



Cabot
Learning
Federation



Teaching & Learning Policy

Ratified by	UVA Academy Council
Date	23 March 2021
Review Date	Spring 2022

Teaching and Learning Policy

This policy should be taken as part of Uphill Village Academy's overall strategy and operated within the context of our vision, aims and values as a 'Learning without Limits' academy.

A summary of our Learning and Teaching Framework and our work and learning habits are included as **Appendix 1 and Appendix 2**.

Aims

We aim to:

- Embed an ethic of excellence that promotes scholarship, craftsmanship, quality, standards and character throughout our academy.
- Support children in their own personal beliefs and engender British Values, whilst equally celebrating diversity.
- Educate everybody so that every child has the knowledge and skills they need to lead a flourishing life; and have the disposition to help others' to do so.
- Ensure that whenever our children look back on their time at Uphill Village Academy, they will do so with positive regard for the experience and opportunities they received here.

The Big Curriculum Picture

We believe that in order to achieve our aims, it is important that we develop all the opportunities for learning and teaching in the life of our academy. Children at Uphill will learn in three planned, well-used and carefully managed contexts: **lessons, routines, events**; in addition to learning at **home**.

- **Lessons** - Lessons at our academy are carefully planned using the children's prior knowledge, which is ascertained through teacher assessment and the use of 'checks for understanding and protocols. Teachers use their knowledge to backwards plan lessons as a sequence of stages that aim to bridge the gap between where the children are in their current learning and where we plan to extend them to reach and understand new learning. We make this process of learning with children visible through a 'loops of learning' display.

Principles of Assessment for Learning (AfL) are seen as essential for bridging the gap between children's current and new learning. Therefore lessons include certain key characteristics such as, explaining at the start of each lesson why we need to learn what is planned (clarity); sharing possible learning intentions and success criteria or steps to success with the; checking-in throughout the lesson against these success criteria or remember to's using 'checks for understanding' and our protocols (consolidation); using rich questioning to develop thinking or assess progress (confer and challenge); using different classroom organisation or teaching styles at different stages in the lesson; grouping children according to what type of learning is taking place (not fixed ability groups); holding a check-out / exit review to check on the actual learning that has taken place (consolidate); explaining what the next steps will be in the learning sequence to make connections in children's thinking (clarity).

- **Routines** – We value the extent to which our daily routines can influence the children’s perception of the place in which they find themselves each day. We regularly plan and evaluate to ensure we are sending clear messages to children, and other adults associated with our academy, about the sort of place Uphill is becoming as an academy. Routines for assemblies, the start of the day, lunchtime, playtimes, moving around the school, access to the library, IT and research suite and extension work out of the academy, all support the development of a joyful, respectful, caring and emotionally and physically safe school for all pupils.
- **Events** – We arrange many events for our children in the acknowledgement that both curriculum content and personal qualities will be best developed through first-hand collaborative experiences. Performances; visits out of the academy; visiting ‘experts’; first hand experiences within the academy; and involving the local community play a key part in our curriculum design and support us to ignite a love for learning that lasts a lifetime.
- **Home** – We acknowledge parents as their child’s first and most enduring educator. We are also aware that children spend only 15% of their childhood time in the academy and that the learning that takes place at home has an immeasurable impact on the outcomes for our children. At Uphill, we aspire to foster a partnership between academy-based learning and home-learning through an open-door policy; curriculum development evenings; parent consultations and questionnaires on learning and the curriculum; reading logs; age appropriate extension work; parent helpers and parent experts.

The Key Elements for Learning and Teaching

Each of the contexts for learning we develop – lessons, routines and events – is underpinned by some key elements for learning:

- **Approaches to learning** – Children will experience learning approaches that best develop the full range of children’s learning repertoires. Children are encouraged to feel that they are active partners in their learning through the development of respectful teacher-learner relationships that listen to what children have to say. They also undertake a significant amount of collaborative learning in the acknowledgement that learning is a pro-social process.
- **Skills** – Children are given opportunities to think systematically, manage information, learn from others and help others to learn. They are encouraged to think about ‘learning to learn’ skills through making use of the National Curriculum Key Skills, which recognises the importance of meta-cognition to attainment. Children are encouraged to develop confidence, self-motivation and an understanding of the learning process. Teachers have a clear knowledge of the skills that are important for children at each phase of their development and for subject specific skills, and this supports us to teach children effectively and accurately.

- **Purposes** – We understand that children learn more when there are meaningful purposes for their learning and a clear understanding of why they are being asked to do an activity. We therefore aim to share with children these purposes at all times.
- **Audiences** – With clear audiences for their work, children have a real purpose and are able to employ an appropriate approach. We aim to exploit the use of ‘audience’ within and outside our academy to ensure our children’s learning becomes as relevant as possible, as often as possible. All our cross-curricular projects have a **performance of understanding** that ensures the children maintain a focus on a sense of purpose and their audience throughout their project.
- **Relationships (Care and control)**– in order for our children to value themselves, their families, other relationships, the wider groups to which they belong and the diversity in our society, we have to give them varied opportunities to get on with others, understand themselves and take responsibility. We actively encourage relationship building, as we believe this is the best way to secure a strong learning culture and community. We believe relationships are the fundamental context for learning to happen and we aim to cherish our relationships.
- **Assessment** – We believe that children learn best when learning is planned based on what they already know, understand and can do. We use a range of assessments to inform us at key points about the progress of individual children and cohorts. This then raises questions and hypotheses that help to inform teaching strategies, coverage, depth, resources and possible next steps for our academy improvement planning. When our children know where they are in descriptive terms and what they need to do next to improve their current learning or work, they are clearly and confidently involved in Assessment for Learning (AfL). We believe this is a key aspect in self-motivation for our children and ultimately in ensuring all children learn without limits.

The Essential Components of Learning and Teaching in Our Academy

We consider there to be three essential components of learning and teaching that support us to achieve our aims – **teaching style; environments; codes for behaviour.**

- **Teaching style** – We aspire to develop independent thinking and encourage inquiring minds. This requires a range of teaching styles throughout the day or lesson. We aim to offer children a carefully planned balance ranging from whole class teaching through to individual exploratory work, passing through interactive group work or interactive whole class teaching on the way. What we believe is important, is that the teaching approaches employed are the most appropriate for the learning event. In this way, we ensure that the aims of our academy are most effectively met.
- **Environments** – We consider that the learning environment is instructive and has the potential to be an additional ‘teacher’ in the classroom and around the

academy. Children learn best when the environment in which they find themselves is well ordered and well managed, and where there is clarity about quality, craftsmanship, scholarship and standards. Learning environments are carefully planned in order to fully exploit the learning potential and develop personal qualities. Children are expected to contribute positively to the shaping of the environment and participate in its development. The environment at Uphill aspires to stimulate children's minds, connect the aca to home, challenge their thinking as well as affirm it, celebrate their loops of learning, review learning and record their creativity and imagination.

- **Codes for behaviour** – As we require children to work for different purposes, with different people and audiences, using different skills and different approaches we appreciate that appropriate codes of behaviour have to be expected. These codes are based upon unconditional positive regard for each other and are negotiated with the children in order to achieve absolute clarity in understanding what is expected. Children will be taught overtly what it means to self-regulate and teachers will be vigilant in looking at what potential barriers there may be for children, working with children and colleagues to modify or remove any barriers (control and care).

Using Resources for Learning and Teaching

We understand that in order to achieve our aims in learning and teaching, it is essential that we arrange resources effectively and to good purpose.

- **Space** – We use space (large and small) throughout the academy effectively as a key element of effective teaching.
- **Furniture** – we aim to give careful thought to furniture, how it is placed, how it is used and who uses it, in order to create the opportunity for learning to be as successful as possible. Our classrooms are designed to be agile and flexible as well as homely. This means children are in the best states for being calm, alert and ready for learning.
- **Time** – We aim to develop approaches to time that allow for flexibility, for limits, for children to be given longer for reflective experiences or be demanded upon so that they work to a deadline. We believe this will support children to develop a sense of control and responsibility within their own work and a passion for thinking things through and producing work of exceptional quality, through re-drafting and seeing others' work of quality (Tribute Work and WAGOLLS) and gaining self-confidence.
- **People** – learning at Uphill will often take place with many adults. Children will work with their teachers, teaching partners, local 'experts', lunchtime supervisors, parents and students in classrooms. We believe it is essential that all these people understand how they can influence children's learning and that the children also know how to make best use of adult support.

- **Materials and apparatus** – If our children are to use new skills for the right purposes to develop the right approaches, then it is essential that they learn how to use apparatus and materials. They need to learn what they are for, how to use them effectively and where to keep them. Children are encouraged to be independent in their use of materials and resources, once potential uses have been safely modelled and explored with them.

Uphill Village Academy Learning and Teaching Framework			
Aims			
We aim to: <ul style="list-style-type: none">To embed an ethic of excellence that promotes scholarship, craftsmanship, quality, standards and character throughout our academy.To support children in their own personal beliefs and engender British Values, whilst equally celebrating diversity.To educate everybody so that every child has the knowledge and skills they need to lead a flourishing life; and have the disposition to help others' to do so.To ensure that whenever our children look back on their time at Uphill Village Academy, they will always do so with positive regard for the experience and opportunities they received here.			
Content		Qualities	
We Ensure: <ul style="list-style-type: none">High expectations for all childrenFirst hand experiences that support a real, relevant and meaningful curriculum based on the needs and interests of our childrenA Curriculum planned directly from the National Curriculum Programmes of StudyFormative Assessment is used across the school with childrenThe Curriculum content is organised into Projects where contexts are meaningful and links between subjects are strong and underpinned by concepts or big ideasCross curricular English is developed whenever appropriateDiscrete teaching is planned for some aspects of RE, PE, SMSC and Mathematics		We Promote: <ul style="list-style-type: none">An ethic of excellence in both scholarship and characterA love for learning for allSelf worthRespectToleranceMental and spiritual well beingCreativitySelf-regulationPersonal beliefs and British valuesPhysical well beingAn 'I can' culture that understands the power of mistake-making and resilience to help learningRight with ResponsibilityCuriosity and InquiryCollaborationParticipationA calm, alert learning environment throughout our school	
Contexts			
Lessons	Routines	Events	Projects & Expeditions
Home learning	<i>E-learning</i>		
Key elements			
Approaches	Skills	Purpose	
Audiences	Relationships	Assessment	
Components			
Teaching	Environments	Codes for Behaviour	School Council Crew
Resources			
Space	Furniture	Time	
People	Materials and apparatus	Locality & Community	

Appendix 2



OWLHs – Our Work and Learning Habits

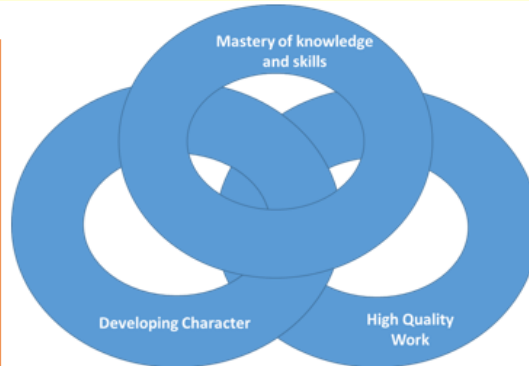


Mastering knowledge and skills

I trust my class crew and contribute fully
I take responsibility for my learning – asking question,
using resources and seek help when needed.
I grapple with learning, showing courage and resilience
I learn without limits

Be Kind: Growing good character

I communicate politely and
respect everybody
I work co-operatively- listening,
taking turns and sharing ideas
I take care of resources and
materials
I resolve problems peacefully
I follow : Ready, Respectful and
Safe



Work Well: Producing high quality work

I welcome feedback and critique
and revise my work to improve it.
I can give kind, specific and
helpful feedback to my class crew
I complete my work to the best of
my capabilities
I take pride in producing beautiful
work.