



LEARNING AND TEACHING POLICY

Aims

Cirencester Kingshill School's success is directly related to the quality of our teaching, and the learning that takes place because of it.

The purpose of this policy is to facilitate high levels of achievement by ensuring that effective learning takes place in the classroom.

Responsibilities

It is the responsibility of all teachers to provide the highest quality teaching for our pupils.

It is the responsibility of the Head of Faculty to monitor and lead the quality of the teaching and learning within their faculty and to offer support if it is needed.

The Senior Leadership Team are responsible for monitoring the quality across the school and to identify where development is needed.

Governors have a statutory duty to monitor that the processes are in place and that the school is addressing pupils' needs.

Pupils are responsible for ensuring that they respond appropriately and to the best of their ability at all times. They should come to lessons equipped and ready to learn and to be prepared to help each other to learn.

Learning

Effective learning takes place when pupils know:

- How to make progress
- What they are achieving
- How to learn, including thinking and questioning skills, using a range of methods and resources
- The attitudes needed in the classroom, including respect, interest, responsibility, responding to challenge
- How to work collaboratively and without close supervision
- The skills they need to develop, including enquiry, research, analysis, reflection
- How to learn independently
- Employ the 6 Personal Learning and Thinking Skills (PLTS).

Teaching

High quality teaching needs:

- Clear planning
- Assessment for learning
- Setting pupils clear targets for improvement

- Different teaching styles
- Pace and challenge
- Organised classroom management
- Effective partnership with Learning Support Assistants
- Good classroom relationships
- Relevant homework
- Monitored progress
- A stimulating environment
- Regular evaluation and review

Learning and Teaching styles and strategies

The range of learning and teaching styles used at Kingshill is extensive. These include:

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|------------------------------|----------------------------|
| • Explanation | • Directing and telling |
| • Instruction | • Discussion |
| • Questioning | • Demonstration |
| • Observation | • Listening |
| • Modelling | • Making judgements |
| • Reporting back | • Oral Feedback |
| • Investigation | • Role play |
| • Consolidation and practice | • Research |
| • Problem solving | • Brainstorming |
| • Individual work | • Sharing |
| • Paired work | • Games and puzzles |
| • Collaborative work | • Simulations |
| • Using ICT | • Revision |
| • Extended writing | • Self-assessment |
| • Peer assessment | • Feedback through marking |
| • Songs / rhymes | |

Preparation, planning and delivering lessons

- Lessons will often take the form of a three-part lesson, unless the teacher decides that another approach is more effective in particular instances.
- The teacher should have clearly identified pupils needing extra support for special needs or for intervention and differentiate accordingly.
- The teacher should work in partnership with Learning Support and Teaching Assistants where they are regularly in the lessons, planning together as appropriate, and directing the support to have maximum impact on the learning of pupils.

The 3-Part Lesson:

1. Introduction and starter activity

- The lesson is introduced clearly, sharing the intended learning outcomes and success criteria with pupils.
- These will usually be written on the board at the start of the lesson and should remain on display throughout.
- Pupils should be encouraged to engage/interact with the learning outcomes for the lesson.
- In most subjects a starter activity will take place in the first 5 – 10 minutes of the lesson.
- The starter should relate to at least one of the success criteria.

Learning outcomes should be specific and outline the learning expected to take place in that lesson (WALTS, What Are we Learning Today?). They should not be too broad and general or simply a list of tasks.

Learning outcomes could begin with:

- To understand
- To be able to evaluate/identify/describe/justify/explain/apply
- To use confidently
- To develop
- To know how to
- To think about
- To be aware of
- To confidently use
- To understand
- To explain/justify

Success criteria describe to pupils what the teacher is looking for (WILFS, What I'm Looking For?) and how they will know they are being successful in their learning.

Success criteria need to be specific and related to the learning objectives and the tasks set by the teacher.

How to write success criteria:

- Take the 1 or 2 learning objectives for the lesson
- Decide how the pupils are going to demonstrate their learning of the outcome to you (the tasks)
- Write 2 or 3 success criteria for the lesson, at least one must be achievable by all pupils, that will allow them to meet the learning objective (different teachers will have different styles, e.g. must, should, could)

- Decide how you are going to assess the success criteria during the lesson
- Where PLTS are being explicitly developed in a lesson, they should be outlined at the start as 'how' pupils will be learning.
- Plan the plenary to review all of the success criteria

Examples of Success Criteria:

You can / I can

- Give 2 advantages of using renewable energy resources
- Draw an accurate pie chart by using the correct angles
- Write a poem containing 2 verses
- Use the 5 key words when writing the introduction
- Demonstrate a forward and backward roll
- Peer assess your partners work by giving a point for improvement
- Label a graph with the correct axis
- Describe 2 key features of a Monet painting
- Give 2 ways in which you could improve your work
- Work independently to produce
- Use the verb ____?__ to describe my daily routine
- Read quietly to create an image of a book character
- Cut out your wood template using the saw safely
- Use teacher's comments to improve my work
- Use a pencil and a ruler to draw science equipment
- Use a level ladder to self assess your work
- Search a database to find 5 pieces of information
- Share your opinion in a group of 4
- Celebrate your forms achievement by creating a display
- Identify 2 points of improvement using your school report

2. The Main Activity

The task(s) to be undertaken are explained and resources identified. The tasks should be well structured and planned, relevant and differentiated. Planned use of support should be made in partnership with Learning Support and Teaching Assistants.

Tasks set will:

- Be matched to pupils' needs and abilities
- Build on knowledge and skills acquired previously

- Relate to key questions, enquiry, investigation and problem solving
- Develop a range of pupil skills
- Use different learning and teaching strategies
- Enable pupils to evaluate their own work
- Encourage pupils to apply what they have learned in other situations
- Relate to one or more of the success criteria and bring rewards and/or praise on completion

The teacher will:

- Give clear instructions
- Link work clearly to learning objectives and success criteria
- Have high expectations
- Demand high quality in terms of work and effort
- Not talk for too long
- Use target and technical language
- Display key words and/or write them on the board
- Facilitate learning
- Maintain a presence in the classroom
- Enable mini-plenaries to take place, where appropriate, so that pupils remain focused and evaluate their progress

The pupils will:

- Listen and respond positively to the teacher and each other
- Be kept on task
- Be stretched and challenged
- Be motivated
- Want to achieve well and achieve the success criteria

3. The Plenary

- The teacher will return to the success criteria and encourage all pupils to both evaluate the progress they have made during the lesson, in terms of what they have learned and the skills they have developed (including PLTS).
- The strategy of question and answer, peer or self-assessment may be appropriate, or a related extension task may be used.
- Pupils' achievement of success criteria should inform planning for the next lesson.
- Related homework may be set, and pupils may be told about work to be covered next lesson.

Classroom Observation, Work Sampling and Whole School Self Evaluation

Classroom observation and work sampling are used to monitor and evaluate the effectiveness and quality of learning and teaching at Kingshill. They also form an important part of the process of reviewing the performance of the school through whole school self evaluation.

Classroom observation is used to support continued professional development, departmental review and performance management in the school.

The process of classroom observation contributes to:

- The continued success of the pupils and therefore the school
- Raising achievement and school improvement
- Improved classroom teaching
- Curriculum development
- Determining staff development needs
- Identifying the future development needs of the pupils and therefore the school

Every teacher will be observed teaching at least once a year as part of the school's Performance Management process. Many teachers will be observed on further occasions as part of the school's Learning Trails that are held each academic year, one per Year group. These are also tied in to exercise book reviews for the relevant year group.

This policy should be read alongside other policies of the school, particularly

- Performance Management Policy
- Safeguarding/Child Protection
- Curriculum Policy
- Pupil Discipline and Pupil Behaviour Policies
- E Safety Policy
- Gifted and Talented Policy
- Special Educational Needs Policy
- Assessment and Reporting Policy
- Homework Policy

Reviewed by A Thomas June 2011 (Date)

Adopted by Governors _____ (Date)

Review date June 2012

Ingredients for Good and Outstanding Lessons

	Teaching and Assessment for Learning	Behaviour for Learning
Arrival	Arrival activity which starts pupils thinking and working straight away	
Starter Activity	Starter activity which is short and engaging and usually linked to the main learning in the lesson	Seating plan which encourages pupils to work rather than socialise Appropriate pace Routines and expectations are taught and followed each lesson Staff arrive on time in order to set up, meet and greet pupils There is a calm and orderly entrance and exit Name and praise is used to promote and reward positive behaviour Teachers and TAs work in partnership to promote positive behaviour for learning Department reward system for behaviour is used Pupils are asked to wait outside the room for no longer than 2 minutes
Differentiation	Needs of ALL pupils taken into account Teachers and TAs work in partnership to support pupil learning Pupils set their own targets	
Learning Objectives	Learning Outcomes shared with pupils in pupil friendly language Clear success criteria shared with pupils Learning objectives are referred to regularly throughout the lesson	
Success Criteria	Work is modelled to show pupils the expectations National Curriculum levels are used regularly in pupil friendly language	
Learning Activities	Key words used and explained during the lesson Varied, active and engaging teaching and learning styles, where pupils are involved and given opportunities to learn independently Learning is chunked into manageable steps for pupils Pupils are encouraged to share their thinking and ways of working with others Homework, if set, is given at an appropriate time in the lesson (not in a rush at the end) and will usually build on what pupils have learnt in the lesson Pupil conversations are about learning and progress	
Pupil Progress	Assessment opportunities built into the lesson Pupils are given opportunities to apply what they have learnt in their own work "How to improve" comments are used each time a book is marked, and are part of pupil teacher conversation Visual prompts are used – thumbs up or traffic lights or stickers. etc	
Plenary	Mini plenaries take place throughout the lesson, not just at the end Plenary is related to the learning objectives, involves ALL pupils and encourages them to reflect on or apply what they have learnt Plenary is used effectively to gauge individual pupil progress Plenary influences next lesson Plenary allows reflection time	