Learning Now for Future Success

CPD SCHOOLS FEDERATION

Striving for Excellence

CPD TEACHING AND LEARNING POLICY

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CPD Federation Teaching and Learning Policy

Article 29 (goals of education) Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

Aims and Expectations

- We believe that only with outstanding quality first teaching and learning can we fully cater for the needs of our pupils and help them reach their full potential and success in their future
- We believe in setting the highest expectations for all pupils irrespective of all difference – We make no excuses!
- We are passionate about our role in providing the highest quality and standard of education possible for all pupils
- We take pride in our own teaching and the subsequent learning and progress that the pupils make whilst in our care
- We endeavour to constantly improve our teaching in order to improve the overall learning experience for our pupils

The Curriculum

Each school uses the 2014 National Curriculum to build a relevant local, personalised and enriching curriculum offer and in order to provide a rich and engaging curriculum. Each school uses a topic-based approach with clearly defined knowledge, skills and outcomes that is built on a spiral approach using well mapped progressive documents for each subject area. Our curriculum, in each school, is built on equity and driving education for change, which provides a curriculum that is representative of the exciting differences that our learners provide. Enrichment opportunity across the curriculum is very important at each school providing memorable learning experiences to support long term memory. This includes visitors to the school and off-site visits to enhance pupils' learning.

Teaching and Learning Principles

We believe that pupils learn best when:

- Learning is well planned and carefully sequenced, ensuring progress in the short, medium and long term for each stage of the learner's journey
- Teaching enthuses, engages and motivates pupils to learn and fosters their curiosity and enthusiasm for learning
- Assessment informs teaching so that there is provision for support, repetition, extension of learning and challenge for each pupil, at each level of attainment
- Personalised pathways are created for each learner supporting different attainment levels, utilising different specific strategies to support individual needs – supporting learners with SEND and EAL (see Appendix 2 for EAL strategies to support learning)
- The learning environment is well ordered, the atmosphere is purposeful and pupils feel safe
- There are strong links between home and school and the importance of parental involvement is valued and developed
- Pupils feel valued as individuals and are actively involved in the learning process in a culture that supports and builds Growth Mindset

Teachers ensure that pupils learn to the best of their ability by following the guidance set out below,

Learning is well planned, ensuring progress in the short, medium and long term

Every lesson is prepared and resourced in advance of the lesson starting so that the maximum amount of time can be spent on teaching and learning. Lessons have clear objectives, success criteria and outcomes so that pupils understand the purpose for the learning. Teachers and other adults are expertly deployed in the lesson to ensure the best possible outcomes for all pupils. Progress is evident in pupils' books, on display, in conversation and in their learning behaviours.

Teaching enthuses, engages and motivates pupils to learn and fosters their curiosity and enthusiasm for learning

High impact teaching strategies (see **Appendix 1**) have been built to support the structure to learning in all lessons. They have been created using up to date research from EEF and Hattie's visible learning work. These strategies are used successfully to engage pupils in their learning and high-quality outcomes are in evidence. Teachers use their expertise, including their subject knowledge, to develop pupils' knowledge, skills and understanding across all subjects and areas of learning. Teachers expertly monitor the learning behaviours in the room to ensure that there is authentic engagement in learning. They use well-framed questions, provide knowledgeable answers and use dialogic teaching to move learning from performance level to deep learning and ensure mastery of concepts. There is an appropriate ratio of teacher talk to independent learning employed in each lesson supporting learners at different stages of their learning journey. Homework is set to continue and extend pupils' enthusiasm and curiosity. Learning outcomes in school and at home are celebrated in the classroom and across the schools in assemblies, parent newsletters and on the school website.

Assessment informs teaching so that there is provision for support, repetition, extension of learning and challenge for each pupil, at each level of attainment

Pupils use frequent, detailed and accurate feedback from teachers, both oral and written, to feed forward and *improve* their learning and future work. Pupils are motivated to learn through personalised and adapted teaching that builds on their prior attainment, issues challenge and is pitched at an achievable level. Pace and depth of learning is maximised as a result of the teacher monitoring learning during lessons. Teachers keep agreed assessment records and regularly submit data for entry onto Target Tracker, which is discussed in Pupil Progress meetings, at Senior Leadership Team meetings and with the Governing Body.

Teaching and Learning in the Resource Provision

All children have the right to access the same opportunities and same expectation for Teaching and Learning. Whilst there are strategies and approaches that are additional to each learner the expectations within this policy are applied for all pupils and in all areas of the school.

The learning in the resource provision is designed around individual learning plans to support learning targets and strategies for each pupil. A learning profile is created in collaboration with the teacher, support teachers, parents', pupil and outside agencies underpinned by EHCP plans, where there is one in place.

The learning environment is well ordered, the atmosphere is purposeful and pupils feel safe

Pupils feel valued and secure and take risks in their learning, learning from their mistakes. Visualisers are used to share and learn from exemplars and models of good practice. Classroom routines and resources are organised to optimise learning. Working walls, displays of learning journeys support and scaffold pupils' learning. Staff teach pupils how to behave and behave to learn. Strategies for managing pupil behaviour are informed by the school's Behaviour Policy. High expectations of behaviour, including attendance and punctuality at school are communicated and shared by pupils, staff and parents.

There are strong links between home and school and the importance of parental involvement is valued and developed

Learning at home and school is valued. Teachers regularly give feedback to parents/carers both informally and through termly meetings and the annual written report. Discussions with parents/carers focus on the pupil's progress and how the school and the parents/carers can work together to enable the pupil to fulfil their potential. Parent/carers are informed about the curriculum, class visits, school events and other relevant topics by letter, newsletters and the school website. Parent/carers are invited to join class visits and may volunteer in the school. Home learning is set to develop a greater understanding of the curriculum. This comprises of a project or practical activity to undertake during the holiday prior to the new topic starting, practising basic skills in English and mathematics and undertaking a short written task linked to classroom learning each week.

The Role of Staff in Monitoring and Developing Teaching and Learning

A range of evidence is gathered to judge learning and progress.

Staff who are monitoring:

- Spend time looking at a range of pupils' work and talking to pupils in order to consider what progress they are making in different areas of the curriculum.
- Consider how the school's use of formative assessment helps improve teaching and raises achievement.
- Evaluate how well pupils are doing against age related expectations.
- Consider how we use assessment information to identify pupils who are falling behind in their learning or who need additional support to reach their full potential, including the most able.
- Evaluate the way we report to parents on pupils' progress and attainment, and whether this is having an impact.
- Evaluate the extent to which pupils' attitudes and conduct is good and supports learning and progress.

Monitoring is carried out regularly to inform individual, group and whole school continuing professional development as well as individual performance reviews.

The Role of the Governing Body in Developing and Monitoring Teaching and Learning

A Quality of Education report is presented to governors 3 times a year which reports on all areas of the Federation Quality of Education Policy. A link governor visits the schools with the Head of Quality of Education following reporting processes.

Representatives of the Governing Body regularly visit the schools to monitor particular aspects of teaching and learning. Their findings are discussed with the Head Teacher, Senior Staff and the full Governing Body and inform changes in policy and budget allocation.

Reports summarising pupil assessment data and standards in teaching across the school are presented at every full Governing Body meeting for consideration.

*Additional supporting materials for this policy are included in **Appendix 3***

This policy works directly alongside:

Behaviour and attitudes policy

Remote learning policy

Inclusion policy

Equalities policy

Homework policy

We use high impact strategies to enhance learning:

These are expected to be in every lesson to ensure that there is progress for all learners and that there is an 'exceptional' learning environment.

Skills	Knowledge	Attitudes
• Formative assessment and feedback • Cognitive science • Instructional, guided, and modelled teaching • Reading comprehension • Challenge and high expectations • Collaborative learning • Questioning • Supportive and purposeful learning environment • Learning behaviours and self-regulation strategies • Quality relevant resourcing	• Subject knowledge • Pedagogy knowledge	• British Values • SMSC • Learning values (focus on how the learning happened in the lesson, learning behaviour focus for the term, learning reflection wall) • School values • Growth mindset • Safe and stimulating environment • Celebrating individuality

Teaching

'Effective teaching depends upon recognising that effective learning takes place when the students are active participants in 'what's going on'. And for effective teaching and learning to occur, teachers must structure their teaching to invite and sustain that active participation by providing experiences which 'get them thinking and feeling', 'get the adrenalin flowing' and which generate in students a need for expression'

Saxon, J. (1991)

A good teacher in our federation:

- Can work as part of a team
- Is innovative in their teaching
- Is ambitious
- Understands children and their development
- Supportive to every individual need
- Role models learning – actively learns
- Maintains high standards of themselves
- Proactive to seek out new ideas and new opportunities
- Constantly questions and strives achieve more

- Is determined
- Is proud of young people and the school vision for learning
- Is open to new ideas and suggestions
- Makes learning enjoyable
- Encourages independence
- Listens to children
- Is well organised for lessons
- Values children's work and opinions

High Expectations and Quality Outcomes Make a Difference

APPENDIX 2

EAL strategies to support learning

- High quality, culturally relevant materials;
- Peer support through mixed ability grouping;
- Collaborative learning in pairs/ groups, e.g. talk partners, investigative tasks;
- Speaking and listening integral to activity;
- Vocabulary/ word/ phrase banks developed with pupils;
- Teacher/ peer modelling of task and outcome;
- Repetitive process and/ or language;
- Opportunities to use 1st language/ home language;
- Visual support;
- Real objects/ props/ puppets;
- Graphic organisers, e.g. tables and bar charts;
- Use of technology including The Learning Village.
- Scaffolding for reading tasks;
- Scaffolds for writing tasks, e.g. writing frames;
- Drama and role play;
- Interactive and multilingual displays;
- Clearly identified roles for adults;
- Opportunity for pupils to have a voice;
- Opportunity for pupils to show understanding and learning;
- Parental involvement;
- Homework which is supportive of classroom curriculum.

APPENDIX 3

Planning Cycle:

We consider the important components of a lesson to follow as below:

A balance between teacher talk/modelling and pupil activity
- How long are children sitting and listening?
- How does their behaviour for learning provide feedback on effectiveness?
- How often are children discussing, sharing and asking?

The balance between the teaching of knowledge, skills, understanding and attitudes
- Do children know why there are doing what they are doing?
- Can they talk confidently and enthusiastically about their learning?
- Can they describe improvement?
- Is every answer valued regardless?

The balance between dependency on the teacher, independence and interdependence on the pupils around them
- Are children organising and directing their learning?
- Are children asking questions of each other?
- Are children experimenting and testing?
- Are children self assessing and improving?

The balance of time
- Are children active for the whole lesson?
- Are any children passive? What does this tell us?
- Are lesson structures varied?
- Is pace appropriate?
- Is teaching adapted in response to ongoing feedback?

Learning Outcomes

Designing high quality learning outcomes is one of the most important elements in planning a good lesson and any successful lesson will be driven by these outcomes. Learning outcomes should not simply describe the activity that children are doing. Lesson outcomes should be shared with students in each lesson. Ideally they will be written on the board <u>and</u> explained orally.

It is essential that lesson outcomes are:
- Made **visual**
- In 'pupil-friendly' **language**
- **Explained** fully to the pupils
- Referred to regularly **throughout** the lesson
- Reviewed in your **plenary**

Pupils should be able to explain what they are trying to learn and why. The teacher's questioning and explanations will be focussed on the learning outcomes of the lesson and the activities they set will all help pupils to meet the learning outcomes.

When planning lessons, we should consider the distinction between:

1. Lesson **Outcomes** (What will the students be learning?)

2. **Success Criteria** (What will the students be doing? How will achievement be demonstrated by the students?)

In planning, teachers should decide what they intend the students to learn and *then* plan the activities that will support this learning. They should then review the success criteria to assess learning versus the learning intentions.

The diagram below suggests why outcome-led lessons are so important
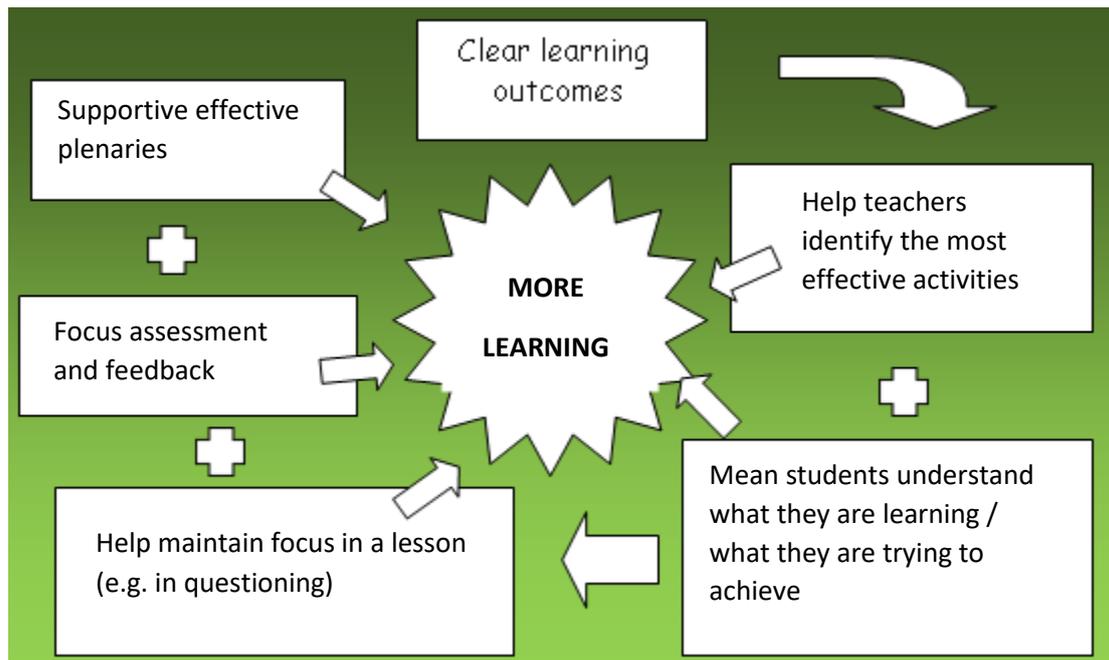
When setting learning outcomes (and/or the learning success criteria), teachers need to consider the level of challenge they contain and try to avoid lessons being purely focussed on learning facts. Bloom's Taxonomy can be a useful tool when thinking about how to introduce a greater level of challenge into lessons. Ideally, we should be aiming to set outcomes (and/or the success criteria), towards the top of the scale as often as possible.
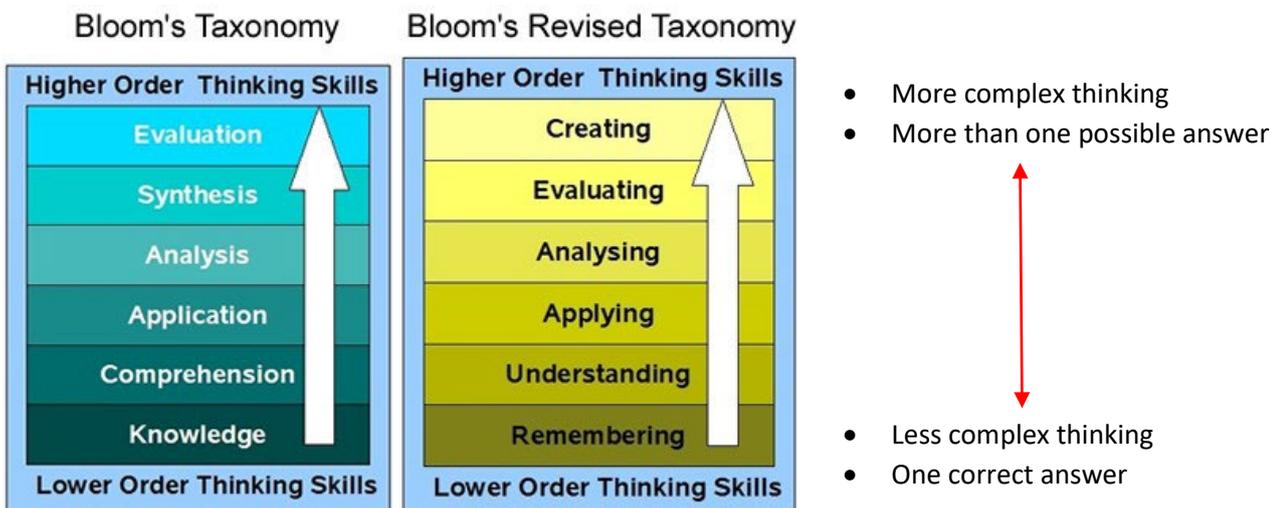
Success Criteria

Success criteria:
- Equip students to have the tools/support to achieve the LO
- Highlight that learning requires the application of specific skills
- Require an understanding that there are various skills that have progression and need practising
- Provide a shared toolkit for both pupils and adults about how to make real time improvements to work

(*Appendix 2 gives more detail of what makes good success criteria.*)

Learning outcomes will need to be linked to success criteria so that students can demonstrate they have met the learning outcomes set out by the teacher. Building appropriate success criteria into short-term planning is vital to ensure a focus on **learning** as opposed to activities. When planning, ask yourself;

- What will my students have learned and what will they be able to do at the end of the lesson that they **could not do before**?
- How will they **demonstrate** that they have met the learning outcome?
- How can I make it clear to students what **good quality** work will look like (and avoid simply focussing on task completion)?

Instructional vs Recipe

There are generally two types of success criteria. Instructional is a series of steps (procedural) that have to be followed in order to achieve the learning objective (often found in maths). Whereas recipe style success criteria are a selection of features that can be chosen and manipulated to achieve the learning objective. The recipe style will lead to different successful outcomes (often used for writing).

Some common success criteria for writing (e.g. good sentences/ paragraphs etc.) can be developed and referred to in all lesson over a longer period of time. (See Shirley Clarke Outstanding Formative Assessment Chapter 7).

Throughout the lesson, **success criteria** should be shared with students so that they always knowwhat they need to do in order to demonstrate success. Success criteria should:

- be based on the **learning outcome**
- shape the teaching and modelling and provide the **students' focus** while they are working
- provide the key focus for all **feedback** and assessment

Displaying success criteria can provide a **visual prompt** for students and teachers during the courseof the lesson or sequence of lessons.

It has been shown that when teachers **involve students** in setting the success criteria there is far greater impact. For example, ask the students 'what will you need to do to demonstrate to me that you have met the outcome for this task/lesson?'

What makes a good Learning Outcome?

Learning outcomes will usually need to be decontextualised. It is expected that during the planning process, teachers will consider and record both the learning outcome and the context. The context isa way of focussing the learning outcome.

Learning outcomes can be decontextualised in one of two ways: into the context in which the learning will be taking place; *or* the 'vehicle' (a secure transferable skill) which will support the pupils in achieving the expected learning. The learning skills can only be taught through something that requires no new teaching. Using Blooms taxonomy to support this is a god way to look at the progression throughout a unit of work or progression in learning.

The context in which they are learning the skill/LO	The 'vehicle' that will help pupils achieve the LO
LO: to describe a character Context: Cinderella	L.O. To compare rates of dissolving Context: Line graphs.
LO: to create a graphic score Context: Indiana Jones Theme	LO: to demonstrate knowledge of the events in a volcanic eruption Context: diary entry

When the context acts a 'vehicle' to support pupils learning, it should be a process, resource or genre they're familiar with. The new learning is the learning objective (For more information read Shirley Clarke,

Outstanding Formative Assessment, Chapter 6).

In some lessons, especially in maths, it may <u>not</u> be appropriate to use a context because choosing the best 'vehicle' may be a key element of the learning.
For example: In a lesson where the L.O. is **'To add multiples of 10'** children may be selecting between number lines, Dienes, formal written methods etc.

Notes on skills vs knowledge

Most learning will be skills based. Once the children are secure or familiar with the skill this can be used as a 'vehicle' for learning or demonstrating closed or knowledge based learning objectives.

<u>Example shift from learning to applying a skill:</u> LO: to interpret information Context: line graph	<u>Example shift from learning to applying a skill:</u> LO: to know the impact of exercise on the pulse Context: interpreting information on a line graph

The new curriculum requires the learning of new knowledge which are closed and do not demonstrate a transferable skill. The context could be a pre-taught and familiar skill for pupils to demonstrate their newly acquired knowledge.

E.g. *LO: to know how sound travels*

Context: labelled diagram (this would have been taught before so the previous success criteria can be used)

Long term LOs

During the planning process, it may be relevant to consider the long term learning objectives that can subsequently be broken down into smaller learning objectives for a week or longer.

Long term (umbrella) Learning Objective (with SC)	
LO: to write a recount Success criteria: Chronological order Time openers Share feelings/ reactions Description of people and places 1st person Past tense	
Short term Learning objectives that build up skills to apply to above LO (each will have own SC):	
LO: to put events in order Context: brushing your teeth	LO: to identify suitable synonyms Context: feeling words *Or* LO: to use a thesaurus Context: feeling synonyms

Assessment for Learning (AfL) and Growth Mindset

AfL is the main approach we take to pupils' learning. The diagram shows the cycle we follow to ensure our pupils receive the appropriate teaching that enhances their learning and aides their progress. The cycle displayed in the diagram here gives an overview of the approach we take for all lessons. Appendix 4 shows the impact of having a fixed mindset hence why we promote a growth mindset approach to our teaching.


5, 1 and 2	What can children already do? What do they need to do differently? What do they need further support with? How can this challenge learners?
2 and 3	What do I need to model? How does this link to the learning intention? What will my success criteria be so that the children are clear about steps to success? How can I make links between priori learning, modelling and new learning?
Between 3 and 4	How will independent learning build on modelled learning? How can learning link to problem solving and the real world? What opportunities are there for collaboration?
4	Are pupils self-assessing and or peer assessing? Can pupils describe their next steps for learning? Does plenary help pupils assess learning and highlight new learning for next lesson? Do homework opportunities consolidate learning?

Questioning

Alongside the appropriate pitch for a lesson the quality of the questions are the key ingredient to great teaching. Learning is developed through higher level thinking therefore teachers plan to use a variety of questions (focussed upon Bloom's Taxonomy) to develop thinking.

Appendix 3 outlines a variety of question types and gives a break down of the types of questions that fit in with Bloom's Taxonomy. It is encouraged on all planning documents and class flipcharts.
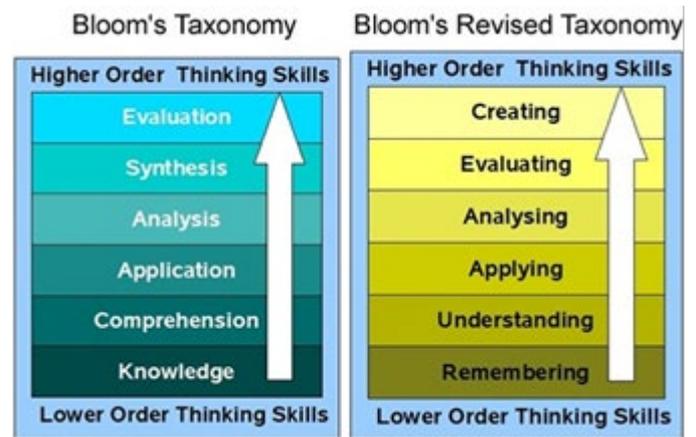
What makes good success criteria

Linking Learning Outcome and Success Criteria

- Good SC should be closely linked to the LO.
- Continue to focus on the learning that requires the application of specific skills
- They should refer to specific features of the work that will be assessed.

Good Success Criteria
- Use words that emphasise the learning, knowledge and understanding, thinking, skills.
- It's not always about an end product but the process. Don't focus on a list of end goals.
- Don't enumerate e.g.10 pieces of evidence.

Modelling Success Criteria
- Learners need a good idea of what a good piece of work looks like.
- Share the standard by using exemplification of different types of work linking these to the Success Criteria.
- Illustrate the standards expected.
- Displays of work can be used highlighting the links to the S.C. e.g. "this is a good piece of work because…"
  "this is an excellent piece of work because…"

Involving young people in creating the Success Criteria
- Involving young people in the process of identifying S.C. when assessing their response to a specific Learning Intention helps them to engage better in their own learning.
- Engaging with the learner through dialogue and discussion, e.g. asking how they know they have achieved success in their learning, is formative.
- Where appropriate it may be worth negotiating suitable S.C. with the pupils.

Skills related Success Criteria
- Again modelling the quality of the learning linked to the S.C. is very useful.
- Using cooperative teaching, observing and highlighting the skills involved.
- "What will a good one look like, feel like, sound like…"

Success Criteria and Self Assessment Checklist
- Some learning can lend itself to Success Criteria checklists.
- When young people are trained in the skills of peer and self assessment this may be useful when assessing the learning at that point in time and informing the next steps.
- Young people can use summative assessment in a formative way to make judgements on the success of their learning.

Personalised Success Criteria

- Some young people require, through dialogue and discussion and feedback, more help in setting individualized learning goals and success criteria. Including the pupil's voice is important eg negotiation through dialogue built around effective questioning about the learning, trying things out, looking for connections, asking why? All leads to a more inclusive approach.

Success Criteria and Skills

- At times it is difficult to distinguish the learning outcome from the context. Learning Outcome and Success Criteria are designed to share not just what the young people will do but what they will learn and how they will recognise success.
- It is useful to think also about the difference between the activity set and the skills needed to complete it. This helps to keep the focus on the learning by engaging with the context.
- Build the skills into your planning.

Use a variety of questions to develop thinking

- Closed Questions: That seek short answers.
- Chunking Questions: Chunk up and down for more or less detail.
- Clear Questions: That are simple and unambiguous.
- Columbo Technique: Asking stupid questions that get the answers you want.
- Double Bind Questions: Whichever way you answer; the result is the same.
- Echo Questions: Repeat what they say as a question.
- Empowering Questions: That release limits on people.
- Funnel Questioning: Seeking more detail or more general information.
- Group Questioning: Tips for asking questions of many people at once.
- Interrogation Questions: Questions that lead to answers.
- Kipling Questions: Rudyard Kipling's six servants.
- Leading Questions: That may or may not be a good thing for you.
- Open Questions: For long and detailed answers.
- Open and Closed Questions: yes/no or long answer.
- Positive Questions: Deliberately leading the other person.
- Probing: Digging for more detail.
- Probing Questions: Specific questions for finding detail.
- Rhetorical Questions: Questions without answers.
- Socratic Questioning: Socrates' method of questioning in order to elicit learning
- Tag Questions: Some questions encourage agreement, don't they?

Classifying	Explaining
Which of these go together? Why?	Why does…?
Can any of these be put together?	How do you…?
How are these things alike/ similar/ different?	Why did this happen?
What could you call these groups?	Why do you think that…?
What are the characteristics of all these things in this group?	What caused this?
What criteria have been used to classify these?	What might be the result of…? Why do you think so?
How could you rearrange …?	Can anyone think of another reason/ explanation?
How could you compare … and …?	Can you explain…?
Can you find another way to …?	

Describing	Generalising
What is … like?	What is true about all of these?
What can you see?	What can you tell us about…?
What did you notice about…?	What have you found out about…?
How would you describe …?	What seems to be generally true about…?
	What have you learned about…?
	What conclusions can you draw now?
Evaluating	What does this tell you about…?

Evaluating	Inferring
Do you think this is a good thing/ bad thing? Why?	Can you explain from this how…? / why…?
How do you feel about this? Why?	What do you think might be happening here? Why?
Is there anything you would have done differently?	What do you think might cause this?
Why was this done? Do you think that it was a good idea?	Why do you think they did this?
What were the reasons for this?	How do you imagine they are feeling? Can anyone think of a different idea?
Do you think this is just/ fair/appropriate? Why?	
What do you think is important about this? Why?	**Predicting and Hypothesising**
How could this be improved?	What are we going to see at …?
How could you justify this?	What would/ might happen if …?
Can you take another point of view about…?	If…, what do you think would be the result?
How would you feel if you were …?	What would it be like if…?
Is this the best way to …?	What would you do if…?
Recalling Information	How would you plan for …?

Recalling Information	
How many …?	
Where is …?	
In which year did…?	
Why did…?	

Fixed Mindset Intelligence and talent are fixed and you are born with all you get!	Your Situation	Growth Mindset Intelligence and talents can be changed by work and effort.
To look smart or talented in every situation. To never fail.	What you desire?	To stretch and grow. To try things and take risks because you can learn.
Will you fail or succeed at this event or task? Will this event or task make you look smart or dumb? Afraid to fail.	Your evaluation of the possible task or event	Will this event help you learn and grow? Will it challenge you? Not afraid to fail
Avoid challenges because you could fail. You fear challenges.	How you face challenges?	Embrace challenges because the offer the opportunity to grow. You love challenges!
Give up easily and blame someone or something.	How you face external obstacles?	Persist despite the existence of obstacles
Why bother? It can't change anything. Effort means you lack talent.	How you see effort and work?	Fantastic. Any growth requires effort and work. Effort is the path to success.
Ignore criticism. Become defensive. How can you hide the criticism?	How you take feedback/ criticism?	Interested. You want to learn from criticism. How can this help you grow and learn?
Threatened and fearful. If someone else succeeds then they might be viewed as more talented than you.	How do you feel about other people's success	Happy. Other people's success means that you can learn from them. You are inspired!
Impede cooperation and teamwork, feedback and growth	Effect on Others	**Invite** cooperation and teamwork, feedback and growth
Fixed mindset people tend to plateau and achieve less than their full potential	**End Result**	**Growth Mindset people tend to keep growing and reach higher and higher levels of achievement.**