



# Emneth Academy

## **Teaching, Learning, Assessment and Curriculum Policy**

### **Introduction**

At Emneth Academy, we understand the importance of good and outstanding teaching, and its impact on lifelong learning. Therefore, we aim to make all teaching good or outstanding and an enjoyable experience for all. Our intention is to provide pupils with the skills, knowledge and understanding necessary to be able them to make informed choices and lead rewarding lives.

### **Intent**

The Intent of our teaching and learning policy is to provide a rich and varied learning environment that allows all children to develop their skills and abilities to reach their potential, regardless of their socio-economic background, ethnicity or gender. Our teaching aims to:

- provide a secure and supportive learning environment;
- enable children to become confident, resourceful, enquiring independent and reflective learners;
- develop their self-esteem;
- develop self-respect and too respect the ideas, attitudes, values and feelings of others;
- promote positive attitudes toward other people;
- allow children to understand and feel part of their local community; and
- ensure all children grow into reliable, independent and positive citizens.

### **Effective Teaching and Learning**

At Emneth, we understand the need to develop strategies that will allow all children to learn in ways that best suit their needs in order for them to reach their potential. Through utilising a range of learning opportunities that take into account visual, auditory and kinesthetic learning, we aim to have teaching matched to the learners. These opportunities include:

- investigation and problem solving;
- group or independent research;
- whole class, group, paired and independent work;
- questioning;
- trips out;
- hosting visitors to the academy;
- role-play;
- debates and oral presentations;
- productions;
- use if ICT;
- physical activity;
- participation in competitions and festivals; and
- outside learning.

Children are encouraged to take responsibility for their learning and to be involved as far as possible, in reviewing the way they learn. In addition, they are encouraged to be reflective, discovering what helps them learn and the barriers that prevent effective learning.

Effective teaching and learning is characterised by the following:

### **1. High Quality Teaching**

High quality teaching is:

- highly focused lesson plans with clear learning objectives and success criteria;
- high expectations of pupil engagement and involvement in their learning;
- high levels of interaction with peers and teachers;
- teacher questioning;
- modelling and explanations;
- pupils accepting responsibility for their learning;
- effective working in groups or independently;
- praise and encouragement to motivate;
- and child initiated learning.

### **2. Target Setting**

Individual pupil's progress is tracked, together with the cohort and specific groups, throughout their time at Emneth Academy. A range of performance measures, including teacher assessments and test data, are used to determine children's levels, from which strengths and areas for development are identified. These provide information to set individual targets to maintain pupil's progress. Targets are shared with staff, children and parents. In addition, this information is used to inform planning, and to implement intervention programmes as necessary.

Termly parent consultations allow parents/carers the opportunity to discuss their children's targets with teachers, including progress towards achieving these. Additional meetings can be arranged as necessary should further information be required.

### **3. Focused Assessment and Tracking**

Individual pupil's attainment and progress is tracked, together with the cohort and specific group data, throughout their time at Emneth Academy as part of the core element of teaching and learning. A range of performance measures, including teacher assessments and test data, are used to determine children's levels. Strengths and areas for development are identified to inform planning, and to implement intervention programmes as necessary. Assessment data is collected termly and levels passed to parents. Half termly pupil progress meetings are completed to identify current performance and ensure rapid interventions can be used to support ongoing learning.

Teachers will use prior learning and current performance to plan future lessons, with continual formative assessment through ongoing Assessment for Learning (AfL) being conducted during lessons. Examples of AfL in the classroom include:

- learning objectives at the start of lessons;
- success criteria, which are understood by the pupil;
- self-assessment and peer assessment, when directed by teachers, against success criteria; and
- immediate verbal feedback to pupils;

Summative assessment opportunities are detailed in the assessment calendar. These include optional tests from external providers, national phonic screening checks and end of Key Stage tests. Continuous assessment is central to teaching and learning practice, including the use of the EYFS profile.

#### **4. Interventions**

Quality first teaching should ensure the majority of pupils at Emneth Academy make at least expected rates of progress. However, a small number of pupils may benefit from additional small group or 1:1 intervention programmes to enable them to make the progress expected to achieve their full potential. All intervention groups will use the teacher's knowledge of a particular pupil, or group of pupils, to determine the composition and aim of this support; this will be in collaboration with the SENDCo when necessary.

Intervention groups will set out clear learning objectives and timeframes, with assessment used to determine the impact of this support on the pupils. Class interventions will be tracked through provision maps, reviewed half termly. A Raising Standards Coordinator (RSC) will track key marginal pupils and co-ordinate the use of teaching assistants, in conjunction with teachers, to provide additional support.

#### **5. Pupil Groupings**

All classes are single year group and mixed ability. In order to meet the learning objectives and learning needs, while providing appropriate challenge and support for all pupils, teachers use a wide range of grouping options within their classes. These include the following:

- ability groups across a class when relevant;
- skills based groupings;
- paired work to aid discussions;
- individual work;
- pupil choice groupings;
- whole class groups; and
- key stage/whole academy work.

#### **6. The Learning Environment**

At Emneth Academy, we aim to make our classrooms attractive and supportive learning environments as this stimulates the climate for learning. Displays are changed regularly to ensure the classrooms reflect current topics. A range of children's work is displayed to ensure that all children have the opportunity to have their work displayed some time throughout the year. Working walls for literacy and maths are highly visual and provide an interactive resource for children to use independently to improve their learning. Resources are made available throughout all our classrooms to allow children to make choices to support their learning and in producing high quality work.

In Foundation Stage, we provide an enabling environment, both indoors and outdoors. The learning environment is designed to encourage to develop their interests, have opportunities to demonstrate their learning and move freely between indoor and outdoor areas.

## **7. Curriculum Rationale**

Emneth Academy follows the 2014 National Curriculum with Religious Education following the revised Norfolk Agreed Syllabus. Social and Emotional Aspects of Learning (SEAL) materials are used for teaching Personal, Social, Health and Emotional (PSHE) learning, and in Early Years and Key Stage 1, phonics is taught following Letters and Sounds.

Our curriculum is designed to reflect our vision of all children fulfilling their potential by discovering a love of learning, while being provided with chances to broaden their outlooks. Through focusing learning on a series of diverse topics, key curriculum requirements can be embedded to motivate pupils to develop a growth mindset, enabling them to continue learning outside of the classroom. Linking learning to local, national and international themes develops tolerance in accepting different opinions, while raising personal aspirations and expectations. Incorporating a diverse range of new opportunities, we seek to provide pupils with greater self-esteem to empower a brighter future. Through diversifying learning opportunities, we offer an enjoyable learning environment and teach children the importance of hard work being a vital personal quality to achieve goals.

## **8. Extended Curriculum**

Helping pupils to discover new interests is essential to developing life long learners. Over the academic year, the curriculum is enhanced through our *Top 20!* curriculum enrichment program. In addition, the academy offers a range of lunchtime and afterschool clubs, visits linked to current topics, hosting visitors, participation in sport festivals and competitions, and opportunities to participate in the performing arts.

All tasks and activities are only undertaken after full risk assessments to ensure all children are safe. Parents/guardians will be informed, and permission sort, prior to children's participation, and on and off-site visits/activities follow local authority guidance.

## **9. Supporting a Pupil's Wider Needs**

At Emneth, we aim to establish good relationships with all our families and to provide a climate open to dialogue. Within the academy, we can offer advice and support through our links to other agencies, for example:

- school nurse;
- speech and language therapy;
- educational psychologists; and
- other specialist support teams.

Where additional support from other agencies is required, a Family Support Plan is initiated. This allows a multi-agency support to be coordinated to ensure a team approach to supporting a child.

## **Governors**

Our governors determine, support, monitor and review the academy policies on teaching and learning. In particular, they:

- support the use of appropriate teaching strategies by helping to allocate resources effectively;
- ensure the academy buildings and premises are in good repair to ensure a safe environment and aid learning;
- ensure high quality, competent staff are appointed and that all appropriate safeguarding checks are completed;
- monitor how effective teaching and learning strategies are in terms of raising pupil attainment through links to the academy;
- facilitate staff development and performance management practices that promote good quality teaching and learning; and
- monitor the effectiveness of the academy's teaching and learning policies through self-review processes, including reports from the principal to the governors as well as a review of the in-service training attended by our staff.

### **Role of the academy**

Emneth Academy will:

- recognise each child as an individual learner with a unique set of talents, abilities and needs;
- teach the skills of reading, writing and mathematics to ensure that each child has the opportunity to reach their full potential;
- provide a broad and balanced curriculum for all children;
- encourage children's independence, responsibility and awareness of others;
- through regular contact, provide information to the parents/carers about their child's progress and development;
- listen to and discuss concerns and suggestions raised by parents/carers or children that impact upon learning;
- develop a spiritual and moral understanding, and appreciation and respect for the beliefs of others; and
- provide a safe, secure and positive learning environment for all children.

### **Role of the Parents/Carers**

We believe that parents/carers are our partners in the education of their children, and have the responsibility to support their children and the academy in implementing policies. Parents have a responsibility to:

- ensure that their child attends regularly, punctually and equipped to learn;
- ensure the correct uniform for school and P.E. is worn by their child;
- provide information about daytime contact numbers, reasons for absences, and other issues that might impact upon their child's learning;
- take an active and supportive interest in their child's learning at home and in the academy;
- attend consultations, and read and discuss all termly reports with their child;
- supervise completion of homework, when set;
- work alongside the academy to encourage good behaviour;
- ensure their child is well fed and has sufficient sleep in order to make the most of every school day;
- provide their child with healthy snacks and lunchboxes; and
- promote a healthy and active lifestyle.

## **Role of the Child**

In supporting teaching and learning, we believe that every child has a responsibility to:

- attend the academy daily;
- adopt a positive, happy approach and be ready to learn;
- wear the correct uniform;
- be supportive to all other pupils;
- be polite and helpful to all staff and visitors;
- respect all equipment across the academy;
- listen to the ideas and views of other people respectfully;
- take active part in the extended curriculum; and
- behave in an appropriate manner.

Policy Written By: B.Rimmer

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## **Emneth Academy**

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