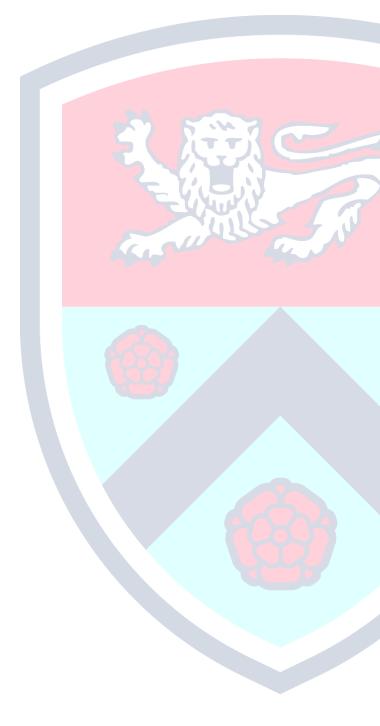# Teaching and Learning Policy

Author: Scott McCormick
SLT Lead: Scott McCormick
Governors' Committee:
Next Review Date: July 2024

Confidence   Purpose   Respect

Introduction

1.1 Purpose:

This policy outlines the principles, strategies, and procedures for effective teaching and learning within our school. At Carnforth High School we believe that a broad and balanced curriculum, supported by strong teaching and learning, are key to a high quality of education, a positive school experience for all students and our vision to be an outstanding school. We value our teachers as experts in their field and support their continued development through regular and effective Continual Professional Development opportunities.

We trust our teachers to effectively plan and deliver their teaching, learning and assessment experiences using their expertise, the support of their departments, Subject Leaders and SLT Links, and routines that support best practice.

This policy sets out whole school requirements around our expectations, linked to our vision, our values and our pedagogical views.

1.2 Scope:

This policy applies to all staff, students, parents, and the wider school community.

1.3 Legislation:

This policy adheres to the latest UK government legislation, including but not limited to:

Education Act 2002
Equality Act 2010
SEND Code of Practice 2015
Safeguarding and Child Protection policies and procedures

Vision and Aims

2.1 Vision:

We see our curriculum as a student's journey through school. At the end of that journey, when a student leaves our school in year 11, we want them to:

- Have plans in place for their future.

- Know how to maintain a healthy body and mind.

- Have respect and understanding for themselves and others, regardless of differences.

- Have productive roles as a contributing member of society.

- Enjoy learning, see it as a lifelong process and have developed an enquiring mind.

- Have achieved their best academic outcomes.

2.2 Values:

Our school values were arrived at in consultation with staff and students. They form the core of everything we do as a community. Staff and students are aware that we wish them to develop and promote these values.

These are our school values and how we view their meaning at Carnforth High School:

Confidence – this means that we seek to develop a 'can do' attitude. We are aspirational and believe that through hard work we can all achieve a high level of success. We are resilient and believe that we can learn from mistakes and come back stronger. We believe in ourselves and know that our community is there to support us.

Purpose – this means that we always consider what we are intending to do, why we are doing it (as well as why we are doing it in a particular way) and the potential short and long term impact this will have. We accept that if we do things without a good reason then we can't reasonably expect the best results to come from our actions. We see our purpose as always being to achieve our best in the best way possible.

Respect – this means that we respect ourselves and other people, regardless of any differences. We show respect towards others in the way we act and speak. We take responsibility for our actions and attitude. We show self-respect in making decisions that promote our personal safety, health and happiness. In school we respect that rules are in place for the benefit of the community as a whole.

Roles and Responsibilities

3.1 School Leadership Team:

The School Leadership Team plays a crucial role in shaping the Teaching and Learning policy through collaboration with our staff, students, and the trust. As leaders, they serve as exemplary figures and role models for all staff and students, ensuring the effective implementation of teaching and learning practices within the school. Additionally, the School Leadership Team acts as a support system for Subject Leaders, assisting them in implementing this policy within their respective departments and adapting it to their unique contexts. The School Leadership Team will set the principles and priorities for school though the school development plan and support subject leaders to deliver this in their contexts.

3.2 Subject Leaders:

Departmental long-term planning is a critical aspect that primarily focuses on the 'intent' and 'impact' elements within the Quality of Education framework. Subject leaders play a pivotal role in determining what knowledge and skills students should acquire in their subject by the end of Key Stage 3 and Key Stage 4. They are responsible for setting the curriculum for their departments, utilizing the curriculum planning section of this policy and engaging in consultation with their SLT link. Additionally, subject leaders are accountable for establishing the marking and homework policies for their departments in collaboration with their SLT links. As subject matter experts, they are best positioned to determine the most effective methods for teaching, assessing, and delivering their subject.

3.3 Teachers

To create engaging and effective learning experiences, teachers should employ a range of teaching methods, such as direct instruction, group work, and independent study. They should also leverage technology and digital resources to enhance learning opportunities where it is appropriate and follows the curriculum. Where appropriate teachers should promoting active learning through discussions, debates, and practical activities which is crucial for student engagement and understanding. Additionally, scaffolded learning approaches should be utilized to support students'

comprehension and skill development. Teachers should use the teaching section of this policy to support their delivery.

Once curricula have been established, it is expected that teachers will adhere to them and conduct associated summative assessments, ensuring that their lessons are well-planned and adequately resourced. It is essential for all members of the department to have a comprehensive understanding of the elements within each Scheme of Learning they deliver and how these contribute to the overall subject intent.

Furthermore, teachers are expected to follow the subject-specific department policies on assessment marking and homework. They should also incorporate school-wide policies, such as the CHS 6, into their lessons to maintain consistency and alignment with the broader school objectives.

3.4 Students

Students have important responsibilities in their learning journey. They are expected to actively engage in tasks and activities set by their teachers, demonstrating a willingness to participate and contribute. This includes completing assigned tasks to the best of their abilities and seeking clarification or support when needed. Students should also take ownership of their learning by practicing effective time management, organizing their resources, and preparing for assessments. They are encouraged to collaborate with their peers, participate in discussions, and respect the ideas and contributions of others. Additionally, students are responsible for maintaining a positive and respectful learning environment by adhering to school rules and expectations, demonstrating good behavior, and showing respect for their teachers and classmates.

3.5 Parents and Carers:

Parents have important responsibilities in supporting their child's learning. It is crucial for parents to actively engage in their child's education by providing practical strategies and support at home. This includes creating a conducive learning environment, assisting with homework, and encouraging regular attendance and punctuality. Parents should also maintain open and positive communication with the school, participating in meetings and discussions when required. Additionally, parents are encouraged to attend workshops or structured parenting initiatives offered by the school, which can provide valuable guidance and resources. Regular home visits, especially for younger children with greater needs, can also be beneficial for establishing strong relationships between parents and the school. By fulfilling these responsibilities, parents can play an active role in their child's educational journey and contribute to their overall academic success.

Teaching Strategies:

4.1 Classroom Routines:
To ensure a consistent and cohesive learning experience for our pupils, we are committed to embedding the six routines known as the CHS 6 in all our classrooms. These routines have been carefully designed to maximize learning time and ensure a consistent delivery of instruction across all subjects. By implementing the CHS 6 routines, we aim to create a harmonious and structured learning environment that supports student engagement and achievement.

- **Pupils will begin every lesson with a silent starter activity.**
- **Teachers will clearly communicate the expected sound level of every stage of the lesson.**
- **Pupils will be given a clear purpose at the beginning of every lesson.**
- **Teachers will use the hands up signal to gain the attention of their class.**
- **Pupils will listen to any instructions or explanations respectfully in silence.**
- **Pupils will pack up at the end of lesson as instructed and then wait behind their chairs for dismissal.**

To ensure a consistent and cohesive learning experience for our pupils, we are committed to embedding the six routines known as the CHS 6 in all our classrooms. These routines have been carefully designed to maximize learning

time and ensure a consistent delivery of instruction across all subjects. By implementing the CHS 6 routines, we aim to create a harmonious and structured learning environment that supports student engagement and achievement.

4.2 Assessment and Feedback:

In line with research findings from Hattie's *List of Factors Influencing Student Achievement* in *Visible Learning*, 2009 (updated 2017) and the ongoing work of *The Education Endowment Foundation* we know that regular assessment of student progress and understanding within lessons, accompanied by high quality and timely feedback, has a strong positive effect size on student achievement.

We expect each department to be able to utilise an effective 'Assessment Toolkit' for their subject that allows teachers to **regularly assess student skills and knowledge within a lesson**, using this information to inform the remainder of the lesson and any future planning. This also instils confidence in students, as they can see that learning is taking place and that any issues and misconceptions are being addressed. They can also develop based on feedback. It is important that a wide range of assessment techniques are used, that these are often facilitated in a 'low stakes' way and that consideration of formative assessment is shown in curriculum planning.

To assist in this, regular CPD around assessment and feedback is delivered within school and external CPD opportunities within these areas are offered.

To ensure effective assessment practices, it is essential to employ a variety of assessment methods that accurately measure student progress and provide valuable insights for future teaching. This can include formative assessments, summative assessments, observations, projects, and portfolios. Furthermore, timely and constructive feedback should be provided to students, highlighting their strengths and areas for improvement. By involving students in self-assessment and goal-setting processes, they are empowered to take ownership of their learning journey. It is crucial to maintain fairness, transparency, and impartiality in assessment practices, ensuring that they are free from bias and promote equal opportunities for all students. By implementing these comprehensive assessment strategies, educators can effectively monitor student progress, inform instructional decisions, and support continuous growth and development.

4.3 Inclusion and Support:

To ensure a comprehensive approach to addressing individual learning needs, it is important to implement targeted interventions and support strategies. This involves identifying specific areas where students may require additional assistance and providing appropriate interventions to meet their needs. Details of individual needs can be found for all pupils on Provision Maps. Creating an inclusive learning environment that values and respects diversity is essential, fostering a sense of belonging for all students. Collaboration with support staff and external agencies is crucial in order to access additional resources and expertise when necessary. Regular review and updating of Individual Education Plans (IEPs) for students with special educational needs or disabilities (SEND) is important to ensure that their specific needs are being met effectively. To monitor the effectiveness of these practices, it is essential that all teachers engage with review procedures throughout the year and provide feedback on the progress of pupils and the effectiveness of the strategies.

Curriculum Design

5.1 Curriculum Plans
Subject Leaders are responsible for ensuring that a long-term plan document is in place and includes:

- A brief overview of the unit/topic/enquiry they intend to teach in each term of each year that their subject is delivered (this should be designed as a logical and coherent progression over time that takes account of mastery and interleaving/spacing for knowledge retention and skill development)
- A clear outline of the knowledge and skills that they believe should be acquired by students over the course of each year

Medium term plans are Schemes of Learning (SoL) that are unit/topic/enquiry based and are primarily focussed on the 'implementation' elements within the Quality of Education. The overall design of each SoL is left to Subject Leaders to decide in conjunction with their departments (though an exemplar model is provided by the school), however there are some mandatory elements that must be included in addition to some further suggested elements that should be considered. SoL should be available to share with SLT Links and will be reviewed and discussed at SLT Link meetings.

Subject Leaders are responsible for ensuring that Schemes of Learning are in place and include the following mandatory elements for CHS Schemes of Learning

- **A Statement of Purpose**, specific to the *overall* SoL, that looks at prior and future learning within the subject
- **Links to exam specification (KS4)** to include the exam board, the paper that the material is working towards, etc.
- **A consideration of key vocabulary** that needs to be taught and understood by learners (this should include any key terminology provided by the exam board as well as any other additional vocabulary that you believe students may need to access the learning). This should link in with the work of the Literacy Working Party and the requirement to have at least 10 key words for each unit, including relevant tier 2/3 language and command words
- **An overview of the content** being taught within the SoL (which all members of the department understand the purpose behind, in as much as it meets the overall purpose of the SoL). This is likely to link to Personal Learning Checklists (PLCs) provided to students
- **Indicative timings for each unit/topic/enquiry** (a SoL based on mastery should not be limited to 'lesson by lesson' teaching, but rather on the teacher using assessment to be sure that learners have met the intended knowledge and skill level before moving on to the next unit/topic/enquiry, however indicative timings are useful in ensuring that material is covered within time constraints, such as meeting key assessment points)
- **Learning activities and pedagogy** to include considerations of challenge, differentiation, memory and recall. It should be clear on the Scheme of Learning which aspects teachers *must* deliver and which are provided as additional or supporting tasks
- **Resources to be used** in delivering these lessons. It is important to consider how these resources will be stored in order that they are easily available to anyone teaching the lessons. Individual folders for each unit/topic/enquiry within the department CRF are highly recommended
- **Assessment points and methods** that all teachers delivering the SoL will be expected to use. If, for example, a summative assessment task is to be completed every six hours, then the nature of this assessment needs to be clear so that moderation is accurate
- **A review cycle area** in which notes can be made by any teacher during delivery of the SoL in order that the SoL can be adjusted when reviewed at a later date
- **Associated Personal Learning Checklists (PLCs)** which are not part of the SoL document but are a separate document for students, to be stuck in student books, that shares with them the key content of the SoL, such as a content list, key vocabulary, exam links, etc. It is worth noting that there are many methodologies behind the creation and use of PLCs but our main intention is that student books have a clear list of content that students will be taught and need to know. This then serves as a 'contents page' for their books, allowing anyone to see what should be in the book and serving to support student revision

Other Elements to Consider within a Scheme of Learning:

- Clearly planned interleaving to ensure retention and mastery over time.
- Consideration of strategies related to metacognition.
- Cross-curricular opportunities (links with other subject areas).
- Co-curricular opportunities (opportunities offered by your subject beyond the classroom).
- Careers elements.
- Cultural Capital elements.
- Literacy elements.
- Oracy elements.
- Numeracy elements.

- Spiritual, Moral, Social and Cultural (SMSC) elements.
- British Values (democracy, rule of law, individual liberty, mutual respect, tolerance of those with different faiths and beliefs or no faith) elements.
- School Values (Confidence, Purpose and Respect) elements.

Subjects may wish to add additional areas within their Schemes of Learning in which these elements are specifically discussed, or to signpost these elements within each unit/topic/enquiry as they arise.

5.2 Summative Assessment
Subject Leaders are responsible for ensuring that a long-term plan for summative assessment is in place:

Summative assessment is a way in which **progress against set goals** in skills or knowledge can be measured. Summative assessment may often occur at the end of a unit/topic/enquiry but should not be limited to this as summative assessment, like formative assessment, is part of a teacher's ongoing assessment of their students' knowledge and skills.

Consideration of the timing, nature and frequency of summative assessments should be made within curriculum planning. In order to perform effective summative assessments there needs to be goals against which the students can be measured. Summative assessment data is a key factor in deciding what to report in relation to student progress and attainment.

Subject Leaders and teachers will be aware of the prior attainment and KS4 predicted grades of all their learners. This should inform planning, teaching, assessment and tracking. However, in **year 7**, whilst a teacher may assign tasks with criteria matching, or similar to, those used in their KS4 courses, the way in which progress is reported in year 7 (see 'Reporting Progress') will not reference such grades or criteria. This is designed to promote student wellbeing and aims to remove from the students the sense that teaching and learning is *only* ultimately concerned with academic achievement. Sharing information with students about their progress and attainment in any work that is linked to KS4 exam criteria can be beneficial in the correct context and tracking such progress and attainment (combined with knowledge around prior attainment) may help Subject Leaders and teachers to plan more effectively.

Checking that summative assessments are completed in line with departmental policy and planning should form part of the Subject Leader's QA process.

Reporting Progress
6.1 Reporting Progress

There are three 'Progress Report' points each year. These are the times at which information for each student is entered by their subject teachers and this information is shared with any persons with parental responsibility. Assessments form a key contributing role in this information and accuracy of data tracking is therefore important.

For **year 7, 8 and 9** we will be using a new reporting system in line with the curricula being taught. For each subject the following will be reported:

- **Current Standard** – teachers will be asked to measure the progress of each student in their class against the expected standards set in their SoL and as measured against their assessments. They will be asked to identify which of the following four statements best suits the student:

1. Exceeding expected standards
2. Meeting expected standards
3. Making progress towards expected standards
4. Not making sufficient progress towards expected standards

- **Effort and Attitude** – teachers will be asked to report on the effort level of each student in their class. This part of the report will be **colour coded** on the Progress Report card that is sent home. The teacher will be asked to identify which of the following five statements best suits the student's level of effort and attitude:

1. Excellent
2. Good
3. As expected
4. Less than expected
5. Poor

- **Issues Affecting Progress** – teachers can choose to identify **up to two** issues affecting progress (useful when a student is not 'meeting expected standards') that fall outside 'effort and attitude':

1. Attendance
2. Behaviour
3. Equipment
4. Homework

For **all other years** in 2020/21 we will be using the following Progress Report system:

- **Expected Grade** – teachers will be asked to measure the progress of each student in their class against their 'Gold Target' grade, as measured against their assessments. They will be asked to identify the grade that they believe the student will achieve at the **end of their current Key Stage**.

- **Effort and Attitude** – teachers will be asked to report on the effort level of each student in their class. This part of the report will be **colour coded** on the Progress Report card that is sent home. The teacher will be asked to identify which of the following five statements best suits the student's level of effort and attitude:

1. Excellent
2. Good
3. As expected
4. Less than expected
5. Poor

Continuous Improvement:

7.1 Action Plans

To ensure continuous improvement, it is crucial to utilize evaluation findings to identify areas for enhancement and develop action plans. This involves analyzing data and feedback to pinpoint specific areas that require attention and implementing targeted strategies for improvement. Providing ongoing professional development opportunities for staff is essential to enhance teaching and learning practices. This can include workshops, training sessions, and collaborative learning opportunities that empower educators with new knowledge and skills. Sharing best practices and celebrating successes within the school community promotes a culture of continuous learning and growth. Regularly communicating updates and changes to this policy to all stakeholders ensures transparency and keeps everyone informed of the latest developments. By adopting these practices, schools can foster a culture of improvement and create an environment that supports the ongoing development of teaching and learning