

**ENDEAVOUR  
ACADEMY  
BEXLEY**



# **TEACHING AND LEARNING POLICY**

**SEPTEMBER 2023**

Our underpinning philosophy and related aims within this policy relate to the shared goal of developing growth mind-sets and instilling a desire in our students to be lifelong learners, interested in evolving worldviews and being responsible and caring citizens of not only our immediate community, but also in relation to Great Britain and the global community. The following policy statements outline this in more detail.

## INTENT

### **ETHOS AND VISION: OUR STATEMENT OF INTENT**

An inclusive, holistic curriculum for learning that provides opportunities for success.

Endeavour Academy aims to enable individual students through developing the:

- Capacity to manage challenges
- Ability to manage their own emotions
- Skills to build positive relationships within our community
- Academic achievement
- Knowledge and skills for future learning and employment

We aim to provide:

A school community that has wellbeing and achievement at the core, encouraging students to fearlessly embrace opportunities, form meaningful relationships and become productive members of our local community and beyond.

Endeavour Academy provides aspirational educational experiences for all students, supporting them in overcoming barriers to learning and developing social and emotional resilience to cope with future challenges. We prepare our students for transition at every point and encourage them to overcome adversity and become active participants in their own journey, ready to make considered and informed decisions as they move on to the next stage in their lives.

In order to do this teachers provide a broad and balanced curriculum, which develops the skills, concepts and knowledge necessary for future learning. All staff, including learning support professionals, strive to remove barriers to learning and support the individual needs of students. In the course of their work, staff will contribute to the development of this ethos through:

- Providing a calm, quiet and effective working environment, in which each student can achieve his or her maximum potential.
- Providing a welcoming environment, in which courtesy, kindness and respect are fostered.
- Providing positive role models.
- Providing a fair and disciplined environment, in line with the Behaviour Policy.
- Maintaining purposeful and informative planning, record-keeping and assessment documents, in line with the Marking and Assessment Policy.
- Effectively managing their professional time.
- Developing links with the wider community.
- Providing students with meaningful, purposeful tasks, related to the National Curriculum and examination programmes of study and learning outcomes as well as in line with their individual provision maps and personalised programmes to address social, emotional and behavioural needs.
- Valuing and celebrating students' success and achievements

- Reviewing personal and professional development.
- Providing appropriate CPD and coaching to colleagues in order to ensure a high level of professional expertise.
- Welcoming and supporting teaching and non-teaching staff.
- Contributing to the whole school review of the implementation and impact of the curriculum.
- Meeting individual student's SEN

## **INSPIRING VALUES FOR LIFE**

1. Our visions, values, culture and ethos are shared by the whole Academy community.
2. Students are happy, secure, confident and valued for their individuality.
3. Students develop spiritual and moral values, self-discipline, responsibility, resilience and respect for themselves, others and the environment.
4. Staff are committed, creative, work well as a team and have high aspirations of their students
5. Staff put children and young people at the heart of the organisation and aim to support them greatly in achieving the best personal outcomes as an individual to give them wider opportunities and choices in their lives.
6. A positive and inclusive relationship is nurtured between parents, stakeholders, and other agencies who support our students and their experiences in school and in the wider community
7. The Academy at all times holds true to its high principles and values, challenging any negative and low expectations of our student cohort, so that they realise their best outcomes.

## **INSPIRING A GROWTH MINDSET AND LEARNING FOR LIFE**

1. Students achieve their academic potential through high quality teaching which is exciting, sets high standards, encourages independent thinking, directed improvement and reflection, and lays the foundations for a desire to be a lifelong learner.
2. Staff continue to adapt and improve in their roles through high quality support, guidance and continued professional development as well as their own involvement and engagement in team practices and support of the high expectations of behaviour and learning throughout the Academy.
3. An inspirational learning environment, coupled with a diverse curriculum, supports the philosophy and aims of the Academy overall and in relation to teaching and learning.
4. Regular and robust self-evaluation and collective review processes, including planning, and marking and feedback scrutinies, audits and observations, ensure that the Academy is a learning organisation where good practices are recognised and shared, and there is a collective motivated approach to excellent teaching and learning.

## **INSPIRING INTERESTS FOR LIFE AND EXPANDING WORLDVIEWS**

1. The curriculum is diverse, offering rich and varied opportunities for the development of academic interest and intellectual curiosity and promoting personal engagement in improvement and development. There are also wider aspects to the curriculum

that address personal, social, and health education, as well as current issues and career awareness.

2. The staff team model, through their own behaviours, a commitment to self-improvement, engagement in learning and development, and a dedication to delivering the best of themselves and inspiring others to do the same.

As shown in the above statements, Endeavour Academy aims to be recognised as a model of best practice which offers children and young people in Bexley opportunities which are comparable with those within a mainstream environment and which prepare our students to access their best opportunities as all other young people in our community.

At the heart of our curriculum is the belief that all students are entitled to a broadly based education in a stimulating environment. We do not offer a lower or second-rate curriculum or expect less of our students because they are accessing education outside of mainstream but, instead, aim to address gaps in learning and support them in modifying behaviour to ensure they are able to reach their best outcomes.

We have a strong moral ethos, providing a sound foundation for boys and girls in a warm and friendly environment. We aim to maintain a high academic standard but also to encourage students to make the most of all the opportunities open to them in other areas of school life.

We believe in helping students to become balanced and interesting people, with the intellectual freedom to be creative, the confidence to be independent and the resilience to cope with adversity. It is the Academy's intention to foster in students the application of effort, an interest in their work and lifelong learning and the ability to become independent critical thinkers with a growth mind-set. Thus, we:

- Encourage a consistent approach to some aspects of learning e.g. expectations, resources, assessment
- Allow good practice and ideas to be shared
- Develop independent learning and differentiate based on individual learning styles
- Extend the quality and variety of learning experiences offered to students
- Provide opportunities for continued professional development of staff.

We aim to fuel our students' enthusiasm for learning, not just by helping them achieve their best possible academic results, but also by providing them with the tools and the self-confidence to cope with the demands of an ever changing world. In particular, we strive to prepare them for the independent nature of learning needed at their next stage, either during A-levels, at college, or in the workforce, and to thrive in an ever-changing professional world.

## EQUAL OPPORTUNITIES

In accordance with the Academy's Equal Opportunities Policy (see school policies folder), all students will, where possible and appropriate, be given full access to the curriculum. Staff will always endeavour to help all students reach their full potential.

## IMPLEMENTATION

### TIME ALLOCATION

At Endeavour, lessons will be between 40 minutes to an hour long.

At Endeavour, we are committed to reflecting the requirements of the National Curriculum. We follow the programmes of study as stated in the National Curriculum and we support students towards achieving nationally recognised qualifications which are of sufficient weight externally to facilitate entry to post-16 education and further training.

We are committed to raising standards of Literacy and Numeracy. By literacy and numeracy, we mean the ability to read, write and speak in English and to use Mathematics and ICT at a level necessary to function and progress at work and in society in general.

Teachers will encourage students to develop their understanding through an individualised, broad and balanced curriculum that has fully embedded assessment for learning opportunities.

### **MANAGEMENT - CLASSROOM MANAGEMENT AND ORGANISATION**

The learning environment will be managed in such a way as to celebrate different styles of learning, and cater to any special educational needs. This includes:

- Whole class teaching
- Group work, organised according to appropriate criteria (i.e. ability, mixed ability, interest etc.)
- One to one teaching
- Collaborative learning in pairs or groups
- Independent learning
- Online Learning

Learning support professionals are employed to support students with Special Educational Needs as outlined in their EHCPs.

### **BEHAVIOUR MANAGEMENT**

This is outlined in detail in the Behaviour Policy.

In addition, each classroom will:

- Display our code of conduct for students, an explanation of the Credit System and a user-friendly version of the school's operating manual.
- Follow the Behaviour Policy
- Use the rewards scheme in order to reinforce positive behaviour
- Follow through the consequences for poor behaviour and have high expectations of students with regard to behaviour for learning

It is an expectation that staff will:

- Model appropriate behaviour both in the classroom and during all unstructured times and movement between lessons
- Use data to support behavioural improvement
- Use a restorative approach to foster good relationships and encourage solution-focused discussions with a view to repairing damage / relationships, such as through restart and restorative justice sessions
- Work to support their team in developing and upholding a collective approach to how behaviour is managed, with high expectations maintained
- Demonstrate that they understand, through their actions, that behaviour is everybody's responsibility.

### **ORGANISATION**

Classrooms will be organised to facilitate learning and to foster both cooperative teamwork and the development of independence.

- Writing resources suitable for the subject will be available for use at all times and will be either centrally accessible or distributed by staff
- Labels and posters should, wherever possible, reflect the subjects being studied in the classroom, as well as issues relating to SMSC, PSHE and British Values. Numeracy, literacy and ICT will be addressed in displays.
- Classroom displays will be used to celebrate achievement and progress and be used as a motivational tool in encouraging further improvement. This will often include assessment for learning and dedicated improvement and reflection time (DIRT) task work by students.

### **TEACHER PLANNING**

To facilitate consistency in planning across each school, a curriculum map, serving as a long term plan will be produced using the school/phase agreed format for every subject area. Curriculum maps are expected to be in place for all subjects and reviewed regularly throughout the year as working documents with formal reviews taking place by subject leads or Heads of Department (core subjects) at least twice annually. Curriculum maps for subjects without a subject lead or HOD will also be audited and reviewed by the person responsible for the coordination of curriculum; this is to occur at least twice annually.

Curriculum delivery plans are written to include a pedagogical approach that meets learning needs of students based on key areas from their EHCPs.

Medium -Term Plans are to be in place and reviewed regularly by departments, in a weekly format to complement the curriculum maps and lead to the short term planning scheme of work.

Short Term Planning - Subject leads / Heads of Department will review termly planning, progress and determine any needed interventions. Teachers are expected to plan lessons using their teacher planner or equivalent as a more immediate aide-memoire, but must have clear, detailed plans in place for all lessons as a part of a detailed scheme of work for the year.

All teachers will have a 'Teacher Folder' available in their classroom that contains student progress data, schemes of work and relevant policies

### **INDIVIDUALISATION AND ADAPTATION**

Teachers will adapt and individualise the curriculum in accordance to meeting SEN, by:

- Task
- Outcome
- Level of support
- Resources
- Pace
- Dedicated improvement and reflection time (DIRT)

Adapted tasks will be detailed in the schemes of work and/or weekly lesson plans. Learning objectives will be specified for all lessons. Adaptations will be student specific where feasible, and refer to individual education plans and EHCPs, as needed.

All schemes of work/lesson plans must show how behaviour for learning is prioritised and SEN are being met and support staff are used effectively to accelerate individual pupil learning.

## RECORD-KEEPING AND ASSESSMENT

Regular assessments are made of students' work in order to establish the level of attainment and to inform future planning. Students should be aware of their progress through the use of progress targets set termly, assessment for learning, reference to differentiated outcomes, and dedicated improvement and reflection time. (see Marking and Assessment Policy).

## STUDENT INDUCTION

All new students' induction programmes will include standardised assessment in reading and numeracy, Pupil Attitudes to Self and School and a Special Needs Assessment Profile. Pupils at KS3 and 4 will be assessed using CAT tests and the New Group Reading Assessment, GL assessments and/or paper-based baseline testing in core subjects.

Results from these assessments will be compiled into the Student Profile document which is circulated to all teaching and support staff to allow staff to plan appropriately for each individual student. These results will be used to inform the Individual Education Plans or Provision Maps of each student.

Monitoring and evaluation

- Moderation of assessment will be conducted termly within departments.
- Work and planning scrutinies will be conducted thrice yearly.
- SLT and Subject Leaders will observe teachers in their area at least once a year using the school/phase lesson observation form(s)
- Introduction of a peer reflection and development model, based on DR ICE
- Evaluation of the impact of the curriculum through data analysis.

## EFFECTIVE TEACHING

Teaching Strategies:

In order to ensure both equal and equitable learning opportunities for students, teachers will employ a variety of strategies:

- Clear, learning specific learning objectives which are used at start, end and during lessons as gauge of student progress and understanding
- Recall of previous learning as feature of every lesson within first 5-10 minutes
- Providing opportunities for peer teaching/ collaboration
- Learning is structured in such a way to 'chunk' learning and check on understanding
- Discussion and questioning (open and closed as appropriate)
- Variation in questioning (such as through use of Bloom's Taxonomy)
- Previewing exemplars and reviewing work
- Using the online platform, where applicable
- Interactive teaching, both through ICT and other tasks
- Listening
- Idea-mapping
- Providing opportunities for improvement and reflection by learners (DIRT)
- Demonstrating high expectations
- Providing opportunities for repetition / reinforcement
- Providing encouragement, positive reinforcement and praise



- Making judgements and responding to individual needs
- Using a range of communication strategies, both verbal and non-verbal
- Incorporating tasks that address multiple learning abilities
- Intervening, as appropriate, in the learning process in order to encourage development
- Providing all learners with opportunities for success, through using differentiated outcomes and assessment for learning

Teachers will make their lessons purposeful:

- Through carefully planned, well-structured and paced lessons
- By making objectives and outcomes explicit to learners at the beginning of each lesson, task or topic (see 'Teacher Planning') and involving learners actively in their evaluation of learning achievement (through use of AFL, DIRT, self and peer evaluation - not just a passive process)
- By ensuring students are aware of the success criteria (learning outcomes) for each lesson
- Through explicitly checking, understanding and reviewing work covered in each task or topic (through AFL and DIRT as appropriate)
- By differentiating effectively
- By incorporating SMSC, PSHE and British values to encourage development of a growth mind-set and to expand students' world views.

Teachers will make lessons interesting and stimulating:

- By starting lessons on time and avoiding dead minutes at the end
- By consciously showing enthusiasm and positivity for and about their subject and learning
- By devising imaginative/creative approaches to the development of knowledge and skills
- By varying teaching styles (Tactile, Olfactory, Visual, Auditory and Kinaesthetic), learning activities and the learning environment to maintain learners' interest and take account of learning styles
- By structuring lessons in a minimum of three parts (Starter, Main activities, Plenary) or 'mini-diamonds'
- By using praise and positive reinforcement to foster self-esteem, motivation and confidence
- By regularly displaying examples of students' work and other relevant stimuli
- By encouraging students to demonstrate their skills through formal presentations, drama, debate and role play
- Using ICT and multimedia presentation when appropriate to enhance the learning experience and outcome

Teachers will create an orderly environment and manage classes efficiently:

- By matching teaching style to lesson objectives and group dynamics
- By organising physical resources in ways which will promote orderly classroom management
- By being consistent about classroom procedures and our Behaviour Expectations that have been agreed by the whole staff
- By keeping up to date and accurate records in mark books/SIMs and submitting assessment data for reporting in line with the published deadlines
- By being flexible enough to adapt their schemes of work/weekly lesson plans to take account of students' contributions and the abilities of the group
- By setting and achieving high standards of behaviour and motivation



Teachers will match learning activities/opportunities to all abilities and preferences

**(PERSONALISATION):**

- By using evidence of prior attainment to gauge learners' individual capabilities
- By using information on individuals' preferred learning styles
- By testing understanding and acquisition of knowledge through a variety of means
- By using appropriately differentiated materials and tasks which ensure students' active participation in lessons, including Gifted and Talented students as well as students with SEN(D)
- By working proactively with support staff
- By setting high expectations for all students, rewarding achievements with praise and points / credits in line with the Behaviour Policy
- By using strategies suggested by students' EHCP's and Provision Maps

Teachers will develop positive and productive working relationships with students:

- Through confident and assured command of subject matter which is regularly updated through personal CPD.
- Through appropriate professional development, observations, discussions, sharing good practice and further CPD
- By being clear with instructions, questions and explanations
- By understanding and promoting the value of focused discussion and setting ground rules for speaking and listening
- By fostering mutual respect, between students, teachers and parents
- Through actively promoting equal and equitable opportunities through the teaching and learning process
- By encouraging parents to support students in their academic and social progress
- By responding to all potential academic and pastoral concerns within 24 hours and making sure that appropriate follow-up is actioned (See Safeguarding Policy)
- By ensuring students are prepared to complete GCSE controlled assessments/coursework by the agreed deadlines, as dictated by boards and listed in the school calendars
- Supporting students by holding DIRT sessions and after-school revision sessions

Teachers will use diagnostic, formative and summative assessment opportunities to evaluate students' progress and to inform future differentiation and planning:

- By using a variety of formative in-class assessment opportunities (assessment for learning), which relates to the subject area
- By marking consistently and positively in line with the Marking and Assessment Policy and departmental guidelines
- By giving regular feedback, either through marking of work or verbally, to students about their work and setting them achievable targets related to learning outcomes and next steps.
- By encouraging self-assessment and peer assessment
- By incorporating DIRT
- By encouraging and trusting students to take responsibility for their own learning e.g. through guided study, self-assessment and small scale opportunities for them to teach the rest of a class
- By discussing and reviewing progress with students in relation to their outcomes, and by analysing their progress in relation to their potential as determined by baseline and FFT data, as well as teacher-assessed data
- By statistically analysing individuals and whole class performance in relation to the baseline and FFT data, as well as teacher-assessed data



Teachers will create further opportunities for learning

- All teachers have a responsibility to promote the school's code of conduct and values with consistency
- Assemblies should start promptly, be well planned, involve opportunities for learner participation wherever possible, offer time for reflection and finish in good time
- The school's/phase's Behaviour Policy should be promoted in all lessons around the school and when students are representing the school on trips and visits
- Extra-curricular activities should be open to all students in a phase/year/school and attendance should be encouraged
- All teachers should encourage and support students to develop an interest in the subject outside of the classroom
- The Intervention teams will also coordinate additional learning opportunities for students, such as the TOPs and transition programmes, and Career Action Plans.

### **DR ICE / SDP**

Teachers will use the Olevi models to develop deeper thinking with their students.

These models are based on:

D	Deepening thinking
R	Role modelling Learning Processes
I	Impact on learning
C	Challenging Expectations
E	Engaging in learning
S	Shallow
D	Deep
P	Profound

## **RESOURCES**

Each classroom will be equipped with appropriate curriculum resources.

Departments will be allocated a budget based on their budget requests or previous spend at the beginning of the financial year. The relevant budget holder is responsible for the ordering of materials in line with agreed procedures (see Staff Handbook and Finance Policy).

Students will be taught how to use all resources correctly and safely, with care and respect, and with regard for Health and Safety and waste. Risk assessments will be incorporated into planning when relevant.

Care will be taken to ensure that resources are varied, and that all students have equal and equitable access.

### **IMPACT**



The impact of this policy will be seen in the implementation of teaching across the Academy, students' enjoyment of learning and the outcomes that they achieve in terms of progress and attainment.

## **GOVERNANCE AND MONITORING**

It is the Governing Body's role to monitor and review the policy and its practice through: Reports provided by the Trust, Heads of School and other relevant designated SLT members. The Board also needs to fulfil its role as detailed in the Board's Terms of Reference document:

- Teacher Representatives
- To attend appropriate INSET
- To receive reports from the Business Manager or Site Managers on relevant issues, in particular Health and Safety, and to follow up any relevant issues
- To promote equal and equitable opportunities for all
- To embrace multiculturalism, human rights, and diversity as fundamental values

## **THE ROLE OF SLT IN MONITORING TEACHING, LEARNING AND BEHAVIOUR:**

In order to maintain the highest expectations of teaching and learning, SLT undertakes informal themed learning walks on an on-going basis to inform standards and provide support for staff in developing best practice. In particular they are ensuring that the curriculum is clearly linked to our statement of intent, can be implemented efficiently and that the impact of curriculum enables pupils to overcome barriers to learning and facilitates positive outcomes. To achieve this SLT will therefore:

- Coordinate up to three formal lesson observations per year triangulated with work and planning scrutinies and data analysis related to pupil progress (see Performance Management Policy)
- Undertake regular learning walks with specific/themed school focus on issues related to school improvement as part of our approach to targeted improvement
- Informally observe behaviour around the school site, during unstructured times and movements between lessons, to support colleagues with behaviour management strategies as part of the team collaborative strategy in consistency of behaviour interventions
- SLT will also lead in each school on the school improvement strategy and is delivered through entitlement and intervention depending on the performance management review for individual staff to facilitate professional CPD which promotes the highest aspirations for the quality of teaching and learning in the school.

## **PARENT / CARER'S ROLE**

Parents and Carers are encouraged to support their children's learning by:

- Ensuring that their child comes to school feeling confident and positive
- Ensuring that their child arrives at school punctually and regularly
- Sharing with the teacher any problems in school and at home that their child is experiencing
- Supporting their child by attending Parents' Review Days and other meetings
- Supporting their child and the teacher by becoming actively involved in the operation of the Individual Education Plan and any Special Educational Needs processes



- Ensuring that all contact addresses and telephone numbers are up to date and correct
- Agreeing to our Behaviour Expectations
- Contributing relevant information to base-line assessment
- Attending all medical and health interviews when invited
- Responding to letters sent home from school
- Engaging in weekly dialogue with the allocated Form Tutor for their child.
- Informing the school of reasons for their child's absence
- Informing the school of any significant matters at home which may affect their child's progress, happiness or behaviour
- Supporting extra-curricular activities, such as visitors to school, concerts, offsite visits and fairs

## **COMMUNITY'S ROLE**

The community is invited to support the school by:

- Contributing to activities such as assemblies, artistic events, specialist outings and clubs
- Presenting themselves as positive role models to be emulated
- Guiding students' behaviours as they play around the school and providing positive role models with regard to behaviour
- Organising activities and events throughout the year to extend and deepen students' knowledge and skills
- Supporting school events

## **THE SCHOOL'S ROLE**

In relation to each of the above areas the school will reciprocate by:

- Responding to offers of support as far as it is able
- Respecting all information given in confidence
- Giving clear information regarding the aims and objectives of curriculum and school procedures
- Giving reasonable / appropriate access to teaching staff
- Working in partnership with parents and guardians to ensure the successes of their children, and encouraging parental involvement in working out the best way forward for their child's educational future

## **REVIEW**

This policy is a working document and is, therefore, open to change and restructure as and when needed.





## REVISION HISTORY

Date	Who	Description
July 2021	NG	
Sept 2019	AJ	Reviewed
May 2019	JS	Reviewed
Jun 2018	LSW	Reviewed
Jul 2017	Governors	Approved
Dec 2017	JH	Re-formatted
June 2021	NG/MR	
June 2022	NG	Reviewed
July 2023	NG	Reviewed and updated
September 2023	NL	Re-formatting