THE COTTESLOE SCHOOL
TEACHING FOR LEARNING POLICY – APRIL 2019

Reviewed at Teaching, Learning & Achievement Committee: 6 March 2019
Agreed at Full Governing Board Meeting: 3 April 2019
Review date: Spring Term 2023

1.   RATIONALE

We believe that effective teaching and learning is the purpose of our school.

This document sets out clearly our standards and expectations that will improve the quality of learning, progress and attainment for all students. Procedures and policies at The Cottesloe School are designed to support the ethos, aims and vision of the school as outlined in the School Improvement Plan.

The 'Teaching for Learning Policy should act as a working document, and should be used in conjunction with the Behaviour Management (Attitude to Learning Policy) (revised January 2015) and the Homework Policy (September 2015).

Teaching should engage and enthuse learning, leading to students making sustained and substantial progress. Influenced by Professor Coe's statement that learning happens when people think hard and with a desire to further improve student learning behaviours to impact on character, independence and student outcomes the school has developed a dynamic teaching strategy. Over time, lessons should have high levels of student activity, showcase the acquisition and application of knowledge, use questions that deepen knowledge and be centred on the learning behaviours of the 6Cs*. Teachers are encouraged to use quizzing and interleaving to ensure knowledge retention and there should be regular engagement with vocabulary and exam command words.

The current, key teaching strategies in the school are:

1. The development of our learning behaviours to encourage future success and lifelong learning. These are the 6Cs; ***Collaboration, Co-operation, Critical Thinking, Creative Thinking, Challenge and Coaching***. These have been defined by the whole school and applied to individual departments.

2. The use of the Thinking Hard devices. Students are required to acquire and reduce information to show understanding. They are required to think and problem solve with this information and therefore actively demonstrate their knowledge acquisition, skills and progress.

3. The development of healthy relationships and protective behaviours strategies for all those in our school community as this allows for more progress.

4. The use of feedback and fix it tasks in order for students to demonstrate that they can act on the feedback and reduce the gap in knowledge and skills.

5. A focus on literacy numeracy, the use of exam questions and exam literacy, so that students are able to access the academic demands of the whole curriculum.

2.   Aims

The aims of this document are to enable us to:

a)   Be consistent in our approach to teaching for learning across the school.

b)   Promote an ethos of high expectations and lifelong learning in teachers and students, and encourage aspirations of excellence by all members of the school community.

c)   Provide students with a variety of high quality learning experiences which lead to all students demonstrating a consistently high level of personal achievement, as measured through meeting subject and whole school progress and attainment targets.

d)   Improve the quality of teaching and learning and encourage the sharing of good practice from across the school and use the examples of good practice in staff Professional Development (CPD). This may include Departmental, Whole School, Trainee Professional Studies, NQT and EPD training sessions).

e)   Narrow the achievement gap between key focus groups in the school (including disadvantaged and non-disadvantaged students, SEND, gender).

g)   Promote the acquisition and application of vocabulary, exam question literacy, literacy and numeracy across the curriculum.

3.   Implementation Guidelines

In order to achieve our aims we will make sure that we are aware of and understand the 'Teaching for Learning Policy' and that we operate in the following ways:

3.1   *Guidance for Effective Teaching and Learning*

a)   Welcome students at the door to establish a positive learning environment at the beginning of every lesson and proceed quickly to a "do now activity" to engage students rapidly in learning and/or consolidation work. Incorporate a contextualised and engaging starter activity during the first five to ten minutes of each lesson. The starter may recap on learning from last lesson and/or introduce an aspect of new learning

b)   Plan all lessons thoroughly within the context of the appropriate scheme of work and exam specifications (where applicable) with engaging tasks with the right level of challenge for individuals and groups, that are built round the 6Cs, in order to ensure students progress in their learning. Links to new literacy, numeracy, vocabulary, exam based questions and problems should be made explicit, where relevant to learning.

c)   Plan all lessons using meaningful data[1] or prior attainment data, taking account of individual needs of students (SEND, More Able, Disadvantaged) and students' personal targets and so as to secure progression in learning. Data should inform the planning of personalised learning. This information is readily available on the Go For Schools seating plan.

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[1] *meaningful data is defined as information a teacher knows about a student. This could come from academic mentoring, Go for Schools, knowledge of a student's strengths or interests. The aim of this is to link learning to the experiences of the student.*

d) Plan for differentiation, not by outcome.

e) Through planned opportunities students should be encouraged to assess their progress and that of others against criteria and learning intentions. The teacher should adapt learning as a consequence of assessment processes within a lesson and over time.

f) Students should be aware of their current working levels and what they need to do to get to the next level. This is evidenced by students and teachers completing the 6Cs learning wheels in students' books and via marking, feedback and fix it.

g) Set homework on 'Show My Homework' in accordance with the Homework Policy. Use SIMS Behaviour Manager to record when independent learning is not complete or completed to a poor standard, to record praise, and record contact with parents. Excellent homework should be rewarded for example with Achievement points or praise postcards home.

h) Create a positive and stimulating environment that promotes learning in a settled and purposeful atmosphere, in accordance with The Cottesloe Charter, the healthy relationships agenda and expectations outlined in the Behaviour Management (Attitude to Learning) Policy.

i) Communicate high expectations of students' behaviour, effort and attainment. Challenge all students to ensure that they all make secure progress as evidenced in the Go for Schools data system.

j) The learning intention should be shared and re-visited throughout the lesson and therefore reflection and review processes, should demonstrate and assess students' progress in order to judge and shape learning and progress.

k) Provide opportunities for learners to be involved in setting their own learning intentions and asking their own questions to promote curiosity. This encourages risk taking in learning.

3.2 *Development: (new learning and consolidation/application of learning)*

Students should acquire new knowledge and skills and be given opportunities to demonstrate and apply these to their learning. This may be achieved by:

a) Providing clear explanations of tasks and concepts and explain how students can successfully meet learning intentions.

b) Providing clear differentiated exemplar materials and models of successful work for students to enable them to recognise and be clear about expected standards. Provide success criteria and model answers.

c) Use praise, encouragement and reward appropriately and at every available opportunity, and record achievement points, which reward the 6Cs using SIMS Behaviour Manager. Be explicit about why the reward is being given.

d) Continually assess student progress against the learning intention using a variety of strategies including questioning and the monitoring of work around the class.

e) Provide meaningful, timely and constructive feedback to students to support their learning and raise attainment as stated in the Marking and Feedback Policy.

f) Use a variety of effective questioning techniques – probing higher order questions, open questions, closed questions, extended wait times, students set the question – to challenge students and to ensure they understand the lesson intention.

g) Demonstrate enthusiasm for the subject being taught.

h) Give opportunities for students to make connections with previous learning. This is called interleaving.

i) Use a variety of resources, including learning support staff, whiteboard, smartboard, and practical demonstrations, to actively promote understanding of the learning objectives.

j) Maximise student participation in lessons and provide opportunities for peer and self assessment.

k) The pace of learning is crucial in maximising progress. Pace could be adjusted based on assessment for learning.

l) Use a range of active engagement strategies and challenging learning activities that might include group, pair and individual work, as well as thinking hard devices and how students have developed the skills of the 6Cs. ~~matched to a variety of learning styles.~~

m) Develop skills of independent learning in students through appropriate extension tasks and other activities. Google classroom could be utilised.

n) Set homework that will reinforce and extend learning using 'Show My Homework'.

o) Conclude each lesson with a planned plenary session that evaluates students' progress against the learning intention and success criteria, and helps students to understand what they have learnt and how.

p) Reflect upon attainment and achievement. Link judgements about achievement to evidence obtained from oral and written assessment

q) Promote literacy, exam literacy and numeracy through the explicit teaching of new vocabulary, key terms and skills.

4. Monitoring, Review and Evaluation of Practice

The Leadership Team and Middle Leaders will monitor the implementation of this document and the quality of teaching and learning on an ongoing basis. Ongoing monitoring will provide evidence to make an accurate judgement on the quality of teaching and learning. Monitoring will focus on issues, to support where a need for development has been identified, to identify and share good practice and to improve the quality of teaching and learning. Work will monitored and evaluated by:

a) Departmental monitoring led by the Leadership Team and Middle Leaders.

b) Link meetings, raising standards meetings and subset meetings between the Leadership Team and Subject Leaders.

c)   Lesson observations as part of performance development. (formal and peer)

d)   Leadership lesson visits.

e)   Learning Walks and paired lesson observations with the SIP trained Ofsted inspector.

f)   Departmental monitoring by Subject Leaders monitoring and evaluating their subject through various activities; lesson observations, discussions with teachers, shared planning and moderating, scrutiny of students' work - monitoring books and coursework (where appropriate) – and checking that Schemes of Work are providing the coherence, progression, continuity and depth necessary.

g)   Appraisal observations and the reviewing and setting of targets.

h)   Impact of staff development.

i)   Training and support on high quality teaching and learning will be provided to staff. This will be achieved by the School's Professional Development programme, CPD structure and through coaching and mentoring.

The implementation of these expectations is the responsibility of all members of The Cottesloe School teaching staff.

5.   Review

This policy will be reviewed in four years (earlier if any legislative change).

April 2019