

Curriculum, Learning and Teaching Policy, Glade Academy

Glade Academy is a secure learning community, where each child is valued as an individual and will be provided with the environment they need to develop a sense of self-respect and self-confidence, alongside a sense of fun and a love of learning. Through this consistent approach each child will be encouraged and motivated towards achieving personal excellence, within a culture of celebration. We will enable our children to develop the skills they will need to function with confidence in society, in a range of different social situations, and throughout life in the future.

Glade Academy is a community of growth and learning, where social, cultural and academic values are developed and where all children have equal access to the education opportunities provided. We encourage every member of the community to learn the skills required in order to exploit all possible opportunities and choices throughout life.

At Glade Academy we recognise the importance of high-quality teaching to enable us to meet our aims. We believe that high quality teaching will result in a love of learning for all members of the school community.

This document will begin with laying out the school's approach to delivering high quality teaching, which should result in high quality learning ~ the nature of which forms the second half of this document.

High quality teaching will positively impact on the pupils' learning and personal growth and will involve many facets, including:

- *Delivery ~ detailed planning, and assessment of pupils' knowledge and understanding;*
- *A knowledge-based curriculum that enables pupils to know more and remember more;*
- *Using different teaching styles;*
- *Differentiation;*
- *The development of motivation and high self-esteem;*
- *Encouraging independence;*
- *The careful management of physical space, resources and display;*
- *Challenge;*
- *Pace;*
- *Questioning;*
- *Developing positive relationships between home and school.*

HOW WILL TEACHING BE DELIVERED?

Detailed planning, and assessment of pupils' knowledge and understanding

Long Term Planning: Our knowledge-based curriculum long term plan ensures that knowledge acquired is revisited and built upon over both Key Stages.

Medium term planning: This is developed from the long-term planning and is adjusted by class teachers to accommodate the learning needs of the different children and to respond to their prior knowledge. Knowledge objectives are identified and shared with the children through Knowledge Organisers and Working Walls, revisited and re-enforced regularly and assessed in order to set individual pupil targets. Children's work is marked according to our "Marking Policy" with feedback and encouragement given. Teachers evaluate and reflect on the outcomes of the Knowledge Objectives, and keep informative and accurate records.

Addressing the different learning styles with different teaching styles

Children learn in different ways. The different learning styles of the children (auditory, visual and kinaesthetic) are built into our planning and delivery of lessons. We recognise that whichever learning styles children prefer they will still need scaffolded experiences of other styles to prepare them for life. Children have opportunities to work in different groups in order to work collaboratively, and individually, preparing them for life in the future.

Differentiation

All children are individuals and have a variety of needs. Our planning and delivery of lessons offers both an appropriate level of challenge and of support. These can be based on a group's or individual's needs. Whereas differentiation by outcome is sometimes appropriate, we recognise that this is not usually the case and aim to incorporate differentiated objectives and levels of work within both medium and short-term planning. Differentiation can be achieved with different pupil groupings, use of support staff, different time allowance expectations, using different language, access to different resources and allowing different methods of recording for pupils.

Motivation and self esteem

Children learn effectively when they feel secure, valued and have positive relationships at home and at school. In order to make learning a happy and fulfilling experience, we:

- Develop positive relationships with all children;
- Provide opportunities and guidance for pupils to develop good relationships with each other;
- Develop professional, positive working relationships between parents/carers and teaching staff;
- Take into account the differences, different needs, and expectations of all those within our school community;
- Give children positive encouragement regularly, not just about achievements, but also about effort;
- Plan activities which promote children's emotional, moral, spiritual and social development;
- Provide opportunities for children to recognise differences in others and see differences as positive and exciting, whether they are of gender, ethnicity, religion, special needs or disabilities;
- Take interest in and celebrate children's interests;
- Expect all adults to be good role models;
- Motivate children to be independent learners who are willing to take a risk within a supportive environment;
- Provide opportunities to develop essential skills of problem solving, decision making, negotiating and evaluating;
- Offer children challenge in their work;
- Help children to cope when they are not successful and help them to learn from their experiences;
- Support children who have behaviour difficulties;
- Support children who have communication difficulties;
- Hold regular 'Celebration Assemblies', where achievements are recognised and rewarded;
- Value and celebrate children's work and achievements;
- Provide opportunities for all pupils to engage in extra-curricular activities, performances and presentations.

Independence

Children need to develop their own independence to enable them to be learners for life. We will encourage this by:

- Setting open ended tasks;
- Using higher order questioning;
- Setting home-learning tasks with appropriate deadlines;
- Providing a range of optional, additional home-learning opportunities;
- Supporting an independent selection of resources;
- Establishing responsibilities for equipment and the school environment;
- Encouraging responsibility for the presentation and standard of own work;
- Encouraging older children to assist younger children;
- Involving the School Council in school life whenever appropriate;
- Teaching the children skills of time management, self-reliance and resilience.

Classroom environments have resources readily accessible. Pupils are scaffolded in their learning within a supportive framework of routines, systems and high expectations. They are taught, and are expected to practise, the skills of being independent.

Physical space, resources and display

We acknowledge the importance of creating a stimulating, effective and appropriately resourced learning and teaching environment. We do this by:

- Providing high quality, age-appropriate resources to support our curriculum and the needs of individual children;
- Organising the classroom and school site to maximise use of space and learning opportunities, and ensuring that it is well ventilated and well-lit, clean and tidy, and with defined working spaces;
- Using displays to stimulate, to challenge and to inform, to provide interactive learning opportunities and to celebrate children's work.

Challenge

There is an element of achievable challenge present in every lesson as an everyday part of learning. All children work at different levels and we will ensure that every lesson provides the structured opportunity for children to move on in their learning. When responding to children's work, "closing the gap" comments or "next-step" questioning is used as an effective way to further challenge thinking.

Questioning

Lessons are planned with opportunities for a variety of questioning at different levels. This will include both closed and open questions though it is the open questions which will promote higher order thinking. It is as important for the children to be questioning, as it is for teachers and support staff.

Pace

Lessons are appropriately paced for the different abilities being taught, and also take into account prior knowledge. Opportunities to think, explore, reflect, respond, and consolidate previous learning are built into both medium and short-term planning.

Home/School Relations

Home and school work in partnership to help develop the child as an effective learner and member of the wider community. To this end, we endeavour to communicate with parents and involve them in their child's education through:

- Home / School agreement;
- Class Dojo;
- Curriculum fairs;
- Information Evenings for parents;
- Open door policy;
- Parents' evenings / Target setting meetings;
- Support from our SaFS Team (Student and Family Support Team, and Family Support Worker), who provide a wide range of additional support wherever necessary (e.g. SENDs, social, emotional and behavioural, parenting courses);
- Learning Diaries;
- Newsletters;
- Induction meetings;
- School fêtes;
- Sports day;
- Home-learning guidelines;
- Welcoming parents within the school community;
- 'COGS' (Community of Glade School);
- Report writing.

WHAT IS LEARNING?

At Glade Academy we believe that learning should be a dynamic, engaging, reflective and empowering activity to which all pupils and adults, regardless of race, gender, ability or background, are entitled.

We recognise that learning involves many different aspects, including:

- Questioning;
- Understanding;
- Making connections between new and existing information, and applying knowledge and understanding in order to enrich oneself;
- Being able to use new 'processed' information;
- Development of social skills;
- Development of personal skills;
- Development of self-esteem;
- Development of independence.

We also acknowledge that all pupils and adults have different strategies and styles of learning, related to different personality characteristics, and their previous experiences.

The Learning Environment

For effective learning to take place we recognise a positive environment is central to success and that there are several factors contributing to the effective learning environment. We will therefore:

- Provide bright, stimulating, safe and welcoming surroundings;
- Inspire each child to achieve their 'personal best';
- Foster a strong and positive partnership between staff, pupils and home, in respect of both academic and social learning;
- Deliver the curriculum in a variety of different ways in order to cater for the different learning styles of all pupils;
- Make use of a wide and varied range of learning resources;
- Work hard to provide a caring atmosphere of positive reinforcement and celebration that recognises the achievements and efforts of all pupils, whilst building their confidence;
- Provide a variety of resources, which through their quality reflect the fact that we value the children;
- Use Working Walls to both support and challenge learning;
- Utilise the skills of the local community to add breadth and variety to the learning environment - as well as opportunities to join with local schools whenever possible.

The Learning Experience

The learning experience must be managed carefully in order to give each child the greatest opportunity for success. It requires the staff to know and understand the pupils in their care and to shape their learning accordingly. We therefore:

- Understand that pupils learn in different ways and at different rates, and that these present implications for our teaching;
- Ensure that learning is an active process and wherever possible based on first-hand experience;
- Encourage our children to set high standards of themselves, value excellence, and develop the self-confidence and motivation to become independent learners;
- Employ a differentiated approach to learning, providing appropriate challenge that will allow all pupils to experience success.

Glade staff are thoroughly committed to ensuring that the needs of all pupils are met and that the school embraces a culture of continued life-long learning for all.

Supporting Guidelines for the Teaching and Learning Policy

We recognise the following as factors contributing to effective learning and teaching:

Children should:

- Be positive, confident and secure within the school environment;
- Be encouraged, praised and feel valued;
- Be engaged in the lesson, displaying a positive attitude;
- Be aware of expectations;
- Be involved in the lesson;
- Have the opportunity to select and use a variety of ways to record the outcome of the lesson;
- Be given the opportunity to reflect, evaluate and communicate about their own performance;
- Be able to work independently and collaboratively;
- Be able to apply concepts in new situations;
- Be stimulated by an aesthetically pleasing environment;
- Be supported within the home-school partnership.

Lessons should:

- Be well-planned, challenging and well-paced;
- Have clear learning intentions / objectives;
- Incorporate a mixture of teaching styles in order to match the learning styles of pupils;
- Have learning experiences that are focused and relevant;
- Be appropriate and differentiated, building on a child's previous experiences;
- Incorporate opportunities for children to independently select different ways of recording the outcomes of lessons;
- Build in opportunities for reflection, evaluation and communication about their own performance;
- Be focused around teacher-modelling where appropriate;
- Use assessment as a tool to identify and share pupil targets, and aid future planning;
- Have sufficient built-in support to enable children to cope with the expected outcomes, e.g. TAs, ICT, concrete apparatus in maths etc.

We believe child-centred learning to:

- Be built around the child's needs, growing from an understanding of these, linked to focused evaluation and assessment;
- Place the child's needs first, in partnership with the parents;
- Concern both their academic and their general welfare;
- Acknowledge that children are individuals with a uniqueness that should be valued, and are worthy of their own place within the world;
- Occur when the curriculum is built around the child's interests and skills incorporating choice and variety, allowing the children to be stimulated;
- Feature a curriculum with as wide a variety of experiences as possible, allowing all children to be engaged;
- Include marking, target-setting, and specific adult support reflecting the school's understanding of the needs of each individual child.

We believe that individual and group learning is of equal importance:

To support this approach children need:

- To be taught and to practise the skills involved in working as part of a group, and as an individual working independently;
- To experience a variety of group structures according to different situations.

We believe that personal characteristics affect an individual's approach to learning in the following ways:

- Preferred learning style/s: visual, auditory, kinaesthetic, etc.;
- Organisational skills and time-management;
- Skills of cooperation;
- Attitude and disposition: conscientiousness, enthusiasm, personal expectations, drive, willingness to take risks, and standards;
- Self-motivation and self-esteem;
- Creativity;
- The ways in which one presents oneself to others: gregarious, inhibited, extrovert, introvert, etc.

We recognise that all children have special needs at some point during their schooling, and we endeavour to meet these needs using a variety of approaches and strategies for support.

We acknowledge that high self-esteem is not innate, nor a constant, and must therefore be promoted and nurtured in order for children to flourish.

We believe a child's capacity for learning to be affected by intelligence in the following ways:

The child's:

- Speed to grasp new concepts;
- Ability to question or enquire;
- Willingness to seek challenges;
- Interest in the application of new concepts and ideas.

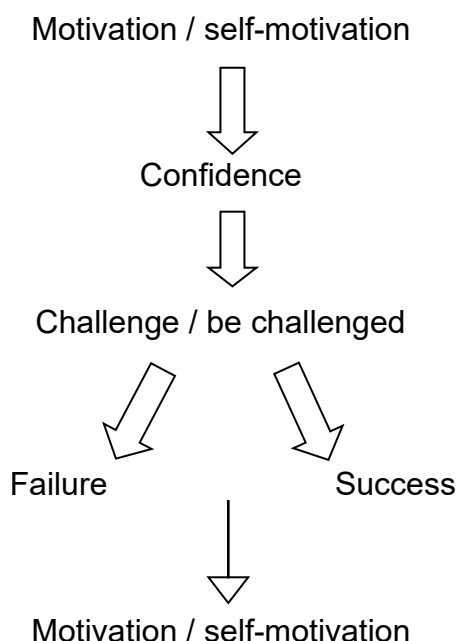
We recognise that all children are individual and will exhibit different strengths, talents, levels of intelligence, and capacities for learning, throughout the curriculum.

We believe motivation strategies to play an important role in children's learning:

- Motivation is vitally important for pupils to benefit from learning opportunities. The children need to see the purpose to learning;
- In order to be fully motivated the children need to understand what the outcome will be and why they are carrying out the task;
- Motivation is driven by self-confidence and a sense of pride in what one is doing;
- We want pupils to become self-motivated, and the move towards self-motivation will be staged, involving various parties (teacher, parent/carer, child);
- Behaviours for Learning (B4L) are set across the school at the start of each half-term. These are displayed in the classroom and focus on personal qualities needed by the children in order to succeed and achieve their personal bests; these are frequently referred to by all staff.

We do not believe that learning should always be easy and are aiming ultimately for children to be self-motivated by challenge:

- This route must be managed, to enable the child not to be threatened by anxiety or failure;
- Foundations of success need to be in place: children need to know what success is and have experienced it, and need to know that they are achievers;
- There needs to be in place a degree of self-confidence about themselves as learners, with which to cope with challenge and possible 'failure';
- It is important to build in a framework where it is acceptable to 'fail'. This requires a supportive and encouraging climate;
- The school and home environment need to help children recognise that life in all its dimensions will not deliver success in everything;
- Need to ensure that children are further motivated by success **AND** failure, and that a situation is not demotivating.



This policy applies to all aspects of learning, and all subject teaching at school.

Reviewed and approved by Glade's Academy Committee on:

17.01.24.

Next Review Due:

September 2027.