



CHARLESWORTH SCHOOL

...from tiny acorns great oaks grow

Teaching and Learning Policy



Rationale:

'You can teach a student a lesson for a day; but if you can teach him to learn by creating curiosity, he will continue the learning process as long as he lives.'

C. P. Bedford

'It is in times of change that learners inherit the earth; while the learned find themselves beautifully equipped to deal with a world that no longer exist.'

Eric Hoffer, July 1995

At Charlesworth school we believe in that learning is essentially a social activity and the idea that both adults and children learn new things everyday. We maintain that learning should be a rewarding and enjoyable experience for everyone; it should be fun. Through our teaching we equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. We also develop understanding of how they learn (metacognition) so that this becomes a life long skill.

Aims and Objectives:

At Charlesworth School, teaching and learning experiences should ensure that all children are well prepared for the next stage of their education and to achieve the aims outlined in our Curriculum Vision so that our pupils:

- Develop a sense of awe and wonder for the world around them
- Become articulate in communicating their ideas and in listening to and considering the ideas of those around them
- Are able to make informed risks in their learning
- Develop the wisdom to constructively challenge perceptions, opinions and actions in order to embed their learning
- Have a secure understanding of and actively practice values promoted by the Christian faith

Roles and Responsibility:

Headteacher

The Headteacher should be the lead learner in the school and as such, provide a role model to the staff, pupils and parents. They retain overall responsibility for the implementation of this policy across the school and work alongside the teacher and the link governor to ensure that the policy is reviewed according to the governor policy review schedule.

They are responsible for monitoring the quality of teaching and learning and it's impact on pupil outcomes through:

- Teaching and Learning Observations
- Work and planning scrutiny
- Learning walks
- Assessment analysis
- Pupil Progress Meetings

- Dialogue with pupils
- Teacher appraisal meetings
- Ensuring that effective and timely intervention is made for pupils who are not making good progress

The Headteacher is also responsible for ensuring that all staff have access to high quality continuous professional development to ensure that they have up to date on current thinking around teaching and learning and that they are confident in delivering the best provision for the pupils at Charlesworth School.

Teachers

Charlesworth School recognises that planning for progression and differentiation are fundamental to successful teaching and learning, and that high expectations of progress must apply equally to children working above, at, or below age-related expectations, including those who have SEN. We have an expectation of participation, fulfilment and success for all our children. Good teaching and learning is characterised by ambitious objectives, challenging personal targets, rapid intervention to keep children on trajectory and rigorous assessment to check and maintain progress. There should also be clear plans to support those who are struggling. This is consistent with the 'Quality First Teaching' approach, the key characteristics of which are:

- Highly focused lesson design with sharp objectives.
- High demands of pupil involvement and engagement with their learning.
- High levels of interaction for all pupils.
- Appropriate use of teacher questioning, modelling and explaining.
- An emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups.
- An expectation that pupils will accept responsibility for their own learning and work independently.
- Regular use of encouragement and authentic praise to engage and motivate pupils.

Teaching Support Staff

At Charlesworth School we recognise the unique contribution made by our support staff who often have specialised knowledge in particular areas of learning (e.g., phonics or number skills). Teaching Support staff are invited to attend any staff meetings that are relevant and will be included in INSET training where this is deemed appropriate.

Governors

Governors, with the support of the Headteacher, are responsible for ensuring that:

- The allocation and deployment of staff, resources and the use of premises support and enhance high quality learning opportunities for the pupils
- Staff development and Teacher Appraisal supports high quality teaching and learning across the school
- Teaching and learning across the school delivers effective pupil outcomes
- An effective school self-evaluation process if accurate and clearly focused on raising standards through improvements in teaching and learning
- Pupils who have barriers that prevent them making good progress are well supported and that intervention strategies are effective.

They are also responsible for ensuring the monitoring and review of this policy and any other related policies) in line with the governor policy review schedule.

Parents

Parents are key partners in the learning process for the pupils at Charlesworth School. They will be encouraged to be active participants in home learning through homework tasks, dialogue with teachers and parent information open evenings.

They should also ensure that their child is fully equipped and prepared for learning in school through good attendance, supporting the school policy for Behaviour and Discipline and adhering to the Home-School Agreement that they signed when their child started at Charlesworth School.

Provision for Teaching and Learning:

All teaching must be at least good and in many cases outstanding. All staff will demonstrate professional expertise and sound subject knowledge and be guided by clear policies, detailed guidance and regular professional development from a range of sources in order to ensure that pupils at Charlesworth School are:

- Happy, safe and secure
- Stimulated, motivated, challenged and engaged in their learning
- Achieve success which is recognised and celebrated
- Encouraged to love learning
- Helped to develop an open mind-set and a 'can do' attitude
- Aware of and understand the boundaries of acceptable behaviour
- Are aware that mistakes can be made and that these are an opportunity for growth
- Supported and encouraged from home
- Challenged to be independent learners.

In line with the Sutton Report 2014, Charlesworth School believes that great teaching is that which leads to improved pupil outcomes and is characterised by:

- A strong understanding of the material being taught and how the pupils think about the content
- The ability to evaluate the thinking behind student's own methods and identify of common misconceptions
- Effective questioning
- Effective use of assessment
- Reviewing prior learning
- Providing modelled responses for pupils
- Allowing adequate time to practice and secure skills
- Progressive introduction of new learning (scaffolding)

This has been outlined in detail in the form of a Teaching, Learning and Assessment framework (Appendix A) which is used as a guide for provision and evaluation of provision across the school. This framework identifies the elements of good practice under three strands as follows:-

Preparing for Learning:

- Purposeful environment
- Purposeful and adequate resources for current and on-going learning

- Display that enhances and scaffolds learning appropriate to the needs of the children
- Effective and purposeful planning for learning

Facilitating Learning

- Effective deployment of adults
- Clear instructions and explanations
- Cooperative learning
- Celebration of achievements
- Encouraging independent learning
- High expectations and challenge for all learners
- Effective use of ICT to enhance learning
- Effective questioning to support and challenge
- Clear reference to learning targets

Capturing Learning

- Pupils evaluate their own learning
- Effective marking and feedback
- Teacher evaluation that informs future planning

This is then further expanded in terms of possible examples of how this might be achieved and the observable impact on pupil learning. Teaching and Learning observations and judgements are then based on this framework to ensure consistency and clarity of judgement.

The Role of Support Staff in Teaching and Learning Provision

In line with the recommendations that led to the Children and Families Act 2014, Charlesworth School recognises that teaching support staff should not routinely support lower attaining children and those with SEN unless they are deployed to support a pupil who has a Statement or Education Health and Care Plan. Also that teachers should deploy support staff in ways that allow them to 'add value' to their own teaching.

Effective deployment of teaching support staff should result in them working with a range of pupils in a range of contexts through planned and evaluated activities: -

Supporting teacher input:

- Working collaboratively with the teacher to model learning characteristics.
- Demonstrate activities.
- Encouraging children to develop good behaviours for learning through application of the school Behaviour and Discipline Policy and the class rules.
- Encouraging children to engage in active learning
- Use observation checklists when relevant e.g. for assessment purposes and to inform future planning.
- Providing resources if necessary.

Supporting learning in group work:

- Ensuring physical access to a task.
- Ensuring understanding (concept/task/instructions)
- Repeating instructions or clarifying using further explanation and examples
- Modelling/demonstrating previously learned strategies.
- Providing resources to support learning to meet the needs of all learners e.g., practical maths equipment or visual prompts

- Scribing or providing alternative methods of recording.
- Scaffolding learning e.g., providing writing frame
- Encouraging children to explain thinking to TA/others in group.
- Celebrating achievement and encouraging independence
- Monitoring pupil progress in order to feedback to the teacher
- Reminding pupils of targets and helping them to assess their own work

Supporting pupils in targeted intervention groups:

- Helping pupils transfer skills and knowledge to whole class context
- Coaching pupils in skills needed for cooperative group work by explaining and describing, modelling and praising appropriate behaviours.
- Assessing progress and giving feedback to the teacher.
- Ensuring objectives and expected outcomes for session are clear to the pupil.
- Ensuring that there are strategies to reduce over-dependency
- Identifying progress and knowing when to move the child's learning on.

Assessment:

At Charlesworth School we seek to have an assessment process (see Assessment Policy available to download from the school website) that encourages our pupils to strive to be the very best they can whilst giving clear information about outcomes against national expectations to enable the school to identify areas for improvement.

Formative Assessment:

From EYFS onwards, teachers assess achievement against clearly stated learning objectives for each year. These are used by teachers and pupils alike to celebrate achievement and to identify targets for learning. These assessments are on-going and formative so that pupils begin to own their learning and teachers can deliver precision teaching opportunities to close gaps in particular skills or knowledge.

Summative Assessment:

In Reading, Writing and Mathematics, this is backed up by termly assessment tests that are based on the national curriculum programme of study and the design of the current end of Key Stage SATs. The first test forms a baseline from which progress is measured and the final one provides an outcome to compare with similar tests for that cohort and thus indicate progress from year to year.

Readiness to Learn (Well-Being and Involvement):

At Charlesworth School, we believe that the emotional well-being of pupils is crucial for learning outcomes. However, for some children, challenges, problems and tests can cause them significant emotional distress. The school has been on a journey to become an Attachment Aware School (see Policy for Attachment Awareness in School available to download on the school website) and all staff have had training on aspects of provision for emotional well-being. We use a set of criteria for each phase in the school to observe and assess the emotional well-being of our pupils and their active involvement in learning (Leuven's Scale). This is used by teachers to assess pupil need and to put in place therapeutic interventions to promote resilience in learners.

Use of IT and Digital Resources:

At Charlesworth School, we recognise the importance of digital resources as a tool for independent learning and therefore, following the school Computing Policy, we use software, mobile apps and

internet search engines to encourage and support research skills, presentation of data and reading across wide range of contexts and writing across a wide range of media. It is also used to promote cooperative learning opportunism and as a support for communication of learning to others e.g., presentations, video and data.

Equal Opportunities/ Inclusion:

As a school we strive to teach within contexts which are meaningful and engaging for all learners, regardless of race, religion, gender or socio-economic background. We challenge all children regardless of ability reach their potential. We meet the needs of SEN children, by providing targeted, focussed support in all areas of curriculum which they are finding challenging. We also meet the needs of our Gifted and Talented children, by providing focused challenges that will extend and reinforce their skills and knowledge across a range of subjects and contexts.

Monitoring and Review

The Headteacher and Governing Body will review the implementation of the Teaching and Learning Policy in line with the agreed schedule for policy review.

Staff and governors will be involved and asked to contribute to the review and all staff will be informed of the outcome of the review.

Appendices



Characteristics of Good Teaching and Learning

Preparing for Learning

Aspect	Possible Evidence	Observable Impact
Purposeful Environment	<ul style="list-style-type: none"> Organised room Children understand and follow general classroom routines and rules with little prompting Visibility good and movement around class organised 'Good To Be Green' charts used effectively. Golden Rules displayed and expectations clearly understood by children Elements of an Attachment Aware environment clearly evidence 	<ul style="list-style-type: none"> Vast majority of children on task/listen as required General behaviour is good and disruption to learning minimal Children prepared for learning Emotionally challenged children supported well Movement around class is purposeful and does not distract other learners
Purposeful and adequate resources appropriate to current and on-going learning	<ul style="list-style-type: none"> Range/amount of resources sufficient to support all children Resources match task/ability and age. Resources in good condition for use Children demonstrate clear understanding of how to use the resources Table top resources 	<ul style="list-style-type: none"> Children are confident in independent access of resources when required Learning is well scaffolded to enable all children to manage learning challenges Children carry out expected tasks with the appropriate of adult support. Pace of learning is good for the vast majority of children.
Display enhances and scaffolds learning appropriate to the needs of the children	<ul style="list-style-type: none"> Learning walls demonstrate current and on-going learning Learning Objectives and Success Criteria clearly displayed Evidence of support for questioning, cooperative learning and behaviours for learning Basic skills supported and achievements celebrated e.g., times tables awards 	<ul style="list-style-type: none"> Current learning expectation and achievements are self-evident in the classroom Children are confident in managing learning challenge Basic skills demonstrated by the vast majority of children are appropriate for age expectations
Effective and Purposeful Planning for Learning	<ul style="list-style-type: none"> Clear role for other adults involved Clear learning objectives and Success Criteria Linked to prior learning and achievement of pupils Supports and challenges ALL children Evidence of opportunities for questioning, dialogue and assessment Opportunities for pupils to develop mastery of skills is evident 	<ul style="list-style-type: none"> Adults and children confident in expectations Learners are challenged to achieve new skills Resources and tasks closely match the needs of all learners

Facilitating Learning

Aspect	Possible Evidence	Observable Impact
Effective deployment of other adults	<ul style="list-style-type: none"> Other adults clear about roles and expectations Teacher evaluates impact of other adult support through adult dialogue Other adults have knowledge and resources to fulfil role effectively 	<ul style="list-style-type: none"> Adult intervention timely and facilitates learners to make good progress Children are supported and challenged effectively during lessons.
Clear instructions and explanations	<ul style="list-style-type: none"> Didactic teaching demonstrates secure teacher knowledge Children unsure of task quickly picked up and supported Visual prompts used effectively 	<ul style="list-style-type: none"> Vast majority of children are clear about the task and expectations
Cooperative Learning encouraged where appropriate	<ul style="list-style-type: none"> Child-led learning is a key feature of the lesson Cooperative Learning structures are effective Children can talk about the different ways they learn through cooperation Adults facilitate learning dialogue between children 	<ul style="list-style-type: none"> Children confident in a variety of ways to learn Children are encouraged to demonstrate an enquiring approach
Achievements visibly celebrated	<ul style="list-style-type: none"> Immediate and specific praise is given for children's learning achievements Marking and feedback clearly identifies and celebrates new learning 	<ul style="list-style-type: none"> Children value their achievements and show a sense of pride in their learning Most children know what they have learned and are clear about next steps

Independent learning encouraged where appropriate	<ul style="list-style-type: none"> • Wide range of research sources available (children know how and when to access these) • Children clear about what to do when they are stuck • Children access and use scaffold support resources independently when appropriate 	<ul style="list-style-type: none"> • Children are rarely seen off task or waiting for adult support. • Children are confident in independent learning.
High expectations and challenge for all learners	<ul style="list-style-type: none"> • Lessons begin with review of prior knowledge • Children know what to do if they finish a task • Marking includes stretch and challenge tasks and children given finishing time to attempt • Learning is reinforced by application in different contexts 	<ul style="list-style-type: none"> • Vast majority of children are making progress in learning (especially Higher Attainers and those with SEN) • Pupils are eager to learn and manage challenge well.
Effective use of ICT to enhance learning	<ul style="list-style-type: none"> • IT used frequently to support independent learning • Resources adequate and stimulating to learners • Pupils can choose independently to learn through IT • Teacher uses IWB resources effectively 	<ul style="list-style-type: none"> • IT is used as a tool to facilitate learning • Pupils are confident in accessing electronic resources for independent learning
Questioning used effectively to support and challenge	<ul style="list-style-type: none"> • Questioning appropriate to needs of learner • Higher ability pupils challenged by higher order questions • Pupils confident in asking their own questions • Pupils given time to process questions before answers required 	<ul style="list-style-type: none"> • Vast majority of children engaged in active learning most of the time. • Children regularly respond to 'How' and 'What' questions
Clear reference to AwL targets for learning	<ul style="list-style-type: none"> • Children clear about their targets and demonstrate a desire to achieve them • Target sheets are in books and achievements annotated 	<ul style="list-style-type: none"> • Most children clear about what they know and what they need to know • Children can refer to their own targets when talking about their learning

Capturing Learning

Aspect	Possible Evidence	Observable Impact
Pupils evaluate own learning	<ul style="list-style-type: none"> • A range of approaches to self-assessment and peer-assessment • Clear criteria used to support pupil assessment 	<ul style="list-style-type: none"> • Children can make constructive criticism of own and others work to improve
Effective Marking and Feedback	<ul style="list-style-type: none"> • Marking follows school policy • Feedback specific to pupil learning and acknowledges achievements • Mistakes clearly identified and there is an evident expectation that the pupil will attempt to correct then. • Stretch and Challenge comments when pupils are independently achieving task • Evidence of pupil response to teacher comments 	<ul style="list-style-type: none"> • Children clear about learning achievements and next steps • Children able to improve work based on feedback • Marking and feedback clearly inform evaluation and future planning for learning
Teacher evaluates learning to inform future planning	<ul style="list-style-type: none"> • Effective mechanisms to record evaluation of learning for future planning • A range of evidence informs teachers judgement • Opportunities to demonstrate key skills across the curriculum are evident. 	<ul style="list-style-type: none"> • Range of evidence gives secure judgements on achievement • Teacher has a clear understanding of the achievement of children • Future planning is regularly adapted • On-going evaluation within a lesson may lead to amended challenges