

<p><u>Effective Learning</u></p> <ul style="list-style-type: none"> • Pupils will be enthused to learn from a broad and exciting curriculum which nurtures talents, interests and creativity • Pupils' learning inspires them to ask questions and further their knowledge and skills independently • Whenever IT is used or discussed in lessons it must be done so in accordance with the e safety policy <p>We learn: 10 percent of what we read; 20 percent of what we hear; 30 percent of what we both see and hear; 50 percent of what we discussed with others; 80 percent of what we experience personally; 95 percent of what we teach to someone else.</p> <p>---William Glasser</p>	<p><u>Effective Teaching</u></p> <ul style="list-style-type: none"> • Teachers will ensure they have high levels of knowledge linked to all lessons they teach • Teachers use effective questioning to probe pupil understanding and tease out misconceptions • Teachers have high expectations of all and know their pupils' end of year targets and how they are progressing towards them • Key skills in English, Maths and computing are taught across the curriculum • Promoting healthy lifestyles and caring for the environment permeate all teaching • A range of interventions are used to support individuals and groups in need including those with SEND and EAL. Children are assessed on an individual basis for targeted support • Lessons are delivered to the top of the class with support systems used to close the gap from the bottom • The class work together on the main objective making their own choices about tackling the 'could' and 'challenge' 	<p><u>Learning Environment</u></p> <ul style="list-style-type: none"> • Rooms are well maintained, furnished and decorated • Furniture is an appropriate size and good quality • Necessary and high quality resources are available • Displays are helpful, attractive, celebrate a range of pupils' work and reflect current and recent learning • Current Learning Objectives and Success Criteria are always on display <p>WAYCROFT MAT Teaching and Learning Policy</p>	<p><u>Plans</u></p> <ul style="list-style-type: none"> • All planning will be written as detailed by curriculum leaders and SLT • Long term plans will be written and agreed before the beginning of each academic year and only changed after consultation with SLT1 • Lessons will be delivered according to agreed plans in all MAT schools • Plans will be appropriate for all learners and include planning for out of step children and a must, could and challenge activity, which relates to Bloom's Taxonomy • All planning will be saved on the school network as agreed • Plans will ensure that pupils learn key knowledge and skills delivered in a variety of ways 	<p><u>Methodology</u></p> <ul style="list-style-type: none"> • Pupil talk will be effectively balanced with adult talk • All pupils will know the objective and have involvement in developing success criteria • 'Must, could and challenge', tasks, interventions and outcomes address differentiation and will link to the main objective unless a child is agreed to be 'out of step' and in need of individualised plans • BLP skills will be taught, practised, discussed and acknowledged • Verbal feedback is a prevalent feature of all lessons • Pupils SMSC development will be addressed whenever appropriate • Pupils understanding of the UNCRC will be developed whenever appropriate
<p><u>Ethos and Values</u></p> <ul style="list-style-type: none"> • Adults will be good role models and create positive relationships • All achievements are valued • The UNCRC underpins every moment in school • Diversity and courtesy are celebrated • The academy is fully inclusive • There is a supportive non judgemental atmosphere where children are confident to take risks • All achievements are valued and celebrated 	<p><u>Assessment</u></p> <ul style="list-style-type: none"> • Assessment for Learning is used to inform planning and delivery within and between lessons and units of work • Marking focuses on what has been done well, next steps and correcting misconceptions as agreed in the Marking policy • Pupils take part in the assessment process through peer and self-assessment • All pupils are tracked against expected progress and discussed at pupil progress meetings three times a year • Assessment methods include observations, verbal responses, reviewing independent work and results of tests and specific tasks 	<p><u>Governors</u></p> <ul style="list-style-type: none"> • Governors are kept fully informed of the Waycroft curriculum and have opportunities to make suggestions for its improvement • Governors know the standards of teaching and learning and raise questions about this • Governors have the opportunity to observe teaching and learning in action on a regular basis 	<p><u>Subject Leaders</u></p> <ul style="list-style-type: none"> • Subject leaders ensure high quality resources for their subject are in place • Subject leaders monitor planning and pupils work and are a point of contact to further improve teaching and learning • Subject leaders have an annual log to support their monitoring • Subject leaders monitor lessons in their subject annually • Subject leaders will use subject leader time to further develop their subject area 	<p><u>Parents</u></p> <ul style="list-style-type: none"> • Parents are kept informed of curriculum plans through the website, induction evenings, open days, curriculum events and parents' evenings • Parents' evenings and reports at Christmas and in the summer will keep parents informed of their children's progress and provide opportunities to see their work • Parents' can arrange with the office to talk to teachers at any mutually convenient time