



**CANSFIELD**  
ACHIEVING EXCELLENCE TOGETHER

# Teaching and Learning Policy

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<u>Chair of Governors</u>	<i>Laches</i>
<u>Headteacher</u>	<i>N Daniels</i>

## 1. Principles

We recognise that all pupils possess unique skills, abilities and aptitudes and all have an entitlement to access a broad, challenging and appropriate curriculum. Every pupil 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 pupils 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 pupils targeted with frequent and effective feedback. Lessons should be pacy and engaging, ensuring the learning needs of all pupils are met.

## **2. Aims**

- To ensure exceptional teaching and learning experiences for pupils 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 pupils.
- To promote the core values of Cansfield High School.
- To raise attainment by increasing levels of pupil 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, pupils, parents, Governors and the wider community about the aims and processes of teaching and learning.
- To identify specific areas of responsibility at whole school, Faculty and individual staff level.

## **3. Roles and Responsibilities**

### **3.1 Governors**

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

### **3.2 Senior Leadership Team**

- To provide a vision for teaching and learning at Cansfield High School.
- 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.

### **3.3 Heads of Faculty and other faculty TLR holders**

- 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.
- To plan subject specific CPD to develop expertise within the classroom.

### **3.4 Teaching Staff**

- To ensure that their own teaching meets the *Teachers' Standards*.
- To implement this policy by planning and delivering high quality learning experiences.
- Have high expectations of pupils 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.
- To be proactive in the classroom circulating to find misconceptions in a timely manner. Staff will not be sat at their desk whilst students are in the classroom, unless, an assessment is being conducted.

### **3.5 All Staff**

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

### **3.6 Pupils**

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

### **3.7 Parents / Carers**

- To support the policy of the school by providing support for pupils at home, allowing them to continue to develop their learning effectively.

## **4. 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 pupils and challenging all to achieve their best.

- Implementing varied and engaging learning activities.
- Objectives must be shared with pupils in every lesson, and be embedded in assessment throughout.
- Lessons are objective-led and outcome-driven.
- Pupils 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 pupils to make progress, and that no time is wasted.
- Pupils are targeted with frequent, high-level questioning to ensure participation and to check understanding.
- Provide frequent, specific marking that requires action and response.
- Ensure high standards of behaviour for learning.
- Provide intervention when underachievement is evident.

## 5. 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 pupils are positive and founded on mutual respect.
- Opportunities are taken to build our pupils' self-esteem.
- Pupils understand the purpose of the learning and see relevance to their own experience.
- Pupils 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.
- Pupils can self-assess / peer assess using feedback and know what they need to do to improve and are able to set appropriate targets.
- Pupils have opportunities to transfer skills, knowledge and understanding to other contexts.

## 6. Definition of Progress

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

- Performance data collected and collated at assessment points shows that pupils are making good progress towards their agreed targets, in line with their starting points.
- The quality of work produced by pupils 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.
- Pupils 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.

- Pupils can transfer their learning and apply this knowledge, skills and experience across a wide range of subjects.
- Where starting points are low or fall below that of all pupils nationally, the gap is closing over time.

## 7. Expectations

This section of the policy reflects our expectation that pupils experience the highest quality of teaching and learning at Cansfield High School. 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 in the form of a 'Do Now' on whiteboards
- 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 Pupil Engagement

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

## 8. 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 weekly CPD sessions. This is to ensure that consistently high standards of teaching and learning are maintained and that the *Teachers' 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. In addition, using the staff audit Heads of Faculty have planned subject specific CPD to develop staff expertise.

## 9. 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.
- Regular learning walks.

- Staff / pupil / parent voice.
- Examination and progress reviews.
- Faculty led self-review.
- Reviews conducted by external agencies.
- Deep Dives.

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.

## **10. Booklets and Excellence Books**

Within some areas of the curriculum booklets are utilised. Booklets in lessons offers a plethora of advantages that significantly contribute to an enriching and efficient learning environment. Firstly, the consistency provided by structured booklets ensures a sequential and uniform approach to lesson delivery, allowing students to follow a logical progression of concepts. In the event of student absences, these booklets become invaluable tools, enabling students to catch up on missed material independently and allows the teacher to adapt instantly supporting lost learning. Furthermore, booklets have enhanced the seamless flow of lessons as teachers can build upon previously covered topics, fostering a continuous and connected learning experience which is pivotal for a knowledge rich curriculum. The inclusivity of booklets is evident in their ability to accommodate differing levels of prior knowledge, providing a foundation for all students to engage meaningfully with the curriculum. As students read and engage in meaningful tasks within the booklets, they not only reinforce their understanding but also challenge themselves, promoting intrinsic motivation. This adaptive teaching support is particularly beneficial for non-specialist educators, as it guides them in delivering comprehensive and effective lessons. Additionally, the structured format aids in revision, allowing students to revisit and consolidate their learning, further enhancing the overall educational experience.

The Excellence Book for assessments represents a dynamic and student-centred approach to gauging and enhancing learning. The feedback loop is integral, as the work placed in the book is not only forensically marked but also accompanied by constructive feedback outlining specific areas for improvement. The incorporation of green pen work empowers students to actively engage in their own progression, demonstrating tangible evidence of their learning journey. The flexibility of the book extends to class teachers, who can pause to reteach content based on the unique needs of their class. This bespoke approach acknowledges the diversity of learners and ensures that teaching is tailored to address specific challenges and reinforce understanding. Ultimately, the Excellence Book fosters a dynamic and responsive assessment environment that adapts to the evolving needs of each class, promoting continuous improvement and personalised learning experiences.

Implement adaptive teaching strategies via an Excellence book, centralising scaffolded work and stretch and challenge tasks. Scaffolded activities provide tailored support, breaking down complex concepts to bolster understanding and autonomy. Meanwhile, stretch and challenge tasks stimulate critical thinking and deeper engagement, nurturing intellectual curiosity. By consolidating these elements in one resource, educators streamline lesson planning and ensure comprehensive support for diverse learners. The Excellence book serves as a dynamic tool, fostering an inclusive learning environment where every student can thrive, paving the way for academic success and lifelong learning.

## **11. Appendix: 'The Cansfield Five' and 'The Cansfield Way'**

Following extensive staff discussion regarding what a 'good' lesson is, we put together 'The Cansfield Way' which is a direct product of our staff voice. This underpins everything we, as a staff, believe about great teaching and forms the areas we challenge each other on when discussing our practice. Posters of 'The Cansfield Way' are displayed in every room to emphasise the importance of these different elements.

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

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

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

#### **11.2.1 Directed Questioning**

At Cansfield, we feel it is important to ensure the involvement of every pupil in questioning / discussion / verbal responses; therefore, directed questioning is vital. This means that we do not rely on 'hands-up', rather teachers' knowledge of pupils and their prior attainment will indicate the expected level of response of their answer. Not only will this improve pupils' focus and listening skills, but it will demonstrate to teachers their prior attainment and 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 pupils 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 pupil at least once each lesson.

In addition to this, pupils 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 pupils' oracy, confidence and engagement.

Verbal answers must always be given in a complete sentence. This must be modelled explicitly by the teacher.

#### **11.2.2 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
- Engagement with Knowledge Organisers to support and challenge

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

### **11.2.3 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 pupils
- R / A / G response to written work
- Marking of written work
- Whiteboard work
- Paired responses
- Whole class feedback
- Messy Mark book used by the teacher to track misconceptions and gaps in knowledge

### **11.2.4 High Expectations**

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

### **11.2.5 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 pupil-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 pupils to take the lead. It is about judging the most effective way for the class to learn and recognising that this is not always 'one size fits all.' Staff systematically identify and address misconceptions within each lesson through continuous assessment, providing verbal feedback as deemed necessary. Instances of misconceptions necessitating additional instructional attention are documented in the staff's Messy Markbook, facilitating targeted remediation in subsequent lessons. This proactive approach ensures the timely rectification of misconceptions without imposing an undue burden on



staff workloads.

### **11.2.6 Clear Pupil Engagement**

If all other elements of '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 pupils to become resilient and independent learners who are responsible for their own learning and progression, we want pupils to be curious and active learners, exploring topics and subjects in pursuit of knowledge.