



# The Learning and Teaching Agreement

Improving the quality of Learning and Teaching to raise consistency, achievement and standards at Shirebrook Academy

## MISSION STATEMENT

At Shirebrook Academy, we are committed to inspiring **all** members of our academy community to be the best that they can be.

We believe that having the highest ambitions and aspirations for our students will help them to reach their true potential, and we understand that this is achieved through a shared focus on excellent standards and expectations each and every day.

Our curriculum enables our learners to build their knowledge, understanding and skills over time and underpinning this is our dedication to high-quality learning and teaching.

We work together in a mutually inclusive environment that respects every individual and their contribution. We know that we all have a responsibility to support each other and enable everyone to access their learning opportunities effectively and safely.

Working in partnership with our local and wider communities, we aim to empower our young people in successfully taking their place in society. We appreciate that working together makes all the difference.

Shirebrook Academy aims to be:

***“A community of inspiration, excellence and opportunities for all to grow”***



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# Key Learning and Teaching Principles

The purpose of the Learning and Teaching agreement is to promote consistency, clarity of purpose and a minimum entitlement for all students.

**At Shirebrook Academy we want our students to:**

- be effective, confident and articulate communicators who have an excellent standard of oracy, literacy, numeracy and ICT skills
- be creative and inquisitive
- be well organised and resilient
- be reflective, evaluative and able to recognise their own strengths and next steps
- be independent, highly aspirational, driven and self-motivated
- value education and see the need to be lifelong learners
- be responsible, confident and independent risk-takers
- be able to think, reason, enquire and make well-informed decisions
- be effective team workers who show respect, empathy and tolerance of others.

**To achieve this, all staff work together to ensure that:**

- effective learning and teaching is the aim of every lesson
- expectations are routinely high in every lesson
- students are fully engaged and enjoying their learning
- a positive climate for learning is established through the consistent application of the academy's lesson procedures and behaviour for learning policy
- the context for learning is regularly reinforced
- students are provided with quality feedback (verbal or written) on their progress on a regular basis
- achievement is recognised and rewarded
- underachievement is challenged and addressed
- learning is personalised so that all students make at least expected progress
- independent learning tasks (ILT) are set and aim to further develop students' learning and understanding
- students are provided with opportunities to develop their oracy, literacy, numeracy, ICT, higher order thinking and independent learning skills
- lesson content promotes students' spiritual, moral, social and cultural development
- effective practice is shared through the academy's CPD programme
- learning is memorable, inspirational and rewarding.

## Inclusion

- Every student is entitled to a positive, meaningful learning experience.

- Every teacher has a responsibility to meet the educational needs of **all** students within their class. This should be taken into consideration when planning lessons, creating learning opportunities and setting targets.
- Every teacher has a responsibility to personalise provision for the following cohorts: SEND / Disadvantaged / CLA / Ethnicity/ students at all levels of attainment, including High Attainers.

**Every student at Shirebrook has the right to receive the highest quality education.** It is our responsibility to ensure that their educational needs are met. Ensuring inclusion involves:

- setting suitable adapted learning challenges
- responding to students' diverse learning needs
- working to overcome potential barriers to learning and assessment

## **SEND**

- At Shirebrook Academy, **we are all teachers of students with SEND** – we have a collective and individual responsibility to meet the needs of students with SEND in our lessons and in the wider Academy community
  - At Shirebrook Academy, we must be able to identify our students with SEND and ensure that relevant documentation (G4L) has been read, understood and implemented into our classroom practice
  - At Shirebrook Academy, we must ensure the guidance in Grids for Learning is used to support adaptive practice in and out of the classroom
  - At Shirebrook Academy, we have a duty to ensure that adjustments are implemented to meet the needs of students with a disability (visual, auditory, physical), remembering that some students may have a 'hidden' disability
  - At Shirebrook Academy, we have a statutory obligation to meet the needs of students with Ed-Psych Reports and EHCPs – to know their needs and to evidence adaptive practice.
- i. Information about students with SEND, including each student's grid for learning, is available on the staff secure intranet. Teachers should familiarise themselves with this information and **in doing so we must pay due regard to the new directive for data protection (GDPR) and it remains the sole responsibility of the teacher to maintain confidentiality at all times.**
  - ii. Information regarding these students is required from Heads of Faculty/Heads of Year/Pastoral Leaders/Inclusion staff on a regular basis. It is imperative that this is returned promptly when requested.
  - iii. The Inclusion department will support staff in meeting the needs of students. This will include providing information, guidance on appropriate teaching strategies and the adaptation and provision of teaching resources.

## **Monitoring the progress of students accessing the Inclusion department**

Where students access Inclusion as part of their provision at Shirebrook Academy, it may be the responsibility of subject teachers to provide appropriate, adapted work for students to complete. When any subject specific work has been completed, this will be returned to faculties on a weekly basis. Subject teachers should ensure that work completed by students is marked as per

the Marking and Feedback agreement (i.e. the minimum expectation is that tasks and progress assessments are marked and feedback is given). The outcomes of the tasks and the progress assessments will inform monitoring grades.

## Learning and Teaching – Planning for Progress

Clearly structured, well-planned lessons promote outstanding learning. The structure of lessons may vary according to need, but the following key principles should feature in every lesson plan:

- **Lessons start with a retrieval-based activity – *Do Now* task – which aims to engage the students from the first minute of the lesson in the learning process.**
- **Learning objectives (Know/Understand/be able to) are discussed and shared with students (and recorded either electronically or in a traditional mark book by teachers).**
- **Learning is placed in context for students.**
- **Planning/adapting tasks to meet the individual needs of all learners.**
- **New knowledge input.**
- **Questioning and modelling.**
- **Demonstration of new understanding by students.**
- **Review of learning.**

It is important that we teach students how to “*learn*” in order that they become independent learners and develop skills for lifelong learning.

**It must be made explicit to students what they need to do to be successful in their learning either by modelling or WAGOLLS.**

Students are sat in a data-driven seating plan in order to maximise the potential and learning of every student. Guidance on creating strategic seating plans has been discussed, presented and shared with staff through carefully constructed Shirebrook Academy CPD sessions.

## Climate for Learning

### Lesson procedures – A consistent approach

- Meet and greet at the classroom door, check uniform expectations are met on entry.
- Students enter calmly and sit in a seating plan at their allocated seat. Students to place basic equipment, including planners, on their desk.
- Students should engage with their learning straight away by completing a retrieval based activity – *Do Now* task – which will focus on either reviewing prior learning or previewing the learning to be undertaken.
- **An electronic register must be taken within the first 10 minutes of the lesson.**
- Learning objectives are shared, discussed and displayed.
- Students are reminded of guidelines for classroom behaviour and our Academy’s Ethos & values as necessary/required.
- Students should be given sufficient time to record ILT tasks/activities in their planners Teachers must check that this is recorded correctly.
- Questioning (cold call) phases of lessons must focus on students at risk of underachievement regardless of whether they have raised their hand or not.
- Emphasis in the classroom should be placed on the praise and reward of good behaviour for learning.
- Learning should be reviewed regularly through both questioning and plenary phases in lessons.

- Lessons last sixty minutes in duration – with students having five lessons a day at Shirebrook Academy + a 30min form time every day.
- The teacher should ensure that the classroom is tidy and ready for the next lesson.
- Classroom displays should be informative and well-presented in order to create a positive learning environment.
- Students should be dismissed on time, and teachers should be present in the corridor at lesson transitions in order to maintain a calm and controlled transition between lessons.

## **Monitoring, Evaluation and Review**

To achieve the best possible outcomes for our students, learning and teaching are monitored, evaluated and reviewed with HoFs and a member of the QoE team (LBU, DOR or EWA) during MER windows (HT2 & HT5). The HoF and the QoE representative evaluate the quality of learning taking place in the classroom via a 20min drop-in session, reviewing books and gaining student voice during this MER windows.

All MER activity/actions are recorded analysed acrefully in order for HoFs and the QoE Team to support teachers in achieving the required classroom practice.

### **Role of Middle Leaders – to ensure that:**

- all aspects of learning and teaching are rigorously monitored and evaluated in accordance with the academy MER schedule and Steplab expectations
- action points from monitoring and evaluation are identified and embedded in the Faculty Improvement Plan and discussed/reviewed in LT Associates link meetings
- effective practice is shared at faculty and on a whole academy level
- any areas that don't meet the required standard are discussed with colleagues, and objectives are set so that a revisit can take place

### **Role of the QoE Team – to ensure that:**

- middle leaders are supported in implementing the academy's MER schedule
- the outcomes of MER activities are evaluated thoroughly, and the evaluation promotes action, reflection and debate about learning and teaching
- Faculty Improvement Plans and the Academy Improvement Plan are constantly reviewed and updated to reflect the priorities emerging from MER activities
- the academy's CPD programme addresses areas for development identified through MER activities
- Governors are kept informed of developments in learning and teaching and the evaluation of the quality of provision through the curriculum committee

## **Assessment**

### **The purpose of assessment**

- All assessments should be formative and used to inform future learning and teaching.
- Assessment data should inform appropriate intervention.
- Assessment will be used to inform students and parents/carers of progress towards targets.

Monitoring data is collected regularly throughout the academic year for each year group:

Year 7 (Term 1 – Week 5) & (Term 4 – Week 2) & (Term 6 – Week 3).  
Year 8 (Term 2 – Week 1) & (Term 3 – Week 4) & (Term 6 – Week 2).  
Year 9 (Term 1 – Week 8) & (Term 3 – Week 2) & (Term 5 – Week 4).  
Year 10 (Term 2 – Week 7) & (Term 4 – Week 5) & (Term 6 – Week 5: Mock grades).  
Year 11 (Term 2 – Week 2: Trial Examination) & (Term 3 – Week 6: Trial Examination)

The data collection comprises of the following:

WAG - Working at Grades  
EiL – Engagement in Learning grades  
MLG - Most Likely Grades (Year 11)

Progress assessments, used to inform WAGs, should take place before each data collection. Each faculty has an agreed schedule of milestone tasks which stipulates the minimum requirement of teacher-assessed work between each progress assessment.

## Marking and Feedback

### Rationale

- The key purpose of marking, assessment and feedback is to promote and improve learning/understanding. Marking, assessment and feedback are used to provide information on student progress for a range of stakeholders, including the school (progress data), learners (feedback) and parents/carers.
- Marking should advance student progress and outcomes.
- Criteria for assessment are shared and understood by all involved.
- All marking should be formative and drive the mark-plan-teach cycle.
- Marking should motivate and build confidence in learning through praising effort and success.

### Teacher feedback

- Teachers should mark in any colours other than blue, black and green - **Green is used to by students to up-skill and improve or correct work**
- Written feedback for progress assessments (used to inform WAG) and assessment tasks is focused on student progress with Strengths (WWW) and Next Steps (EBI) identified.

### Frequency of feedback - minimum expectations.

- Written feedback for each progress assessment (used to inform WAG) and between 1 and 3 assessment tasks during each monitoring cycle (minimum of 3 assignments at Post 16).
- Number of assessment tasks per cycle to be agreed within each faculty based on their subject's curriculum.
- There should be evidence of regular effective self and/or peer assessment.
- Specific examination requirements mean that some pieces of work will not receive written feedback in certain KS4 qualifications.

### Improvement and reflection time

- Improvements by students should be in a green pen.

- Next steps (EBI) should be linked to success criteria and curriculum goals provide students with clear guidance and support on how to improve their work.
- Sufficient time should be allocated in lessons for students to respond to the next steps (EBI).
- This should be planned for through modelling, WAGOLs and adapted tasks, resources or activities.

### Marking codes

Sp	Spelling (write correct spelling x 3)
C	Capital letter
//	New paragraph required
^	Missing word
R	Repetition
T	Tense
?	Meaning not clear
<u>Underline</u>	Change word/phrase
P	Incorrect punctuation
←→	Link paragraphs
✓	Great word / sentence
SWO	Show working out

## Presentation of Work

Students and teachers must ensure that work is presented to the highest possible standard at all times. The following expectations are displayed in every classroom and student journal to ensure that every student knows the 'PRIDE' expectation – displayed on page 14 of this document:

- Your exercise books must be backed with a protective cover/material.
- Write in black or blue pen, use a pencil to draw pictures or diagrams.
- Use a purple pen to make improvements to your work.
- Every piece of work should have a date and title.
- Label each piece of work as 'Class work' or 'ILT'.
- Use a ruler to underline all dates, titles and subheadings.
- All work should be kept graffiti free.
- Cross out any mistakes with a ruled line, do not use Tippex.
- Work completed on sheets or paper must be stuck into your book.
- Any work that is word-processed should include your name in the header/footer.
- Work in lined paper and square paper exercise books should be set out outlined in the following diagrams.



Type of work being completed. ↓

Full date: Day/Month/date ↓

Class Work      wednesday September 7th


Place numbers in the margin ↓

1. \_\_\_\_\_ Title of Work

2. \_\_\_\_\_

3. \_\_\_\_\_

ALWAYS draw a straight line using a ruler




Presentation of work on lined paper

Type of Maths work being completed. ↓

Full date: Day/Month/Year ↓

Unit and Title of Work      08/10/2022

ALWAYS draw a straight line using a ruler



1 ← Only write one  
2 number in a square  
3  
4

Presentation of work on squared paper

## Independent Learning Tasks

**Independent Learning Tasks are set to:**

- encourage students to develop the skills needed for independent learning
- consolidate, reinforce and extend the skills, knowledge and understanding developed in the classroom
- prepare students for new learning activities
- prepare students for 'milestone' tasks
- encourage students to take responsibility for their own learning

## At Shirebrook Academy, Independent Learning Tasks:

- must be posted on Google Classroom/Drive so all stakeholders can access each faculty's ILT work.
- will be completed each week for all students in all subjects in KS4 (Y10-Y11)
- will be completed each week for EBacc subjects and each fortnight for non-EBacc subjects in Y7-9
- will be recorded by students in their planners on a weekly or fortnightly basis (including extended project ELT) and this must be checked by subject teachers during the lesson and by tutors during form period
- must have clear deadlines for completion (this may indicate that an ELT will be completed over several weeks)
- should be appropriate and differentiated to ensure that all students make at least expected progress
- should be set at an early stage of the lesson where possible, to allow adequate time for explanation of the task and recording in planners.

## Allocation of ILT:

In KS3, EBacc subjects will set one ILT per week (History or Geography on rotation) and non-EBacc subjects will set one ILT per fortnight as per the following rota:

Week 1: Art, Design Technology, PE

Week 2: Computer Science, Music, RPE

Each ILT will take approximately 30 minutes. Students in KS3 should be spending between 30 – 60 minutes on ILT each day.

In KS4, subjects will set one ILT per week, which will take approximately 30 – 60 minutes each. Students should be spending between one and two hours on ILT each day.

**Assignments** are tasks that will be collected and checked/marked, with feedback given to students.

**Guided study tasks** are recommended activities which students can use to supplement and enhance their learning in the subject. These could be suggested on a weekly or lesson-by-lesson basis, or provided in a course booklet at the start of the year.

## Monitoring of ILT

- LTA's & HoFs will monitor and review the quality and quantity of ILT work set by each staff member in their respective faculty area via google Classroom/Drive.
- Students submitting excellent examples of ILT and/or demonstrating good effort should be rewarded with achievement points. Praise postcards should also be issued where outstanding effort is seen.

- Non-completion of ILT must be recorded and challenged by the class teacher by entering an 'ILT' in the comments box on SIMS. A student should be given until the following day to submit the ILT before the 'ILT' is recorded.
- The admin support team will send a text to parents/carers of students who fail to complete two or more pieces of ILT in a week.
- Further contact will be made with parents/carers of students who fail to submit pieces of ILT.
- If a student has failed to submit three or more pieces of ILT in a subject within a monitoring cycle, they must not be awarded more than a '2' for their Attitude to Learning for that subject.

### **Responsibilities:**

- Role of the student – to ensure that ILT is recorded and completed on time. To catch up on ILT (and classwork) if they have been absent. To record in journal when ILT has been set but not completed.
- Role of the parent/carer – to check that their child is completing ILT, offering support as appropriate.
- Role of the teacher – to ensure that ILT is set weekly (or fortnightly for Y7-9 non-EBacc) and recorded in student planners. To record non-completion on SIMS. To ensure that the quality of ILT is monitored through either written teacher feedback (in line with the marking and feedback agreement), peer / self assessment or follow-up activities in a subsequent lesson.
- Role of the form tutor – to check that students are routinely recording ILT in their journal and monitor students' recording of non-completion.
- Role of the HOF – to support staff with the setting and monitoring of ILT. To regularly monitor its effect and impact via Google Classroom/Drive.
- Role of Leadership Team Associates – to support their link faculties in ensuring that ILT is impacting positively on learning and intervention is planned for when it does not. To support the faculty in assessing impact and planning subsequent action. To provide areas where ILTs can be completed in school. To review and monitor ILTs across faculty areas, including the recording of it through weekly journal checks.

**Independent Learning will be regularly monitored as part of the on-going 'Monitoring and Evaluation' schedule.**

## Literacy Statement

At Shirebrook Academy, we believe that the teaching of Literacy and reading is the responsibility of all staff working at the academy. We are all teachers of Literacy and reading and have this at the forefront and heart of our teaching.

Raising aspirations and improving the literacy levels of all students is at the centre of the Academy's Mission Statement. We aim to provide all students with an effective and enjoyable literacy learning experience, ensuring that no student is left behind and that students have the competent literacy skills to help them succeed in life.

Shirebrook Academy follows a cross-curricular Literacy methodology which ensures that staff are unified in their approach in teaching the core literacy skills of Reading, Writing and Oracy (Speaking and Listening/spoken communication) both in their lessons and during tutor periods.

Students are given opportunities to develop their skills in Reading, Writing, and Oracy (Speaking and Listening/Spoken Communication) at every opportunity and where students are not on target for these areas, their needs are identified, and impact intervention put into place.

We offer calendared specialist weeks and celebratory events linked to national and international literacy events, and students are provided with a wide range of literacy experiences to enhance their cultural capital. This provides additional opportunities for all students to develop a passion for reading and literacy in general.

At Shirebrook Academy, we have a comprehensive programme of reading activities and resources to encourage, develop and build upon students' enthusiasm for reading. Shirebrook Academy learners are readers, and as a school, we aim to develop students' love of reading so that they leave Shirebrook Academy with an interest in reading that they continue into their future lives.

## Numeracy Statement

**Numeracy at Shirebrook Academy should:**

- Underpin the curriculum in order to raise students' attainment
- Facilitate students' thinking and reasoning skills
- Form a planned and integrated part of all areas of the curriculum
- Be taught by all teachers

All teaching staff at Shirebrook Academy commit to using numeracy as a vital part of raising student attainment.

**To achieve our objectives, strategies to be used will include the following:**

- Heads of faculty and other TLR post holders will plan and implement strategies to raise the profile of numeracy across the curriculum, address misconceptions and include more opportunities to practise and develop basic numeracy routines, including the use of times tables.
- Classrooms within the Maths faculty and, where appropriate, across the academy will display key terminology, a summary of common calculations and agreed with academy-wide approaches to these.


- Multiplication tables and other useful facts will be included in the student planner.
- Individual students in Year 7 with specific numeracy needs will be supported through intervention through the Year 7 catch-up programme.
- Maths staff will teach a mastery programme of essential numeracy skills across all year groups to ensure fluency in preparation for external examinations.
- All teaching staff will support students' development in problem-solving activities and the development of reasoning skills.
- Students will be encouraged to solve basic arithmetic problems without the use of a calculator.

# Learning & Teaching Agreement



<p><b>PRIDE</b></p>	<ul style="list-style-type: none"> <li>• Arrive on time, equipped and ready to learn</li> <li>• Adhere to the whole school presentation standards</li> <li>• Respect the classroom environment</li> <li>• Produce quality work</li> <li>• Maintain uniform standards</li> <li>• Tidy up at the end of the lesson &amp; ensure litter is placed in bins</li> </ul>	
<p><b>RESPECT</b></p>	<ul style="list-style-type: none"> <li>• Show respect towards everyone and our academy rules.</li> <li>• Value everybody's contribution.</li> <li>• When speaking to members of staff, please remember to use Miss/Sir</li> </ul>	
<p><b>ROUTINES</b></p>	<ul style="list-style-type: none"> <li>• Walk into the classroom calmly &amp; greet your teacher at the door</li> <li>• Start your given DO NOW retrieval activity</li> <li>• Sit in the given seating plan</li> <li>• Leave lessons calmly following a staggered dismissal</li> <li>• No mobiles phones</li> </ul>	
<p><b>LEARNING &amp; TEACHING</b></p>	<ul style="list-style-type: none"> <li>• Always allow ourselves and others to learn.</li> <li>• Be active in our learning</li> <li>• Be STAR listeners</li> <li>• Prepare for cold calling</li> </ul>	
<p><b>ASSESSMENT &amp; FEEDBACK</b></p>	<ul style="list-style-type: none"> <li>• Act on feedback</li> <li>• Take responsibility for actively filling your knowledge gaps (using green pen)</li> <li>• Discuss your learning and know how to improve (WWW/EBIs)</li> <li>• Work with your teacher to improve</li> </ul>	
<p><b>LITERACY</b></p>	<ul style="list-style-type: none"> <li>• Focus upon improving SPaG in all of your lessons</li> <li>• Use vocabulary /reading /writing strategies instructed by your teachers</li> <li>• Speak like an expert using tier 2 &amp; 3 vocabulary</li> </ul>	
<p><b>ILT</b></p>	<ul style="list-style-type: none"> <li>• Use your journal &amp; google classroom</li> <li>• Complete ILT set</li> <li>• Meet deadlines</li> <li>• Ask for help</li> </ul>	






**PRESENT**  
If you are not here, you are missing out.  
Aim for 100% attendance.

**PUNCTUAL**  
Lateness is not only rude it disrupts learning.  
Be on time every morning and every lesson.

**PREPARED**  
You need to not only have the right equipment and school dress  
but be mentally alert, rested and ready to learn every day.

**POLITE**  
If we all treat each other with politeness and respect  
we make the world a better place.

**PROUD**  
Take pride in everything you do. By doing the right thing  
we can be proud of our efforts and achievements,  
individually, as a school and as a community.



SHIREBROOK  
ACADEMY

Take  
**PRIDE**  
in your work!

**P** **Pens**  
for writing and  
pencils for drawing

**R** **Rulers**  
for underlining

**I** **Identify**  
classwork and  
homework

**D** **Dates**  
and titles underlined  
at the start of your  
work

**E** **Errors**  
crossed out neatly

