



Learning and Teaching Policy

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Date	Notes

Ambition for 2022-23: Impactful Teaching

Our ambition for Learning and Teaching is that Foxford students will progress because our teachers will be empowered to deliver great teaching which results in consistently great learning. This will be achieved by continuing to build a culture which recognises that both teacher and student are learners who must continually reflect and refine their practices to develop.

This will be achieved through a supportive, collaborative environment in a number of ways:

- A revised developmental professional growth system which allows for more frequent developmental dialogue
- Developmental learning walks, work scrutinies and student voice which will be collated on Teacher Profiles and, from which, CPDL needs will be identified
- The increased emphasis on the 4 Elements of Great Learning which will be used to diagnose which of the 6 Teaching Principles will be developed
- The continuation of Coaching Triads where teachers work collaboratively to support each other in pedagogical development
- The provision of both bespoke and whole school CPDL which allows for teacher growth
- The amalgamation of strategy for both experienced and Early Career Teachers to ensure that professional growth is standardised

Foxford 4 Elements of Great Learning:

The improved Foxford 4 Elements of Great Learning are:

Pupils CHALLENGE themselves through their learning. They are able to self-assess, reflect and make wider links through their learning and understanding.	Pupils own their learning: they understand what they are learning and why they are learning it. OWNERSHIP	Pupils use literacy and language rigorously, fluently and precisely to communicate effectively. DIALOGUE	Pupils are engaged in essential learning activities to build, extend, apply and remember their knowledge, skills and understanding. ENGAGEMENT
Pupils are able challenge themselves and to think deeply about their learning. They are able to plan, monitor and assess their own understanding.	Pupils can tell you what they are learning about. They own their learning and can take it further.	Pupils are able to articulate the progress they are making, in both knowledge and skill acquisition.	Pupils demonstrate an enthusiasm for the lesson. Relationships with the teacher are highly productive.
Pupils make the best possible gains in the lesson because they know what is expected of them. Pupils know what success will look like in the lesson and are able to explain this.	Pupils can describe how they are learning in the lesson. They are not afraid to make mistakes or take risks to deepen their understanding.	Pupils are able to articulate what they need to do next to improve. They are confident communicators.	Pupils are engaged in learning as soon as they enter the room. They remain actively involved in their learning and engaged in it.
Pupils are reflective, responsible, resourceful, resilient and reciprocal in their learning. They strive for personal excellence and contribute to their peers and community.	Pupils are able to respond appropriately to teacher questions and feedback and know how to apply improvements.	Pupils learn intuitively, enquiring of each other, seeking clarity, taking risks, thinking critically and imaginatively.	Pupils see the relevance in their learning and application for real life scenarios. They can extend their knowledge through wider reading.

Pupils can apply and use confidently the knowledge that they have gained from the lesson.	Pupils are able to put this learning into the context of previous learning and know how it fits together.	Pupils are able to communicate precisely using subject-specific vocabulary.	Pupils are stimulated by the activities and enjoy exploring possibilities.
Pupils can remember what they have learned and can make links with previous and future learning. They make connections and links with the world beyond the classroom walls.	Pupils understand the learning and are able to apply their knowledge and understanding, effectively. Pupils are gaining more knowledge; memorising and reproducing; applying facts and procedures; seeing something in a different way; changing as a person	Pupils ask questions about their learning. They are inquisitive. They are curious.	Pupils are able to learn independently, without teacher input. Pupils take responsibility for their learning. They create knowledge together and collaborate to make sense of their learning experiences
Pupils feel challenged and stretched, but know that they are within their comfort, not panic, zone.	Pupils are able to articulate the routines and/or habits of the lesson, which help to facilitate the learning.	Pupils are able to articulate how the activity facilitates the learning.	Pupils are interested in the subject/topic. They can extend their knowledge beyond the classroom.

When a Learning Walk, Book Scrutiny or Student Voice activity is conducted, the reviewer will ascertain what learning is taking place in the classroom. This will then support the selection of 1 or more of the 6 Principles of Great Teaching as a developmental area. All such quality assurance episodes are calendered on the annual QA Schedule and the findings are recorded on individual Teacher Development Profiles.

Foxford Six Principles of Great Teaching

The Teaching Principles are:

Challenge ...so that students have high expectations of what they can achieve	Explanation ...so that students acquire new knowledge, skills and understanding	Modelling ...so that students know how to apply knowledge, skills and understanding	Practice ...so that students engage in deliberate practice	Questioning ...so that students are made to think hard with breadth, depth and accuracy	Feedback ...so that students think about and develop further their knowledge, skills and understanding
<i>Expectations of all students are always high. Subject content is challenging. Our teachers' subject knowledge is excellent.</i>	<i>Teachers explain subject content clearly. Teachers are aware of their subject's misconceptions and explain these clearly to students.</i>	<i>Practical work and other activities are modelled carefully, so that students are clear in what they are being asked to do. They are also clear what a good example looks like.</i>	<i>Once students have had input from the teacher, they are given time to practise independently the new knowledge, skills and understanding.</i>	<i>Questioning is targeted to individual students and always challenges them.</i>	<i>Feedback is both verbal and written. It is designed to make students think – instead of giving them the answer.</i>
<i>One learning intention is set which is always challenging. Assessment criteria are referred to explicitly.</i>	<i>Teachers explain their subject content in different ways to engage the learners, e.g. using stories, demonstrations and interesting vocal tone.</i>	<i>Examples of excellent subject-specific work are shared and compared "This is great because..."</i>	<i>Mistakes and misconceptions are noticed and corrected, to ensure that students do not practise misconceptions.</i>	<i>Student responses are developed by further questioning in order to deepen understanding, and to correct misconceptions. Students must respond to questions, using subject-specific vocabulary.</i>	<i>Students are expected to respond to feedback and know what they have got to do to achieve.</i>

<i>Students are encouraged to think deeply and to give considered, non-superficial answers to questions.</i>	<i>Explanations are related to students' prior knowledge. They also relate, where relevant, to students' real lives.</i>	<i>Subject-specific, language (key vocabulary) is modelled by teachers and encouraged from students.</i>	<i>Key subject-specific knowledge, skills and understanding are practised regularly to improve retention.</i>	<i>Students are encouraged to ask their own questions.</i>	<i>Students are encouraged to critique the work of their peers, giving specific feedback of strengths and development points.</i>
<i>Students are shown subject-specific examples of excellence. These are deconstructed with their teachers.</i>	<i>Teachers share their expertise explicitly, but also encourage students to work collaboratively.</i>	<i>Subject-specific writing is modelled and co-constructed with the students.</i>	<i>Scaffolds and supports are removed at the right time to allow for independence.</i>	<i>Reluctant respondents are encouraged to respond by careful scaffolding. "I don't know" is no escape.</i>	<i>Feedback from the performance of students should inform future planning and teaching.</i>
<i>Work is scaffolded and differentiated, therefore, to ensure that all develop their knowledge, skills and understanding.</i>					

Learning and Teaching Leadership & Management

Learning and Teaching is led by one of the Assistant Headteachers and supported by an Associate Assistant Headteacher. Together, they strategically shape the learning and teaching landscape. They are supported by the Learning and Teaching Group who are excellent practitioners specifically selected to grow personally and to support the growth of others. Two Lead Practitioners also make up the Group and work in Maths & Science and across the school. The responsibilities of each member of the Learning & Teaching Group are revised annually to ensure that high standards are maintained. They provide CPDL sessions, support allocated members of staff, complete the Great Teacher Programme and disseminate their work to others are the first point of contact where other teachers wish to drop into lessons.

Faculty Leaders are responsible for the quality of education in their faculty, and for leading on learning in their subject area, but can buy-in support from the Learning & Teaching Group where needed.

Continued Professional Development and Learning

Ongoing and continuous development is embedded into our Learning and Teaching Strategy with all teachers part of the learning process. Whole School CPDL is delivered where necessary to meet statutory or cross faculty need but we also aim to offer bespoke CPDL to meet need. The results of quality assurance are used to build a termly CPDL programme which is delivered in the Learning & Teaching Hub. Teachers can choose which sessions to attend to suit personalised needs.

We also provide Early Career support to our Early Career Teachers and an Induction Programme for new members of staff to ensure clarity of message and consistency of provision.