determining what they have learned and what therefore should be the next stage in his/her learning.

Formal summative assessment is normally carried out at the end of each academic year. (See Assessment and Recording Policy) While formative assessment, internally set, is carried out by the teaching staff.

Suitable tasks for assessment include:

- group discussions
- short tests in which pupils write answers
- specific assignments for individual pupils
- discussions in which children are encouraged to appraise their own work and progress
- pupil observations.

Feedback to pupils about their own progress is achieved through discussion and the marking of work. Effective marking:

- helps students understand how to improve and comments aim to be positive and constructive and to provide the next step for improvement
- can be done while a task is being carried out through discussion between child and teacher
- of written work is used sensitively and with discretion so that a pupil/young person can assimilate a limited number of corrections at one time. This will vary according to the age, ability, and task.

All results from assessments are analysed and used to inform future planning. (See Assessment and Recording Policy) References are made within class and feedback to students current working levels using the whole school assessment framework, GCSE, and American Diploma level descriptors.

Excellence is celebrated in display and performance wherein:

- Each student is given an opportunity to have work of a high standard displayed
- Sustained effort including drafting and reworking is encouraged to enhance standards
- School events such as concerts and drama are seen as opportunities for all students (not just the most gifted) to demonstrate their own best performance
- Students are encouraged to believe that any exhibited work (performance or display) should represent their highest standards of personal achievement
- Certificates and House Points are awarded for notable pieces of work when the whole school meets in the Church on a weekly basis, to share achievements and to celebrate successes through the presentation of certificates
- Individual presentations from the students are encouraged during classes.

Reporting to parents is done on a termly basis through a written report from the student's tutor. There are also Parent Conferences throughout the year in addition to annual reviews either face to face or available through a Zoom Meeting.

Through both the reporting and tutor systems, parents are made aware that:

- Parent conferences are held either during or after school hours during the Autumn, Spring and Summer terms
- Parents may meet their child's teacher by appointment at any other time, to discuss concerns

Planning

Medium term planning

We have a 3-year rolling programme for KS2 and 4 and a 2 year SOW for KS3 and 5.

Plans for every term for all subjects, identified in subject schemes of work folders outline:

Learning Objectives to be covered

Content to be covered

Activities to cover the content

References to NNS, NLS or National Curriculum/QCA

Differentiation both classes based and individualised.

SMSC/ British Values links

Careers links are also being brought in for 2023 and will be updated in 2024

Information Communication Technology is a resource which can be used across the whole curriculum. Classes may visit the Computer Room when it is free, or a teacher may arrange with the ICT teacher for work to be completed in his/her lessons. Tablets and laptops can also be made available this year as the school has a selection of these. The ICT Code of Conduct must be always adhered to.

Monitoring and evaluation

We will monitor teaching and learning in our school to make sure that all our pupils make the best possible progress from their starting points.

The Senior Management Team will monitor and evaluate the impact of teaching on pupils' learning through:

- Conducting learning walks
- Reviewing marking and feedback
- For selected pupils termly pupil progress meetings
- Planning scrutinising
- Book scrutinising

Links with other policies

This policy should be read in conjunction with:

Student Behaviour Policy and Statement of Behaviour Principles

Curriculum policy

SEN/SEND Information report

Assessment and Recording Policy