



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. 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.

Pupils learn best at our school when they:

- Have their basic physical needs met
- Feel secure, safe and valued
- Feel a sense of belonging to the group
- Are engaged and motivated
- Can see the relevance of what they are doing
- Know what outcome is intended
- Can link what they are doing to other experiences
- Understand the task
- Have the physical space and the tools needed
- Have access to the necessary materials
- Are not disrupted or distracted by others



- Can work with others or on their own, depending on the task.
- Are guided, taught or helped in appropriate ways at appropriate times.
- Can practice what they are learning.
- Can apply the learning in both familiar and new contexts.
- Can persevere when learning is hard.
- Can manage their emotions if things are not going well.
- Recognise that all learners make mistakes and mistakes can help us learn.

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

3. Roles and responsibilities

Teaching and learning at Crompton House School is a shared responsibility, and everyone in our school community has an important role to play.

This is how we will create the above conditions for pupils' learning at all times:

3.1 Teachers

Teachers at Crompton House will:

- Follow the expectations for teaching and professional conduct as set out in the [Teachers' Standards](#) (Appendix 3)
- Actively engage parents/carers in their child's learning for example via newsletters, website, letters, open days, parent mail including clearly communicating the purpose of home learning
- Update parents/carers on pupils' progress for example, using PLC's, parents' evenings, phone calls home.
- Meet the expectations set out in other school policies such as the curriculum policy, behaviour policy, and marking and feedback policy.

3.2 Support staff

Support staff at Crompton House will:

- Know pupils well and differentiate support to meet their individual learning needs.
- Support teaching and learning with flexibility and resourcefulness.
- Use agreed assessment for learning strategies.
- Use effective marking and feedback as required.
- Engage in providing inspiring lessons and learning opportunities.
- Feedback observations of pupils to teachers
- Ask questions to make sure they've understood expectations for learning.



- Identify and use resources to support learning.
- Have high expectations and celebrate achievement.
- Demonstrate and model themselves as learners.
- Meet the expectations set out in other school policies such as the curriculum policy, behaviour policy, and marking and feedback policy.

3.3 Heads of subject / Key Stage leads

Heads of subject/Key stage leads at Crompton House will:

- Help to create well-sequenced, broad and balanced curriculum plans that build knowledge and skills.
- Sequence lessons in a way that allows pupils to make good progress from their starting points.
- Use their budget effectively to resource their subject, providing teachers with necessary resources for learning.
- Drive improvement in their subject/phase, working with teachers to identify any challenges.
- Timetable their subject to allocate time for pupils to:
 - Achieve breadth and depth.
 - Fully understand the topic
 - Demonstrate excellence.
- Moderate progress across their subject/phase by, for example, systematically reviewing progress against a range of evidence and reviewing qualitative and quantitative performance data.
- Improve on weaknesses identified in their monitoring activities.
- Create and share clear intentions for their subject/phase.
- Encourage teachers to share ideas, resources and good practice.
- Meet the expectations set out in in other school policies such as the curriculum policy, behaviour policy, and marking and feedback policy.

3.4 Senior leaders

Senior leaders at Crompton House will:

- Have a clear and ambitious vision for providing high-quality, inclusive education to all.
- Celebrate achievement and have high expectations for everyone.
- Hold staff and pupils to account for their teaching and learning.
- Plan and evaluate strategies to secure high-quality teaching and learning across the school.
- Manage resources to support high-quality teaching and learning.
- Provide support and guidance to other staff through coaching and mentoring.
- Input and monitor the impact of continuing professional development (CPD) opportunities to improve staff's practice and subject knowledge.



- Promote team working at all levels, for example by buddying teachers up to support one another where appropriate.
- Address underachievement and intervene promptly.
- Meet the expectations set out in other school policies such as the curriculum policy, behaviour policy, and marking and feedback policy.

3.5 Pupils

Pupils at Crompton House will:

- Take responsibility for their own learning and support the learning of others.
- Meet expectations for good behaviour for learning at all times, respecting the rights of others to learn.
- Attend all lessons on time and be ready to learn, with any necessary equipment for the lesson.
- Be curious, ambitious, engaged and confident learners.
- Know their targets and how to improve.
- Put maximum effort and focus into their work.
- Complete home learning activities as required.
- Meet the expectations set out in other school policies such as the curriculum policy, behaviour policy, and marking and feedback policy.

3.6 Parents and carers

Parents and carers of pupils at Crompton House will:

- Value learning
- Encourage their child as a learner.
- Make sure their child is ready and able to learn every day.
- Support good attendance.
- Participate in discussions about their child's progress and attainment.
- Communicate with the school to share information promptly.
- Provide resources as required to support learning.
- Encourage their child to take responsibility for their own learning.
- Support and give importance to home learning.

3.7 Governors

Governors at Crompton House will:

- Monitor that resources and funding are allocated effectively to support the school's approach to teaching and learning.
- Monitor the impact of teaching and learning strategies on pupils' progress and attainment.
- Monitor the effectiveness of this policy and hold the headteacher to account for its implementation.
- Make sure other school policies promote high-quality teaching, and that these are being implemented.



4. Learning environment

When pupils are at Crompton House School, learning will take place in classrooms, outdoor spaces, halls, music rooms, learning Zone and ICT suites.

These spaces will be kept safe, clean, and ready for pupils to use them.

They will be arranged to promote learning through:

- Clearly labelled, comfortable and attractive zones such as reading corners and quiet areas
- Posters of material pupils have previously learned about and can identify.
- Accessible resources for learning such as books, worksheets and other equipment
- A seating layout that allows everyone to see the board and participate.
- Displays that celebrate and support pupils' learning.

5. Adaptive learning

Teaching and learning at Crompton House will take the backgrounds, needs and abilities of all pupils into account. We will differentiate learning to cater to the needs of all of our pupils, including:

- Pupils with special educational needs and disabilities (SEND)
- Pupils with English as an additional language (EAL)
- Disadvantaged pupils
- Pupils that are gifted and talented/most able.
- Using support staff effectively to provide extra support.
- Working with our SEN co-ordinator (SENCO), our pupils with SEND, and their parents to establish the appropriate level of material to support these pupils to make good progress.
- Using ability groupings for certain subjects where appropriate
- Providing writing frames and word banks

Refer to your SEN/SEND and Pupil Premium Policy

6. Home learning

Home learning, or homework, will support pupils to make the link between what they have learnt in school and the wider world. It's most effective when done in a supportive, secure environment, with focused time set aside.

All home learning will be made available via class charts.

Home learning will be reasonable in challenge and length, and its purpose will be clearly outlined alongside each task.



Refer to home learning policy.

7. Marking and feedback

Regular feedback will clearly explain to pupils what they're doing well and what they need to do next to continue to improve their work.

Refer to subject marking and feedback policy.

8. Assessment, recording and reporting

We will track pupils' progress using a combination of formative and summative assessment.

We will provide regular targets and Personal Learning checklists for all pupils and provide verbal reports against these at parents' evenings.

Refer to Assessment policy.

9. 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:

- Learning walks on a half term cycle
- Paired 'learning visits' looking at general or targeted aspects of lessons.
- Book looks.
- Student voice
- Subject Reviews

Subject Reviews 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 – Overall Summary of Areas of development & strengths
- Quality of Feedback
- Quality of Midterm Plans/ Schemes of Work
- Assessment non negotiables
- Book Looks
- Student perception

There are calendars for all aspects of Quality Assurance that are shared with all stake holders.

10. Review

This policy will be reviewed every year by Assistant Head of Teaching and Learning /Headteacher and governors. At every review, the policy will be shared with the full governing board.



11. Links with other policies

This policy links with the following policies and procedures:

- Behaviour policy
- Curriculum policy
- SEN/SEND policy and information report.
- Marking and feedback policy
- Home-school agreement.
- Assessment policy
- Non-examination assessment policy
- Equality information and objectives

“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

CROMPTON HOUSE SCHOOL – OUR FOUNDATIONS FOR LEARNING

CROMPTON HOUSE SCHOOL OUR FOUNDATIONS FOR LEARNING



The classroom is at the heart of everything we do at Crompton House and excellence is expected. The following information should be viewed as a guideline for staff to work within and beyond.

PLANNING: Teachers are expected to know the profile of the students they teach by looking at student data, including SEND student profiles saved on SharePoint. Knowledge of the students, their prior attainment and specific needs is a key part of planning to ensure there is a quality of opportunity for all learners to access curriculum content. This includes planning for the use of teaching assistants and for strategies to support reading/vocabulary/numeracy for pupils who may need this to be able to access the curriculum. Every class must have a seating plan on Class Charts. It is important that we are aware of and responsive to the cultural backgrounds and experiences of students so that all classrooms are fully inclusive.

MEET & GREET: To support with lesson changeover time, it is important that we step out onto the corridor to meet our students and ensure an orderly corridor. See start of lesson procedure overleaf.

REGISTER: This is a legal document and is an important safeguarding tool. It is every teacher's duty to take the register at the very start of the lesson. Any student who arrives after the late to lesson tannoy should be marked as late.

RECAP STARTER: All students should begin learning as soon as they arrive in the classroom via a retrieval opportunity.

IMPLEMENTATION OF HIGH-QUALITY TEACHING

The Big Picture & Objectives:

- It is important that teacher, students, support staff are all clear about the key learning that will take place in the lesson and how this fits into the big picture of the curriculum and the context of British Values where appropriate.
- Teachers must be explicit about the key knowledge, skills, and vocabulary that students are expected to understand through a planned logical sequence to the lesson.

Student-Centred Approach:

- It is important that we allow all students to access learning and succeed.
- Teacher instruction should be planned with an awareness of demands on students' cognitive load, by presenting new material in small steps.
- To learn how to do something, students need to watch and listen to experts guide them through the process, step by step, before they try themselves.
- Scaffolded appropriately and with differentiated instruction, even the most challenging content can be made accessible to all.

Effective Classroom Management:

- It is important that we all have high expectations of all students at all times and that we establish and maintain a positive and organised classroom environment.
- It is important that we implement clear behaviour expectations in consistently following the behaviour, rewards and L.E.A.R.N. policies.
- Effective classroom circulation is crucial and teaching from behind the teacher's desk is not recommended. This can create a physical and psychological barrier between students and teacher.

Engagement:

- It is important that when planning, teachers consider the different pedagogical approaches we use to engage, motivate, and challenge all learners so that they find a learning fit most of the time.
- We encourage teacher enthusiasm and passion for the subject matter and an active participation from students, incorporating interactive activities that promote critical thinking and problem-solving.
- This may involve technology being thoughtfully integrated to enhance learning experiences.

Responsive Teaching:

- It is important that we check learning is sticking, by checking for understanding, gaps in knowledge and any misconceptions.
- All teachers should use formative assessment strategies including mini whiteboards and key planned questions to gauge student understanding throughout the learning process.
- Worked examples and scaffolding should be used to support students to demonstrate their learning.
- Students should be provided with the time they need to recall previously learned skills and practise new material in a number of ways in order to master it.
- If learning is not yet secure for students, the lesson should be adapted.

Feedback and Reflection:

- It is important that feedback is timely and specifically focused on the most prominent areas to improve, accompanied by support in how to move to the next step.
- It is important that we allow time for students to reflect and redraft/improve work. i.e. 'Do Now' tasks.

END OF LESSON: How students are dismissed from the classroom sets the tone for what happens next. It is important that we are consistent in our approach to this in support of the whole school community. See End of Lesson Procedure overleaf.

Loving God : Caring for Each Other : Achieving Excellence





Appendix 2

Quality Inclusive Teaching	Not Met	Working Towards	Fully Met
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)			



Appendix 3 – Teacher Standards

<u>Q1 Set High Expectations which inspire, motivate and challenge</u>
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.
<u>Q2 Promote good progress and outcomes by pupils</u>
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.
<u>Q3 Demonstrate good subject and curriculum knowledge</u>
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 mathematics, demonstrate a clear understanding of appropriate teaching strategies
<u>Q4 Plan and teach well-structured lessons</u>
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)
<u>Q5 Adapt teaching to respond to the strengths and needs of all pupils</u>
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.
<u>Q6 Make accurate and productive use of assessment</u>
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.
<u>Q7 Manage behaviour effectively to ensure a good and safe learning environment</u>



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.

