



Cauldwell School

Policy: Learning and Teaching

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Link Governor: School Improvement
Committee

Next Review Date: May 2016

Cauldwell School

Learning and Teaching Policy

Statement on the Aims and Values of Cauldwell School

Cauldwell School is a safe and caring learning environment where everyone has the opportunity to reach their potential. We believe in the principles of inclusion, the importance of consistency and the development of the whole child. We value mutual respect. By having high expectations of learning and teaching we will continue to raise standards. Our school's achievements will be recognised, celebrated and shared with the wider community.

Our Aims

'Committed to Achievement for All'

- To set the highest expectations of behaviour and achievement and to continue to improve the academic attainment of all our pupils.
- To develop a community spirit, with parents, pupils and staff working in partnership and with respect for each other.
- To establish a modern, vibrant and exciting learning environment.
- To encourage and praise all achievement, creating a happy, caring school.

Rationale

Although we recognise that extensive learning takes place within the classroom, pupils should realise that there are opportunities for learning outside the classroom. All teachers are also learners and should be striving to evaluate and improve their practice. This means understanding both the learning and teaching process and building on pupils' skills, knowledge and understanding. Pupils need to feel that they are learning and therefore achieving.

Aims of this policy

1. Clarify, create and maintain a common approach for very good learning and teaching in a very good learning environment
2. Provide a foundation for much of the school's work by providing continuity and consistency of expectation
3. Be a support tool for school self evaluation
4. To enable pupils and their parents to know what to expect from the learning environment and what is expected of them.

Objectives:

This policy will help staff to:

1. Consider what makes a very good lesson and identify an agreed set of criteria that can be used to describe good classroom practice both in terms of what the teacher does and how the children respond
2. Consider what makes a very effective learning environment and agree a set of criteria to describe this
3. Consider the range of thinking and other generic skills that support learning
4. Consider the contexts for enhancing the quality of learning and teaching
5. Outline how the school can monitor the quality of learning and teaching in support of school improvement, staff development and the raising of pupil achievement
6. Prepare for the OFSTED framework for school inspection.

Effective Learning:

If children are to learn in school it can only happen within three contexts; lessons, routines and events.

- Lessons – those planned experiences when pupils are in the care of a teacher or others and work through a programmed scheme of work to move towards their learning goals.
- Routines – those regular occurrences in schools when youngsters go about their school life whilst being influenced by the place in which they find themselves. Routines include assembly, the start of the day, lunchtime, play time, moving around the school, access to the library, homework...and many others.
- Events – schools arrange events such as performances, sporting occasions, field studies, work experience and the like. All of these events create opportunities for pupils to both learn the curriculum content and/or develop qualities and personal characteristics.

Where learning is effective, pupils 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 up to at least their target grades and aspire to work beyond these
- Care about the presentation of their work and look after resources.

Where learning is effective, pupils take responsibility for:

- Their learning
- Evaluating their achievement of learning objectives/outcomes
- Concentrating on tasks set and listening attentively when appropriate
- Develop 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.

Where learning is effective, pupils have developed or are developing the following skills:

- Persevere with tasks they find difficult without losing heart
- Use conferencing to support their learning and inform 'next steps'
- Respond positively to opportunities given to extend their learning
- The ability to modify and redraft work
- Meet deadlines
- Work independently
- Retain knowledge, apply it in unfamiliar contexts and make connections with other work
- Thinking Skills: It is suggested that the 5 thinking skills are:
 1. Information processing
 2. Reasoning
 3. Enquiring
 4. Creative thinking
 5. Evaluation
- The National Curriculum says the 6 key skills which help learners improve their learning and performance in education, work and life are:
 1. Communication
 2. Application of number
 3. Computing
 4. Working with others
 5. Improving own learning and performance
 6. Problem solving.

Where learning is effective, pupils understand the implications of social learning by:

- 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
- Gaining in skills, knowledge and understanding, given their age and ability and the time available
- Being able to decide the best methods to adopt and the resources they should have

- Communicating information and ideas, offering comments and explanations
- Feeling that they are valued by their teachers and that their achievements are being recognised.

Effective Teaching:

In order to have the most effective teaching, parents need to support teaching staff at the school by expecting pupils to achieve their best. The partnership between home and school is a vital element in the success of every pupil and must be developed to the best possible degree.

A very good lesson demonstrates the following:-

1. Thinking skills are developed throughout the lesson allowing children to be actively involved. The children are encouraged to be independent learners and make decisions and choices for themselves. In relation to thinking skills the following are offered as characteristics of the 'cognitive classroom':
 - Pupils' thinking is valued; their self esteem as thinkers and learners is enhanced
 - Teacher/pupil interactions empower pupils' thinking for learning
 - Thinking skills are made explicit
 - Thinking tools are used as scaffolding (building blocks for learning)
 - Opportunities for speaking and listening are seen as essential to the development of thinking
 - Pupils need to facilitate and manage their thinking through the use of ICT.
2. Through careful planned, well structured (multi part) and paced lessons
3. Continuous assessment makes the lesson flexible and responsive to the children's learning needs. This is partly achieved by using various questioning techniques, which also provide challenge and through mini plenaries to clarify tasks and address misconceptions.
4. Objectives of the lesson are clear (WALT; Must, Should & Could) and are clearly understood by children and adults. These objectives are reinforced throughout the whole lessons.
5. Resources are well prepared and in good condition and Teaching Assistants well planned for allowing them to support, reinforce and extend the lesson.
6. Learning styles, visual, auditory and kinaesthetic (VAK) are all planned for and appropriate to support the learning style used in the lesson.
7. Expectations are high for both work and behaviour and they support the school aims and ethos. The school policy for rewards and sanctions is used consistently. The lesson encourages adults to support children and children to support each other.
8. Differentiation throughout the lesson challenges all children including SEN, EAL, G&T and encourages creativity and reflection.
9. A positive environment is created through genuine constructive praise, rewards and self-assessment.

10. Subject knowledge is extensive to allow teacher to pick up any misconceptions and answer any of the children's questions.
11. By delivering schemes of work or a syllabus, which incorporate spiritual, moral and cultural elements.

All teachers will aim to:

- Teach very good lessons
- Make their lessons purposeful
- Make lessons interesting and stimulating
- Create an orderly environment and manage classes efficiently
- Match learning activities/opportunities to all abilities and preferences
- Develop positive and productive working relationships with pupils
- Use both formative and summative assessment to evaluate pupils' progress and to inform future teaching plans. They will do this by:-
 - Giving regular feedback either through marking of work in line with Afl guidelines or verbally to pupils about their work
 - Encouraging self-assessment and peer assessment in the drive to strive for improvement
 - Checking progress against potential by critically using benchmark data
- Start lessons on time and avoiding *dead minutes* at the end.
- Fully involve other adults in lessons in the preparation and delivery of them.

The Monitoring of Learning and Teaching

All monitoring of teaching is to be done in a supportive way designed to reflect the mutual respect that is vital between colleague professionals. It is done with the aim of encouraging the sharing of good practice, individual professional development and overall school improvement.

Monitoring activities will include:

- Performance management cycle. Each teacher will have up to three hours of Performance Management observations each year
- Learning walks
- Analysis of Planning
- Analysis of Children's work and marking and feedback of that work
- Outside agencies and LA support
- Peer observations
- Use of pupil voice to feed back what is good/not so good for them
- Use of data analysis.

Governors Monitor:

- Through classroom observations, presentations by and discussions with curriculum leaders and the headteacher as well as the analysis of individual and whole school data. The governors' observations will follow the "Governing Body – Classroom Visits Policy".

Creating further opportunities for learning:

- All teachers have a responsibility to promote the school's code of conduct and values with consistency
- Assemblies should start promptly, be well planned, involve opportunities for pupil participation wherever possible, offer time for reflection and finish in good time
- The school's code of conduct should be promoted in all lessons around the school and when pupils are representing the school on trips and visits
- Extra curricular activities should be open, and encourage all pupils who wish to attend. They should provide opportunities for extending learning beyond the classroom
- Encourage and support students to develop an interest in the subject outside of the classroom.

Members of the Learning Support Team

Members of the Learning Support team and other adult helpers are deployed in a variety of ways. Sometimes they work with individual children and sometimes they work with small groups. They are also fully involved in the delivery of support programmes and are considered an integral part of the school. They are involved in both planning and delivery of lessons.

Policies to look at connected to this are:-

- Gifted and Talented
- SEN
- EAL

Review

This policy will be reviewed annually and updated when necessary

Last Review date: April 2015