Chilton Academy School
Teaching and Learning Policy

Teaching Strategies

All teaching and learning at Chilton Academy is underpinned by the Power Teaching and Learning pedagogy. This means all teaching and learning falls under four models:
1. **Modelling**
2. **Guided practice**
3. **Partner practice**
4. **Independent application**

Our approach in the classroom centres upon Glasser's Theory of 95% retention from teaching others. Therefore, all children at Chilton Academy are given the daily opportunity to teach other children. Our aim is to create mini-teachers in the classroom. All children have equal opportunity to achieve this through a Team Role system.

Learning behaviours are rewarded through the use of team points and team chants to ensure maximum engagement all day every day. The learning behaviours are:
1. Active Listening
2. Teach and Support
3. Explain and Elaborate
4. Everyone Engaged
5. Job Done

Theses teaching strategies ensure children at Chilton Academy are empowered to take control of their own learning; the responsibility for learning is placed onto children under a robust, consistent and supportive structure.

The role of the teacher is to direct, facilitate learning and gather assessment data using an agreed toolkit which ensures accelerated progress and full engagement. As a result of the school wide implementation of these strategies, children's independence is clear in every year group.

Teaching assistants are fully utilised as directors of children's learning ensuring value for money and outstanding deployment of this resource.

Guidelines for Ambitious Talk

The development of language is at the heart of teaching and learning at Chilton Academy. Children of all ages are expected to speak in full and ambitious sentences

across the curriculum and to all adults and peers in the school. The following techniques are used to ensure this:

1. Sentence bounce back – all teachers and adults 'bounce back' inferior or non-sentence feedback (answers). An ambitious sentence is provided to house the initial response.
2. Sentence stems – sentence stems (both written and oral) are provided every time children discuss their learning or answer questions.
3. All sentence support provided includes highly ambitious vocabulary.
4. Ambitious and full explanations provided by children to the teacher or to other children will be rewarded with Explain and Elaborate points.

Organisation and Grouping of Pupils
Power Literacy and Power Maths groups are evaluated on an 8-week cycle. This ensures that children master their next steps in reading, writing and maths. Aggressive placement is used to ensure accelerated progress and maximum challenge for all.

Learning Environment
Power Literacy boards must include:

- PTL Learning Behaviours
- Word Wall (Red and Green Words in Professional Groups and Ambitious Vocabulary in World Class and Legendary Groups)
- Photographs and names of teams
- Team of the Week (based on progress)
- Targets
- Examples of Professional, World Class and Legendary written work

Power Maths boards must include:

- Pocket chart with mathematical vocabulary
- PTL cycle
- Examples of Fluency, Reasoning and Problem-Solving work
- Photographs and names of teams
- Team of the Week (based on progress)
- Targets – based on co-operative learning areas

Monitoring Teaching
At Chilton Academy, we are committed to ensuring the very best outcomes for children through outstanding teaching and learning.

There is a non-formal 'drop-in' teaching observation schedule in place for all teachers and teaching assistants, which ensures that we get an accurate view of performance over time. ECTs have half-termly formal observations but also the opportunity to observe or team-teach during their half-day ECT time each week.

The observation schedule is complimented by termly planning trawls, book scrutinies and classroom safaris.

School to School Support

We are always willing to support other schools, particularly those new to McKie Mastery.

Spring Term 2022
Review Summer Term 2023

Adopted by Governing Body March 2022