

Cliff Park Ormiston Academy

Teaching and Learning Policy

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Policy Version Control

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Responsible committee	Curriculum & Standards

Rationale

It is Cliff Park Ormiston Academy's belief that all students are entitled to an outstanding education where "learning is driven by what goes on in the classroom" (*Dylan William, Inside the Black Box*).

Aims of the policy

- To establish a consistent approach to teaching and learning across all Faculties/Subject Areas;
- To raise expectations in teachers and students of what can be achieved; - To improve student learning experiences and outcomes.

Context

In February 2014, Mike Cladingbowl, Ofsted's National Director, Schools, made the following point:

"Making a judgement about the quality of teaching, based on a wide variety of evidence gathered in the classroom and elsewhere, is not the same as judging how well a teacher performed."

This policy, in conjunction with the '**Assessment Policy**', sets out a framework to ensure that 'outstanding teaching' is measured by the progress made by students both within a lesson and over time.

The key themes of our teaching and learning policy are:

- 1) **Behaviour for learning** – students make most progress when they feel respected and valued, and are developing a broad set of transferable skills, this encourages the 'thirst for knowledge' and the desire to learn..
- 2) **Lesson structure** – clearly planned lessons that promote learning and progress using the Learning Framework.
- 3) **Personalisation**– our classes are made up of individual learners with a variety of needs; teaching and learning should take account of students from different cohorts and with varied abilities.
- 4) **Assessment for Learning** – assessment gives students clear guidance about the standard of their work and how they can progress.
- 5) **The Monitoring of Lessons** – through calendared subject reviews, learning walks and observations.

Behaviour for learning

- There is an expectation that the Academy's '**Behaviour and Rewards Policy**' is adhered to consistently across the Academy.
- There should be a 'can do' attitude that permeates throughout the classroom that all groups of learners can achieve success based on realistic and challenging expectations.
- Students must enter and leave the classroom in an orderly way at the instruction of the teacher:
 - Students should not enter the room unless a teacher is present
 - Teachers should welcome students into the room at the door
 - Students should stand when the Principal, VPs and guests enter the classroom.
 - Students are dismissed in an orderly fashion by the teacher
 - teachers supervise corridor movement near their classrooms during lesson changeover
- The seating of students is very important and must be at the direction of the teacher.
 - Seating Plans are a requirement and can be produced using Go4Schools - Strategic seating should be used to challenge underachievement and promote learning
 - The teacher will consciously decide upon and plan the seating arrangements for students in order to maximise progress and facilitate differentiation.
 - Seating plans are required to be handed over during observations and would be useful to include when setting cover work.
- Classrooms that are clean and uncluttered set the tone of a purposeful learning environment:
 - Graffiti should be reported to the site staff or cleaners.
 - Work spaces, including desks and shelves, should be kept ordered
 - Displays should reflect current students' work and it is recommended that they are changed termly.
 - Appropriate health and safety procedures should be followed at all times.

Lesson Structure

Planning

- Although departments are not expected to use a generic SoW template, SoW must include all of the elements found upon the exemplar template that can be found on Google Docs - WHOLE ACADEMY DOCS - T and L 2018/2019.
- The Academy lesson plan proforma (see appendices) provides a suggested template. This proforma, or an agreed template, may be used when observation lessons take place.
- The class personalisation sheet (see appendices) **must** be used for formal lesson observations, along with either an annotated PowerPoint presentation or a full lesson observation proforma.
- Effective lessons should build upon students' prior knowledge and assessment data and enable them to progress appropriately. In order to facilitate this, all lessons should follow the basic structure of Cliff Park Ormiston Academy's Learning Framework (see below).

The Learning Framework

Lessons should begin with an overview of the learning journey for that lessons and should include:

- **Lesson Objective (We are learning to...):** This should be made explicit to students and enable them to engage with the process of learning. They should not be task driven but, instead, highlight skills, concepts or knowledge that will be developed. They should be connected to the lesson outcomes. Lesson objectives can be displayed in a variety of ways, including written or projected onto the board, referred to orally or printed on worksheets, but they must be referred to throughout the lesson in order to reinforce the core purpose of the lesson.
- **Learning Steps:** These can be written down (as shown in the example below) or discussed verbally throughout the lesson. These should signpost the stages of the lesson that students will be following in order to successfully hit the lesson outcomes. Although these may be task based, they should also highlight the building of skills, concepts and/or knowledge.
- **Personalised Learning Outcomes:** These should be linked to the lesson objective and be based upon the department's assessment criteria. Dependent upon the class, this criteria should be based upon 'exceeding' descriptors for Grades 3, 5 and 7. In order to facilitate students' progress, it is important that learning is personalised and outcomes are referred to throughout the lesson and students know where they should be aiming.
- **Learning Skills:** When appropriate, learning skill should be signposted through, for example, the use of the blue cards. With a whole-Academy focus upon learning skills, students are encouraged to transfer skills across their subjects, becoming more effective learners. Key Skills should be identified within schemes of work and signposted within lessons.

Personalisation

Personalisation is one of our Academy's key areas of focus. This policy aims to clarify what is meant by personalisation and to highlight ways to achieve this.

What is personalisation?

- Personalisation is the process whereby teachers ensure students of different ability fulfil their achievement potential. Good practice suggests that a curriculum which is differentiated for every student will:
 - a) build on past achievements
 - b) present challenges to allow for more achievements
 - c) provide opportunities for success
 - d) remove barriers to participation
- In general terms there are two forms of personalisation - that within the work of a single student and that between students as they progress through the academy. Among the ways to personalise for learning activities are differentiation by task and differentiation by outcome.

Personalisation by task

This method allows different children or groups to be involved in different and suitably challenging tasks. This method requires the teacher to plan specific objectives for class activity and then specify the tasks which will help individual students achieve these.

Examples of the factors which determine the difficulty of the task include:

- a) the familiarity of the task, apparatus and materials
- b) the degree of familiarity with the concepts and language involved
- c) the extent to which students are required to take initiative for the activity.

Personalisation should be clearly signposted within lesson plans and, along with the differentiated learning outcomes, could include:

- differentiated learning objectives
- differentiated learning tasks
- differentiated resources
- ability grouping/pairing
- setting work which uses different types of learning styles or has different expectations in terms of literacy
- targeted questioning
- how the classroom TA is deployed
- marking and feedback
- differentiated homework tasks and follow-up

For further suggested ways of differentiating within the classroom, refer to the '**Differentiation Toolkit**' that can be found in *WHOLE ACADEMY DOCS - Teaching and Learning 2018-2019 - Differentiation*'.

Assessment for Learning

Assessment for Learning can take place when:

- students have targets which they know and understand
- students know regularly at what level they are working in relation to these targets
- students know how they can improve their working at level so as to achieve their targets. One way in which this is possible is through the 'learning conversation' taking place through the use of the Feedback Sticker. See the Assessment Policy for further details on this.
- the students have access to level/grade descriptors, e.g. in their books or on classroom walls, and they understand them, and there is reference to them within lessons
- teachers make full use of modelling, including the sharing of exemplar materials
- learning objectives are clear and outcomes are differentiated by levels/grades
- teachers are in "AFL mode", ie always discussing work with students and helping them see how they can improve in terms of level/grade descriptors and achieving targets.
- teachers also use basic AFL methodology such as mini whiteboards, traffic lighting responses, etc.
- there is evidence that both peer and self-assessment relating to the learning objectives are occurring in lessons as appropriate
- questioning is varied and adapts to individual students' knowledge and understanding (see appendices)
- AFL is also being used to inform the pace, content and activities within a lesson.

- Deviating from a lesson plan is often necessary in light of students' understanding
- TA support is effectively used
- marking and the quality of students' work relates to the grades seen on Go4Schools for that student.

For examples of AfL techniques and activities see appendices and the '**AfL Toolkit**' booklet on the shared area and at. WHOLE ACADEMY DOCS - T & L 2018-2019.

The Monitoring and evaluation of the quality and impact of teaching

- The academy's monitoring tools, including lesson observations, book trawls, will be recorded electronically on 'CPD Genie. Paper copies should be used and then passed on to PMY
- Staff will be observed 3 times a year, including internal and external reviews. Some identified staff, along with NQTs will be observed more often as part of an agreed programme of support.
- As highlighted under, 'planning', a lesson plan or SoW, along with the Class Personalisation Sheet should be available for the observer.
- Observations will be carried out by members of the OAT Consultants, SLT and Heads of Faculty/Department.
- As set out on the self-evaluation calendar, learning walks and book trawls will be carried out by both Heads of Department and SLT. Feedback from these activities should inform departments' SEF and the updating of their dynamic department develop plans. Learning walks and book trawls are used for quality assurance purposes and not for performance management.
- Effective monitoring will inform training and support needs through both external and internal CPD.
- Half Termly focus across the academy to ensure consistency - ie Hlaf term one focus of Presentation

The Monitoring and evaluation the impact of Learning

- Learning Walks will take place regularly around the academy
- These may be carried out by all members of the academy - NQTs and new staff will require support and guidance from SLT or HoD/HoF
- The purpose is to observe the 'behaviour for learning' and the thirst for learning