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_____ learners who aspire for themselves and inspire others

Teaching & Learning Policy

CPS-NS-P-POL-005

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Endorsement

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1. Aims

This policy aims to:

- explain how we'll create an environment where we inspire minds, shape characters and nurture futures
- outline how effective teaching and learning should be modelled by all staff who work with students at Calthorpe Park School in order to ensure the provision of up-to-date, high quality inclusive teaching and learning
- promote high expectations and raise standards of learning and outcomes
- promote consistency across the school, reducing in-class and in-school variation
- explain how students, parents and carers and Governors are involved in students' learning and development

2. Our guiding principles

At Calthorpe Park School, our ethos is to inspire minds, shape characters and nurture futures. Underpinning the school's ethos are our PRIDE values: **r**espect, **i**ntegrity, **a**spiration, **k**indness, **r**esilience. These values shape the planning and monitoring of rigorous, up-to-date, inclusive and challenging curricula, which in turn shape high-quality inclusive planning for high-quality inclusive teaching and learning. Our three Universal Principles frame our pedagogical approach to teaching and learning based on up-to-date evidence-based principles.

Climate: We know that students learn best at Calthorpe Park School when there is a positive learning environment where students are able to take *pride* in their learning, so that they can:

- feel supported, valued and safe to learn
- think hard about their learning, free from distraction or disruption
- be actively engaged in their learning
- self-manage emotions, so they lose little learning time

Responsive Teaching: We know that students learn best at Calthorpe Park School when learning can be adapted so that students can:

- master concepts and new skills more easily
- address gaps in learning as soon as possible
- develop fluency and accuracy in new areas of learning
- embed learning

Teaching To The Top: We know that students learn best at Calthorpe Park School when high standards and aspirations drive the lesson and where scaffolds support all students so that they can:

- quickly grasp and deepen core knowledge, building rich, subject-specific schemas
- succeed, independently, in challenging tasks
- free up working memory so that they can deepen learning
- communicate to the highest standard
- make excellent progress

3. Planning and Implementation of Learning Activities

At Calthorpe Park School we recognize that high quality inclusive teaching and learning starts long before the lesson being delivered. The development of an inclusive curriculum and planning process is fundamental to delivering high quality inclusive teaching and learning as our end product

3.1 Schemes of Work

Within departments, centrally planned and monitored Schemes of Work underpin all lesson planning.

Schemes of Work are regularly reviewed and updated by departments and SLT Line Managers in order to ensure we are providing curricula that are:

- knowledge rich
- up-to-date
- challenging
- inclusive

Individual teachers are responsible for shaping their own planning, guided by the Schemes of Work and shared resources, in order to deliver lessons based on the needs of the students they teach.

At Calthorpe Park School, we know that high-quality inclusive teaching for all is underpinned through the consistent use of Ordinarily Available Provision: a combination of

- inclusive learning spaces
- pedagogical principles and approaches
- visual approaches to teaching and learning

All teachers are expected to 'Teach To The Top', which is a mindset which underpins all teaching: raising our expectations and aspirations of what a student can be expected to do and structuring learning so that we support all students to become excellent learners.

3.2 Lesson Planning

At Calthorpe Park School, we know that the best practice for lesson planning is to reverse design lessons.



We know that the more precise teachers are about where they want students to go and exactly what they want students to learn, the better chance we have of getting there.

In this way, teachers at Calthorpe Park School are expected to:

- be explicit about what they want students to know (know that ...) or learn how to do (know how to ...)
- think clearly about checking for learning
- plan activities that enable all students to make excellent progress

4. High Quality Inclusive Teaching

Teachers at Calthorpe Park School are committed to continuing their professional development and engage in a programme which enables them to access up-to-date research and pedagogical approaches.

Time is regularly prioritised for the deliberate practice of key pedagogical principles and approaches in both a whole school and personalised setting, with Responsive Coaching at the heart of our development. Calthorpe Park School bases our daily practice around our three Universal Principles:

1. **Climate:** there is a positive learning environment where students actively take pride in their learning.
2. **Responsive Teaching:** learning is adapted, both in planning and live 'in the moment', based on evidence of learning to ensure success at the highest level for every student.
3. **Teaching To The Top:** high standards, aspirations and expectations drive the lesson. Scaffolding and the use of Ordinarily Available Provision, supports all students to become excellent learners.

Underpinning the Calthorpe Park School Universals is a body of evidence-based aspects of high quality teaching and learning based around:

- **Inclusion** – Ordinarily Available Provision including, but not limited to, chunking, dual coding, mini summaries, narration of a learning journeys, explicit vocabulary teaching, physical classroom environments and creating a sense of belonging enable all learners to make excellent progress.
- **Behaviour for Learning** – students’ behaviour is managed using a de-escalating approach so that minimal, valuable, learning time is lost and all students feel safe and supported to learn. Consistent implementation of a ‘Disruption Free Learning’ principle ensures that all students can think hard about their learning, free from distraction.
- **Engagement**- use of mini whiteboards, cold calling, Think, Pair, Prepare, Share, Turn and Talk, amongst other strategies, ensure that students are engaged and thinking hard about learning.
- **Eliciting Learning** – teachers regularly ‘assess’ learning in a low-stakes environment to ensure gaps are identified and addressed as soon as possible.
- **Cognitive Load theory** – teachers plan with the cognitive load of students in mind so that working memory is freed up to enable deeper learning.

5. The Learning Environment

At Calthorpe Park School we recognise the physical environment as part of our inclusive approach. As such, we aim to provide low-arousal environments which will benefit all learners. When students are at school, learning will take place in classrooms, outdoor spaces, specialist classrooms such as the ceramics room, music rooms, drama studios, halls and ICT suites, as well as in our AEN (Additional Educational Needs) unit, which includes specialist teaching spaces, EBSA space and Study Unit.

These spaces will be kept safe, clean and ready for students to use them. They will be arranged to promote learning by:

- informative and educational displays which support and celebrate students’ learning
- where possible, uncluttered boards and areas around the main whiteboard
- a seating layout that enables everyone to see the board and participate

6. Differentiated Teaching

As part of our Inclusive School principle, teachers use Ordinarily Available Provision as part of their everyday practice in order to support all students’ learning. We do recognise that there are students for whom their needs require us to provide learning that is differentiated. We will differentiate or adapt learning to cater to the needs of all our students, including:

- students with Special Educational Needs and/or Disabilities (SEND)
- students with English as an Additional Language (EAL)

As well as using our Ordinarily Available Provision, which includes, but is not exclusive to, chunking information, frayer models and word banks, narrating learning journeys, and dual coding we will:

- use Learning Support Assistants (LSAs) where appropriate to need
- use targeted intervention with either the Pupil Premium co-ordinator, English nurture teacher, specialist teachers or EAL specialist teacher

Please see the Additional Educational Needs policy for further information.

7. Marking and Feedback

At Calthorpe Park School we recognise the importance of quality feedback, in both its summative and formative forms. We recognise that a balance needs to be struck between time invested in written feedback and time invested in using the knowledge gained from marking work to plan effective lessons. We also recognise that the demands and curriculums of individual departments do not lend themselves to a 'one size fits all' approach. In order to ensure whole school consistency, departments give feedback underpinned by three core principles:

1. Effective formative feedback must be acted upon by the students for the learner to benefit – this can either be verbal or written.
2. Effective feedback needs to be specific, clear and personalised.
3. Effective feedback needs to make it clear how the students have performed in relation to the intended learning outcome.

Calthorpe Park School uses four forms of feedback:

1. **Formative feedback** – teachers continuously elicit learning in a low-stakes environment, in order that gaps in learning can be identified and addressed as soon as possible. From this, students' actions are refocused or redirected so that they can embed learning. Students are expected to act upon the feedback they are given. This could be either written or verbal.
2. **Summative feedback** – this type of feedback will be used by teachers to let students and parents know where they are in relation to given criteria and benchmarks, most notably the GCSE grading system of 1-9.
3. **Verbal feedback** – this is the most common type of feedback we use at Calthorpe Park School. Teachers regularly circulate in lessons so that they can give students regular, bespoke feedback which can be actioned instantly.
4. **Self and Peer feedback** – this type of feedback enables self or peer evaluation against given criteria, where students are guided to see their own or their peer's successes and areas for improvement. Both of these forms of feedback encourage students to develop a deeper understanding of the assessment criteria, enabling success to be much more visible.

8. Assessment, Recording and Reporting

We will track students' progress using a combination of formative and summative assessments during each term. Departmental systems are predicated on Year 11 end points and assessments are mapped backwards accordingly to ensure that all students will be 'GCSE ready' by the time they reach their final exams.

Students will undertake termly assessments and students in Y8-11 will sit internal exams as a mechanism for not only measuring their progress, but also to ensure they are equipped and prepared to undertake their final GCSE assessments.

Parents will receive regular Progress Reviews in the form of one parental consultation and one written report per year. In addition, Year 7 will have a further settling in review and Y11 will receive an additional Statement of Results and Progress Review after they have completed their mock exams.

Please refer to the Assessment and Reporting Protocol for additional information.

9. Home Learning

Home learning will be used to support students in embedding learning. At Calthorpe Park School, we recognise that home learning plays an essential role in a successful education: it develops skills and attitudes needed for lifelong learning, including independence, resilience, problem-solving, and creativity.

Heads of Department are responsible for ensuring that departments deliver a programme of home learning that is purposeful and enhances the students' learning journey by feeding into the sequence of learning in their curricula.

This will be done in one of three ways:

1. **Flip learning** – enabling students to come to the lesson with the prerequisite prior knowledge so that learning can be deepened in lesson.
2. **Consolidating learning** – enabling students to apply skills and knowledge learnt in the lesson, independently.
3. **Over learning** - enabling students to practice and revisit core knowledge.

Home learning is most effective when it is completed in a supportive, secure environment, with focused time set aside. We encourage parents to take an interest in the home learning set but do not expect them to be actively involved in completing the homework, even if a student is struggling, as this is valuable knowledge for the teacher when assessing learning.

As a school we use a variety of platforms, specifically tailored to individual subjects such as Dr Frost and SENECA in order to increase engagement with the task as well as provide tailored learning opportunities.

All home learning will be made available through Edulink.

10. Monitoring and Evaluating Teaching and Learning

The monitoring and evaluation of high-quality, inclusive teaching and learning is an integral part of ensuring high standards of performance and consistency across the school.

10.1 School Leaders

School leaders at our school will conduct:

- regular 'drop ins' based around the school CPD foci
- student voice activities
- departmental learning walks with Line Managed departments in order to support and challenge teams.
- observations, where appropriate, in order to ensure that teachers are making progress in their own development, in line with the school's expectations of high-quality, inclusive teaching and learning (*see Observation Protocol*).
- data reviews using the CPD Platform in order to identify CPD needs either individually, departmentally, or to inform whole school priorities.
- regular Line Management coaching sessions with Heads of Department to review marking and feedback, student progress and outcomes, quality assurance mechanisms and curriculum suitability.

10.2 Department and Faculty Heads

Department and Faculty Heads will engage in:

- regular drop-ins with their teams around the departmental and whole school foci.
- departmental learning walks, with and without their Line Manager.
- observations, where appropriate, to ensure that individuals within their teams are making progress in their own development, in line with the school's expectations of high-quality, inclusive teaching and learning (*see observation protocol*)
- book/ work scrutiny and moderation
- regular Line Management coaching sessions with Heads of Department to review marking and feedback, student progress and outcomes, quality assurance mechanisms and curriculum suitability.

There may be instances where additional monitoring is required, such as where a teacher is identified as requiring additional support.

The monitoring and evaluation of teaching and learning will be quality assured in collaboration with colleagues at HIAS and Calthorpe Park School's Leading Learning Partner. In addition,

school governors will play a central role in evaluating and monitoring the school's evidence and systems.

11. Roles and Responsibilities

At Calthorpe Park School, we know that in order to inspire minds, shape characters and nurture futures, teachers and support staff, whilst central to this process, are not alone. Parents/carers, students and governors all have a considerably valuable role to play. At Calthorpe Park School, Teaching and learning is a shared responsibility.

11.1 Teachers

Teachers at our school will:

- engage in teaching and learning practices which will inspire minds, shape characters and nurture futures
- follow the expectations for teaching and professional conduct as set out in the DFE Teachers' Standards
- meet the expectations as set out in this policy

11.2 Support Staff

Support staff at our school will:

- know their students well and differentiate learning to meet their individual learning needs
- support teaching and learning in the classroom with flexibility and resourcefulness
- have high expectations of students they work with
- meet the expectations as set out in the Additional Educational Needs policy

11.3 Academic Leadership Team

Heads of department, second in department, and key stage leads at our school will:

- help to create well-sequenced, broad and balanced curricula that are relevant and engaging and which will inspire minds, shape characters and nurture futures
- sequence lessons in a way that builds learning, enabling students to make good progress
- drive improvement in their areas in line with the school's improvement foci
- engage their teams positively in teaching and learning development
- meet the expectations of monitoring, teaching and learning as set out in this document

11.4 Senior Leadership Team

Senior leaders at our school will:

- have a clear and ambitious vision for providing high-quality, inclusive education which promotes our school's ethos to inspire minds, shape character and nurture futures
- hold staff and students to account for their teaching and learning
- provide strategic support and guidance
- manage resources to support high quality, inclusive, teaching and learning
- promote a collegiate approach to teaching and learning
- design and monitor a robust CPD programme, in line with evidence-based theory and practice, in order to continuously improve teachers' practice
- meet the expectations set out in this document

11.5 Students

Students at our school will:

- take responsibility for their own learning and supporting the learning of others
- engage and think hard about learning, trying their best in all of their lessons
- settle to the business of learning quickly, free from distraction, and being kind and considerate to others
- check and complete home learning
- meet the expectations as set out in the Home School Partnership Agreement

11.6 Parents and Carers

Parents and carers at our school will:

- support the teaching and learning policies and work collaboratively with the school in the best interest of the student
- provide the necessary equipment and resources so that students are ready and able to learn
- access Edulink to help keep them informed about home learning tasks
- provide a peaceful, suitable place where home learning can be completed
- attend Parents'/carers' Consultation events and any meetings about a student's progress by phone, video or in person
- meet the expectations as set out in the Home School Partnership Agreement

11.7 Governors

Governors at our school will:

- monitor the resources and funding allocated effectively to support the school's approach to teaching and learning

- monitor the impact of teaching and learning strategies on students' progress and outcomes
- monitor the effectiveness of this policy and hold the Headteacher to account for its implementation
- make sure that other school policies promote high quality, inclusive, teaching and learning

12. Links with other policies

This policy links with the following policies, procedures and protocols:

- Behaviour policy
- Additional Educational Needs policy
- Home School Partnership Agreement
- Lesson observation protocol

13. Evaluation & Review

The implementation of this policy will be monitored by the Head Teacher, by the Senior Leadership Team and by the Governing Board.

The implementation of this policy will be reviewed, and its impact monitored, in accordance with the Governing Board's programme for Policy Review - refer to CPS-NS-X-PRO-002 Document Review Procedure.