Teaching and Learning and *Curriculum* Policy

"The best thing about being a teacher is that it matters. The hardest thing is that it matters

EVERY DAY".

2019-2020

Coleshill Heath School
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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. These are: *#kindness #confidence #honesty #courage.* These values are consistently promoted throughout the teaching and learning process at Coleshill Heath School.

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, showing 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.

The Teacher/ Learner Dynamic
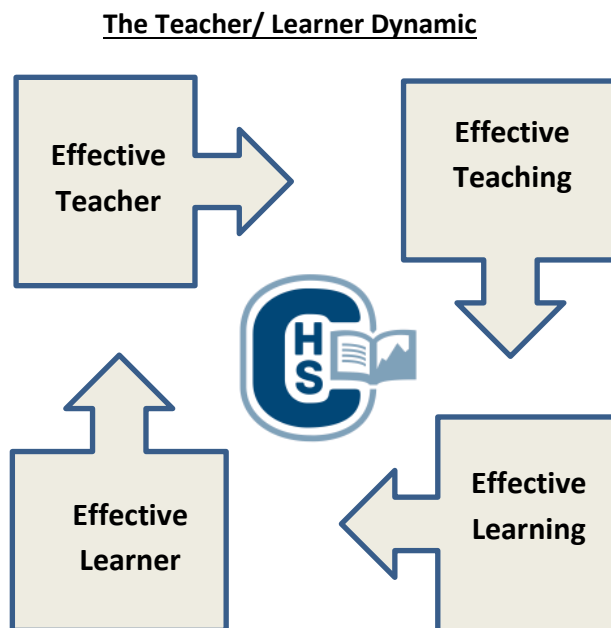
Professionals at Coleshill Heath School are positive role models.

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

Our strategy is formulated from 5 key elements:

EXPECTATION

- CLARITY ON POLICY
- TEAM AGREEMENTS FOR CONSISTENT APPROACHES
- TEACHING AND LEARNING HANDBOOK

EFFECTIVENESS

- TEAM CONSULTATION AND REFLECTION [every 6 weeks]
- EXTENDED SLT MEETINGS FOCUSED **ONLY** ON T&L [every 3 weeks]
- TEAM ASSESSMENT AND PLANNING [Weekly in Year group teams]
- CURRICULUM AND YEAR GROUP ORGANISATION [twice every half term]

ENGAGEMENT

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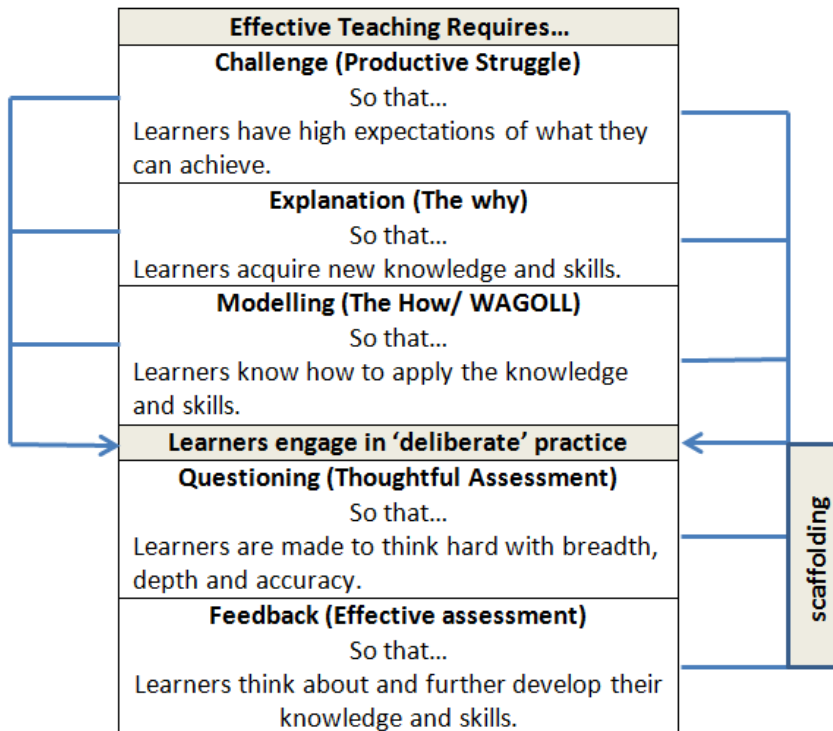- COACHING AND MENTORING

ENRICHMENT

- TEN-MINUTE TASTERS – FORTNIGHTLY
- BLOG OF THE WEEK/RESEARCH SHARING
- TEACHMEETS (2 X TERM)
- PROFESSIONAL LEARNING

EVALUATION

- AUDITS AND NEXT STEPS [Teacher Development Trust]
- IMPACT AND EVIDENCE
- SURVEY AND STAKEHOLDER FEEDBACK/FEEDFORWARD

3. Elements For Effective Learning Sequences

All 5 must be present over a learning sequence:

Effective Teaching Requires…
Challenge (Productive Struggle)
So that…
Learners have high expectations of what they can achieve.
Explanation (The why)
So that…
Learners acquire new knowledge and skills.
Modelling (The How/ WAGOLL)
So that…
Learners know how to apply the knowledge and skills.
Learners engage in 'deliberate' practice
Questioning (Thoughtful Assessment)
So that…
Learners are made to think hard with breadth, depth and accuracy.
Feedback (Effective assessment)
So that…
Learners think about and further develop their knowledge and skills.

scaffolding

Planning

Lessons are planned in line with the school's agreed curriculum policies and on the agreed school formats. Intended learning outcomes are taken from the age-related programmes of study and are clearly indicated.

Teachers use their on-going formative assessments 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 different learning styles.
- Opportunities to discuss and model 'excellence' – WAGOLL (What a good one looks like).
- The time given to enable children to achieve meaningful learning.

Challenge

It is expected that teachers use a 'learning profile' to signpost learners throughout the sequence of teaching and learning. 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?*

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.

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 **The learning profile will look different depending upon subject and length of learning sequence but as a general rule of thumb, they will include objectives, success criteria and outcomes. The purpose and context will also be defined to give meaning and understanding to the task. This will be written using the 'so that…..' exemplar to deepen understanding of the learning and not the 'doing'. This means that the learning profile is re-visited and used a point of reference for various forms of assessment.**

Coleshill Heath Learning Objectives are:

- decontextualized
- authentic (what you really want them to learn)
- knowledge or skills + learning power (RECIPE for Success)

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 – Once learners have success criteria, they have a framework for a formative dialogue with their peers or teachers which enable them to:

- ensure understanding
- identify success/ excellence
- determine difficulties
- discuss strategies for improvement
- reflect on progress from starting points.

The modelled success criteria enables children to become assessment capable learners, reflecting upon the following questions:

Success Criteria: whole school practice
- break down the learning taking place;
- include the steps or 'ingredients' the children need to be successful in their learning;
- are identified by the teacher during the planning process;
- can be generated with the children during the lesson through the modelling of a WAGOLL;
- are in all children's books (through the learning profile) and referred to throughout the lesson to sign-post learning and capture assessment.

Explanation and engagement

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 meet the different learning styles of their children. 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 Learning Structures_** to promote effective co-operative learning.

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 support learning as effectively as possible. They support using explanation 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.

Modelling: WAGOLL – Teaching is visible to the children and the learning is visible to the teacher. 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;
- 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;
- can be whole class or in guided groups etc.

Questioning: Teacher to learner - Questioning secures the active participation of all pupils and is personalised for both individuals and groups of learners. Adults allow for the significant thinking time of **at least 6 seconds** before seeking for the children's response.

Questions

- Will be asked to assess learning and initial starting-points.
- Will challenge and deepen thinking and understanding.
- Will include open/closed; higher and lower order (e.g. Bloom's Taxonomy).
- Will be differentiated.
- Will be planned for children to develop their own questions and questioning using *Philosophy for Children* and KWL grids.

Feedback: Thoughtful Assessment – Within lessons, there is a constant two-way dialogue between teachers and learners. Feedback is most powerful when it is from the learner to the teacher. For example: what they know, what they understand, where they make errors, when they have misconceptions, when they are not engaged – enables teaching and learning to be synchronised and powerful. We engage in 'four quarters' marking (see Assessment Policy) which encompasses detailed, self, peer and skim assessment.

Feedback is given via whole class (see agreed format), small group and individual. The expectation is that short, sharp, focused targets are given for IMPROVEMENT and then time is used during lessons to develop and deepen through spaced practice and retrieval.

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, Star/Learner of the Day/Week, 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

Displays are changed with each new topic and reflect the current topic/themes/ learning.

See 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**
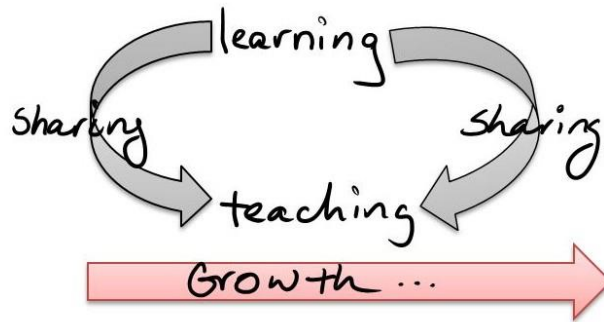
Teachers' and Teaching Assistants' professional development is completed by using a variety of the day - specifically focussed on one area of development.

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

EYFS 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 and Computing explicitly. There are three additional 'topics' each year with a Humanities focus. Within these topics, strands of wider curriculum subjects 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.

PHSE, British Values, RE and wider values learning runs as a thread throughout all key stages.

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. 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.

COLESHILL HEATH SCHOOL
EVERY CHILD, EVERY DAY

THE BIG PICTURE

DB —Dispositions and Behaviours

PK —Procedural Knowledge [ride a bike — implicit use of previous knowledge such as balance]

DK —Declarative Knowledge —fact based

Ethos and Values (Links to intent)

Partnerships
- Parents
- Local businesses
- Enterprise and Aspirations Week
- HSBC School Bank

English Curriculum
- SPaG
- Big Writing
- No nonsense
  spelling

Language Acquisition
HFW/CEW/Spelling
Patterns/ Word
Attack
(Knowledge Organisers for every topic with vocabulary)

Respect
Resilient
Confidence
Excellence
Courage
Kindness

DB

Well Being & Life Ready

Reading Curriculum
Talk4Writing
Maths Mastery
SMSC Curriculum
STEM based projects
Humanities based projects
Music and Arts

Curriculum
Structure & Content
(What)

ORACY & READING

Provision

Teaching & Learning

Communication DB (EUK/ANI)
Subject Knowledge (depth) DK
Thinking and Enquiry
Research
Feedback and Learning from mistakes
Seeing Patterns (Number and Language)
Challenge for all
Educational Visits/Enrichment
Community and Outdoor

Curriculum Implementation
(Vehicle of Delivery)

Subject Lead as 'expert' and Impact Team to support implementation

This policy was written in *May 2019* and will be reviewed in *July 2020*

Policy Name:	**TEACHING AND LEARNING**
Staff Responsible:	Miss R Thomas
Governor Responsible:	Scrutiny & Outcomes Committee (Mrs S Vogel)
Date for Review:	July 2020
Signed Headteacher:	Miss N Fowles
Signed Chair of Governors:	Mrs M Fitter
Date:	Scrutiny & Outcomes Committee - 04.06.2019