

ALAMEDA MIDDLE SCHOOL



Ambitious  Motivated
Confident to Soar

TEACHING AND LEARNING POLICY

September 2024

TABLE OF CONTENTS

1	AIMs	1
2	Our guiding principles	1
3	Roles and responsibilities	2
4	Planning.....	4
5	Learning environment.....	5
6	Differentiation or adaptive teaching	5
7	Home learning.....	5
8	Marking and feedback.....	6
9	Assessment, recording and reporting	6
10	Monitoring and evaluation.....	6
11	Review.....	7



DOCUMENT STATUS

ORIGINAL AUTHOR	Headteacher
DATE OF PRODUCTION	September 2024
CURRENT STATUS	Draft
REVIEWING BODY	SLT/C&S
REVIEWED ON	September 2024
DATE FOR NEXT REVIEW	September 2027
RELATED POLICIES (IF ANY)	Behaviour policy Curriculum policy SEND policy Marking and feedback policy Parental Code of Conduct

1 AIMS

This policy aims to:

- Explain how we will create an environment at Alameda Middle School where pupils learn best and love to do so
- Summarise expectations to make sure everyone is committed to achieving a consistent approach to teaching and learning across our school
- Promote high expectations and raise standards of achievement for all pupils at Alameda Middle School
- Involve pupils, parents/carers and the wider school community in pupils' learning and development
- Promote consistency in the quality of pupils' learning experiences across the school

2 OUR GUIDING PRINCIPLES

At Alameda Middle School, we embrace our core values that inspire ambition, motivation, and confidence in every aspect of teaching and learning. Our school vision, which focuses on all stakeholders being ambitious to achieve, motivated to learn, and confident to soar, is embedded in daily practices. We cultivate a learning environment where students are encouraged to set high goals, actively engage in their education, and develop the self-assurance to overcome challenges. Teachers, teaching assistants, governors, parents, and the wider community work collaboratively to foster a culture of support and achievement, ensuring that every student is empowered to reach their full potential. Pupils learn best at Alameda Middle School when they:

- Have their basic physical needs met
- Feel secure, safe and valued
- Feel a sense of belonging to the group
- Are engaged and motivated
- Can see the relevance of what they are doing
- Know what the intended outcome is
- Can link what they are doing to other experiences
- Understand the task
- Have the physical space and the tools needed
- Have access to the necessary materials
- Are not disrupted or distracted by others
- Can work with others or on their own, depending on the task
- Are guided, taught or helped in appropriate ways at appropriate times
- Can practise what they are learning
- Can apply the learning in both familiar and new contexts
- Can persevere when learning is hard
- Can manage their emotions if things are not going well
- Recognise that all learners make mistakes and mistakes can help us learn

3 ROLES AND RESPONSIBILITIES

Teaching and learning at Alameda Middle School is a shared responsibility, and everyone in our school community has an important role to play.

This is how we will create the above conditions for pupils' learning at all times:

3.1 Teachers

Teachers at our school/trust will:

- Follow the expectations for teaching and professional conduct as set out in the [Teachers' Standards](#)
- Actively engage with CPD, research and our teaching and learning communities to develop their knowledge, pedagogy and classroom practices
- Actively engage parents/carers in their child's learning. Teachers are expected to do this, for example, via sharing successes on Edulink, via the newsletters, website, letters, open days/mornings and social media updates
- Clearly communicate the purpose of home learning (homework)
- Update parents/carers on pupils' progress termly, and produce an annual written report on their child's progress
- Meet the expectations set out in our behaviour policy, feedback and assessment policy, homework policy, SEND policy and teaching and learning policy

3.2 Support staff

- Support staff will:
- Know pupils well and differentiate support to meet their individual learning needs
- Support teaching and learning with flexibility and resourcefulness
- Use the agreed assessment for learning strategies
- Use effective marking and feedback as required
- Engage in providing inspiring lessons and learning opportunities
- Feed back observations of pupils to teachers
- Ask questions of pupils to make sure they have understood expectations for learning
- Identify and use resources to support learning
- Have high expectations and celebrate achievement
- Demonstrate and model themselves as learners
- Meet the expectations set out in the behaviour policy, feedback and assessment policy, SEND policy and teaching and learning policy

3.3 Subject leaders

Subject leaders at Alameda Middle School will:

- Help to create well-sequenced, broad and balanced curriculum plans that build knowledge and skills
- Sequence lessons in a way that allows pupils to make good progress from their starting points
- Use their budget effectively to resource their subject, providing teachers with the necessary resources for learning
- Drive improvement in their subject/phase, working with teachers to identify any challenges and use this to inform departmental CPD
- Moderate progress across their subject/phase by, for example, systematically reviewing progress against a range of evidence and reviewing qualitative and quantitative performance data



- Improve on areas for development as identified in their monitoring activities
- Create and share clear intentions for their subject
- Encourage teachers to share ideas, resources and good practice
- Meet the expectations set out in the behaviour policy, feedback and assessment policy, homework policy, SEND policy and teaching and learning policy

3.4 Senior leaders

Senior leaders will:

- Have a clear and ambitious vision for providing high-quality, inclusive education to all
- Celebrate achievement and have high expectations for everyone
- Hold staff and pupils to account for their teaching and learning
- Plan and evaluate strategies to secure high-quality teaching and learning across the school
- Manage resources to support high-quality teaching and learning
- Provide support and guidance to other staff through coaching and mentoring
- Input and monitor the impact of continuing professional development (CPD) opportunities to improve staff's practice and subject knowledge
- Promote team working at all levels, for example by buddying teachers up to support one another where appropriate
- Address underachievement and intervene promptly
- Meet the expectations set out in the behaviour policy, feedback and assessment policy, homework policy, SEND policy, teaching and learning policy, appraisal policy

3.5 Pupils

Pupils will:

- Take responsibility for their own learning, and support the learning of others
- Always meet expectations for good behaviour for learning, respecting the rights of others to learn
- Attend all lessons on time and be ready to learn, with any necessary equipment for the lesson
- Be curious, ambitious, engaged and confident learners
- Know their targets and how to improve
- Put 100% effort into their learning, following the 100% rule
- Complete home learning activities as required
- Meet the expectations set out in the behaviour policy, homework policy, uniform policy

3.6 Parents and carers

Parents and carers of pupils at Alameda Middle School will:

- Value learning
- Encourage their child as a learner
- Support their child to be ready and able to learn every day
- Support good attendance
- Participate in discussions about their child's progress and attainment
- Communicate with the school to share information promptly
- Provide resources as required to support learning
- Encourage their child to take responsibility for their own learning
- Support and give importance to home learning (homework)
- Follow the Parent Code of Conduct Policy



3.7 Governors

Governors at our school will:

- Monitor that resources and funding are allocated effectively to support the school's approach to teaching and learning
- Monitor the impact of teaching and learning strategies on pupils' progress and attainment
- Monitor the effectiveness of this policy and hold the headteacher to account for its implementation
- Make sure other school policies promote high-quality teaching, and that these are being implemented

4 PLANNING

Our curriculum places pupils at its core, driven by a commitment to high-quality teaching and learning. We believe in nurturing curiosity, creativity, and resilience in every child, ensuring they are engaged and excited by their learning journey. Our teaching approach is designed to inspire deep understanding, critical thinking, and a love for learning, preparing pupils to thrive in an ever-changing world. We are dedicated to offering rich, inclusive experiences that challenge and support all learners, fostering their development into confident, capable individuals, ready to achieve their best and contribute positively to society.

Our curriculum aims to:

- Provide an exciting, broad and balanced education for all pupils
- Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations
- Develop pupils' independent learning skills and resilience
- Encourage a sense of collaboration and community
- Support pupils' wellbeing
- Inspire a life-long love of learning
- Champion the positive power of creativity
- Promote pupils' physical development and responsibility for their own health
- Foster a positive attitude towards learning
- Ensure equal access to learning, with high expectations for every pupil and appropriate levels of challenge and support
- Prepare pupils for the next stage of their education

Our curriculum aims to create links between subjects, in particular supporting the learning of mathematics and English across the curriculum. The development of reading and writing across the curriculum, particularly at Key Stage Two is a key focus.

Lessons will be planned well to ensure good short, medium and long-term progress, taking into account guidance from the EEF, Bloom's Taxonomy and Rosenshine's Principles of Instruction amongst others.



5 LEARNING ENVIRONMENT

When pupils are at Alameda Middle School, learning will take place in classrooms, laboratories, outdoor spaces, halls, music rooms and ICT suites. These spaces will be kept safe, clean and ready for pupils to use.

- They will be arranged to promote learning through:
- Clearly labelled and accessible resources
- Inclusion of comfortable and attractive zones where appropriate, such as reading corners and quiet areas
- Posters of material pupils have previously learned about and can identify
- Accessible resources for learning such as books, supporting worksheets and other equipment
- A seating layout that allows everyone to see the board and participate
- Displays that celebrate and support pupils' learning e.g. using working walls
- Opportunities to learn outside of the classroom, through extra-curricular opportunities, trips, visits and visitors, are valued at Alameda Middle School. We recognise that these opportunities enhance pupil learning experiences, build cultural capital and provide memorable life experiences.

6 DIFFERENTIATION OR ADAPTIVE TEACHING

Adaptive teaching is central to our approach at Alameda Middle School, ensuring that every pupil's unique needs and strengths are recognized and supported. By tailoring instruction to individual learning styles, abilities and progress, we create an inclusive environment where all students are empowered to succeed.

- We will differentiate or adapt learning to cater to the needs of all our pupils, including:
- Pupils with special educational needs and/or disabilities (SEND)
- Pupils with English as an additional language (EAL)
- Disadvantaged pupils
- Pupils who are identified as 'More Able and Talented'
- To support the needs and abilities of all learners, at Alameda Middle School we ensure we are:
- Using support staff effectively to provide extra support
- Working with our SEND co-ordinator (SENDCo) and the SEND team, our pupils with SEND, and their parents/carers to establish the appropriate level of material to support these pupils to make good progress
- Giving careful consideration to student's groupings
- Providing support resources and scaffolds, such as writing frames and word banks
- Please refer to our SEND policy and our Inclusion Policy.

7 HOME LEARNING

Home learning, or homework, will support pupils to make the link between what they have learnt in school and the wider world. It is most effective when done in a supportive, secure environment, with focused time set aside.

All home learning will be made available via Edulink, with any resources needed attached or provided in class. Deadlines will be clearly recorded.

Home learning will be reasonable in challenge and length, and its purpose will be clearly outlined alongside each task.

Please refer to our homework policy.

8 MARKING AND FEEDBACK

Assessment and feedback are integral to pupil progress, providing valuable insights into learning and guiding improvement. We prioritise timely, constructive feedback that empowers students to reflect, set goals, and take ownership of their learning. This approach ensures all pupils are supported in reaching their full potential. Feedback from teachers and teaching assistants should clearly explain to pupils what they are doing well and what they need to do next to continue to improve their work.

Feedback is derived from the individual and collective evaluation and assessment of learning which takes place in and after lessons. The following types of feedback may take place:

Immediate feedback – This takes place as children are learning during lessons (live marking) - teachers and teaching assistants working alongside pupils, circulating the class and talking with the children about their work.

Summary feedback – This takes place at the end of a lesson/task. It may be used to clarify general misconceptions identified during the lesson and praise efforts. Results from self or peer assessment that may have taken place in the lesson may be discussed.

Successive feedback – This takes place during the next same-subject lesson. Further teaching enables the children to identify and improve, for themselves, areas for development identified by the teacher and/or teaching assistant upon review of work after a previous lesson has finished. Time for pupils to follow-up the feedback through editing their work will often occur.

Please refer to our Assessment and Feedback policy.

9 ASSESSMENT, RECORDING AND REPORTING

We will track pupils' progress using a combination of formative and summative assessment, for example through ongoing formative assessment and formal summative assessments at the end of units.

We will provide regular feedback with linked targets for pupils, and we will provide verbal reports at parents' evenings. Pupils will also receive termly progress reports and will receive a written report annually.

Please refer to our assessment policy.

10 MONITORING AND EVALUATION

Monitoring teaching and learning is essential for ensuring continuous improvement and success for both pupils and staff. Through regular observation, reflection, and feedback, we support professional growth and enhance teaching quality. This process ensures that pupils receive the highest standard of education, fostering achievement and development for all.



School leaders, subject leaders and year leaders will monitor and evaluate the impact of teaching on pupils' learning through:

- Conducting learning walks
- Conducting lesson observations
- Reviewing marking and feedback
- Termly pupil progress meetings
- Gathering input from the student leadership team
- Planning reviews
- Book looks

11 REVIEW

This policy will be reviewed annually by the Senior Leader with responsibility for teaching and learning. The policy will be shared with the full governing board.

