

## TEACHING AND LEARNING

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|---|------------------|
| Policy applies from EYFS to Sixth Form and to all Staff |                  |
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| Version:  | 05.23 v1         |
| Author:   | Mr Chris Collins |

| Version  | Date       | Paragraph | Material change  | Approval         |
|----------|------------|-----------|--|------------------|
| 06.22 v1 | 01.06.2022 | All       | Themes re-organised into separate sections.<br>More referencing to Lesson Sequencing.<br>Clarity given to the parental responsibilities. | Mr Chris Collins |
| 05.23 v1 | 26.05.2023 | N/a       | No material amendments.  | Mr Chris Collins |

Clifton High School is committed to child protection and safeguarding children and young people and expects all staff, visitors, and volunteers to share this commitment.

### Related Policies

- Assessment and Reporting
- British Values
- Behaviour - Infant and Junior School
- Behaviour - Senior School
- Code of Conduct - Infant and Junior School
- Code of Conduct - Senior
- Curriculum
- Enhanced Learning
- Early Years Foundation Stage (EYFS)
- Marking and Feedback - Infant and Junior School
- Marking and Feedback - Senior School

### 1. Introduction

The aim of this policy is to provide practical guidance to teachers. This policy should be a focus for discussion and development to maintain and improve teaching and to ensure a high quality of teaching and learning throughout Clifton High School, that develops pupils' curiosity and

helps to give them direction in their future learning and careers. The policy applies to the entire pupil body and to all teaching staff.

## **2. Teaching**

### **2.1 Expectations**

#### **Teachers**

We expect teachers to:

- ensure that learning is progressive with a sequence of continuous learning, within a broad and balanced curriculum designed to cater for individual needs and develop individual brilliance;
- be a positive and supportive role model and develop good working relationships with their pupils, addressing them by name and maintaining an atmosphere of mutual respect;
- uphold professional standards, including being punctual, well-prepared and organised, and having those high expectations of their pupils;
- manage change and keep up to date with pedagogical developments in their subject area;
- manage the development of their own professional expertise, and to share this with each other;
- monitor pupils' progress closely, share information with their line manager, and take action when a pupil appears not to be fulfilling their potential;
- familiarise themselves with each pupil's learning needs, and ensure that lessons and homework allow differentiation;
- provide additional support or extension work for those pupils who will benefit from it;
- set homework in accordance with the Homework policy;
- ensure that lessons are stimulating, challenging and planned with clear progressions with reference to lesson sequencing and schemes of work;
- design and organise activities that allow for the development of individual brilliance, to introduce new topics, as well as the consolidation of previous skills and knowledge;
- always take an electronic register and alert the school office immediately about any unexpected absences, in accordance with the school's Attendance policy; and
- evaluate pupils' progress on an ongoing basis, in accordance with the school's Assessment and Reporting policy.

#### **Senior Leaders**

We expect Senior leaders to:

- have a clear and ambitious vision for providing high-quality, inclusive education for all;
- celebrate achievement and have high expectations for everyone;
- hold staff and pupils to account for their teaching and learning;
- plan and evaluate strategies to secure high-quality teaching and learning across the School;
- manage resources to support high-quality teaching and learning;

- provide support and guidance to other staff through coaching and mentoring input, and monitor the impact of continuing professional development (CPD) opportunities to improve practice and subject knowledge;
- promote team working at all levels; and
- address underachievement and work with middle leaders and teachers to intervene promptly.

## 2.2 Teaching

Teaching should:

- follow a **clear sequencing model**, where links are drawn to prior learning, curriculum mapping and progression;
- involve ICT where appropriate as a tool to enhance pupils' learning. Relevant hardware and software are available and appropriate for this task;
- motivate pupils to extend their knowledge, understanding and skills;
- stimulate all pupils to have enthusiasm for the subject they are studying;
- make appropriate use of a range of teaching strategies such as whole-class teaching, group work, individual independent learning, use of reflection time, developing extended tasks and peer marking and review;
- be part of a pattern of regular marking, feedback and response, in line with the respective Marking and Feedback policies;
- allow opportunity for pupils to reflect on teachers' feedback and to self-assess their own progress against clear learning objectives, both within individual lessons and within sequences of lessons;
- be differentiated to allow all pupils to make progress in line with the learning objectives;
- involve resources that are of a good quality and differentiated to pupils' needs; and
- be conducted in an environment of praise and encouragement.

## 3. Planning

- Planning is a process and it has a purpose: to enable high quality delivery which enables all pupils to learn.
- **All teachers need to be clear and precise about the knowledge/skills they want pupils to learn in each lesson**. Planning is about hard thinking, and looking forward.
- Teachers should spend time thinking about what they want pupils to learn first before they give consideration to what you want them to do. This is key for sequencing.

**These are the four questions the teachers need to ask when preparing a lesson:**

1. Where are the pupils starting from?
2. Where do you want them to go to within the lesson?
3. How will you know when they are there?
4. How can you best help them to get there?



In order to answer these questions, teachers must look carefully **at the sequencing within their curriculum mapping.**

## 4. Learning

### 4.1 Learning Objectives

It is important that teachers and pupils, support staff are all clear about the key learning that will take place in a lesson. Teachers should make learning objectives explicit to pupils; there is no expectation that learning objectives need to be written down, but all pupils should be able to explain what the key learning of the lesson is. **It is also important that teachers write down the context of the lesson in their lesson plan, for example: previous activity/prior learning or stand-alone lesson as part of a curriculum strand.**

### 4.2 Expectations

#### Pupils

We expect pupils to:

- take responsibility for their learning, with increasing maturity and ownership as they develop through the school;
- arrive on time to lessons, with all appropriate equipment and resources;
- meet the expectations of the Schools' Codes of Conduct and Behaviour policies;
- work together and support and respect each other's learning;
- be prepared to contribute towards the whole school and wider communities;
- participate fully in lessons, showing a positive attitude towards their learning;
- to ask for help and support when experiencing any difficulties; and
- complete homework set and ensure that they respond to the feedback, in line with the Marking and Feedback policies.

#### Parents and carers

We expect parents and carers to support pupils' learning by:

- ensuring children attend school reliably;
- maintaining good communication with the School and participating in discussions regarding pupils' progress and attainment (including, but not limited to, attendance at parents' evenings);
- supporting the School in implementing the Codes of Conduct and Behaviour policies;
- offering encouragement and praise to pupils, and understanding the importance of home learning. With Infant and Junior pupils in particular, this will be including hearing them read, helping them learn spellings, and helping them know and practice their multiplication tables in Mathematics;



- keeping the School well informed of any relevant factors which might affect their child's progress
- encouraging their child to take responsibility for their own learning; and
- supporting and giving importance to home learning.

### **Governors**

The School expects Governors to monitor:

- that resources and funding are allocated effectively to support the School's approach to teaching and learning;
- the impact of teaching and learning strategies on pupils' progress; and
- the effectiveness of this policy and hold the Senior Leadership Team to account for its implementation.

### **4.3 Learning Environment**

Teachers should ensure that the learning environment:

- is organised to allow for a variety of tasks, including group work, individual, pairs, small groups, or contributing to whole class activities;
- encourages all pupils to work in ways that show **Curiosity, Love, Empathy and Direction**;
- enables motivated and happy pupils to achieve their full potential;
- is caring, challenging, and stimulating, with pupils and teachers showing mutual love and empathy; and
- makes pupils feel confident and valued in their contributions - regardless of ability, gender, or culture.

### **5. Approaches to Teaching and Learning**

We use several strategies to encourage =pupils to work to their full potential. This includes questioning, explaining, instructing, observing, assessing, diagnosing, recording, listening, exploring, giving feedback, marking work, sequencing, research work and pupil voice. As part of our approach to teaching and learning, we also provide some enrichment experiences through educational visits, field work, revision workshops, and other relevant activities both within subject areas and in cross-curricular links between departments.

Teachers should use the following approaches to teaching and learning:

#### **Questioning**

- Effective teachers ask a large number of questions skilfully, as questioning is our main tool to probe, check and extend pupil understanding.
- Teachers should ask pupils a lot of questions, and then use what they learn from this process to adapt and reshape teaching within and between lessons.



- Whole class responses to questioning can be done effectively with mini whiteboards, hand gestures etc.

### **Retrieval practice**

- Retrieval is a learning strategy that should be used regularly in lessons to support pupils with retrieving material that they have previously learnt from their long-term memory. When used at start of lesson as a “Do now” activity it can help to recap prior knowledge needed for today’s lesson and support the teacher with understanding prior learning of the class.

### **Effective feedback**

- Feedback exists in many forms e.g. - teacher marking of exercise books, whole class marking sheets, verbal feedback, peer and self-assessment.
- Effective feedback should:
  - be frequent and timely;
  - always generate action and should be more work for the recipient than the donor;
  - be specific and focused on the most prominent areas to improve;
  - be accompanied by support in how to be successful and the next step; and
  - allow time for improvement and reflection to cultivate an environment of redrafting work in purple pen.

## **6. EYFS**

In addition to all of the above, which applies to all phases of the School, the following additional expectations are in place for the Early Years Foundation Stage.

EYFS Teachers should:

- embed ‘conflict-resolution’ to help children solve problems and build relationships;
- model excellent vocabulary and conduct to all children;
- promote self-care and independence;
- be responsive to the individual needs of the children;
- maintain an atmosphere of safety while encouraging safe risk taking;
- promote the skills to build positive relationships; and
- be calm, consistent, and fair.

EYFS lessons should:

- involve: Playing and Exploring, Active Learning and Creative and Critical thinking;
- involve the seven areas of learning (Communication and Language, Physical Development, PSED, Literacy, Mathematics, Understanding the World and Expressive Arts and Design); and





- be conducted both inside and outside.

Please refer to the 7 areas of learning and the EYFS policy.

## **7. Monitoring of Teaching and Learning**

We will monitor teaching and learning across the School to make sure that all our pupils make the best possible progress from their starting points.

The aims of monitoring and evaluation are to:

- to make secure judgements of teaching and learning across the School
- to monitor and evaluate the progress of pupils
- to identify training needs across teaching staff and business support staff, and drive the CPD programme. Senior Leadership Team, Heads of Department and Heads of Year will monitor and evaluate the impact of teaching on pupils' learning through:
  - conducting learning walks;
  - book scrutinies;
  - review of termly progress checks; and
  - gathering input from pupil voice and teacher questionnaires.

## **8. Marking and assessment (see Marking and Feedback policies for more details)**

Marking and assessment have two purposes. It:

- allows pupils to get feedback which they act on to make progress over time; and
- informs a teacher's future planning and teaching.

Effective marking should be meaningful, manageable and motivating for the recipient whilst simultaneously being manageable and sustainable for the teacher. Marking must be primarily formative, may be selective, and be clear about what pupils must act upon to improve their work.

## **9. Inclusion**

Our school is an inclusive school and our teaching is fully inclusive. We aim to make all pupils feel included in all our activities. We recognise the entitlement of all pupils to a balanced, broadly-based curriculum and opportunities for learning. We have systems in place for early identification of barriers to their learning and participation so that they can engage in school activities with all other pupils. We acknowledge the need for high expectations and suitable targets for all pupils.



## **Annex A: Actions Summary**

Teachers are expected to:

- enable pupils to acquire new knowledge and make progress according to their ability, so that they increase their understanding and develop their skills in the subjects taught;
- foster in pupils the application of intellectual, physical, or creative effort, interest in their work, and the ability to think and learn for themselves and be self-motivated;
- deliver well-planned lessons, use effective teaching methods, suitable activities, and wise management of class time;
- show a good understanding of the aptitudes, needs and prior attainments of individual pupils, and ensure these are considered in the planning of lessons;
- demonstrate good knowledge and understanding of the subject matter being taught;
- utilise effectively classroom resources of a good quality, quantity and range;
- work with other staff, including teaching assistants and the enhanced learning department, to ensure pupils receive the support they need to make progress;
- use a framework to assess pupils' work regularly in line with the school's Marking policy and Assessment and Reporting policy;
- uses information from assessment to plan teaching so that pupils can progress;
- utilise effective strategies for managing behaviour and encouraging pupils to behave responsibly in line with the school's Behaviour Policy and the Contract of Behaviour Code and School Rules;
- ensure that teaching does not undermine fundamental British Values of Democracy or discriminate against pupil's contrary to part 6 of the Equality Act;
- teaching must not undermine the rule of law, individual liberty and mutual tolerance and respect for those with different faiths and beliefs; and
- when teaching political issues, it is important that pupils are offered a balanced presentation of opposing views. The school strongly opposes the promotion of partisan political views.