THE PRIORY
LEARNING TRUST

Learning and Teaching Policy

Policy Approved by the Board of Trustees

Signed:

Name: JOH. W. RICHARDSON. **Date:** 1.9.18

Chair of Board of Trustees

Authorised for Issue

Signed:

Name: NEVILLE COLES **Date:** 1/9/18.

Executive Principal

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Part of the Priory Learning Trust, a charitable company limited by guarantee registered in England & Wales with company number 07698707.
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History of policy changes

Date	Version	Change	Origin of change e.g. TU request, change in legislation.	Changed by
Sept 2017	1			
July 2018	2	Added Headteacher as well as the Principal. Changed the Trust to TPLT.	Review date	Gail Webb

This policy applies to The Priory Learning Trust and all its academies.

Date Policy Adopted	September 2018
Review cycle	Annual
Review date	May 2019

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Contents

1. Principles
2. Definition
3. Specific Aims of this Policy
4. Specific Guidance
5. Linked Documents
6. Monitoring the Effectiveness of Teaching and Learning

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Principles

This policy is based on the following principles:

- Each student has great potential to learn
- Every student and teacher is responsible for his or her own learning and is responsible for supporting the learning of others
- Learning outside the classroom is an important element in the learning experience
- Group learning is as important as individual learning
- Everything is a learning experience, including mistakes
- Alongside subject knowledge, life development skills such as numeracy and literacy are a vital aspect of learning
- Students can be given individual strategies to overcome barriers to learning
- There is often more than one answer
- Challenging thinking is good for learning

Definition

TPLT believe that learning is the process of acquiring new knowledge and skills and the ability to apply these in different contexts.

Specific Aims of this Policy

- To encourage independent lifelong learning
- To teach students how to learn effectively
- To enable every student to achieve their full potential

Specific Guidance

Teaching staff are responsible for planning and teaching structured lessons that reflect the detailed guidance in the PLT 5 part lesson (LEARN) document (secondary schools).

Part 1:	**L**ink	Learning must be set in context
Part 2:	**E**stablish	Learning activities must be set up effectively
Part 3:	**A**chieve	Students must be given opportunities to develop new skills and knowledge through varied learning activities
Part 4:	**R**eview	Students must have opportunities to demonstrate new learning and assess progress
Part 5:	**N**ext Steps	Students must be asked to reflect on what they have achieved in relation to the big picture and where they are going next with their learning

In the primary schools teaching staff are responsible for planning and teaching sequences of lessons which will:

- Strengthen positive identity as a learner, belief in own powers
- Increase sense of excitement and adventure in learning
- Increase sense of competence and control, expectations of success
- Increase in self-belief and satisfaction in learning to take risks/meet challenges
- Enhance meaning and relevance of classroom experiences

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- Increase active engagement and control over learning
- Enhance thinking, questioning, reasoning
- Enhance risk taking, problem-solving
- Develop questioning and ability to use talk to explore ideas

It is the duty of all teaching staff to ensure that they provide appropriate challenge for all through the delivery of lessons which are matched to the abilities of the students for whom they are responsible. All teachers must be aware of Individual Educational Plans (IEPs) and Group Educational Plans (GEPs).

In our secondary schools, all faculties must have clear Schemes of Learning showing how learning will be delivered in their area. These schemes will show how both intrinsic subject knowledge and skills as well as broader 'life development skills' such as PSCHE and literacy and numeracy are delivered.
In our primary schools, the curriculum will be clearly mapped ensuring that the Early years Foundation Stage and National Curriculum is taught and there is evidence of continuity and progression of both skills and knowledge.

Homework must be set regularly in line with an agreed faculty/academy schedule. Students must receive prompt feedback through teacher, peer or self assessment. Teachers must keep records of homework.

Teaching staff must be pro-active with their continual professional learning. A vast range of material to assist teachers with their lesson planning exists. Examples of such support are TPLT Learning Blogs, In-school CPD, Learning Forums, Faculty INSET time, SSAT literature, access to Masters study and PIXL CPD events.

Linked Documents

LEARN 5 Part lesson guidance, LEARN lesson planning and observation sheets, Curriculum policy, Learning without Limits, Growth Mindset Pedagogy protocols

Monitoring the Effectiveness of Teaching and Learning

Evidence of excellent provision for our learners will include subject reviews, departmental, Faculty Spotlights, Leadership Team and Central Leaders' lesson observations and book sampling. Additional evidence will be faculty evidence portfolios, student voice feedback, schemes of learning and programmes of study (modular curricular). The chain of responsibility for the provision of excellent learning opportunities starts with the classroom teacher, thence onward to the Central Leader, Leadership Team, Principal and the Academy Council Learning and Progress committee.

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