





**CANSFIELD**

ACHIEVING EXCELLENCE TOGETHER

# Teaching and Learning Policy

<u>Approval Date</u>	8 <sup>th</sup> November 2018
<u>Policy Review Date</u>	October 2019
<u>Chair of Governors</u>	
<u>Headteacher</u>	

## **Principles**

We recognise that all students possess unique skills, abilities and aptitudes and all have an entitlement to access a broad, challenging and appropriate curriculum. Every student is also entitled to experience varied, engaging and personalised teaching, which enables them to fulfill their potential as successful learners, and become well-rounded future citizens. Cansfield High School aims, through effective teaching, to create the conditions for successful learning and to enable our students to make exceptional progress and become lifelong learners.

All teachers have a responsibility to plan and deliver high-quality lessons that are challenging for all, with students targeted with frequent and effective feedback. Lessons should be pacy and engaging, ensuring the learning needs of all students are met.

## **Aims**

- To ensure exceptional teaching and learning experiences for students of all abilities and aptitudes.
- To provide a framework for teaching and learning within which there is flexibility and scope for creativity.
- To provide coherence of approach and consistency of expectation.
- To make explicit the entitlement of all students.
- To promote the core values of Cansfield High School.
- To raise attainment by increasing levels of student motivation, participation and independence.
- To promote reflection on, and sharing of, good practice through a variety of methods.
- To promote an understanding of how learning takes place.
- To make explicit a baseline for monitoring and evaluating the teaching and learning that takes place.
- To provide practical guidance and clear procedures.
- To provide a focus for development.
- To inform teachers, students, parents, governors and the wider community about the aims and processes of teaching and learning.
- To identify specific areas of responsibility at whole school, at department and individual staff level.

## **Roles and Responsibilities**

### **Governors**

- To ensure the effective and rigorous implementation and monitoring of the policy.

### **Senior Leadership Team**

- To provide a vision for teaching and learning at Cansfield High.
- To lead the development of a strategic plan for the implementation of the vision for teaching and learning.
- To provide appropriate support, training and resources for Faculties, subject areas and individual staff.
- To monitor and evaluate the delivery and impact of the policy.
- To modify and update the policy in the light of ongoing developments and the changing needs of the school and its priorities.

## **Heads of Faculty and Seconds in Faculty**

- To be responsible for the coordination of long, medium and short term planning of schemes of learning, taking into consideration the aims and objectives of the policy.
- To monitor and evaluate consistent delivery of the policy at Faculty and subject level.
- To provide appropriate support to team members by providing training materials or advice and guidance.
- Support staff to take risks in new teaching methods.

## **Teaching Staff**

- To ensure that their own teaching meets the National Teachers' Standards, ensuring teaching and learning is at least good.
- To implement this policy by planning and delivering high quality learning experiences.
- Have high expectations of students and be willing to take risks.
- Actively seek to reflect on their practice and engage with strategies such as teaching and learning communities, instructional rounds, lesson study and/or other strategies as appropriate.
- Work collaboratively with colleagues to share best practice and improve teaching.
- Be prepared to act as a role model for a lifelong love of learning.
- Exemplify high standards of written and spoken English.

## **All Staff**

- To be aware of the principles of the policy and how they can contribute to it.

## **Students**

- To engage positively with teaching and learning to enable staff to implement the policy effectively.
- To engage with learning experiences outside the classroom by ensuring completion of homework, and to participate actively in enrichment opportunities and visits.

## **Parents / Carers**

- To support the policy of the school, in line with the home-school agreement, by providing support for students at home, allowing them to continue to develop their learning effectively.

## **Definition of Teaching**

The purpose of teaching is to create the conditions for learning and to raise standards of achievement and progress. Teaching includes the whole range of activities that a teacher employs to promote learning and progress. The characteristics of high-quality teaching at Cansfield High School are:

- Use of expert subject knowledge, general knowledge of current affairs as well as high standards of literacy, numeracy and pedagogical knowledge.
- Planning of individual lessons and series of lessons to ensure all learners are challenged.
- Having consistently high expectations of all students and challenging all to achieve their best.
- Implementing varied and engaging learning activities.
- Objectives must be shared with students in every lesson, and be embedded in assessment throughout.
- Lessons are objective-led and outcome-driven.
- Students must be made aware of the outcomes they are working towards.

- All are challenged so the needs of all learners are met and that they make good progress relative to their starting points.
- There is a structured, orderly start to the lesson with an engaging starter activity.
- The pace of the lesson allows all students to make progress, and that no time is wasted.
- Students are targeted with frequent, high-level questioning to ensure participation and to check understanding.
- Provide frequent, specific marking that requires action and response.
- Ensuring high standards of behaviour for learning.
- Providing intervention when underachievement is evident.

### **Definition of Learning**

Learning is the process by which an individual makes sense of new experiences. Learning takes place when the individual constructs their own knowledge and understanding of a subject, skill or values. Learning often takes place through personal interaction, therefore we believe that it is important to promote activities that allow the learner to work with others to solve problems, to explore concepts and to share, discuss and articulate ideas as a means of learning and a tool for thinking. We believe learning will most effectively take place when:

- The learning environment is safe, supportive and stimulating.
- Relationships between teachers and students are positive and founded on mutual respect.
- Opportunities are taken to build our students' self-esteem.
- Students understand the purpose of the learning and see relevance to their own experience.
- Students understand that learning happens in a variety of ways, and that they appreciate how they learn best.
- The learning builds on prior knowledge and understanding.
- Outcomes are made explicit and exemplars of best practice are provided.
- The learning is active and collaborative and includes targeted questioning, reflection and discussion to extend and guide discovery.
- Independent learning, creativity and problem solving is facilitated and encouraged.
- Students can self-assess / peer assess using feedback and know what they need to do to improve and are able to set appropriate targets.
- Students have opportunities to transfer skills, knowledge and understanding to other contexts.

### **Definition of Progress**

To make progress in learning is to move forward towards a learning objective or an agreed target. All students are expected to make clear progress in their learning over time as follows:

- Performance data collected and collated at assessment points shows that students are making good progress towards their agreed targets, in line with their starting points.
- The quality of work produced by students shows that they are acquiring and retaining knowledge rapidly and that they are developing their understanding and skills at least in line with expectations for their age group and national averages.
- Students can apply skills in reading, writing, communication and mathematics so that they are well prepared for the next stage in their education, training or employment.
- Students can transfer their learning and apply this knowledge, skills and experience across a wide range of subjects.
- Where students starting points are low or fall below that of all students nationally, the gap is closing over time.

## **Expectations**

This section of the policy reflects our expectation that students experience the highest quality of teaching and learning at Cansfield High. In order to achieve this aim, we need to establish a shared understanding of what constitutes high-quality teaching. This has been done through the creation of 'The Cansfield Five' and 'The Cansfield Way', which details our priorities for teaching. 'The Cansfield Five' are our non-negotiables:

- Punctuality / Greet at the Door
- Entry / Starter Task
- Enquiry Question
- Plenary
- Orderly Exit

'The Cansfield Way' is centred on six key aspects, which should be seen in every lesson:

- Directed Questioning
- Challenge For All
- Quality Assessment
- High Expectations
- Adaptability
- Clear Student Engagement

Whilst these six areas are prescriptive, beyond these we have deliberately given staff the opportunity to be creative within this framework.

## **Continuing professional development (CPD)**

Teachers have a responsibility to reflect on their practice, enhance and update their professional knowledge and skills through termly INSET days and fortnightly CPD sessions. This is to ensure that consistently high standards of teaching and learning are maintained and National Teacher Standards are met and exceeded. Cansfield High School's CPD programme provides opportunities for staff to participate in a variety of activities in order to support the individual professional needs of staff and build whole school capacity. These CPD activities include strategies such as using instructional rounds for self/peer reflection and sharing best practice, presentations by current staff and outside trainers, peer observation, professional discussions and evaluation, coaching and mentoring.

## **Evaluation and Monitoring**

Middle leaders, senior leaders and Heads of Faculty will ensure that they monitor and review the quality of teaching and learning on a regular basis and in a number of ways:

- Scrutiny of work and feedback.
- Developmental lesson observations and regular learning walks.
- Staff / student / parent voice.
- Examination and progress reviews.
- Department led self-review.
- Reviews conducted by external agencies.

The outcomes of monitoring and reviews will be shared with staff in an open and professional manner. Where standards of teaching and / or learning fall below expectations, appropriate support will be given and further monitoring and evaluation will take place as appropriate.

## **Teaching and Learning: 'The Cansfield Five' and 'The Cansfield Way'**

Our first CPD session in September 2018 involved a staff discussion regarding what a 'good' lesson is, should look like and what anyone should expect to see who is observing or 'dropping-in' to a lesson. This isn't a 'show' lesson, it is an authentic lesson that as teachers we plan and lead on a day-to-day basis. Following a strong staff response to this, we put together 'The Cansfield Way' which is a direct recognition of our staff voice. This now underpins everything we, as a staff, believe about great teaching and forms the areas observers comment on during formally observed lessons. Posters of 'The Cansfield Way' are displayed in every room to emphasise the importance of these different elements.

### **Our Non-Negotiables: 'The Cansfield Five'**

- Punctuality / Greet Students at the Door
- Entry / Starter Task
- Enquiry / Key Question
- Plenary
- Orderly Dismissal

### **'The Cansfield Way'**

#### **Directed Questioning**

At Cansfield, we feel it is important to ensure the involvement of every student in questioning / discussion / verbal responses; therefore, directed questioning is vital. This means that there are no 'hands-up' requested and teachers' knowledge of students and their prior attainment will indicate the expected level of response of their answer. Not only will this improve students' focus and listening skills, but it will demonstrate to teachers their prior attainment, current understanding and also provide a level of differentiation and challenge. As teachers we know verbal answers are of a higher quality when thought out so, when appropriate, thinking time is advised. This could be a few seconds or an opportunity to discuss with a working partner ('Think / Pair / Share').

If the response to the question is not of the quality expected, teachers must use their skills to be relentless in pushing students further, including rephrasing the question, giving examples / ideas or addressing misconceptions. 'I don't know' is not an accepted response. We must aim to hear from each student at least once each lesson.

In addition to this, if appropriate students should be allowed to offer responses or views on the topic to enhance discussion / question and answer sessions as research shows this is also effective in improving students' oracy, confidence and engagement.

#### **Challenge for All**

All lessons should be accessible and challenging for all. There are a variety of differentiation strategies we would expect to see in a lesson. These include:

- Varied tasks
- Support / extension challenges
- Use of guided learning groups
- Use of other adults in the room
- Edited texts

In all tasks there should be a challenge question in order to stretch students who have completed.

### **Quality Assessment**

Quality assessment should underpin the learning in every lesson. This will take a variety of forms:

- Response to questions and points posed by students
- R / A / G response to written work
- Marking of written work
- Whiteboard work
- Paired responses

### **High Expectations**

All staff have high expectations of all students. This includes:

- Expectations of written and verbal responses
- Expectations of pair / group learning
- Expectations of entry into the classroom and necessary movement around the room

In order to show these, staff will articulate these high expectations to students, model these through their own behaviour, reward students who conform to these high expectations and put in place sanctions for students who do not. This will involve fair and consistent use of the school's Behaviour Policy to make sure every student fulfils their right to learn in a safe working environment with no disruptions.

### **Adaptability**

Teachers are highly qualified and trained professionals and, as such, should be allowed to use their expertise and knowledge in deciding how best to teach a particular skill. At Cansfield High School we want to empower teachers within their own classrooms to vary their teaching strategies and methodologies. This may involve silent working, group activities, teacher or student led modelling and instruction or something completely different and experimental! Joker cards are displayed on classroom doors to indicate when the latter is happening, giving teachers the opportunity to take calculated risks in their practice.

Furthermore, teachers should be adaptable within their lesson and address learning moments 'on the spot' if necessary. This could mean stopping a class to 're-teach' when a whole class misconception has been identified, challenging questioning styles as appropriate, allowing students to take the lead. It is about judging the most effective way for the class to learn and recognising that this isn't always 'one size fits all.'

### **Clear Student Engagement**

If all other elements on 'The Cansfield Way' are in place, this will be clearly evident throughout the lesson. Evidence of this is:

- Focused learning activities
- Purposeful, on task discussion
- Active listening

Teachers should also be encouraging students to become resilient and independent learners who are responsible for their own learning and progression, we want students to be curious and active learners, exploring topics and subjects in pursuit of knowledge.