



## ***Teaching and Learning***

### **Safe, positive, successful: every lesson, every day.**

#### **1. Our mission for excellence**

We believe effective schools are organisations where **all adults and children are fully committed to a journey of lifelong learning**, be that academic, character related or practical – we never stop learning.

At Coleshill Heath School, we are dedicated to providing the highest quality ‘learning culture’ for all. This includes developing the children’s own repertoire of ‘learning skills’ through our *RECIPE for Success*, to support them in becoming active and independent life-long learners.

**The CHS Learning Culture:** every child, every day will:

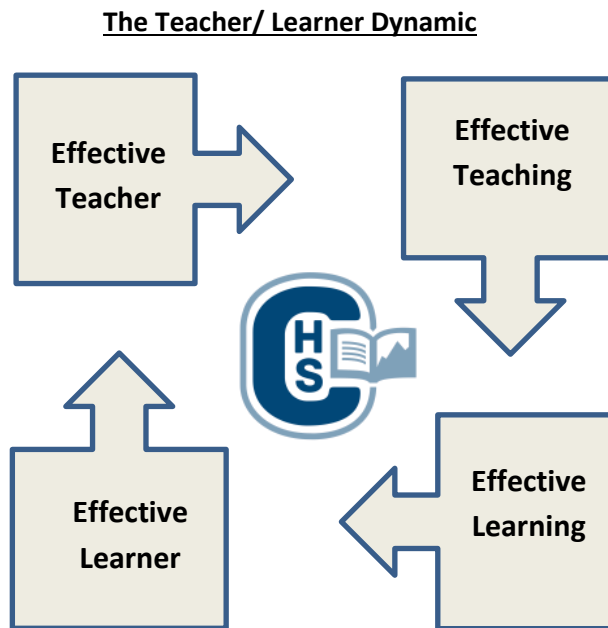
- feel safe – respected, valued and supported for each other as learners;
- take risks, recognising mistakes and errors as a learning opportunity;
- have high expectations of themselves, their peers and the adults who teach them, demonstrated through: learning behaviour, progress in learning, presentation of work;
- display a 'Can do' **mind-set**, centred upon the belief that ‘intelligence’ can be developed with practise;
- work with adults who establish positive working relationships with all children in the class and who model learning and expected behaviour for the children;
- be treated with #kindness and respect, with encouragement, praise and rewards for all.

**School Values** - An integral part of our ‘learning culture’ is our children’s character development. Therefore, we have established four school values which underpin our whole school community and curriculum. These are: **#kindness #confidence #honesty #courage**. These values are consistently promoted throughout the teaching and learning process at Coleshill Heath School. These codes encompass the importance of the diversity and inclusion learning that takes place.

**Impact** - Effective teaching and learning has taken place when a child has reached their full potential. They can apply much of their learning to more complex situations, demonstrating a deeper level of understanding and making good progress. Therefore, our Teaching and Learning Policy outlines the good practice expected of all staff at Coleshill Heath School. However, it is not a definitive or static statement on all aspects of teaching. Instead the policy seeks to **encourage a daily professional dialogue** amongst **teachers and support staff** so that honest reflections about the **impact of teaching strategies** and approaches are constantly evolving to suit the needs of each and every learner

## Effective Teachers: Pedagogy and Practice

The single, most important resource children can have is their teacher and the greatest indication of a teacher's effectiveness is their children's successes. Quality First Teaching generates effective learning.



Professionals at Coleshill Heath School are positive role models.

### We are always:

- *well prepared, using on-going formative assessments;*
- *organised in our classroom routines;*
- *highly knowledgeable of our learners;*
- *encouraging of resilient, 'Can't do it YET' attitudes;*
- *enthusiastic, inspiring and fair.*

## 2. Developing Teaching and Learning: Whole School Strategy

At CHS, we continuously reflect upon practice to develop our approach to Teaching and Learning. Our strategy for doing this is formulated from **five key elements**: Expectation, Effectiveness, Engagement, Enrichment and Evaluation.

### EXPECTATION

- CLARITY ON POLICY and EXPECTATION OF IMPLEMENTATION
- TEAM AGREEMENTS FOR CONSISTENT APPROACHES
- TEACHING AND LEARNING HANDBOOKS

### EFFECTIVENESS

- TEAM CONSULTATION AND REFLECTION
- EXTENDED SLT MEETINGS FOCUSED **ONLY** ON T&L
- TEAM ASSESSMENT AND PLANNING (TAP)

### ENGAGEMENT

- CLASS SWAP EXPERIENCES
- TEAM TEACHING
- OBSERVING AND EVALUATING PRACTICE
- COACHING AND MENTORING

### ENRICHMENT

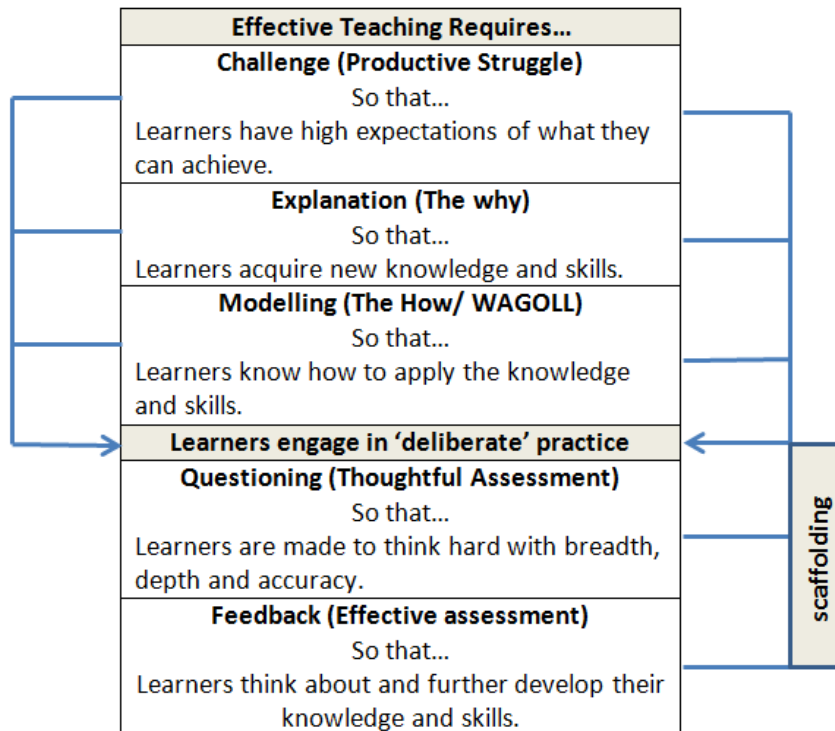
- TEN-MINUTE TASTERS – FORTNIGHTLY
- RESEARCH SHARING/PLD LIBRARY
- PROFESSIONAL LEARNING

### EVALUATION

- ROBUST and HONEST AUDITS
- IMPACT EVIDENCE
- SURVEY AND STAKEHOLDER FEEDBACK
- SYSTEMS THAT FEED FORWARD TO AFFECT CHANGE
- EVIDENCE-BASED AND INFORMED NEXT STEPS

### 3. Elements For Effective Learning Sequences

All 6 must be present over a learning sequence:



#### Planning

Lessons are planned on the agreed school formats. The National Curriculum statements have been broken down into small steps of knowledge for each subject. This knowledge is our 'what'; 'what' the children will learn.

Our planning formats are our 'how'; 'how' the adults will teach the knowledge.

Planning formats are completed during TAP times where adults are expected to have high-quality, professional conversations focused on learning. Intended learning outcomes, scaffolding and challenge are clearly indicated on planning.

#### Teachers use their on-going formative assessments (linked to Feedback Policy) to consider:

- The age-related learning that will be achieved by the end of the lesson.
- The type of learning activity/evidence of learning appropriate to the pupils' needs
- Opportunities to discuss and model 'excellence' – WAGOLL (What a good one looks like).
- The time given to enable children to achieve meaningful learning, avoiding cognitive overload.

## **Challenge**

It is expected that teachers use a 'learning profile' to signpost learners throughout the sequence of teaching and learning in Maths and English. This supports **pitch and challenge** and allows both the teacher and pupil to consider:

- *Where am I in my learning?*
- *Where am I going?*
- *What do I need to get there? → What do I need to do next?*

The notions of 'stretch' and 'struggle' should be integral to the learning sequence, as well as fluency and recall. This is crucial for retention and deep authentic learning. At Coleshill Heath, we promote the notion of high challenge, low threat.

**Learning Objectives** – Learning objectives are vital to learning but only at the point at which knowing them will affect a learner's performance and therefore, any formative judgement made. They should be displayed during the lesson.

Learning Objectives are:

- decontextualized
- subject specific (e.g. History lessons have History focussed learning objectives)
- based on knowledge or skills
- for skills: the basis of success criteria

**Learning Outcomes** – These are shared with children at the start and end of lessons using an agreed shared language of learning. All children can articulate what they are learning and most importantly, why they are learning it. This promotes a shared ownership of learning.

**Success Criteria** – Steps to Success are most effective when created with the pupils. They should:

- break down the learning taking place
- include the steps or 'ingredients' required to be successful
- are identified by the teacher during the planning process (a guide)
- generated with pupils during the lesson
- are referred to throughout the lesson to capture assessment.

Pupils can reflect on the Steps to Success in a formative dialogue with their peers or teachers which enables them to:

- identify success/excellence
- determine difficulties
- discuss strategies for improvement *and*
- reflect on progress from starting points

### Explanation and engagement

Explanation and modelling often exist simultaneously when introducing new content, especially in practical subjects. A solid explanation is the key to effective teaching.

At Coleshill Heath, adults use the following strategies to engage pupils in explanation:

- 1) Keep it simple – Focus on the main objective and avoid adding extras.
- 2) Use the unexpected – Surprises aid long-term memory and generate interest and curiosity for the new content.
- 3) Refer to the concrete – Relate the learning to focus on concepts which are familiar to the children.
- 4) Make it credible – Ensure the children believe what you are explaining to them.
- 5) Engage the emotions – Make the children feel something about the learning. Using the phrase “Imagine if...” engages their imaginations and tap into their emotions.
- 6) Tell stories – Stories are used to give a context to new content and support children to appreciate the relevance of what they are learning.

Lessons are stimulating and promote constructive dialogue between children and adults. All pupils are fully engaged in their learning – they are on task and understand what they are trying to achieve. Teachers provide opportunities to practice in different ways; there is a balance between formal and informal work, with learners having opportunities to carry out tasks that involve practical work, no formal recording, physically active tasks etc. We use **Kagan Structures** to promote effective co-operative learning.

Practice is interwoven with explanation and challenge to ensure a deeper understanding, eradicate misconceptions and promote long-term fluency. When used together, they encourage pupils to be independent.

At Coleshill Heath, we use an ‘I do, We do, You do’ approach, to allow for metacognitive strategies.

Initially, the teacher demonstrates the learning (I do). Then the pupils work with guidance from the teacher (We do). Finally, pupils work in pairs, small groups or independently (You do).

### Pace

Lessons have **appropriate pace**, which is varied according to pupil-led needs to ensure consistently **high levels of productivity** in every lesson. There are high expectations of what all children can achieve in a given time. The ‘balance’ of pace should rest with the learner so they have every opportunity to generate high levels of productivity and improve the quality of what they produce.

### **Teaching Assistants**

Teaching Assistants and other adult helpers are deployed throughout school to effectively support learning. Teaching Assistants are expected to support learners at all times. They can support explanation of the learning and engagement of the learners by:

- supporting the learning progress of all groups of learners;
- supporting the assessments of children's understanding through their contributions to on-going formative assessment procedures, as directed by the class-teacher
- developing children's independence.

Teachers are expected to use the EEF's recommendations from the *'Making the best use of Teaching Assistants'* report, and ensure that teaching assistants are fully informed of the teaching and intended outcomes in lessons. Planning is expected to be provided in advance of the lessons and clear direction given for focus groups and specific outcomes where needed.



### **Modelling:**

Through the use of modelling, teachers and children share a rich language of learning. This creates a dialogue that enables teachers and children to hear learning as it is happening and to focus conversations on learning.

### **Effective modelling:**

- engages children in the learning;
- is active and interactive;
- has appropriate pace to ensure maximum learning takes place;
- responds to, and is adapted to, ongoing assessment during the lesson;
- clearly sign-posts successful learning/the learning activity;
- generates success criteria (*see Challenge*);
- is flexible according to the learning taking place e.g.
  - different inputs for different groups;
  - different start times for different groups;
  - input – activity – input – activity;
  - whole class or in guided groups etc.

### **Questioning:**

At Coleshill Heath, adults consider the questions that are asked. Questions are asked to:

- evaluate whether pupils are prepared to or have completed tasks
- review previous learning
- interest and motivate pupils to get involved
- develop critical thinking skills and enquiring attitudes.

When asking a question, we expect pupils to listen to it, check their understanding of it, form a response in their mind, to sometimes voice this response aloud in the form of a full sentence and finally, to revise or expand on their response if probed deeper by the teacher.

Adults allow for the significant thinking time of **at least 6 seconds** before seeking for the children's response. With our 'No Hands Up' approach, any pupil can be called upon to respond to a question.

### **Feedback: Thoughtful Assessment**

**Feedback is essential if improvement is going to take place.** At Coleshill Heath, adults support pupils to stay on track through precise and timely feedback.

Within lessons, there is a constant two-way, feedback dialogue between teachers and learners. The purpose of feedback is to enable teachers to identify a learning gap and address it.

At Coleshill Heath, adults give verbal feedback as often as possible to the whole class, groups and individuals, which is specific and helpful. Pupils are given time to read, respond to and reflect on feedback, allowing them to improve and consolidate new knowledge. Teaching is adapted based on feedback information gathered during lessons.

#### 4. Effective Learning Behaviours

Learning Dispositions: **RECIPE for Success** - At Coleshill Heath School we generate our learning power by using RECIPE for Success in all areas of our learning. The outline of RECIPE is below.

**R** = ready to learn   **E** = effective learner   **C** = creative learner   **I** = independent learner  
**P** = participating learner   **E** = evaluative learner

**Effective learning could include:**

- *investigation and problem solving*
- *research*
- *whole-class work*
- *group work (in groups selected for different reasons)*
- *paired work*
- *individual work*
- *independent work, which is child directed*
- *collaborative work*
- *selecting and using relevant resources to support learning*
- *asking and answering questions*
- *creative activities*
- *debates, discussions, oral presentations and other speaking and listening strategies*
- *designing and making things*
- *participation in athletic or physical activity*
- *setting challenges for themselves*

#### 5. CHS Learning Environment needs to:

- ✓ celebrate success - achievement, Behaviour Star of the Day, Name in Lights
- ✓ support class organisation – visual timetables, clearly labelled resources
- ✓ promote Independence by providing prompts – questions, support for when children are stuck
- ✓ support learning – working walls, presentation examples, interactive & challenging

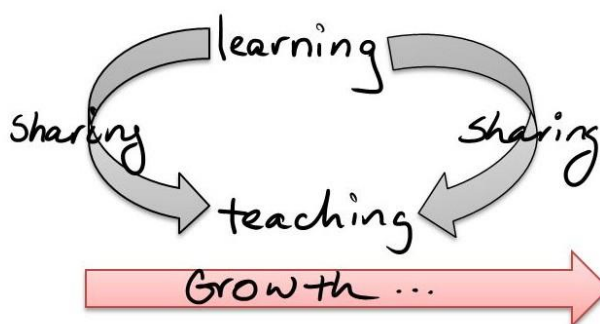
Working walls are updated regularly to reflect the current part of the children's learning.

***See Learning Environment and Display Policy***

6. **Role of Parents** - Parents have a fundamental role to play in helping children to learn. They are informed about what and how their children are learning by:

*See Home Learning Policy and Home-School Agreement*

7. **Staff Development**



Teachers' and Teaching Assistants' ongoing professional development encompasses a variety of CPD. SLT and subject leaders identify key areas of focus for whole school development. Regular conversations with staff identify personal areas for development, co-ordinated by SLT.

*See CPD Policy*

8. **Role of Governors** - Governors support, monitor and review the school policies on teaching and learning. In particular they:

- support the use of appropriate teaching strategies by allocating resources effectively;
- ensure that the school buildings and premises are best used to support successful teaching and learning;
- monitor teaching strategies in the light of health and safety regulations;
- monitor how effective teaching and learning strategies are in terms of raising pupil attainment;
- ensure that staff development and performance management policies promote good quality teaching;
- monitor the effectiveness of the school's teaching and learning policies through the school's self-evaluation processes. These may include reports from subject leaders and the termly Headteacher's report to governors, as well as a review of the in-service training sessions attended by our staff.

**Monitoring & Evaluation** This policy will be used to support the monitoring of teaching and learning throughout school. It will be regularly reviewed with staff and will be discussed with new staff working in school.



## Curriculum

### Our Vision

At Coleshill Heath, our curriculum allows children to:

- Be Ready, Respectful, Resilient and Safe
- Acquire knowledge to apply skills in a range of contexts
- Be a global citizen
- Be a confident thinker and communicator

So that they can *achieve beyond their imagination...*

### Year Group Coverage

First steps children (2-year olds) teach 6 topics across the year with key lines of enquiry e.g. My Body and Me) and key nursery rhymes (e.g. Head, shoulders, knees and toes). Nursery and Reception teach 6 topics across the year which have an English theme. Children's learning is related to a text which they are studying and their wider curriculum is linked to this text.

Years 1 to 6 teach Reading, English, Maths, Science, Computing, PSHE, RE, PE and Music explicitly. There are three additional 'projects' each year with a Humanities focus. Within these topics, DT and Art are also taught to all year groups. A clear progression and sequencing of knowledge from the beginning of Key Stage One to the end of Key Stage Two has been considered.

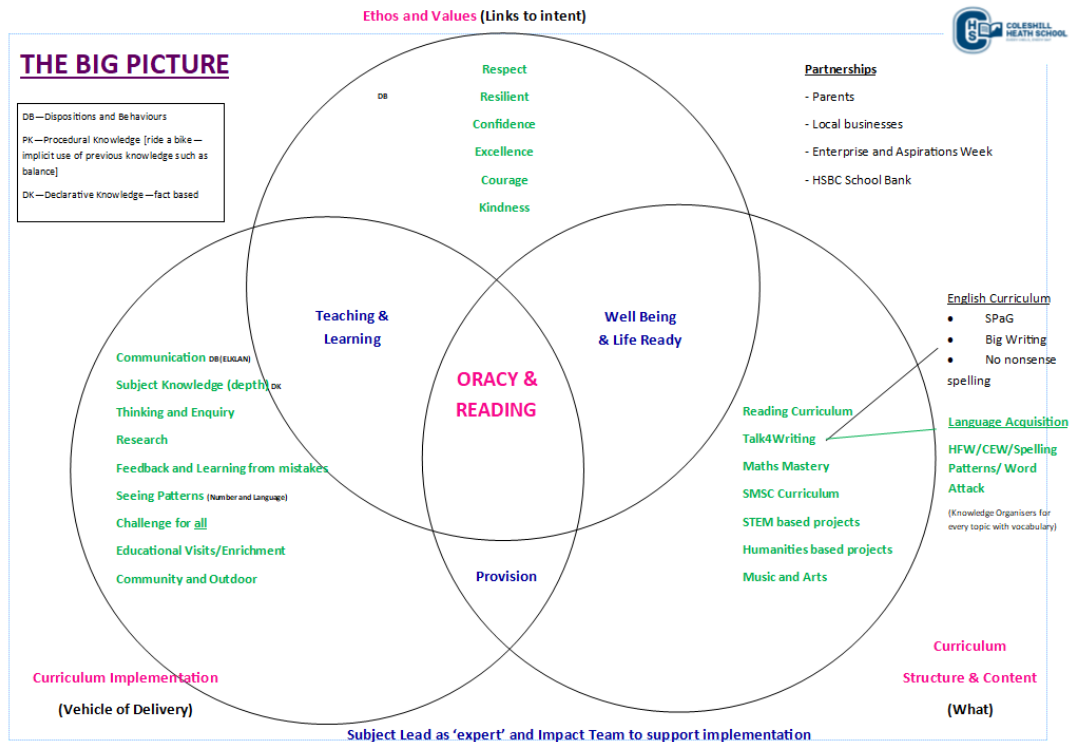
PSHE is taught through our bespoke 'Connecting Curriculum' which focuses on the Personal Development of pupils and has been carefully planned to include a wide range of learning about diversity and inclusion. British Values are delivered throughout this sequence of learning and across other subjects.

### Developing and Evaluating our Curriculum: Whole School Strategy

Our curriculum at Coleshill Heath has been designed by our leaders and teachers. The design takes into account specific barriers and challenges that many of our children face such as the 'language gap'. *Hart and Risley (1995)* studied the language experience of children over four years. The research found that an average child in a professional family accumulated experience of almost 45 million words; a working class family, 26 million words; and in a family receiving welfare, 13 million words.

Oracy and Reading are the central focus of our curriculum at Coleshill Heath to counter the 'language gap'. We believe that the power of these tools allows children to access all parts of the curriculum and become life-long learners. Early reading is taught through a robust phonics scheme to ensure pupils have the best start. The design and evaluation of our curriculum is an on-going process, with knowledge-links at the centre of our approach across subjects, within year groups and across the school.

Subject leaders evaluate links in their subjects and support teachers with the planning and delivery of the curriculum.



Subject Frameworks have been developed to provide staff with an overview of each subject including Teaching and Learning expectations, SMSC links and cross-curricular opportunities.

Our whole school curriculum has been developed to incorporate key learning relating to the themes of inclusion, diversity and protected characteristics. Learning which addresses these themes have been identified on the Long-term Curriculum Overviews.



This policy was first written in **May 2019** and will be reviewed annually

Policy Name:	<b>TEACHING, LEARNING AND CURRICULUM</b>
Staff Responsible:	Miss R Thomas
Governor Responsible:	Scrutiny and Outcomes Committee (Mrs S Vogel)
Date for Review:	July 2024
Signed Headteacher:	Miss N Fowles
Signed Chair of Governors:	Mrs M Fitter
Date Approved:	Full Board – 10 <sup>th</sup> July 2023