



# All Saints National Academy **LEARNING POLICY**

## **Policy Review**

This policy will be reviewed in full by the AIB on an annual basis.

The policy was last reviewed and agreed by the AIB on 23/10/23

It is due for review on 23/10/24 (up to 12 months from the above date).

Signature .....

Date .....

Principal

Signature .....

Date .....

Chair of AIB

## Mark.

Marking and assessment has two purposes, one, students act on feedback to make progress over time. Two, it informs future planning and teaching.

1. Teachers must have a secure overview of the starting points, progress and context of all.
2. Marking must be primarily formative, may be selective and include steps for pupils to act upon.
3. The marking policy must be used

## Plan.

Planning is a process not a product. It has one purpose, to enable high quality delivery which meets the needs of all pupils.

1. Be clear and precise about the knowledge/skills you want pupils to **LEARN** not what you want them to do.
2. Match the teaching to meet what the children are to learn
3. Ask the question “so why?” Activities including homework are designed to facilitate learning and not to keep pupils busy.
4. Differentiation is planned over time to ensure a Quality First approach which meets the needs of all pupils and maximises the use of additional adults in the room
5. There should be no “**dead**” time, this includes a “**flying**” start with pupils having purposeful learning opportunities and appropriate pace to achieve the intended outcome – Parkinson’s Law

### **Parkinson’s law**



“The amount of time which one has to perform a task ...  
... is the amount of time it will take to complete the task.”

## Teach.

Teaching is a lifetime’s craft. *“Every teacher needs to improve, not because they are not good enough, but because they can be even better.”*  
(Professor Dylan Williams)

1. Go with the learning: the “flow” of great progress is more important than following a lesson plan
2. Ensure that learning has “stuck” , through checking and revisiting
3. All pupils must be working harder than the teacher
4. Constant checking to address misconceptions immediately should be made throughout lessons
5. Teachers should be explicit of the learning intentions at the start and within lessons
6. Teaching should share the academy values of:

