Teaching and Learning Policy

Believing in Excellence means that the school has key values that all members of our school community live by. These are:

- Respect;
- Resilience;
- Responsibility.

These values apply to three important spheres of life:

- Believing in Excellence for ourselves;
- Believing in Excellence for others;
- Believing in Excellence for our environment.

Date of Policy	June 2018
Date agreed by Lead Governors	June 2018
Date of next review	June 2019
Lead Member of Staff	Ian Swingler/Kyra Siddall-Ward

Teaching and Learning at The Cavendish School is based around the Four Pillars of Learning: Engagement, Feedback, Learning and Challenge. This is designed to ensure that all lessons enable pupils to reach their full potential and to get the most out of their learning experience.

Aims of Cavendish School
- To provide a personalised learning experience for every pupil that takes full account of their individual needs, interests and aspirations.
- To ensure that our pupils are active and independent learners who strive to achieve their best in every learning situation and will continue to do so throughout their lives.
- To ensure that pupils are highly literate and numerate, able to apply their skills and knowledge to new and different situations, to achieve well in school and beyond.
To make links with the learning that pupils do outside the classroom.
- To focus upon continual raising standards of teaching and learning in the school, to inspire and motivate pupils and staff.
- To identify and share good practice in teaching and learning across all curriculum areas.
- To provide guidelines for teaching and learning and establish clear criteria for best practice and consistency.
- To improve levels of achievement and attainment as a consequence.

Objectives of policy
This policy exists to clarify what we see as best practice and to clarify the expectations the school has for staff and pupils to ensure that all our pupils learn well in every lesson.

Principles of policy
Staff will:
- Support and **challenge** pupils to achieve their best
- Provide high quality, dynamic and **engaging** lessons
- Provide high quality **feedback**
- Encourage **independent learning**

Pupils will:
- Rise to **challenges**, working collaboratively and supportively.
- Participate and **engage** fully in lessons
- Respond positively to **feedback** and improve their work as a result of effective feedback
- Take an **independent** and active part in learning within and beyond the classroom

Teaching:

The aim of everything we do is to ensure that pupils make progress in our lessons. There is no 'expected' way to deliver lessons; however, please find below details that would expect to be seen in lessons.

Consistency is essential to improve standards. Together we will agree fundamental rituals and expectations which all staff will together implement.

Shared understanding with shared commitment = **Consistency**

Staff Rituals	Pupil Expectations
Check pupils are correctly prepared for learning (uniform and equipment) during tutor time in Secondary Phase and registration in Primary Phase *Why- ensure colleagues are supported by eradicating lost learning time in lessons.*	**Pupils arrive prepared for learning with correct equipment (PPPRB)** *Why- Pupils show a positive attitude to learning*
Meet and greet pupils at the door, reinforcing positive language and behaviour. *Why- Manage corridors, check uniform and a positive start to the lesson, "Fresh start".*	**Pupils wear correct school uniform throughout the day** *Why- Pupils show a pride in the school and a positive approach to learning*
Seating plan for every class which promotes learning for every pupil, using Classcharts. *Why- help planning for differentiation and pupil engagement within the lesson*	**Respect- Pupils show respect by listening to others and using appropriate language.** *Why- Allow all pupils to learn and develop pupils social skills*
Set homework frequently, in accordance with Homework policy and track frequency using Class Charts *Why- Enhance learning and develop independent learning skills*	**Complete homework on time to best of ability** *Why- Enhance learning and develop independent learning skills*
Finish lessons in an orderly manner with Secondary Phase pupils standing behind desks, in silence, before being dismissed. *Why- Preparing pupils for next lesson by leaving in a calm, and staggered manner.*	**Pupils will follow corridor expectations with regard to walking on the left, correct uniform and appropriate positive language.** *Why- Pupils show a pride in the school and a positive approach to learning and respect for others*

Planning and Preparation:

- The lesson should have a structure which will typically be based around the Four Pillars of Learning (Engagement, Challenge, Independent Learning and Feedback).
- Data and information on Classcharts (such as PP/SEND status, current performance, targets levels, etc.) should inform planning.
- All teachers should plan lessons that allow all pupils to progress in their learning.
- The use of resources, including ICT, must be carefully planned to enhance learning.
- All teachers should have an in depth knowledge and understanding of the scheme of work/exam specification they are teaching.
- Teachers should encourage individual, small group and whole class activities; all of which promote independent learning
- Positive behaviour for learning strategies should be used with a classroom ethos of praise and encouragement. 3-5 pillar points per lesson should be awarded and the C System should be used appropriately.
- Learning objective and success criteria shared with pupils.
- High expectations for the level, quality and quantity of work, including presentation in their learning and to improve through the activities and through reflection.

All support staff aware of what they are doing and how they are contributing to student progress.

Homework

In Secondary Phase, homework should be logged on Classcharts, in accordance with departmental policy.

In Primary Phase, homework is logged on Class Charts, in accordance with the homework policy.

Literacy, Numeracy and ICT

The Cavendish School is committed to raising the standards of literacy, numeracy and ICT for all pupils. Pupils should develop their literacy and numeracy skills effectively in all areas of the curriculum.

Assessment & marking

- Teachers should assess pupils' work regularly, according to the school's marking and feedback policy.
- Staff should use analysis of assessments and tracking data to inform their teaching and to structure intervention strategies
- Effective use of data is critical to inform pupils, parents and other staff of pupil progress towards targets.

Tracking student progress

All staff have the responsibility to regularly and accurately assess each pupil's achievement and to track their progress made against individual target grades. This is reported to parents

every two terms. All teachers will identify pupils in their class in need of additional support, including vulnerable groups such as pupil premium pupils, SEN pupils and the most able.

All subject leaders and pastoral leaders have the responsibility to monitor assessment across their department or year group, to analyse data using 4Matrix, to identify individuals or groups who are making less progress than expected and to intervene where necessary to ensure pupils get back on track.

In Primary Phase, interventions put in place will be identified in class pupil progress meeting trackers which will consist of:
- List of all pupils including their relevant groups, prior attainment, current targets and end of key stage targets
- Termly data snapshot
- Barriers to learning bth individual and whole class
- Targetted intervention both individual and whole class

Review of teaching and learning is on-going and regular, and will involve:

- Appraisals
- Learning observations
- Drops ins
- Work scrutinies
- Pupil voice
- Data

Monitoring and Evaluation of Teaching and Learning
Aims:
- To make secure judgements of teaching and learning across the school
- To monitor and evaluate the progress of pupils during a lesson and over time
- To judge and evaluate the performance of individual teachers against the Teacher Standards and check that high standards of professional performance are established and maintained
- To identify group and individual training needs across the teaching and support staff.

Teachers are responsible for the progress of all pupils in their classes and for evaluating their own performance and professional development.

This can be achieved by:

- Self-evaluation of their own subject knowledge and understanding of changing educational initiatives
- Self-evaluation of the quality and effectiveness of their own teaching and classroom management
- Monitoring pupil progress to ensure they achieve well against prior achievement and similar groups nationally.

Reviews of T&L will take place on an on-going basis and will involve:

- Management of performance overtime in line with the Teacher Standards, by their Line Manager.
- Learning observations conducted by members of the Senior Leadership Team and/or line manager/performance reviewer
- Drop ins on a regular basis
- Work scrutiny within lessons, samples requested for monitoring within the guidance of the work scrutiny criteria.
- Pupil voice within lessons or as part of a sub group to capture voice and provide evidence for T&L audit.

Protocols

At The Cavendish School, we have an agreed format for monitoring and evaluating teaching and learning for the **management of performance** over time, in line with the Teacher Standards. This will consist of the following classroom visits per academic year:

•Three formal learning observations

•Regular drops, with a focus on the Four Pillars of Learning, conducted by senior leaders and the OLT (not linked to appraisals)

The purpose of these drop ins is to identify specific and departmental CPD needs which will inform FIT planning.

Observations can be extended to cover responsibilities outside the classroom where appropriate to the teacher concerned.

Teachers on a CPD Support Plan or an Intervention Plan will be observed more than three times in the academic year. Please see the flowcharts in the Teaching and Learning Handbook for further information.

Protocols for Learning Observations (including joint observations)

During the lesson:

1. Teachers may expect to be observed for part of, or a whole lesson. Lessons **will not** be graded but will be measured against the Teachers Standards. If teachers do not meet all of the standards, they will likely be placed on a CPD Support Plan.
2. The observer may need to talk to student or look at their work as part of the self-evaluation process.
3. Observers will use the information on Classcharts to inform their observations.

Feedback:

1. Feedback will be given as soon as possible, within 5 working days. Written feedback will be given on the learning observation form.
2. Feedback will be honest and clear, setting out strengths and areas for development.

3. Learning observation forms will be stored centrally to inform the T&L audit trail and management of performance. Targets set from the previous observation will be carried forward for review. If the observation is linked to a specific objective from your appraisal, the teacher should be reminded of this by the observer. The purpose is twofold – to review progress and to identify areas for support for coming year.

4. Measuring progress in the lesson and overtime – work scrutiny, tracking data, homework, pupil voice. Learning observations will take into account progress over time.

5. Areas for improvement that have been identified in observations should be supported through effective CPD, directed by the HoF/line manager.

Drop ins
Protocol for drop ins (including senior leadership drop ins, joint drop ins and middle leadership drop ins)

The purpose of the classroom visit is to obtain a brief snapshot of the classroom in order to collect evidence based on the specific T&L focus (Four Pillars of Learning). Drop ins are a powerful tool to observe and develop common trends in classrooms and to audit typicality. The purpose of drop ins are to inform appropriate and effective CPD and are not used for appraisals or accountability.

Work Scrutiny
The purpose of the work scrutiny is to monitor and evaluate the progress of student cohorts within lessons or as part of a sub group, and capture evidence of typicality of teaching and learning across the school community. Work scrutiny is a powerful tool to observe and develop common trends around The Four Pillars of Learning.

In Secondary Phase, work scrutinies will focus on:
- Engagement
- Feedback
- Independent Learning
- Challenge

In Primary Phase, work scrutiny will focus on:
- Four pillars of learning, with a grading linked to the descriptors in each of these
- Work scrutinies are undertaken across all areas of the curriculum

Feedback:
1. Feedback will be given as soon as possible, within 5 working days.
2. Work scrutiny feedback will be stored centrally to inform the T&L audit trail. The purpose is twofold – to review progress and to identify areas for support for coming year.
3. Judgements made about the quality of the teaching and learning will be based on the work scrutiny criteria.

CPD Support Plans

CPD support will be given to staff who have a key area for development. This can be identified through data, learning observations, homework setting and work scrutinies. Staff who are on a CPD support plan can expect weekly mentor meetings, two drop ins a week, weekly achievable targets, an observation and work scrutiny review Week 4 and then either a final two weeks on a CPD Support Plan or, if sufficient progress hasn't been made, a transition to an Intervention Plan.

Mainscale teachers have two CPD Support Plan opportunities in a calendar year (January-January, etc.)

UPS teachers have one CPD Support Plan opportunity in a calendar year (January-January, etc.)

Intervention Plan

Teachers who have not made clear progress through the CPD Support Plan will move on to an Intervention Plan.

Teaching and Learning team

The Teaching and Learning team are available to offer CPD support. They offer:

- Various CPD training (INSET, T&L twilights, PDSM support, etc.)
- The Believing in Excellence Programme, focusing on strategies for underachieving pupils.
- Support with the implementation of the Four Pillars of Learning
- Resources and ideas through Teaching Technique of the Week.

Responsibility of Teaching and Learning:

The Heads of Secondary & Primary Phases and Assistant Headteacher of Teaching and Learning are responsible for leading the development teaching and learning across the school.

The Teaching and Learning Leadership Team is responsible for the development of teaching and learning across the school.

The Senior Leadership Team is responsible for the implementation and day-to-day management of the policy and procedures. They will monitor the quality of teaching and learning in the whole school and offer support and training to maintain high standards.

Subject Leaders are responsible for ensuring the curriculum meets learner needs, standard operating procedures are implemented across the department, monitoring and evaluating

the quality of teaching and learning, providing support and training to develop teaching and learning across their department, and tracking the progress of pupils.

All staff are responsible for applying the school's teaching and learning policy and procedures to provide high quality learning experiences for all pupils.

Evaluation and development of policy
The policy will be developed through consultation with staff, pupils and governors.