Policy Statement
This Teaching and Learning policy lays the foundations for the whole curriculum, both formal and informal and, along with our Mission Statement and Aims, forms the context in which all other policy statements should be read. It is written for the benefit of all members of the school community to ensure that all are aware of the fundamental principles underpinning the work of the school.

This policy works in conjunction with Able, Gifted and Talented, Assessment, Recording and Reporting, Curriculum, Behaviour, Equality, Health and Safety, Internet Acceptable Use, Staff Performance Review and Special Educational Needs policies. Other documentation should also be considered such as the staff handbook and staffing ratios including those in the EYFS setting.

This policy is available to parents and prospective parents on the School's website and by request from the School Office. If you require a copy of this document in large print or audio format, please contact the School Office.

Aims
We aim to maintain a high academic standard but also to encourage pupils to make the most of all the opportunities open to them in other areas of school life. We believe in helping pupils to become balanced and interesting people, with the intellectual freedom to be creative, the confidence to initiate, the ability to question and problem solve and the resilience to cope with adversity. It is the School's intention to foster in pupils an interest in their work whilst firing an enthusiasm for life-long learning. We believe that learning and teaching, that is motivating, rewarding, stimulating, leads to success. We provide opportunities that promote and focus on each of the five Every Child Matters areas; be healthy, stay safe, enjoy and achieve, make a positive contribution and achieve economic well-being. In summary our aims are:

- to develop pupils' spiritual and moral values, self-discipline, responsibility, resilience and respect for themselves, others and the environment;
- to develop pupils' awareness of the world that we live in and responsibilities they have as global citizens;
- to recruit staff that are innovative, energetic, passionate about their subject and committed to the value of an all-round education;
- to ensure our pupils achieve their academic potential through outstanding teaching which is forward-looking, encourages independent thinking and lays the foundations for lifelong learning;
- to ensure that our pupils excel academically in reading, writing, mathematics and science all throughout primary school and make exceptional levels of progress from their starting points;
- to ensure that our staff continue to develop in their roles through high quality support, guidance and on-going training;
- to provide first-rate facilities and an innovative, inspirational learning environment;
- to provide a curriculum that is broad and balanced, offering rich and varied opportunities for the development of academic interest and intellectual curiosity;
- to ensure that our pupils enjoy a creative and enriched curriculum profiling art, music and drama;
• to provide an extra-curriculum that offers a wide range of enriching, enjoyable and challenging activities, which stimulate and develop the interests of each child, and promote a healthy lifestyle;
• to enable our pupils to develop independent learning behaviours.

Organisation of Teaching and Learning

Management Structure
The legal governing body of the school is the Multi-Academy Trust (MAT). It is led by a Chief Executive Officer (CEO) and has three independent directors as members. There are three sub-committees; education, operations and finance. The MAT and Principal meet regularly to discuss issues affecting the School. The Principal is chair of the Advisory Board. Members of this include, a teacher, parents and members of the local community. Decisions are rarely made without prior wider consultation with the whole teaching staff, teaching assistants and appropriate parents.
Each full time member of staff is responsible for at least two National Curriculum or operational areas and may also have Early Years, KS1 and KS2 leadership responsibilities. Part time staff are also given at least one area of responsibility. Roles are negotiated and reviewed during recruitment, appraisal, at staff meetings and in discussions with the Principal.

Staff Deployment
• Each class has a class teacher who is responsible for the successful academic, emotional, social development of the pupils in his/her class and their well-being. Our two reception classes have three teaching assistants (two full time and one part time) to provide additional support. Year 1 have a teaching assistant in each class and Years 2-6 have one assistant to support each year group.
• Teachers who are subject specialists will teach classes in all the learning stages.
• Other classroom support is arranged in accordance with the needs of specific classes and individuals within them. This support is timetabled and managed by the Key Stage Leader through discussion with the Principal. There is a designated Special Educational Needs (SEN) teacher, whose support is mostly directed to the specific needs of individual pupils, or groups of pupils, both within and outside the classroom.

Structure of the Learning Stages and Curriculum
The Twickenham Primary Academy curriculum is organised into three phases, in relation to the respective ages of the pupils. These are the Foundation Stage (EYFS Reception), Key Stage 1 (Years 1 and 2) and Key Stage 2 (Years 3 to 6). Pupils will be given experience in linguistic, mathematical, scientific, creative, technological, physical, social, moral, cultural and health education through the core and extended curriculum.

Reception
Pupils in Reception follow the Early Years Foundation Stage Curriculum, encompassing the seven areas of learning and development:
- Communication and Language
- Literacy
- Mathematics
- Personal, Social & Emotional Development
- Understanding the World
- Physical Development
- Expressive Arts and Design
Pupils learn through adult lead and child initiated activities that are focused through the
seven areas of learning. Their timetable will be organised into subject time periods with more
opportunity for free flow play in the first half of the year. A modern foreign language is
included in their curriculum and weekly time is allocated to the development of thinking skills.
Personal, Social, Health Education and Cultural Education (PSHCE) is also timetabled and
taught through story, role play and drama. A form of physical exercise is included each day.

Pupils are assessed against the early learning goals (17) at the end of Reception and this
ensures a smooth transition up to Year 1.

Years 1 – 6
The curriculum for pupils in Years 1-6 is National Curriculum based and the learning is
focused through subject areas. The primary focus is on literacy, numeracy and science.
Pupils develop their learning of the modern foreign language introduced in Reception.

Thinking skills sessions are allocated more teaching time in Years 1 and 2. In Year 3 these
sessions become discreet lessons in Philosophy For Children which continue to Year 6.
PSHCE lessons are timetabled and provide the basis for much of the social, moral, spiritual
and health education we teach. In Key Stage 2 pupils will experience taster sessions in a
range of sports, instruments and languages. Years 5 and 6 pupils will have follow on school
and careers advice and support.

Setting for English, Mathematics, Science and the Modern Foreign Language begins in Year
2. For all other areas of the curriculum they are taught within their class groups.

Extra-Curricular Activities
The school also makes provision for a wide range of lunchtime and after school clubs that
pupils can select to attend. These typically will include:

- Multi sports, football, table tennis, netball, short tennis, French, Mandarin, orchestra,
- ukulele, percussion, guitar, recorders, craft, art, chess, mind games, maths games, practical
- science, dance, drama, ICT, gardening, martial arts, fencing.

We will ensure that there is a balance between free clubs and clubs run by external
providers requiring payment.

Effective Learning
We believe children learn best when the following are in place:
- they are happy;
- they are valued and treated with respect;
- there is a culture of high expectation and praise;
- they are actively involved in their learning;
- they are helped to develop a portfolio of learning styles and are given opportunities to
  use their preferred learning style;
- they are able to build upon existing knowledge and/or skills;
- they find the work challenging and enjoyable;
- they are encouraged to think creatively and critically;
- they understand that making mistakes can be an important step towards greater
  understanding and learning;
- they are prepared to take risks and ask questions;
- they are given time to reflect and self-evaluate;
- feedback and strategies for improvement are given frequently;
- the curriculum is well planned and differentiated;
they are supported and given the self-confidence to think for themselves;
they are actively encouraged to take responsibility for their own learning;
they are aware of the need to be respectful of those around them and the
environment in which they learn.

We offer opportunities for pupils to learn in a variety of different ways. These include:
• independent play;
• structured play;
• planned role-play;
• whole-class work;
• paired work;
• independent work;
• group work;
• asking and answering questions;
• investigation and problem solving;
• research;
• use of ICT;
• fieldwork and visits to places of educational interest;
• using a variety of learning styles; visual, auditory and kinesthetic;
• creative activities;
• watching electronically recorded media and responding to musical or recorded
material;
• discussions, role-plays and oral presentations;
• designing and making things;
• sporting and physical activity.

Effective Teaching

Members of the Teaching Staff will:
• know what excellent teaching is and be committed to high expectations and high
achievement
• enjoy teaching and have a passion for learning;
• understand the principles of effective learning outlined above;
• understand the principles of effective listening listed below;
• ensure that the schemes of work taught reflect a broad and balanced curriculum and
are based on GEMS values;
• demonstrate appropriate knowledge and understanding of the subject matter being
taught;
• understand how thinking and questioning develop learning;
• make effective use of lesson planning which is informed by an understanding of the
aptitudes, needs and prior attainment of the pupils;
• ensure effective use of time management in class;
• incorporate a range of learning and teaching styles – which are monitored through
peer observations or observations carried out by members of the Senior
Management Team (SMT);
• model skills and processes;
• plan for effective classroom discussions, questions and tasks that elicit evidence of
learning;
• in accordance with our Assessment, Recording and Reporting Policy assess pupils’
work regularly and thoroughly, evaluate pupils’ performance in terms of the school’s
stated aims and in terms of national averages;
• use assessment information to inform planning;
• ensure that pupils have a clear and common understanding of the high expectations
held of them individually, according to their ability and aptitude;
• share with pupils the learning intentions and criteria for success;
• provide opportunities for pupils to analyse and discuss examples of excellence and how best they can meet success criteria;
• provide feedback that focuses on recognition of success and offer strategies for improvement;
• praise pupils for their efforts and, by so doing, help to build positive attitudes towards school and learning in general;
• make a special effort to establish good working relationships with all pupils in the class;
• treat the pupils with kindness and respect; so that pupils know they are valued as individuals;
• treat pupils fairly and give them equal opportunity to take part in class activities;
• understand what is effective behaviour for learning as outlined below and where pupils behaviour is inappropriate, follow the guidelines for positive management as outlined in our school Behaviour Policy;
• ensure that the environment in which pupils are working is stimulating, comfortable and safe;
• conduct teaching in an atmosphere of trust and respect for all;
• communicate with parents, involve them in their child’s learning, inform them of pupil progress and attainment, as well as maintaining a dialogue to support each pupil’s learning as necessary;
• seek out and accept constructive feedback from colleagues, pupils and parents.

Effective Listening
To ensure children listen teachers will:
• speak clearly with expression;
• give clear instructions;
• ask appropriate open-ended questions to elicit high quality responses;
• expect pupils to observe the conventions of discussion;
• value all contributions.

Effective Behaviour for Learning
In order to understand what is expected of the pupils the teacher needs to:
• give pupils a sense of direction, purpose and achievement;
• make sure pupils understand their roles and responsibilities in the learning process;
• make clear to pupils the teacher’s expectations about behaviour and be consistent about what standards are accepted;
• make clear what is sensible behaviour outside the classroom e.g. when they help another child who is hurt etc.

Effective Planning and Preparation
We use the National Curriculum and Early Years Foundation Stage for each subject to guide our teaching and learning. We produce long and medium term plans to set out aims and objectives for each subject taught to each year group. Key Stage Leaders and subject specialists are responsible for checking long and medium term planning. Teachers plan weekly for each specific lesson. Each plan has:
• clear links to National Curriculum objectives;
• differentiation to show how pupils of all abilities are to be catered for;
• clearly identified learning objectives and success criteria (WALT & WILF);
• continuity from previous lesson and progression to the next;
• Teaching Assistant deployment;
• information about how resources, including ICT, are to be used to enhance learning
• a list of key vocabulary;
• a clear structure with timings that demarcate the key parts of the lesson ie starter, main body, plenary;
• Brain Gym exercises where appropriate.

**Individual Learning Plans**
Pupils for whom English is a second language or who have a special educational need may follow an amended core curriculum as their needs dictate. These pupils will receive an Individual Learning Plan (ILP).
Pupils who are identified as having one or more gifts and talents will also receive an Individual Learning Plan.
SEN pupils who are in receipt of an Education, Health and Care Plan (EHCP) will have a School Education Plan which ensures that their education fulfils the requirements of the EHC and that they have an appropriate, accessible curriculum.

**Effective Homework**
Homework gives pupils the opportunity to practise skills that consolidate classroom learning and supports the development of each pupil’s independence, confidence, self-organisation and time management skill. Successful homework sustains progress in order to achieve the highest possible outcomes. Teachers will:
- ensure that homework is planned and prepared alongside weekly learning objectives;
- prepare homework activities that match learners’ needs;
- ensure that homework is regularly marked;
- set high expectations about the presentation of homework;
- be mindful of the quantity of homework set, acknowledging the wealth and range of learning experiences that take place outside of school;
- encourage parental involvement and be aware of the role homework plays in promoting the School’s purpose and aims to parents.

Teachers may need to set separate homework activities for pupils with a Statement of SEN, newly arrived pupils, those with little or no English and any child who is unable to access their age-appropriate curriculum.

Homework is given to all pupils. As the pupils move through the school the quantity of homework set and the amount of time devoted to it increases.
All class teachers must notify parents of the day their child’s reading books will be changed and of the days homework is given out and collected.

**Effective use of resources**
Classroom resources are the responsibility of teachers who ensure that:
- there is a range of appropriate, accessible and labelled resources available from which pupils can select materials suitable to the task in hand;
- all pupils know where resources are kept and the rules about their access and use;
- teachers and pupils work together to establish an attractive, welcoming and well organised environment promoting respect, care and value for all resources.

Central resources are generally the responsibility of individual subject co-ordinators, each of whom is responsible for managing, auditing and monitoring the use of resources. The libraries are a valuable resources that pupils are encouraged to use both for selecting books to read for pleasure, as well as a source of information.

Budgets are allocated to subject coordinators and Key Stage Leaders through a process of discussion with the Principal in accordance with needs identified in the subject/key stage
Teachers are allocated a small budget based on pupil numbers for the enhancement of the delivery of the curriculum. Stationery is co-ordinated and ordered through the Office Manager.

ICT is an increasingly valuable resource that is used to support and enhance learning across the whole curriculum. Each classroom has an interactive whiteboard and a set of classroom lap tops is available on each floor.

**Assemblies**
Further opportunities for learning are provided through assemblies. These are held on Monday and Friday mornings.

**Monday morning assemblies**
Reception, Year 1, Year 2, Year 3, Year 4, Year 5 and Year 6

These are thinking assemblies. They provide an opportunity to question, listen to ideas, evaluate and problem solve. In addition they introduce the week and inform about events. Birthdays are also celebrated. Birthday children (plus those who have a birthday in a forthcoming holiday) are identified and their multiple age is calculated by volunteer pupils. The weekly challenge is also set and explained.

**Friday morning community assembly**
Friday morning assemblies are attended by the whole school and parents are invited to attend a selection. They provide the opportunity to:
- to promote general knowledge of the world around us and significant events taking place within it;
- share work of classes, groups of pupils, or individuals;
- celebrate pupil successes, including sporting, musical, curricular and or non-school events;
- promote positive behaviour and good citizenship.

Awards are given for meeting the weekly challenge and for achievements in a variety of activities eg sport, music and chess. A Commendation from the Principal is also awarded to an individual pupil or group. Two children are awarded *Terrific Twosome* certificates and earn 10 minutes extra play for their class. The Principal supervises this extra playtime.

All assemblies are followed by a *Wake Up Shake Up* attended by all pupils and staff and parents if willing.

**Role of Pupils**
We have the following expectations of our pupils that they:
- recognise and appreciate excellent teaching;
- be enthusiastic, motivated and achieve high standards;
- engage with learning;
- high effort and standard with their homework;
- take learning risks;
- become questioners and to be able to develop learning through thinking effectively;
- give and receive feedback effectively;
- display creativity;
- share and celebrate achievement with their peers;
- take part in extra-curricular activities;
- discuss learning with their parents;
behave well and be kind, respectful and polite at all times;
be organised, bringing in necessary kit, taking letters home promptly, returning reading books and homework etc.

Role of Parents and Carers
We understand that parents know a great deal about their children, they have particular insights about their strengths, skills, interests, preferences, aspirations, anxieties and difficulties. Accordingly, the importance of meaningful communication and cooperation between the school and the pupils' parents cannot be over stated.

Parents and carers can contribute by:
- signing our Home School Agreement;
- being interested and actively involved in their child's learning, including homework;
- being aware of and following school procedure and rules;
- provide support for positive behaviour guidance and management within the school and the teacher's role;
- being willing to support activities related to the school;
- being aware of their child’s role within the school;
- allowing their child to take increasing responsibility as they progress through the school.

Parents and carers can ensure that their child is ready for the school day by:
- being punctual;
- having reading folders;
- having named PE kit;
- wearing appropriate school dress;
- encouraging independence;
- being alert and ready to learn.

Parents and carers can make effective communication with staff by:
- reading and responding appropriately to school letters;
- making appointments to see staff about any concerns when necessary;
- providing an emergency contact number;
- attending parents’ evenings, school meetings and participating in discussions concerning their child's progress and attainments;
- keep staff informed of any changes in the child's circumstances which may affect their learning;
- informing the school of any holidays and absences.

Monitoring and Evaluation
The Principal undertakes regular reviews of the Teaching and Learning aided by members of the SMT. Reviews are carried out through:
- lesson observations;
- pupil work scrutiny;
- learning walks;
- pupil progress meetings;
- staff appraisals;
- drop ins;
- discussions with learners;
- half-termly focus on what outstanding teaching looks like in our school;
- analysis of pupil/parent surveys.
Good practice is also shared and encouraged through our weekly staff meetings and peer observation. INSET needs for teaching and learning will be identified in the School Development Plan and professional development for staff will be on-going and agreed in staff appraisals.

Effective lesson observation is absolutely key to improving teaching and learning and maintaining our high standards. We have an on-going programme of lesson observations to ensure that all teaching staff will have at least three lessons observed each academic year by a member of SMT. Feedback is an important aspect of this process and will highlight strengths and areas for development. Running concurrent with these SMT may undertake drop-ins to lessons to look at specific aspects relating to teaching and learning. Subject specialists are encouraged to visit lessons taught in their subject to gain a first-hand insight into teaching and learning at different age groups across the school. Peer observations are integral to the lesson observation programme. These can be undertaken by any teacher. These take place by the mutual agreement of both teachers and before any observation takes place specific foci of the observation are agreed. An observation form is completed and the same format of feedback takes place. All staff are given guidance as to how to manage this process in a professional, courteous and constructive manner. A copy of all lesson observations is held on file by the Principal.

The Principal, in conjunction with the SLT, will monitor the implementation of this policy. It will be reviewed on a regular basis so that we can take account of new initiatives, changes in the curriculum, developments in technology or changes to the physical environment of the school. It will be reviewed and updated every 3 years by the Principal.

Policy Review Information

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<th>Key review dates</th>
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<tr>
<td>20/01/15 review</td>
<td>P. Hogg-Andrews</td>
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<td>01/12/18 next review</td>
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