



Teaching and Learning Policy

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Section 1: Introduction and rationale

This policy exists to clarify what we see as best practice in the Archer Academy and to clearly state the expectations the school has for staff, students and all other stakeholders. It is a framework designed to ensure that our students are inspired to be creative, challenged to realise their potential, whilst developing the essential characteristics of the Archer Way.

Section 2: Our aims

Learning is our core purpose. Through the delivery of high-quality lessons, we aim to ensure that every child can develop a rich and deep understanding of subject skills and knowledge, enabling them to realise their potential and achieve academic success. Furthermore, we aim to equip every learner with opportunities to develop the essential Archer outcomes so that they are independent, lifelong learners, able to be analytical, articulate, curious, collaborative, reflective and resilient across their learning experiences and beyond.

Teachers know their students and plan personalised lessons tailored to meet individual needs. Learning activities are designed to both support and challenge, ensuring that everyone can make accelerated progress. We encourage an independent approach to study where students are empowered to take ownership of their learning. They use constructive teacher feedback and self-reflection to understand their current attainment and recognise what they need to do to improve. This process is fully supported through the process of academic target setting and reflection during our learning review days.

We hold high expectations for all students through effective and purposeful classroom routines. We expect every student to adhere to our core values in all areas of learning through application of the Archer Way:

Achievement, Respect for Others, Curiosity, Hard Work, Enjoyment, Responsibility.

Teachers create positive relationships with their students built on mutual and shared regard. We strive for exceptional behaviour for learning in all classrooms. Students are expected to be responsible and respectful, interacting in a positive and collaborative manner with their teachers and peers.

Teachers strive to create an inclusive learning environment that not only promotes academic excellence but also prepares students for a global society that values and respects diversity. We are strongly committed to recognising and celebrating the unique strengths, backgrounds, and abilities of everyone. Where possible, teachers employ a variety of instructional strategies, personalised materials, and collaborative activities to address diverse learning styles and individual needs.

We are fully committed to developing our students reading, writing and verbal communication. Students' literacy and numeracy skills are explicitly built into curriculum planning and developed both within, and outside, the classroom.

Section 3: Shared expectations of teaching and learning

Our teaching approach is centered around the implementation of seven key principles of best practice. These provide a range of evidence-based pedagogical practices proven to deliver high levels of student learning and academic progress. They include the following:

1. Sequencing of small steps with reference to prior learning

Lessons at the Archer Academy are designed to progress through a sequence of small, manageable steps. Each step is clearly linked to prior learning, building a solid foundation for the understanding of more complex ideas. Teachers employ thoughtful curriculum planning to ensure a logical progression of concepts.

2. Use of teacher worked examples and models

We provide clear and accessible teacher worked examples and models of best practice serving as a guide for students, offering insights into effective problem-solving and critical thinking. Teachers use a variety of mediums, such as visual aids and real-world applications, to enhance understanding.

3. Frequent collaborative and independent practice

Students are given ample opportunities for both collaborative and independent practice. Group activities and discussions encourage teamwork and communication, while independent practice ensures individual mastery of concepts.

4. Regular retrieval practice and revision

To ensure long-term retention of content, our curriculum incorporates regular opportunities for retrieval practice and revision. Low stakes assessments, quizzes, and reflective activities help reinforce learning, promoting the transfer of knowledge from short-term to long-term memory.

5. High-quality no-hands-up questioning

We promote a culture of active engagement through high-quality, no-hands-up questioning, encouraging all students to participate and ensuring a comprehensive understanding of the material. Teachers use probing questions to assess understanding and stimulate critical thinking.

6. Scaffolding for challenging concepts

For more challenging concepts, teachers employ scaffolding techniques, providing temporary instructional supports, prompts, and guides. This approach assists students in navigating complex ideas, gradually removing supports as understanding deepens.

7. High-quality assessment and feedback

Assessments are designed to be high quality, offering a comprehensive review of student understanding. Various assessment methods, including formative and summative assessments, are used to check student understanding. Detailed verbal and written feedback mechanisms provide students with clear next steps for success, fostering continuous improvement.

Our curriculum is periodically reviewed and refined to align with the seven principles of best practice. Teachers collaborate to ensure that lessons are engaging, sequenced logically, and incorporate a variety of instructional methods to cater for diverse learning styles.

Section 4: Routines for learning

The principles of best practice are supported by a set of routine classroom expectations designed to ensure that learning experiences have consistency across lessons. The routines include some precise language for learning that students are familiar with such as 'no hands up' and 'honours thinking' and this should be applied to all classrooms where appropriate.

Routines for learning include:

- 5-minute super starters to inspire, enthuse and capture the imagination of our students.

- High levels of student led learning, (recommended 20% teacher talk and 80% students 'doing').
- Personalised learning opportunities that provide both support and challenge for all abilities including specific reference to the learning of disadvantaged, SEND and AGT students.
- Class Charts seating plans with mixed gender distribution.
- Honours thinking tasks that provide challenge to deepen learning.
- Consistent application of a 'no hands up' approach when deemed appropriate and purposeful.
- Opportunities to embed high levels of reading, writing, verbal communication and numeracy skills.
- High expectations in attitudes to learning, quality of written work and engagement.
- Effective use of high-quality marking and feedback in line with whole school policy.
- Use of varied learning styles to foster an exciting and creative learning culture.

Section 5: Expectations of an Archer Student

All Archer students are expected to work to the best of their ability to realise their potential. In their learning, student strive to meet the following expectations (see behaviour policy also):

1. **Be organised in their learning and produce high quality written work, showcasing their ability and understanding.** Our 'Quality Minimum Standards' underpin this to foster a sense of pride in presentation and organisation. Where possible, books are protected with a plastic book cover to keep them in good condition. Excellent work should be celebrated, and inadequate work should be challenged.
2. **Be ready to learn and actively engaged.** Students should ensure they arrive at lessons ready to learn and listen attentively during instruction, asking clarifying questions when unsure. They should actively participate in all activities, including classroom discussion, independent work and collaborative group tasks.
3. **Take ownership of their learning.** Students should regularly reflect on their progress and confidently understand and articulate how to get better. They should learn from mistakes and seek ways to put them right. Areas for development should be improved by redrafting work, responding to marked comments or making corrections, including SPG.
4. **Complete homework and independent learning in line with expectations.** Homework should reflect the expectation and success criteria of the task and be clearly labelled so that it is visible in books/folders/portfolios/online platforms.
5. **Approach their studies with resilience.** Students should embrace challenges and persevere through difficulties, understanding the importance of learning from mistakes and maintaining a positive attitude in the face of difficulty.
6. **Demonstrate excellent behaviour for learning.** All students are expected to follow rules and expectations to contribute to a positive learning environment, in line with our behaviour policy. They should arrive to lessons ready to learn, respectful and safe and should be considerate to the need's others. They are given termly reports on behaviour, effort and homework three times a year to enable reflection and opportunity to improve.

Section 6: The Learning Environment

At the Archer Academy, we value high quality teaching and learning, supported by stimulating and dynamic classroom displays that inspire creativity and support high impact learning. Our classroom displays could include the following:

- ✓ Exemplary work on display to celebrate achievement and inform knowledge.
- ✓ Subject specific language in context.
- ✓ Clear use of subject specific assessment criteria.
- ✓ Examples of work that support the development of British Values and SMSC.
- ✓ Displays that generate interest and enthusiasm, and are refreshed regularly.

The classroom environment should be well maintained and organised spaces. We operate a clear desk policy to support this. Classrooms should also be:

- ✓ Free of litter and graffiti and the furniture should be in a good state of repair.
- ✓ Well-lit and ventilated.

Section 7: Curriculum and lesson planning

7.1 Curriculum Planning

Heads of Department are responsible for creating detailed curriculum overviews. These will highlight key topics and summaries of content to be taught with references to timescales and assessment points and will be reviewed annually.

These should be fully supported with detailed curriculum plans which drive a deepened understanding of subject knowledge and skills. Curriculum plans should be planned on school templates to include a range of common features including:

- ✓ outline of purpose, rationale and aims of study
- ✓ outline of sequence of learning
- ✓ reference to learning outcomes, linked to the specification/KS3 big ideas and assessment requirements
- ✓ a range of suggested teaching and learning activities with high levels of challenge and creativity
- ✓ opportunities to embed, retain and transfer knowledge
- ✓ suggestions for how to personalise learning for all learning abilities
- ✓ suggestions for homework opportunities and tasks
- ✓ clear opportunities to develop literacy, numeracy and ICT skills
- ✓ opportunities for development of personal and social skills – through links to the Archer outcomes, SMSC, diversity and future pathways
- ✓ opportunities for assessing progress over time, including formative/summative assessment and depth marked feedback
- ✓ signposted opportunities to revisit, review and redraft work.

Heads of Department are responsible for ensuring detailed curriculum plans are in place. (See curriculum policy for more detailed guidance)

7.2 Lesson planning and preparation

Staff are expected to carefully plan their lesson and demonstrate a clear structure, a variety of teaching and learning activities, personalised to meet the needs of every learner.

All lessons should be supported with mixed gender, Class Chart seating plans, that are regularly reviewed and updated. Seating plans should highlight key info, including students with PP, EAL and SEND.

Daily lessons plans should feed directly from the curriculum plans. A choice of formats is available, for example:

- ✓ use of the Archer Academy daily lesson plan (typed or handwritten)
- ✓ the staff daily planner
- ✓ using slideshow software
- ✓ A4 ring binder with plans in for each class
- ✓ full lesson plan

Please see appendix 1 and 2 for lesson planning templates

7.3 Planning expectations for key monitoring points

- ✓ Lesson plans are not required during whole school monitoring drop ins led by SLT and Middle Leaders.
- ✓ Daily lesson plans, Class Chart seating plans and Class Data sheets are required for departmental monitoring points led by HODs.
- ✓ Daily lesson plans, Class Chart seating plans and class data sheets from SIMS should be in place for all external reviews
- ✓ NQTs should have full lesson plans in place for all formal lesson observations.
- ✓ Staff undergoing monitoring/action plans to improve performance will be expected to produce full lesson plans for specified lessons to support improvement.

7.4 Use of data to inform planning

High quality lesson planning should be supported using prior attainment and progress data. All teachers should ensure that:

- ✓ Baseline data and prior attainment data is available in SIMS Class Data sheets and should be used effectively to plan suitable lessons.
- ✓ Student progress is tracked and evidence of this is kept either in the teacher planner or electronically and in line with regulations set out by GDPR.
- ✓ Target students are specified in lesson planning and on Class Charts seating plans and this contextual information should be used to inform planning.

Class data will be reviewed termly between the HOD and teacher to support raising achievement in every classroom.

Section 8: Assessment rationale and guidelines

8.1 Assessment Rationale

Assessment provides a means to gauge the effectiveness of teaching and learning, offering insights into students' understanding, progress, and areas of improvement. Through assessment, teachers can identify strengths and weaknesses in understanding, enabling them to adapt and refine their teaching strategies to better meet the diverse needs of students.

For students, assessments serve as valuable tools for self-reflection, helping them recognise their achievements, understand areas requiring further attention, and actively engage in their learning journey.

8.2 Expectations of assessment

Teachers should adopt a range of formative and summative assessment strategies to evaluate student understanding, identify misconceptions and adapt lesson resources and activities accordingly.

Formative assessments should be used to support ongoing improvement and responsiveness to individual needs/ Formative assessment strategies could involve low stakes quizzes, in class questioning, think pair share, entry/exit tickets or peer/self-assessment activities. Teachers should use these strategies to check students understanding and adapt learning as required. For students, formative assessment offers an opportunity for self-reflection, enabling them to identify areas for improvement and actively engage in their own learning journey.

Summative assessments provide a holistic measure of achievement. Summative assessments can be carried out during our calendared depth assessment fortnights but can also be supported with additional departmental opportunities for summative assessment. Summative assessments should aim to assess the cumulative build-up of skills and knowledge, requiring revision and retrieval practice to ensure students develop exam skills and formulate good study habits. Summative assessments should provide students with a clear understanding of the level they are working and what they need to do to improve and should be supported with opportunities to redraft and improve work once completed. Teachers should support students in the preparation for summative assessments by providing revision materials, such as revision topic summaries, subject knowledge organisers or practice exam questions and tasks.

Section 9: Marking and Feedback

At the Archer Academy, we believe that marking should provide students with meaningful feedback that helps them to further improve. Our fundamental values are that marking and feedback should:

- ✓ be as efficient and impactful as possible
- ✓ manageable and achievable for staff to show best practice and accelerate progress
- ✓ be recognised in a variety of forms, not just through written feedback
- ✓ be regular, timely and professional
- ✓ be recorded to allow careful monitoring and record keeping of each student and to allow impactful target setting by students
- ✓ should enforce the highest standards of written and verbal communication

9.1 How do we mark students work?

We value a consistent approach to marking where high quality, depth marked feedback provides students with details of their successes and areas for development and where students are given the chance to action specific advice by reflecting, redrafting and improving their work.

Each department should have a subject specific marking policy that determines the frequency and expectation of depth marking in that particular subject area.

In all departments, depth marking should:

- ✓ take place both **regularly** and **timely**, with a minimum of 2 pieces of depth marked work every half term.
- ✓ provide clear **diagnostic teacher assessment** that celebrates achievement, highlights areas for improvement and challenges students to extend their thinking.
- ✓ recognise student effort through reward systems.
- ✓ be clearly linked to LO's and success criteria.
- ✓ engage the student in dialogue and encourage them to think for themselves about how to improve their learning.
- ✓ supported with feedback written in **green pen**.
- ✓ be regularly reviewed in through calendared monitoring points.

These details are referenced specifically in all department policies.

At the end of each depth marked piece, the minimum expectation is that teachers would provide:

- ✓ A level (grade/score/flight path) or written comment.
- ✓ Strengths identified through WWW.
- ✓ A target area (a minimum of one) through EBIs that should be actionable to raise attainment.
- ✓ Quality lesson time to review feedback in **red pen**. This may involve revisiting work, redrafting or improving work based on targets given and should be clearly evident in books.

9.2 High quality feedback is also given through

Classroom dialogue – the use of learning discussions and questions to encourage a dialogue about progress.

Revisit, review and redraft - areas for development should be improved by redrafting, responding to marked comments or making corrections in **red pen**.

Challenging questions – posed through marking feedback or verbally to extend and challenge students further.

Self and peer assessment – this is taught to enable students to take responsibility for their own learning. Our students should, where possible, self-assess using a **red pen** and peer assess using a **purple pen**.

Modelling of good work – supporting students to understand what progress looks like and share their best practice.

Literacy expectations – promoting the importance of literacy is the responsibility of all teachers. Literacy mistakes should be highlighted and corrected.

Section 10: Continued Professional Development

We place the highest importance on the continual training and development of staff as subject specialists and expert classroom practitioners. In order to ensure that all teachers are confidently able to successfully improve their practice, we provide the following opportunities across the school year, open to all staff:

Teacher Learning Conference: 4 compulsory whole staff meetings across the year that provide key training on whole school developmental priorities.

Team Around the Child: Optional termly meetings that provide staff with essential strategies to deal with students who have complex behavioural or learning needs.

These training opportunities are supported by:

- ✓ **The Teacher's Toolkit** – a termly newsletter to share key developments and teaching and learning strategies.
- ✓ **Internal moderation activities** – collaborative review of marking standards in subject departments for key assessment points e.g. year 11 mock exams.
- ✓ **Joint moderation partnerships** – with JCOSS and other local schools.
- ✓ **External CPD** – subject specific, developmental, leadership, pastoral, including links with key organisations including PiXL and PTI.

Section 11: Monitoring of teaching and learning

11.1 Rationale

We believe in a range of monitoring exercises to generate a collaborative culture of whole school improvement. The purpose of monitoring is to collect specific evidence about classroom practice, student progress and areas for school development.

All forms of monitoring should be followed by collaborative discussions to share strengths and areas for development that will improve individual teaching practice.

Through this process, we intend to be developmental, collaborative and constructive rather than judgmental. Our monitoring systems should also be used to acknowledge strengths, identify training needs, provide constructive advice and encourage self-reflection.

11.2 Whole school monitoring points

Whole school monitoring points are extensive reviews across all areas of learning. They take place in term 1, term 3 and term 5 as outlined on the monitoring calendar. During each monitoring point the following will take place:

Drop ins:

During each whole school monitoring point, SLT and HODs (supported by the wider teaching staff) will visit classrooms for 15-minute drop ins to review the quality of learning. Drop ins will take place at random across the course of the week and where possible all members of staff should be reviewed.

Departmental reviews:

During each whole school monitoring point, HODs will complete 2 additional Departmental Reviews. One of which will be supported by SLT. These will take place in scheduled sessions and staff should ensure that they provide a daily lesson plan and Class Chart context sheet and SIMS Data Sheet.

As part of this review, books will be checked thoroughly for quality of learning, assessment and progress over time. Reviewers will select a representative sample of books to check that:

- whole school and departmental marking policies are being applied consistently
- depth marked comments provide feedback that accelerates student progress.
- students are regularly being required to respond to teacher feedback.
- students' work shows high levels of organisation of work, quality of written communication and homework.

Following each review, a collaborative discussion will be held between the reviewer/reviewee, purely focusing on strengths and areas of development.

Key findings from the review will be uploaded onto Sisra Observe. The headlines will be shared with SLT, Heads of Department and Governors.

11.3 HOD monitoring points

These department-focused monitoring points will enable HODs to review the quality of teaching and learning in the department. There will be 2 points across the year in terms 2 and 4.

These will provide an opportunity for collaborative departmental discussions on best practice, peer reviews and book reviews.

Departmental HODs decide on the format for their departmental review and submit their plans prior to the monitoring week. This process should be fully supported by SLT line managers.

11.4 Live data review meetings

After each monitoring point, a live WSM review meeting should take place between the HOD and line manager. The aim of this meeting is to review monitoring data together and use the findings to formulate a robust action plan that leads to improved standards in classroom pedagogy and subject delivery.

The meeting should involve the following:

- Identification of general trends and patterns observed – strengths and areas for development.
- Identification of areas where follow up actions need to take place in line with threshold standards
- Preparation of an action plan to improve the quality of teaching and learning based on the trends identified.
- Triangulation of data where trends of underperformance and low student progress exists
- Identification of key training needs

11.5 Addressing underperformance

Following any monitoring point or lesson review, practice that is identified as not 'good' or better should be addressed by the relevant Middle/Senior leader and discussed during the live data review meeting. An action plan for improvement should be put in place by the relevant Middle/Senior leader and shared with the relevant line manager. A follow-up review should be arranged to ensure improved standards and that the expectation of good or better is being met.

The action plan should be supported with:

- A supportive discussion to ensure staff members are confident on how to meet expectations.
- A review of training needs and provision of CPD or external course where possible.
- An agreement to revisit the same lesson to see areas of improvement.
- An agreement to review books either as a one off or regularly over a 4-week period.

(See Appraisal/Capability procedure)

11.6 The role of Appraisal in the monitoring of teaching and learning

At the Archer Academy, Appraisal is a collaborative process which supports the ongoing monitoring and evaluation of teaching and learning across the year.

All monitoring reviews that take place across the year are recorded onto Sisra Observe for each individual member of staff. These are used to inform the overall end of year appraisal judgements made on the quality of teaching and learning in relation to teaching standards.

Appraisal targets for the next academic year will be set using areas for development identified from appraisal judgements of the previous year, specifically drawing on prominent trends.

Also, each staff member taking part in the Appraisal process must review one target class in detail and evaluate this further through pushing progress meetings across the year.

Section 12: The role of stakeholders

- ✓ Student leadership plays an integral role in the monitoring of teaching and learning. We find out what students think through focus group exercises and student surveys.
- ✓ Parental opinion also helps to evaluate our practice through parental surveys.
- ✓ Governor's request termly presentations to review the current picture of teaching and learning and share action plans for improvement. Updates on the standards of teaching and learning are presented periodically to the Education and Standards Committee.
- ✓ Link governors conduct visits to subject departments to review standards of teaching and learning in subject specific areas.

Appendix 1: Example Blank Template Full Lesson Plan



Archer Academy Lesson Plan

Subject:		Year:	Class: M: F:
Date:		Day:	Time/session:
Reference to scheme of learning/cross curricular links:		Links to Assessment Objectives/Levels/Specification:	
Learning objectives:		Targeted students (<i>specify</i>):	
Time	Lesson structure	Teacher notes/structure	
	Starter:	<p>How do I know all students have made progress? (<i>learning outcomes</i>)</p>	
	Main:		
	Plenary:		
Key Questions Evaluation: Application: Knowledge & analysis:			
Differentiation: (<i>link to targeted students</i>)			
Links to literacy/numeracy:		Thinking skills:	Key words/terms:
A4L strategies:		Resources:	Homework:
Use of LSA (or other adults):		Evaluation:	SMSC:

Appendix 2: Example of a completed daily Lesson Plan

Dates to be taught: Friday 12th Sept – Friday 26th October

Key Question & Learning objectives	Learning & thinking skills	Student activities	Resources	Key vocab	Assessment	Homk/Extension	Targeted students	Differentiation	How will I know students have made progress?
<p>Lesson 1: Key question: What is Geography? Must: Understand a range of topics studied in Geography and provide examples Should: Draw on previous knowledge to show thorough understanding of Geography studied at primary school. Could: Identify links between Geography topics and attempt to explain them.</p>	<p>Teamwork Effective Participator Independent Enquirer Reflective Learner Literacy – key words</p>	<p>Starter: Think/Pair/Share Choose 1 aspect of Geography that you studied in primary school. What did you like/dislike about it? What other aspects would you be interested to learn about? Intro: 1.) Introduction, expectations, assessment criteria, books, folders and stickers etc. Main Activities: 2.) What is Geography? Group discussion – present ideas as a mind map on sugar paper showing topics studied in primary school. Feedback to class. 3.) Why is it important to study these topics? Q&A/discussion, add ideas to mind map. Plenary: Plenary tree – reflecting on confidence in Geography topics.</p>	<p>Ppt, lesson 1: What is Geography? Exercise books QMS stickers Geography assessment criteria Plenary tree worksheet</p>	<p>Expectations Geography History RE Citizenship Themes Places Knowledge Skills Understanding</p>	<p>Q&A Contribution to class and group discussion What is Geography? Class feedback task. Peer-assessed task: What is Geography Poster? Students mark using effort grade level and provide www/gbi</p>	<p>Poster: What is Geography?</p>	<p>SEN SP G&T PP Slow progress</p>	<p>SEN Scaffold ideas – use mind map on board to prompt. Use seating plan to encourage more able to support less able. ALT Use a range of images on the ppt to prompt ideas. Write out key topics on whiteboard to assist with spelling. G&T Encourage students to think about links between topics. Students to annotate these onto mind map. Slow progress Use laptop where possible Seating plan to ensure focus and effective teamwork Use SEN scaffolding to ensure clear understanding</p>	<p>Books organised with stickers/rules/expectations etc. Students engaged and enthusiastic in discussion. Mind maps fully completed showing detail and in some cases explanation of the links between the subjects. Plenary tree will show some degree of confidence and students will be familiar with the main subjects and topics that can be studied in Geography. Book poster should be completed to a good standard, showing application of the ideas in the lesson and a good range of topic examples.</p>