Teaching and Learning Policy

Approved by Governors: November 2023
Review Period: **One year**

Review by: November 2024

Achieving outstanding teaching and learning is central to everything that we do at The Rural Enterprise Academy, it our aim to consistently deliver high quality lessons to ensure this aspiration is achieved. We know that high quality teaching is the most important lever we have to improve student outcomes regardless of barriers or need. As a school aiming to achieve excellent outcomes for our students, we are committed to continued teacher development to further enrich our teaching and learning provision. The Rural Enterprise Academy has adopted the curriculum delivery model of Visible Learning following our school joining the Penk Valley Academy Trust. Although in the infancy of this journey, we are well on the way to becoming a Visible Learning school; A school in which teachers see learning through the eyes of the student and when students see themselves as their own teachers; A school which has a common language of learning and one in which teacher to student and student to teacher feedback is prevalent in all lessons. The following Teaching and Learning policy outlines the expectations of teachers who are on the journey and will, in time, adopt the ten mindframes of a Visible Learning Teacher.

What is Visible Learning?

"Visible Learning is teachers seeing learning through the eyes of their students, and students seeing themselves as their own teachers." (Professor John Hattie)

At the Rural Enterprise Academy, we are committed to ensuring that all of our staff have a sound understanding of what works best in education. We use this understanding to support all of our students to achieve and attain at the highest possible level. The visible learning approach is informed by clear, evidence based research. Schools that embrace the principles behind visible learning approaches have the following features:

- There is a shared 'language of learning' between teachers and learners e.g. we understand what makes a good learner, what progress looks like in different subjects, and how to set targets.
- Teachers assess the impact of the different strategies they are using and make changes when they identify more effective ways of supporting learners' progress.
- Regular feedback is given from the teacher to the learner, learners give feedback to each other, and to the class teacher. Teaching staff are passionate about doing their best for the young people they are working with, and inspire interest both in their subject and learning as a whole.
- The systems and processes in the school support all the above, and everyone in the school community is encouraged to be a leader in learning.

What is a visible learner?

Visible learners are 'assessment capable'; that is to say, they understand how to approach learning and how to share their progress. Visible learners:
- Demonstrate positive dispositions towards learning (Responsible, Resourceful, Resilient, Reflective)

- Understand that mistakes are part of the learning process
- Know how to learn, with strategies to use when they face challenges
- Seek, receive and act on feedback
- Explain and understand their progress (Where am I in my learning? Where am I going? How will I get there?)
- Collaborate, learning with and from others.

What does this look like in our classrooms?

Assessments are not just something that happens at the end of a topic or unit of work; teachers continually make assessment judgements based on what learners make, say, do and write in class.

Feedback on learning is focused on comments to support progress, not just on a mark or percentage; Regular learner conversations ensure that there is a shared understanding of standards and to support target setting. Learners are encouraged to have a growth mindset and know that practising skills leads to progress. There are opportunities for collaborative and active learning. Teachers seek out information about what works and what does not.

The Characteristics of Visible learning in the Classroom

1. Set Learning Intentions; determining outcomes as differentiated success criteria alongside Do Now! activities

The Learning Intention specifies what the pupil will learn and the Product Success Criteria will specify what they will have produced in order to demonstrate that the Learning Intention has been met.

For example

Learning Intention: To be able to calculate the area of different 2D shapes
Product success criteria: Use the correct formula in calculating the area of different 2D shapes including triangles.

Process success criteria:

Identify and measure the base and height

	Multiply the base and height and divide by 2
	Record in units squared

Methods of communication include displaying on the white board (use different colours for intention and outcome), verbal explanation and using the terms on worksheets and handouts, instead of a title.

It is imperative that success criteria are discussed with the pupils so that a pupil could very precisely explain to someone observing the lesson exactly what they must have done by the end of the lesson in order to achieve success helping them to demonstrate their learning.

Success criteria will be linked to the SOLO Taxonomy.
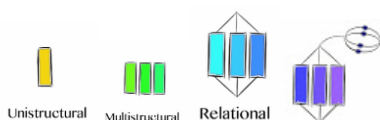
Solo Taxonomy is a systematic way that describes how learners' understanding builds from easy to difficult while learning different tasks or subjects. The Solo Taxonomy can be used to enhance the quality of learning within the classroom teaching and provide a systematic way of developing deep understanding (Damopolii, 2020). Student learning can be guided in ways that promote deep learning.

SOLO Taxonomy is a valuable tool for assessing the depth of knowledge that students have achieved in a particular subject or task, teachers should refer back to SOLO Taxonomy during reviews of learning throughout their lessons. SOLO allows teachers to identify where students are in their learning journey and determine what steps need to be taken to move them to a deeper level of understanding.

By using SOLO Taxonomy, teachers can design learning experiences that are appropriate for each student's level of understanding and encourage them to move towards deeper levels of knowledge.

Every lesson at the Rural Enterprise Academy should start with a 'Do Now', this is a 5-10 minute independent task that students can complete independently and in silence. Do Nows give the opportunity for pupils to revisit previous learning and complete deliberate practice of their learning. There is no expected format to the Do Now, it can be something that is handed out to pupils as they arrive or a series of questions that pupils answer from the board at the front of the classroom. Routines are an important part of teaching, therefore we would recommend keeping the Do Now predictable for your students.

2. Provide "The Big Picture" for Learning

Set each lesson in a context so that the pupil knows where it fits in. It is important to show how a topic fits into the complete syllabus/specification and how that topic may be assessed. In addition, it is useful to recap the previous lesson's learning, demonstrating how that links to the current lesson and indicating how this will be developed in the next lesson. Deliberate practice (Hattie, 2013) techniques could be employed here.

3. Provide verbal feedback to pupils on their learning.

This involves a movement away from "touring" the classroom to check on behaviour and places the emphasis on a pupil/teacher dialogue on learning and progress. The feedback should be focused on the learning intentions/success criteria and seek to identify the next steps which a pupil should take to make progress. It is vital that tasks allow pupils to demonstrate their learning i.e. it is difficult to provide "next steps" feedback on copying notes or a diagram.

4. Provide written feedback to pupils on their learning Intentions.

This will involve:

- focusing on the learning Intention selectively
- confirming that pupils are on the right track and how closely they meet the success criteria.
- stimulating the correction of errors or improvement of a piece of work in green pen
- scaffolding or supporting pupils' next steps
- providing opportunities for pupils to think things through for themselves commenting on progress over a number of attempts
- providing pupils with the opportunities to respond to the teacher's comment.

5. Provide opportunities for Peer and Self Assessment

These should be part of the learning process and engage the pupils in their own learning. Some strategies include:

- A self-assessment log
- Self-marking
- Peer marking. In order to integrate these types of assessment, pupils need to be trained in collaboration and also have the success criteria made clear to them, possibly in the form of a mark scheme.

6. Provide pupils with exemplar material

This aspect is linked to the above point of pupils assessing themselves. If pupils have access to materials which provide successful examples of what they are being asked to achieve, they will have a tangible guide to work from. Examples may include:

- Written work from other pupils
- Teacher modelled exemplar pieces at different levels. This is extremely valuable — if a pupil doesn't know what outstanding looks like they will struggle to replicate outstanding.

7. Provide pupils with clear targets

- Using curricular targets, linked to identified gaps in knowledge
- Including curricular targets as the comment in the pupil's report
- Developing a system of setting and reviewing subject specific curricular targets on a regular basis
- Involving the pupils in setting their own curricular targets and associated success criteria
- Linking curricular targets with the pupils' progress targets.

Teaching and Learning Roles and Responsibilities

The table outlines the roles and responsibilities in terms of delivering a curriculum that fosters a love of learning and positive outcomes for our students

Role	Responsibilities
Class teacher	To plan and deliver outstanding lessons at all Key Stages - To reflect on lesson successes and opportunities for development as they arise - To actively contribute to the Professional Working Groups within the trust - To work collaboratively with colleagues and share good practice - To engage with research to refine teaching strategies
Curriculum leaders	To support the whole school approach to teaching and learning through agenda items in department meetings - To actively encourage the sharing of good practice within and beyond their curriculum areas- To monitor the quality of teaching and learning within their curriculum area including observation, learning

	walks and work scrutiny and carry out quality assurance exercises as guided by SLT - To support teacher development within their curriculum areas
Senior leaders	To devise and implement a whole school approach to teaching and learning - To ensure opportunities are provided for sharing good practice - To support Curriculum leaders in reviewing and developing the quality of teaching and learning within their areas- To support with ensuring the consistency of implementation across curriculum areas- To monitor the overall quality of teaching and learning across the school - To facilitate a review of this policy at a reasonable time and communicate this to staff

1. Teaching and Learning Rationale

1.1 The national change of approach regarding pupil achievement has shifted from attainment to progress in a range of eight largely specified subjects and is measured as Progress 8

1.2 Regular formative assessment and periodic summative assessments are integral to success. The school policy sets out a framework to enable staff to build the necessary assessments into teaching programmes.

1.3 The school will use a range of prior performance data to monitor achievement.

1.4 The policy reflects the implementation of a range of strategies designed to ensure effective teaching and learning, and monitor the progress made by pupils. These include the coherent approach to course and lesson planning required by Medium Term Plans (MTPs) and Short-Term Plans (STPs) and the use of Lesson Observations; Learning Walks and Work scrutiny.

2.   Aims of Assessment

2.1 To create a balance between formative assessment and summative assessment.

2.2 To adopt a more collaborative approach by considering the pupils' needs in addition to the teachers' obligations to assess. This will include a focus on verbal feedback, live marking and extensive self and peer assessment.

2.3 To identify and share relevant assessment information with pupils and parents in order to improve progress in the short term and also achievement over time.

2.4 Assessment of this type should:
- Be integral to the planning and delivery of lessons and not always derived from formal testing
- Be used to inform planning and teaching
- Be used to inform the future learning of pupils by telling them what they need to do to make progress, this may often be in the form of a Smith proforma
- Be regularly carried out in accordance with the agreed long-term plan
- Be based on an agreed and consistent approach
- Be used to track progress against expectations
- Be understandable to pupils — so there must be common features across the Academy
- Be something that pupils enter into: self-assessment and peer assessment

3.   Subject Guidelines for Assessment

Wholeschool

3.1It is the responsibility of the Curriculum Lead to ensure the Whole School feedback policy is implemented for their subject. Curriculum Leads are responsible for the consistent implementation of the policy. At TREA many teachers are the only specialist teacher of certain subjects and therefore it is imperative that all teachers are individually responsible for the implementation of the policy.

3.2Teachers should indicate the balance between formative and summative assessments. Relevant specification references, progress questions and a clear statement of when summative or topic assessments are likely to take place. These should be evidenced on long term and medium term planning documents. Feedback on these assessments will be seen in students' work as a reflection of the four quarters marking by Dillon Williams or Smith proforma now known as Personal Currency Plans. These can be produced by following the link below

https://auth.pixl.org.uk/members/1#!/subjects/PiXL%20Tools

3.3Quality Assurance procedures will facilitate monitoring of assessment through
Learning Walks and Work scrutiny. The Headteacher and Deputy Headteacher will undertake Learning Walks and respond to findings. The Headteacher and Deputy Headteacher will undertake Work scrutiny and respond to findings. Both the findings and responses should be reported to the Deputy Headteacher (if not part of the process).

Learning walks and observations will also be completed by Curriculum leads. Findings will be shared with the Deputy headteacher.

4.   Strategies for Learning

4.1All teachers should follow the procedure for assisting pupils to set Self-Reported Target Grades. Targets are always set and reviewed in collaboration with the Deputy Headteacher who is responsible for the setting of appropriate targets.

4.2Self-reported grades should be confirmed with pupils no later than the end of the first month of the autumn term.

4.3If a pupil is close to or has already reached their Self-Reported Grade the member of staff should amend the target as appropriate; again, in collaboration with the pupil and the Deputy Headteacher.

4.4 Self-reported grades may change over the course of the year following summative assessments. These changes will only take place following a conversation with the student and the Deputy Headteacher

4.5 The current grade recorded should reflect assessments completed to date and should be recorded accurately on go4schools. The mark sheet should be maintained by the Curriculum lead in collaboration with The Deputy Head.

5.   Inclusive Learning

5.1 All staff are required to implement assessment procedures for pupils on the SEND register, which identifies long term Intentions and strategies to support the pupils in their learning.

5.2 Targets for learning are discussed and regularly reviewed with pupils — these targets are challenging, specific, measurable and time-related.

6.   Homework

6.1 In providing appropriate homework for all pupils, the Academy intends to extend and enhance learning opportunities for pupils.

- To organise themselves and their time in completing a task
- To develop independent learning
- To learn and to practise study skills e.g. research, revision
- To enable them to develop their own individual abilities
- To enable pupils to enhance their ICT skills

Homework tasks will be set in all curriculum areas according to the agreed homework timetable produced at the start of each academic year.

Where available educake quizzes should form the basis of the majority of homework tasks for students in these subjects. Where there is a lack of availability a suitable task should be set by the subject teacher to compliment learning in the classroom. As with educake quizzes all homework tasks should be detailed and shared with parents and students via classcharts. Further details on how to do this can be seen below

A homework timetable can be accessed by following the link

2022-2023 Homework timetable

6.2 Educake.

For English, mathematics, science, geography and GCSE physical education homework tasks will be set via the Educake platform.

Educake provides online homework and revision for secondary maths, English, geography, computer science, physical education and the sciences. It's based on a bank of thousands of specification-mapped questions. They're automatically marked, they accept spelling mistakes, and they've been written by our authors, who are teachers and specialist subject editors. Some of the questions are multiple choice, but most of them require students to type out one to
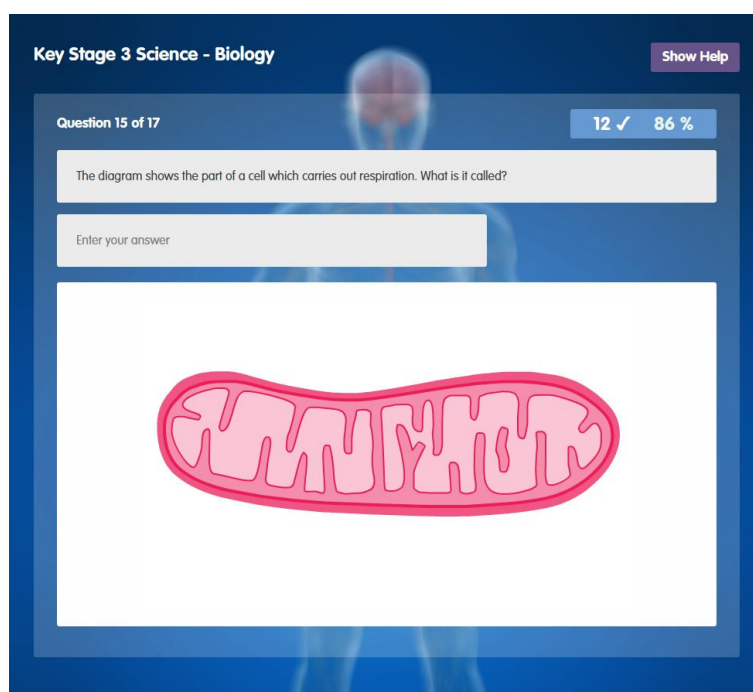
three-word answers.

Teachers will be expected to set quizzes on Educake by choosing an area of the specification and then selecting the questions they'd like to assign to their students. The frequency will be determined by the structure of the timetable with a minimum of two tasks per subject per week. When their students log in, they'll see the quiz at the top of the page. When they take the quiz, they'll get immediate feedback and so will the teacher.

All of a classes responses and marks are displayed on a results grid for the teacher, like this:
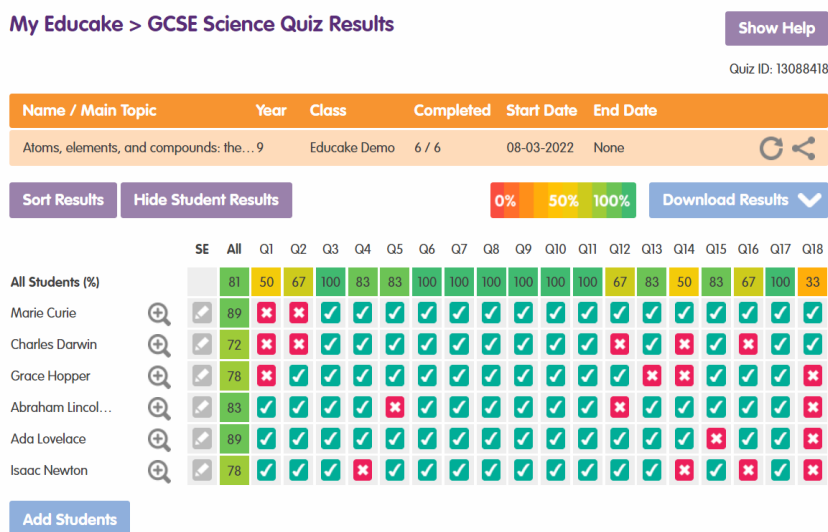
Teachers can comment on individual questions or on a whole quiz, and they can change marks. Class teachers will be expected to issue positive points for the completion of the quizzes and negative points for those who fail to complete to a satisfactory standard. Curriculum leaders will monitor tasks being set and completed, reporting to the Deputy Headteacher.

When students have successfully completed their homework, they should be awarded the following positive points on Class Charts:

Student makes a reasonable attempt = 1 positive points

Failure to submit homework on the deadline or incomplete = 1 negative points

The number of failures to submit homework will be monitored by Class Charts and an intel event will trigger levels of intervention if homework is persistently not completed.

6.4 Homework to develop skills

To develop our pupils' skills, the Academy will:

- Encourage parental involvement with their children completing homework
- Provide opportunities to reinforce and prepare for classwork
- Provide, whenever possible, opportunities in the extended curriculum time for homework to be completed.

There is firm evidence that those pupils who regularly complete homework are the ones who perform best in assessments, including examinations. Where this effort is encouraged and monitored by supportive parents, in cooperation with teachers, pupils tend to do even better. In addition to Educake tasks, students will receive homework from other subject areas. This may be online via Google Classroom or paper based.

In all cases parents and students will be informed of a homework task via Class charts. It is the responsibility of the class teacher to send an announcement via class charts.
A how to guide can be found by accessing the following link

Setting Homework on class charts
https://pages.classcharts.com/knowledgebase/how-to-set-a-homework-task/

Announcements
https://pages.classcharts.com/knowledgebase/how-to-create-an-announcem

6.5 Homework Expectations of Pupils and Parents

- Pupils should ensure they are aware of homework tasks set and their due date
- Pupils should complete the work they are set to the best of their ability, within a reasonable time span. This will vary according to the nature of the task and the subject.
- They should always hand in their homework, or at least a creditable attempt, on the due date.
- Students are responsible for ensuring they are able to access online homework platforms

Parents can help by:

- Providing an appropriate study space for homework
- Giving advice, guidance, support and encouragement.
- Remind their child or upcoming tasks or deadlines
- Informing school staff where pupils are experiencing difficulties completing homework

7. Schemes for Learning

7.1 All Schemes for Learning should be written using the agreed format for LTP which provides consistency across the Academy trust; whilst allowing flexibility where required by subjects. All should have a set scheme in place, in years 10 & 11 these are likely to be from the examination board.

Schemes will be written collectively by all teachers and be overseen by the curriculum lead. Professional conversation informed by evidence or changes in curriculum will result in changes to planning documents. Curriculum leads are responsible for ensuring the National Curriculum is covered through the delivery of the curriculum at TREA.

8. A good lesson at The Rural Enterprise Academy

The table below highlights some of the elements that would be seen within a good lesson at The Rural Enterprise Academy

Teachers:	Pupils:
Use MTP and STPs as the basis for the lesson	Demonstrate that they know where they are at in their learning journey
Use data to plan differentiated lessons which meet the needs of all pupils reflecting high expectations	Demonstrate that they know their next steps in order to make progress
Provide explicit learning intentions which are drawn from the relevant examination syllabus	Demonstrate an enthusiasm for learning and stay on task for the majority of the time
Structure and deliver the lesson to ensure pace with regular checks on progress	Participate in pair/group work and independent learning, showing resilience and confidence
Demonstrate their well-developed subject knowledge to enthuse and motivate	Respond to a range of questions
Use appropriate Assessment for learning strategies	Participate in appropriate Assessment for learning strategies
Devise activities which promote pair/group work, independent learning, resilience and confidence	Participate in reflection on written feedback
Ask questions that demand higher order thinking	Develop their reading, writing, communication and mathematical skills
Use a range of resources including new technologies	Demonstrate and be able to talk about the progress that they have made both during the lesson and in their current unit of work

Provide next steps verbal and written feedback which is up to date and linked to insecure areas and which informs future planning	Demonstrate completion of homework tasks
Ensure the effective development of other adults	Develop an understanding of the spiritual, moral, social, cultural themes
Develop the pupils' reading, writing, communication and mathematical skills	
Set appropriate, regular homework	
Take account of spiritual, moral, social and cultural themes	

9. Quality Assurance

Quality assurance of teaching and learning will take place in a variety of ways throughout the academic year:

- Lesson Observations

All teachers are observed several times a year for QA and Performance Review purposes. Lessons are observed by the Principal and or the Vice principal and feedback is given to the teacher.

- Learning walks

- Work scrutiny

- Peer observation

Work scrutiny

Work scrutiny takes place to monitor the quality, consistency and frequency of marking of pupils' work. Particular attention is given to the type and helpfulness of the feedback that is given and whether pupils are acting upon the feedback to improve their work. Where exemplary practice is found, material is collected for CPD. The scrutiny follows a predetermined cycle and each teacher is provided with an outcome sheet following scrutiny.

Learning Walks

Learning Walks take place throughout the year by the Headteacher and Deputy Headteacher. Lessons are visited for approximately 10 minutes.

Key outcomes from QA activities are fed back to staff and inform our school self-review and improvement planning and to influence CPD.

10. CPD

CPD is one of the crucial elements leading to improvements in Teaching and Learning. The most effective CPD is when staff share their own good practice with others. Staff other than teachers can participate in this CPD, such as cover supervisors/teaching assistants

The School Is committed to providing high quality CPD in teaching and learning to all staff. This will happen in a variety of ways, such as:
- Whole school training
- Workshop or carousel activities where teachers share their ideas and good practice with small groups of other teachers
- Peer observations
- Coaching
- On a weekly basis all staff attend staff development meetings where teaching and learning is always an integral part of the meeting and on a regular basis includes bite size CPD sessions.

Sharing good practice amongst staff will remain at the heart of CPD and we invite all staff to identify aspects of strength or expertise in their own teaching that they can share with others.