



Castle View
Enterprise
Academy

Teaching and Learning Policy

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SIGNATURES:

CEO Principal	Mrs J. Bridges Mrs J. Owens
Chair of Governors	Mrs H. Mottram

Introduction

Pedagogy is the act of teaching and the rationale that supports the actions of teachers. It embraces the knowledge and range of skills that professionals deploy to make effective teaching decisions. Teaching is complex and requires staff at Castle View Enterprise Academy to have a shared understanding derived from a common language in order to discuss principles that underpin the transformation of teaching and learning for children in our care. Our common understanding ensures better continuity and progression at all stages of the learning journey.

Curriculum Design

Students follow the national curriculum as a starting point for their learning. The teaching and learning programme is enhanced with visits, work placements, problem-solving business events and other activities.

In **Key Stage 3** (years 7-9) the focus is on the following national curriculum subjects:

- English
- Mathematics
- Science
- Information Communications Technology
- Religious Education
- Physical Education
- Life Skills
- History
- Geography
- Modern Foreign Languages (Spanish)
- Technology
- Art
- Performing Arts

Each student has a personalised approach to learning and has regular performance reviews. Prior learning and achievement is taken into account. Intensive literacy and numeracy interventions are an integral part of some students' learning plans with timetabled sessions.

In **Key Stage 4** (years 10-11) students study appropriate examination subjects. Personal choices are linked to a curriculum pathway that reflects the needs of the individual student.

All students study a core curriculum including:

- English Language
- English Literature
- Mathematics
- Modern Foreign Languages (Spanish)
- Science
- Physical Education
- Religious Studies
- Relationship and Sex Education

A range of KS4 choices are available:

- Art and Design
- Business Studies
- Child Development
- Computer Science

- Dance
- Engineering
- Geography
- Health and Social Care
- History
- Modern Foreign Languages (Spanish)
- Music
- Performing Arts
- Physical Education
- Design and Technology
- Hospitality and Catering
- Information Communications Technology
- Photography
- Religious Education

Extracurricular activities are offered after school, at weekends and during holidays. Every student is expected to participate in at least one activity per week.

Homework

Castle View Enterprise Academy's Homework policy outlines the expectations for setting homework for every student in our care. Online homework activities are now available and set for all subject areas through 'Class Charts'. All homework set is logged and tracked through 'Class Charts'. All students and their parents have access to this online package.

High Potential Students

For those students who have been identified of being capable of extended study, we offer additional subjects through extension lessons e.g. triple science - and for students who are talented, a full range of creative and sporting initiatives to promote excellence are available. A cognitive apprenticeship programme also runs to support these students further.

Professional Duties

We focus on four interrelated domains of professionalism:

- 1. *subject and curriculum knowledge;***
- 2. *teaching repertoire of skills and techniques;***
- 3. *teaching and learning models;***
- 4. *conditions for learning.***

1. *Subject and Curriculum Knowledge*

Teachers are suitably knowledgeable, skilled and qualified and prepared to embrace learning as a life-long process. The quality of teaching and learning is an integral part of the academy's Continuing Professional Development and Performance Management agendas, and we strive to achieve excellence for all stakeholders in the classroom – and beyond.

We strive to adhere to the Ofsted 'outstanding' criteria in relation to **quality of education** as follows:

- **Intent** The school's curriculum intent is strong. Across the school, it is evident from what teachers do that they have a firm and common understanding of the school's curriculum intent and what it means for their practice.
- **Implementation** The school's implementation of the curriculum is consistently strong. Across all parts of the school, series of lessons contribute well to delivering the curriculum intent. The work

given to pupils, over time and across the school, consistently matches the aims of the curriculum in being coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment. Pupils complete weekly tests in each subject as both a retrieval practice strategy and to allow staff to identify and plan for any misconceptions.

- **Impact** The impact of the taught curriculum is strong; pupils' work across the curriculum is consistently of a high quality. Pupils consistently achieve highly, particularly the most disadvantaged. Pupils with SEND achieve the best possible outcomes.

2. Teaching Repertoire of Skills and Techniques

Teachers provide a stimulating programme of study and ensure that the teaching styles and resources encountered by students are varied and challenging, offering opportunities for the highest standard of individual achievement across the ability ranges.

All teachers adhere to the Department of Education **Teachers' Standards** including:

- setting high expectations which inspire, motivate and challenge pupils;
- promoting good progress and outcomes by pupils;
- demonstrating good subject and curriculum knowledge;
- planning and teaching well-structured lessons;
- adapting teaching to respond to the strengths and needs of all pupils;
- making accurate and productive use of assessment;
- managing behaviour effectively to ensure a good and safe learning environment;
- fulfilling wider professional responsibilities;
- demonstrating consistently high standards of personal and professional conduct.

Furthermore, all teachers are taking part in the Embedding Formative Assessment programme run by the SSAT. As a result, questioning and responsive teaching strategies are at the forefront of our classroom practice and continuous professional development (CPD) programme.

3. Teaching and Learning priorities

Through extensive evaluation and analysis, we have identified our four key priorities for teaching and learning development. Our CPD cycle enables staff to work in small groups to target these priority areas and share ideas and strategies to further improve our knowledge and classroom practice. Our evidence-informed CPD is linked to the four main strands of Rosenshine's Principles of Instruction:

- Retrieval
- Sequencing concepts and modelling
- Questioning
- Student practice – guided and independent practice

This is then linked to our QA programme in which staff demonstrate their use of these key principles in practice.

4. Conditions for Learning

Effective learning takes place when:

- the learning environment is comfortable, safe (emotionally and physically), positive and stimulating;
- lessons are appropriately planned, structured and resourced to be creative, dynamic, interesting and challenging;
- students feel valued as individuals and are fairly treated;
- the teacher is committed to teaching professionally;
- Effective classroom arrangements and routines are established by all stakeholders
- Students are actively involved in the learning process

- Relationships are mutually respectful
- Seating arrangements are varied to suit different teaching strategies and student groupings
- Teachers encourage students to meet high expectations in discipline and academic achievement
- Learning incorporates opportunities to develop and practise cross-curricular skills
- Assessment is regular, rigorous, constructive and available for external scrutiny.

The Role of Students in Teaching and Learning

- Attending school regularly.
- Being punctual to school and lessons.
- Being organised by bringing necessary equipment, homework and communications from parents to school each day.
- Presenting work neatly and taking pride in how you appear to others.
- Respecting themselves, one another, staff and visitors in our learning community.
- Respecting the environment, furniture and other resources.
- Being positive and embracing opportunities in order to reach their potential.
- Using appropriate language and tone.
- Striving for continuous improvement on a weekly basis as measured through their weekly tests in each subject.

The Role of Parents /Carers in Supporting their Children

- Ensuring that their children attend school in good health, regularly and punctually.
- Checking that children attend school wearing the correct uniform and properly equipped to learn.
- Encouraging, praising and supporting their children.
- Supporting the school's Behaviour policy and the role of the teacher.
- Participating in discussions concerning their children's progress, attainment and attitude.
- Giving due importance to homework, reading aloud, and research tasks.
- Supporting Academy events, functions and initiatives when time allows.
- Updating staff on any relevant changes in their children's circumstances that may affect their well-being and learning.

Monitoring and Evaluation

The Senior Leadership Team will monitor the implementation of this policy and will report to the Governing Body in accordance with agreed procedures.

The partnership with parents is crucial and questionnaires are deployed to monitor the progress of teaching and learning in Castle View Enterprise Academy. 'Student Voice' is a vital part of this process and part of our ongoing commitment to quality in education and the raising of attainment.