



MacIntyre Academies

Quest Academy

Teaching and Learning Policy

Version	Purpose/Change	Responsibility	Date
4	Change of diction Reformatted Policy	Assistant Principal Teaching and Learning	May 2021

Our Vision

“ Our Quest: working together, nurturing individuals, celebrating uniqueness, unlocking potential, friendships and memories. **Ready for Life!** ”

Our Mission

To create a school community where everyone can “**be who they are and become who they are not yet**”

Person Responsible:

Assistant Principal: Teaching and Learning

Date of first draft:

March 2019

Date of staff consultation:

April 2019

Date adopted by the Trust Board:

Date of implementation: May 2019

Date reviewed: May 2021

Date of next review: May 2022

Purpose

This policy exists to clarify what we see as best practice and to clarify the expectations the school has for staff and learners to ensure that meaningful, consolidated learning happens in every lesson.

This policy defines the consistencies and key teaching strategies which will make everyone's job easier, so that teachers can build up a repertoire of expertise, knowing that what they are doing in these key aspects is the same as what is going on in other classrooms across the school.

1. Scope

This policy applies to all MacIntyre Quest Academy employees.

2. Introduction

Our Educational Philosophy is aligned to our core values (**Compassion**- we focus on the positives; **Ambition**- we challenge ourselves (learners, families, staff and schools) to go further; **Partnership** – we are better when we work together.) and is based on our belief that learners excel when they are happy and feel accepted for who they are

At Quest, Academic achievement is developed in the context of supporting individual wellbeing, communication and skills.

Core to everything we do is child centred practice. We are responsive to individual's needs and interests, and our learning pathways have a significant impact on learners' future lives.

Learning is realistic, relevant and practical and importantly builds on our learners' strengths and interests. It happens in a wide variety of spaces including the local community, the school grounds and in specialist technology spaces.

The curriculum and timetabling of lessons have been designed to allow learners an element of autonomy so that they are motivated to learn.

Our overriding aim is to provide learners with a range of planned, relevant, engaging, challenging and personalised learning experiences so that they become: **Successful learners, Confident individuals and Responsible Citizens ... Ready for Life!**

We believe that successful learning requires a range of information to build a full picture of our learners and the following aspects should be considered :

Marking

- Feedback that is regular and diagnostic so that teachers have a secure overview of where learners are going

Planning

- Plans that are clear and consider 'why' learners are learning so that a quality first approach can meet the needs of all learners

Teaching

- Instructions delivered thoughtfully with explicit use of language so that learners understand what's being asked of them, engage and then act on feedback

Assessment

- In depth information about each learner's academic profile via our 12 week baseline assessment

Every member of staff at Quest is an educator whether that be teaching academic, pastoral or social skills and any opportunity for learning should be utilised.

3. Marking

Marking and assessment have two purposes. One, learners act on feedback to make progress over time. Two, it informs future planning and teaching.

- Teachers must have a secure overview of the starting points, progress and context of all
- Marking and feedback must be regular so that learners can respond to feedback in a timely fashion
- The marking annotations must be used

Click here- 'Quest Marking Procedures' for detail.

4. Planning

Planning is a process not a product. It has one purpose; to enable high quality delivery which meets the needs of all learners.

- Be clear and precise about the knowledge/skills you want learners to learn, not what you want them to do, break them down
- Do the 'so why?' test, activities must be designed to facilitate learning and not just to keep learners busy
- There must be evidence of long-term planning from schemes of work and medium-term planning for each half term, using the Quest planning top sheet
- Differentiation should be planned over time to ensure a Quality First approach which meets the needs of all learners and groups
- Plan opportunities which allow learners to improve their levels of mastery
- Plan opportunities which allow learners to achieve EHCP and PDP objectives

Click here- 'Quest Planning Expectations' for detail.

5. Teaching

Teaching is a lifetime's craft. "Every teacher needs to improve, not because they are not good enough, but because they can be even better." (Professor Dylan William)

- We are all teachers of literacy and numeracy and the quality of both learners' and teachers' language, such as in razor sharp instructions and questioning are significant determinants of progress.
- Teachers must be explicit about learning outcomes and key words
- Go with the learning: the 'flow' of great progress is more important than following a lesson plan

- All learners must be working harder than the teacher over time and be able to use the key strategies
- Ensure that learning has taken place through checking that is incisive, systematic and effective
- Celebrating learner's achievements
- Providing opportunities for consolidation to support learners' level of mastery

Best Practice in the classroom

Transition

- At least one member of staff should escort the class to their next lesson
- For activities not in school - class teams should wait in the canteen
- Learners to be escorted to the minibus, either sitting or lining up appropriately
- Staff should carry out set roles e.g. give administration staff the names of staff/learners leaving, to enter information onto an Inventory

Behaviour for Learning Implementation

To ensure consistency throughout the school through the use of:

- Behaviour, Learning and Social Scripts (**Prompts, cues**).
- Emphasis on the use of EMPATHY slips and their significance (**Creates positive culture**).
- Through consistent use of the Accelerated Learning Model (**Imbeds structure**).
- Constructional approach through, proactive planning, early intervention, ensuring learners needs are met (**Support**)
- "Making it right" and Personalised Programmes of Support sessions, taking the time to understand why behaviour which concerns, occur (**Opportunity**).
- Person Centred approaches, linked to learners' "all about me" and PBSPs (**Learner involvement**)

Teaching and Learning Implementation - The Accelerated Learning Model

Start of lessons should include:

Connect

- A settling down activity to assist transition.
- An agenda sheet so learners know what is required of them.
- Use of scripts "ready to learn" and "hands up activity".
- A starter/recap/ time to improve work from previous lesson/ activity.
- A short explanation about the lesson's learning objectives linked to Odyssey and how learners will learn these skills/knowledge. (These should be on the agenda sheet).
- Opportunities for learners to tick off activities on the agenda sheet as tasks are completed.
- WORD AWARE- An introduction to one/two key word or concept. (can be in any phase)
- Revisiting knowledge organisers

Next Steps:

Activate

- A question /problem to solve.
- Continuous use of scripts such as “back on track “and “fine to finish”
- The teaching of new knowledge.
- AfL to check for any misconceptions prior to independent learning.
- Explicit reference to the lesson’s learning objectives.

Demonstrate

- A range of activities for learners to demonstrate learning, for example, play, model, written task, including challenge activities
- AfL
- Continuous use of scripts e.g. “mistakes are ok” and “thinking time”
- Review of learning involving the whole class to the learning objectives

NOTE: you may go back to the Activate and Demonstrate stages of the lesson once or multiple times.

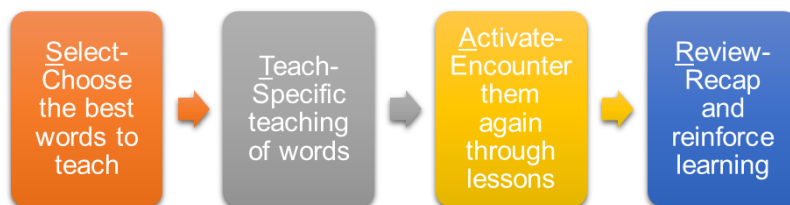
End of lessons should include:

Consolidate

- Review of learning / **explicit** links to the knowledge and skills learned during the lesson.
- Discussions about links to other subjects/real life situations other non- academic skills such as perseverance.
- AfL – self and or peer linked to the learning objectives. - **Update Odyssey**
- EMPATHY POINTS- to be discussed individually or as a class. (Please refer to guidance to ensure consistency)
- Agenda sheets to be completed by learners and work collated into their books.
- Reward time where appropriate, no longer than 10min and only when challenge activities have been completed.
- A brief introduction about the context of the next lesson.
- Continuous use of scripts e.g. “fine to finish”
- Learners to be reminded of their next lesson and staff to support transition as required.

Teaching Vocabulary- Word Aware

- **Word Aware** should form part of the Connect phase of the lesson
- It is a structured evidence-based approach to teaching vocabulary in the classroom
Following the STAR process:



Learning Scripts

- Learning scripts should be used in class to ensure that children experience a consistent message and learn to understand what is being asked of them
- Learning scripts are taught explicitly through a rolling programme in Form Time

Click here- 'Quest Learning Scripts' for detail.

Encouraging Independence- Enable Tables

- To encourage children to come and hand select a resource to help them work independently and show ownership of their learning
- Will feature a selection of resources, such as:
 - talking tins (learning objective reminders)
 - coloured overlays, reading rulers, differentiated word lists
 - multiplication squares, hundred squares, number-lines, measuring equipment
 - extension activities

6. Reading across the curriculum

- All staff are expected to promote our 'Community of Readers' Ethos by:
 - 1) Ensuring that they plan reading opportunities in their subject areas. Examples include: reading & comprehension activities, word aware, close procedures, matching activities, use of computer-based programmes.
 - 2) Modelling and communicating their love of reading through:



The Teaching of Reading

Reading is a multi- strategy approach to understand the written word. It involves the ability to read alongside being able to understand what has been read and applying this knowledge throughout the different genres of texts available to them.

Competence in reading will enable the learners to take ownership of their learning and become independent learners. Therefore, the teaching of reading should be given high priority by all staff.

Success in reading will have a direct effect on progress in all areas of the curriculum and is crucial in developing the self - esteem, confidence and motivation to learn for all learners.

Learners should:

- Develop the ability to read aloud fluently and with expression
- Develop the ability to read for meaning
- Develop the skills required for critical reading of texts
- Be encouraged to read a wide range of fiction, poetry and non-fiction materials

Be taught a range of strategies for reading including:

- Phonics (sounding the letters and blending them together)
- Visual (whole word recognition and analogy with known words)
- Contextual (use of picture and background knowledge)
- Grammatical (which words make sense)

These are to be taught during shared and guided reading.

Click here - 'Quest Reading Guidance' for detail.

7. Learning Outside the Classroom

Learning Outside the Classroom (LOtC) is the use of places other than the classroom for teaching and learning. It is about getting learners out and about, providing them with challenging, exciting and different experiences to help them learn.

The places where learning happens can have a significant effect on how a young person engages with a subject or an idea.

Learning outside the classroom can happen at almost any time and almost anywhere – outdoors or indoors: in the school grounds, on the high street, in the local park, in museums and art galleries, or on mountain tops and elsewhere in the world through the use of the immersive interactive classroom.

Use of school grounds

Our fantastic new school grounds are a resource for use by all the school. We aim to use them as frequently as possible through:

- Including it as a planned resource within the curriculum e.g. 'habitats'
- Using it as a resource to support other curriculum areas e.g. for sketching in art, as a stimulus for writing activities

- Using it to support our healthy schools' enterprise initiatives e.g. gardening club, cookery, sustainability initiatives
- Opening it up for events and welcoming its use by members of the community

The Local Community

- All classes are encouraged to make visits into the local community including:
- Visiting local religious and community buildings
- Taking part in local festivals and events
- Making links with local clubs
- Using local resources such as museums, the canal and art gallery
- Using local facilities such as parks, swimming pools, library
- Working with other schools

8. Utilising School Facilities and Technology

Our state of the art facilities enable the enrichment of the curriculum and enhanced engagement in learning through the use of our specialist rooms.

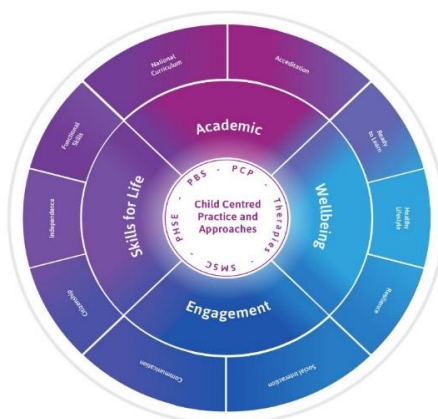
Teachers plan for learning opportunities utilising all of the school facilities and technology including:

- Interactive Immersive Classroom
- Music Recording Studio and Radio Station
- Digital Media Suite
- Soft Play Room
- Sensory Room
- Sensory Courtyard
- Art and Design Room
- Work Experience Hub
- Drama area
- Sports hall and gym
- Outdoor learning area
- Horticulture area

9. Assessing Teaching and Learning

- All learners receive a baseline assessment in their first 12 weeks with us at Quest to ensure ambitious and realistic targets for progress and to identify gaps in learning.
- All assessment data will be recorded onto Odyssey, our bespoke assessment system. Assessment using Odyssey is ongoing and should be present in every lesson.
- Termly Data Drops allow for in depth data analysis to support teachers to close gaps in learning.

- Odyssey enables Quest to capture learner progress in all four areas of our holistic curriculum: **Academic, Well-being, Engagement and Skills for Life**

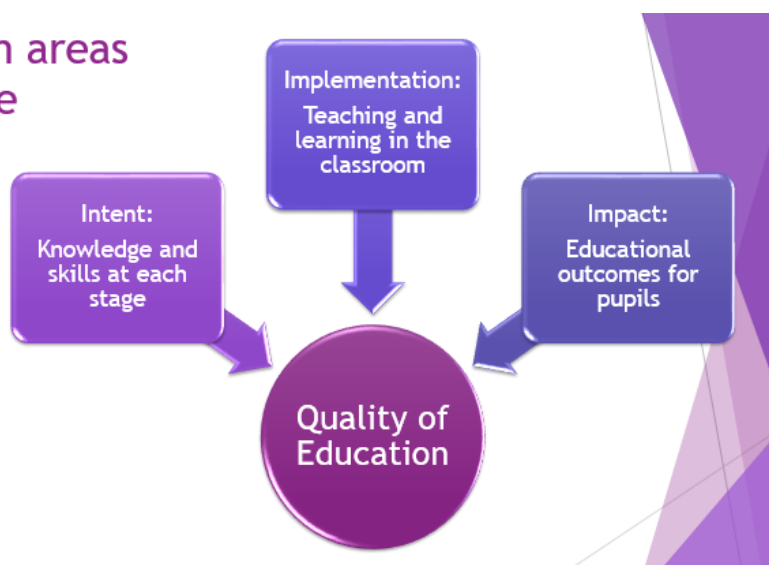


[Click here - 'Quest Performance and Assessment Procedures'](#) for detail.

10. Monitoring Teaching and Learning

- Teaching and Learning will be systematically monitored, reviewed and evaluated throughout the year as per the **Monitoring Calendar**
- We will measure the areas set out below:

Curriculum areas to measure



Intent:

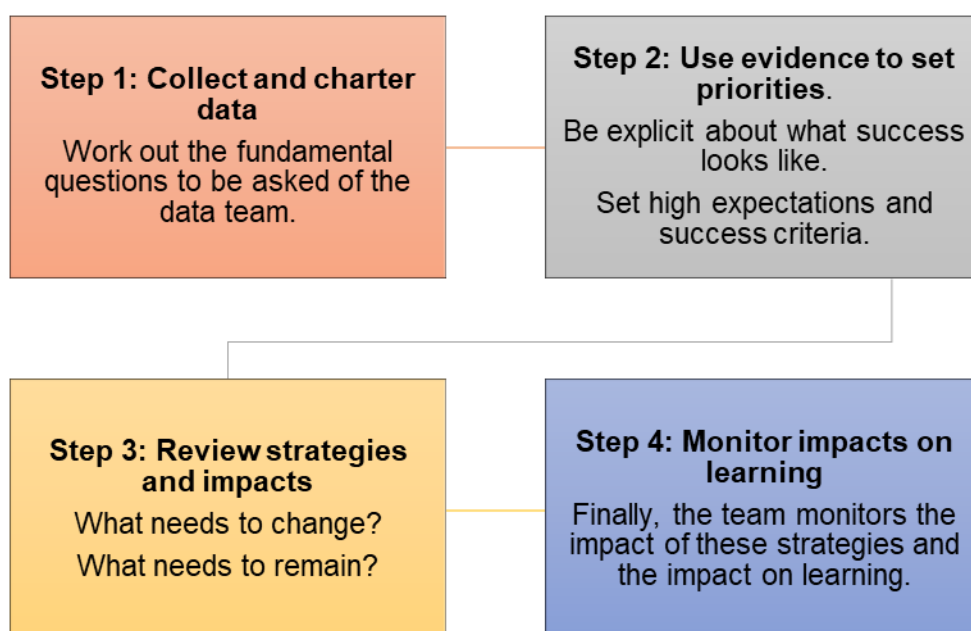
Planning and Resources	Clear, agreed expectations	Pathways
<ul style="list-style-type: none"> Monitoring LTPs and MTPs Ensuring progression Organise resources so they can be viewed and shared 	<ul style="list-style-type: none"> For subject leaders For classroom teachers 	<ul style="list-style-type: none"> Formulate and share pathways to qualifications Quality Assure qualifications

Implementation:

Leader Observations (“Lesson samples”)	Book Looks	Learning Walks (“Walk Weeks”)
<ul style="list-style-type: none"> • During Evaluation Fortnight • Including formal feedback 	<ul style="list-style-type: none"> • Focus on marking and feedback • Agree marking policy 	<ul style="list-style-type: none"> • Half Termly • Peer to peer • Monitoring targets set

Impact:

Assessment	Odyssey	Learner Progress Meetings	Learner/Parent Voice	Qualifications
<ul style="list-style-type: none"> • Frequent and ongoing • Robust and consistent • Moderated 	<ul style="list-style-type: none"> • Consistent use of system • Staff feedback to make improvements to system • Share best practice 	<ul style="list-style-type: none"> • Involving all staff • Shared responsibility 	<ul style="list-style-type: none"> • Gain feedback from learners about their own learning • Parent Forums • Parent Questionnaires 	<ul style="list-style-type: none"> • Appropriate qualifications achieved

Learner Progress Meetings (Data Teams):

Click here- [‘Quest QA and Monitoring Procedures’](#) for detail.