



**Loving God - Caring for Each Other - Achieving Excellence**

## **LEARNING & TEACHING POLICY**

### **Introduction**

This policy is the most important of all school documents because it represents our core purpose. The success of our students, staff and school is determined by the quality of learning which takes place at Crompton House. Our role is to guide, form and enable students to be successful learners, so that they can achieve and attain as high as their potential will allow. We further hold it is as an essential truth that each of our students is of equal value and will have equal access to the curriculum and will be guided to reach their full potential irrespective of race, gender, age or ability.

Key principles of this policy:

1. Each and every student has the right to access the very best learning that we are able to offer.
2. We are responsible for providing the best guidance, support and expertise necessary for the best learning to take place. 'Working' is not always 'learning' – we should enable our students to be active learners.
3. It is vital that staff have a consistent and shared understanding and approach to promoting learning. However, it is recognised that staff have different styles, strengths, expertise and approaches – this is valuable and to be celebrated and shared.
4. Teamwork underpins our professional roles. Our success depends on how closely we support and energise each other.
5. We are on a learning journey, and have much to learn from colleagues and other professionals; we learn from our mistakes.
6. Teaching is sometimes difficult, and there are always barriers to overcome when promoting learning. However, we are right to be ambitious for what can be achieved, and optimistic that learning can always be enhanced for all our students.

Key policy aims are to:

- ensure that our students are provided with high quality learning experiences which continually raise levels of attainment for all students, enabling all to achieve their personal best
- guarantee all students full access to a balanced and relevant curriculum
- promote principles of personalised learning for each student
- develop a life-long passion for learning in all our students
- develop confident, disciplined and independent learners
- promote thinking skills and active engagement techniques to fully engage students in their own learning



- ensure that teachers are supported to plan and deliver, high quality, engaging and challenging lessons
- promote the innovative use of new technologies in learning, both in the classroom and in making links between the classroom and home
- ensure that there are opportunities for learning outside of the classroom
- support the strengthening of teaching through professional development and support
- ensure that all students are supported and guided to reach their full potential irrespective of race, culture, gender, sexual orientation, age or ability
- provide a common language and understanding of what creates outstanding learning
- reflect, support and complement current school policies on assessment and marking, special needs and inclusion and allow for the development of further school-wide policies (eg. emotional intelligence)

*'What we want is to see the child in pursuit of knowledge, and not knowledge in pursuit of the child.'*  
-- George Bernard Shaw

### **Monitoring the quality of Teaching and Learning**

The monitoring and evaluation of this policy will be the responsibility of all Curriculum Team Leaders/Subject Leaders and the Senior Leadership Team. The following will be used:

- Lesson observations on an annual cycle
- Informal 'learning visits' looking at general or targeted aspects of lessons
- Book sampling – both with and without prior warning
- Student voice
- Quality Assurance Calendar

NB. Learning Snapshots cover the key aspects of Quality Control.

**Quality Assurance Snapshots** will focus on specific areas that every subject area and curriculum team have a direct input into and which in turn affects every student.

As a school we need to ensure that we have outstanding practices, resources and evidence in the following areas:

- Quality of Teaching through Learning Visits/Appreciative Enquiry (aka lesson drop-in's)
- Quality of Feedback
- Quality of Schemes of Work
- Assessment Focus
- Work Scrutiny
- Student perception

There are annual calendars for both Lesson Observation Cycles and Quality Assurance.

Characteristics of success are found in the Appendix 1.

"The mind is not a vessel to be filled, but a fire to be ignited"



Document CSC-L&TP2022/February 2023 adopted by Curriculum Committee

Signed (Chair)..... R Lait .....

Print Name ..... Richard Lait .....

Date of next review..... February 2023 .....



## **APPENDICES**

### **Appendix 1 - Characteristics of Learning & Teaching Success**

#### **Where learning is effective, students ...**

**1. Are happy because they:**

- show interest and motivation
- achieve success and gain approval
- are given tasks which match and extend their ability
- are confident, feel secure and are aware of boundaries
- are challenged and stimulated

**2. Are motivated to:**

- take an active interest in their studies through encouragement and support from their parents/carers
- improve their performance and be willing to learn from areas for development as well as strengths
- enjoy lessons and readily respond to the challenge of the tasks set
- demonstrate, in assessments and tests, that they are performing at least as well as can be expected, according to standards for their age and ability
- care about the presentation of their work and look after resources

**3. Take responsibility for:**

- their own learning
- evaluating their achievement of learning objectives/outcomes
- concentrating on tasks set and listening attentively when appropriate
- developing the confidence to raise questions, to try to find answers and asking for help when needed
- helping each other and working collaboratively as well as independently
- developing over time the ability to work autonomously and to take responsibility for their own learning, increasingly taking initiative. This is particularly important at GCSE and Post 16 level

**4. Have developed or are developing the following skills:**

- Perseverance with tasks they find difficult
- Positive responds to opportunities given to extend their learning
- The ability to revise and redraft work
- The ability to meet deadlines
- The retaining of knowledge to apply it in a range of contexts and make connections with other areas of the curriculum



**5. Have developed or are developing the following learning skills:**

- Arriving on time to lessons, appropriately equipped
- Being able to adapt easily to different ways of working
- Evaluating their own work and making realistic judgements about it
- Being able to decide the best methods to adopt and the resources they should have
- Communicating information and ideas, offering comments and explanations
- Confidence in developing good working relationships with their teachers

**Where teaching is effective.....**

**All teachers will aim to:**

**1. Make their lessons purposeful**

- Through carefully planned, well-structured and well-paced lessons
- By making learning intentions and success criteria explicit to students at the beginning of each lesson, task or topic (see Subjects schemes of work) and involving students actively in their evaluation of learning achievement
- Through explicitly checking understanding and reviewing work covered in each task or topic
- By starting lessons on time and utilising all of the teaching time available

**2. Make lessons interesting and stimulating**

- By consciously showing enthusiasm and positivity for and about their subject and learning
- By devising imaginative/creative approaches to the development of knowledge and skills
- By varying teaching styles, learning activities and the learning environment to maintain students' interest
- By structuring lessons in three parts (Starter, Main Task(s), Plenary)
- By including retrieval starters to reinforce learning and scaffolding learning
- By including literacy techniques into all lessons
- By using praise and positive reinforcement to foster self-esteem, motivation and confidence
- By regularly displaying examples of students' work and other relevant stimuli
- By encouraging students to demonstrate their skills through formal presentations, drama, debate and role play
- Using ICT and multimedia when and wherever appropriate to enhance the learning experience and outcome

**3. Create an orderly environment and manage classes efficiently**

- By matching teaching style to lesson intentions and group dynamic
- By organising physical resources in ways which will promote orderly classroom management
- By being consistent about classroom procedures and the Code of Conduct which has been agreed by the whole staff
- By being consistent about using the behaviour policy in all lessons
- By setting and marking homework consistently and usefully and following up non-completion (see Homework and Assessment policies)
- By keeping up to date and accurate records in mark books (electronic or hard copy) and submitting assessment data for reporting in line with the published deadlines
- By being flexible enough to adapt their lesson plan to take account of students' contributions and the mood of the group
- By setting and achieving high standards of behaviour and motivation
- By regularly reviewing student grouping and seating to promote effective learning



**4. Personalise learning, matching learning activities/opportunities to all abilities and preferences by**

- using evidence of prior attainment to gauge students' individual capabilities
- testing understanding and acquisition of knowledge through a variety of means
- using appropriate ~~differentiated~~ materials and tasks and questions which ensure the active participation for all students in lessons, including the most able students as well as for those with SEN
- working proactively with Teaching Assistants
- setting high expectations for all students, rewarding achievements with praise (see also Special Education Needs Policy)

**5. Develop positive and productive working relationships with students**

- Through confident and assured command of subject matter, which is regularly updated
- By being clear with instructions, questions and explanations understanding and promoting the value of focussed discussion and setting ground rules for speaking and listening
- By fostering mutual respect, both student to student, teacher to student and teacher to parent – through the use of Working Together evenings and other communication.
- Through actively promoting equal opportunities through the teaching and learning process. (see also Equal Opportunities Policy)
- By encouraging parents to support student learning

**6. Use both formative and summative assessment to evaluate students' progress and to inform future teaching plans** (see also Assessment policy)

- By using a variety of formative in-class assessment, which relates to the subject area.
- By marking consistently and positively in line with whole school (see Marking Policy)
- By giving regular feedback either written or verbal to students and setting achievable "SMART" targets
- By encouraging self-assessment and peer assessment in the drive for improvement
- By encouraging and trusting students to take responsibility for their own learning e.g. through guided study, self-assessment and opportunities to share ideas with a wider audience
- By statistically analysing individuals and whole class performance in relation to benchmark data



## **Appendix 2**

### **PM Checklist for Quality Inclusive Teaching (Personalisation)**

<b>Quality Inclusive Teaching</b>	<b>Not Met</b>	<b>Working Towards</b>	<b>Fully Met</b>
1. Children's seating purposely planned			
2. Rules and routines for the lesson taught and displayed			
3. All children can refer to visible objectives of the lesson using "We are learning today" – be able to, understand, know			
4. New or difficult vocabulary clarified, written up, displayed and returned to. Teacher to check pupils understanding			
5. Support for pupils with poor working memory eg instructions backed up with visual cues			
6. Questions pitched so as to challenge pupils			
7. Time/ support given before responses are required eg more scaffolding until pupil can answer			
8. Multi-sensory strategies used - verbal, visual and modelling			
9. Additional adults, if present, are actively contributing to the lesson			
10. IEP strategies being used for student with SEN (SA+ and statement)			

**Staff name:**

**Observers:**

**Date:**



## Appendix 3 - Teacher Standards

<b><u>Q1 Set High Expectations which inspire, motivate and challenge</u></b>
Q1 (A) Establish a safe and stimulating environment for pupils, rooted in mutual respect. Q1 (B) Set Goals that stretch and challenge pupils of all backgrounds, abilities and dispositions. Q1 (C) Demonstrate consistently the positive attitudes values and behaviour which are expected of pupils.
<b><u>Q2 Promote good progress and outcomes by pupils</u></b>
Q2 (A) Be accountable for pupils' attainment, progress and outcomes Q 2 (B) Be aware of pupils' capabilities and prior knowledge and plan teaching to build on these. Q2 (C) Guide pupils to reflect on the progress they have made and their emerging needs Q 2 (D) Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching. Q 2 (E) Encourage pupils to take a responsible and conscientious attitude to their own work and study.
<b><u>Q3 Demonstrate good subject and curriculum knowledge</u></b>
Q 3 (A) Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings. Q3 (B) Demonstrate a critical understanding of developments in the subject and curriculum areas and promote the value of scholarship Q3 (C) Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject. Q3 (D) If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics Q3 (E) If teaching early mathematic, demonstrate a clear understanding of appropriate teaching strategies
<b><u>Q4 Plan and teach well-structured lessons</u></b>
Q4 (A) Impart knowledge and develop understanding through effective use of lesson time. Q4 (B) Promote a love of learning and pupils' intellectual curiosity. Q4 (C) Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired. Q4 (D) Reflect systematically on the effectiveness of lessons and approaches to teaching. Q4 (E) Contribute to the design and provision of an engaging curriculum within the relevant subject area(s)
<b><u>Q5 Adapt teaching to respond to the strengths and needs of all pupils</u></b>
Q5 (A) Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively. Q5 (B) Have a secure understanding of how a range of factors can inhibit pupils' ability to learn and how best to overcome these. Q5 (C) Demonstrate an awareness of the physical, social and intellectual development of pupils and know how to adapt teaching to support pupils' education at different stages of development. Q5 (D) Have a clear understanding of the needs of pupils including those with special educational needs; those with EAL; those with disabilities and be able to use and evaluate distinctive teaching approaches to engage and support them.
<b><u>Q6 Make accurate and productive use of assessment</u></b>
Q6 (A) Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements. Q6 (B) Make use of formative and summative assessment to secure pupils' progress. Q6 (C) Use relevant data to monitor progress, set targets and plan subsequent lessons. Q6 (D) Give pupils regular feedback, both orally and through accurate marking and encourage pupils to respond to the feedback.
<b><u>Q7 Manage behaviour effectively to ensure a good and safe learning environment</u></b>





Q7 (A) Have clear rules and routines for behaviour in classrooms and take responsibility for promoting good and courteous behaviour both in the classroom and around the school in accordance with the school's behaviour policy.

Q7 (B) Have high expectations of behaviour and establish a framework for discipline with a range of strategies using praise sanctions and rewards consistently and fairly.

Q7 (C) Manage classes effectively using approaches which are appropriate to pupils' needs in order to involve and motivate them.

Q7 (D) Maintain good relationships with pupils exercise appropriate authority and act decisively when necessary.

## **Q8 Fulfil wider professional responsibilities**

Q8 (A) Make a positive contribution to the wider life and ethos of the school

Q8 (B) Develop effective professional relationships with colleagues knowing how and when to draw on advice and specialist support

Q8 (C) Deploy support staff effectively.

Q8 (D) Take responsibility for improving teaching through appropriate professional development responding to advice and feedback from colleagues.