



Teaching for Learning Policy

Recommended by:

Teaching, Learning & Achievement Committee Date: 7 October 2015

Adopted at Full Governing Body Meeting Date: 24 November 2015

Signed by R J Collis DL, Chair of Governors:

Review date: Spring Term 2019 (earlier if any legislative change)

THE COTTESLOE SCHOOL TEACHING FOR LEARNING POLICY – SEPTEMBER 2015

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.

1. Rationale

We believe that effective teaching and learning is the purpose of our school. This document sets out clearly our standards and expectations and that will improve the quality of learning and attainment for all students.

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).

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 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 achievement, as measured through meeting subject and whole school 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 development workshops and NQT and EPD training sessions.
- e) Reduce the incidence of lesson disruption.
- f) Contribute to narrowing the achievement gap between disadvantaged and non-disadvantaged students.

3. Implementation Guidelines

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

3.1 *Establish the Learning Context*

- a) Welcome students at the door to establish a positive learning environment at the beginning of every lesson.
- 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, in order to ensure students progress in their learning. All lessons should include literacy and numeracy feature.
- c) Plan all lessons using prior attainment data, taking account of individual needs of

students (SEN, G&T), students' personal targets and different learning styles so as to secure progression in learning. Data should inform the planning of personalised learning. Current working levels, and target grades, PP and SEN information should be shown on seating plans.

- d) Plan for differentiation, not by outcome.
- e) Assessment of learning procedures should be incorporated into the planning of teaching and learning.
- f) Students should be aware of their current working levels and what they need to do to get to the next level.
- 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. Send postcards home.
- h) Create a positive and stimulating environment that promotes learning in a settled and purposeful atmosphere, in accordance with The Cottesloe Charter 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 at least good progress.

3.2 *Guidance for Effective Teaching and Learning*

- a) Include a number of mini plenaries throughout the lesson to demonstrate and assess students' progress.
- b) Start all lessons promptly, purposefully and enthusiastically by welcoming students into the lesson at the door.
- c) The learning intention should be displayed and clearly explained at the start of the lesson so that students are clear about intended learning outcomes and success criteria. The learning intention should be revisited throughout the lesson.
- d) Provide opportunities for learners to be involved in setting their own learning intentions.
- e) 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 introduce an aspect of new learning

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

Conduct the development phases of the lesson for the next forty to forty five minutes following these guidelines:

- a) Provide a very clear exposition of what is required in the lesson, explaining how students will meet the challenging learning intention.
- b) Provide 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 and use learning walls effectively.

- c) Use praise, encouragement and reward appropriately and at every available opportunity, and record merits using SIMS Behaviour Manager.
- 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 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.
- 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) Maintain a brisk pace through an appropriate variety of challenging activities.
- l) Use a range of active engagement strategies and challenging learning activities that include group work and pair work as well as individual work, matched to a variety of learning styles.
- m) Develop skills of independent learning in students through appropriate extension tasks and other activities (using the VLE).
- n) Set homework that will reinforce and extend learning using 'Show My Homework'.
- o) Conclude each lesson with a planned plenary session lasting five to ten minutes that evaluates students' progress against the learning intention and success criteria, and helps students to understand what they have learnt and how.
- p) A good lesson will contain a number of mini-plenaries to assess progress and reinforce learning at stages throughout the lesson.
- q) Reflect upon attainment and achievement. Link judgements about achievement to evidence obtained from oral and written assessment

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 and subset meetings between the Leadership Team and Subject Leaders.
- c) Lesson observations.
- 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 to support high quality teaching and learning will be provided to staff. This will be achieved by the School's programme of professional development and 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).

September 2015