

Learning and Teaching Policy Coombe Secondary Schools Academy Trust

Equality Analysis Impact

Title of Policy: **Teaching and Learning Policy**

Considered at Governors' Committee meeting: **Curriculum**

Date: Reviewed: Summer 2008, 2009, 2010, 2011, 2012, 2013, 2014, 2015, 2016, 2017

Is there relevance to equality?

- | | | |
|---|--|---------------|
| 1 | Does the policy have an adverse effect on employees, students or the wider community and therefore have a significant effect in terms of equality? If yes, then please answer questions 2 and 3. | Yes/No |
| 2 | Does the policy have an adverse effect upon a group with protected characteristics? (Age, Disability, Gender reassignment, Marriage/Civil partnership, Pregnancy/Maternity, Race, Religion or belief, Sex, Sexual orientation) | Yes/No |
| 3 | Does the policy affect one or more of the equality objectives set by the school? (Please refer to the Equality Policy) | Yes/No |

If the answer to question 2 or 3 is yes, a full equality analysis will need to be completed by the SLT Lead before the next committee meeting.

Please detail the objective and explain the relevance of the policy to the objective and protected characteristics below.

Coombe prepares each student for their World of Opportunity by enabling individuals to flourish through:

innovative teaching that is inspirational, compelling and fun. It engages every learner in their journeys of self-discovery, fulfilment and academic excellence;	a community in which empathy, tolerance, integrity and shared purpose promote exemplary behaviour and outstanding relationships between all;	developing confident learners who are happy, resilient and committed to shaping their world. They are proud of their abilities, highly ambitious and excited about their potential.
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Learning and Teaching Policy

1. Aims and intentions

The Coombe Secondary Schools Academy Trust are fully committed to ensuring all students can access a 'World of Opportunities' both in, and beyond the classroom. Learning is at the centre of all that we do, and we aim to encourage a passion for learning that is not based solely on the acquisition of knowledge but on the development of the skills and values underpinned by the Coombe Learner profile.

The Coombe Learner Profile

Our aim is that all learners are able to demonstrate the following skills by the time they finish their education with us;

<u>Inquirers</u>	They develop their natural curiosity. They are skilled in inquiry and research and show independence in learning. They enjoy and are engaged in their own learning and this will be sustained throughout their lives.
<u>Knowledgeable</u>	They explore ideas and issues that have local and global significance. They acquire in-depth knowledge and understanding across a broad and balanced range of disciplines.
<u>Thinkers</u>	They exercise initiative in thinking critically and creatively to recognize and approach complex problems. They make reasoned, ethical decisions as a consequence
<u>Communicators</u>	They are confident, creative and fluent in expressing complex ideas in a range of ways and languages. They work effectively and willingly in collaboration with others.
<u>Principled</u>	They act with integrity and honesty, with a strong sense of fairness and respect for the dignity of the individual, groups and communities. They take responsibility for their actions.
<u>Open-minded</u>	They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view and are willing to grow from the experience.
<u>Caring</u>	They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service and act to make a positive difference to the lives of others and to the environment. They appreciate the
<u>Risk Takers</u>	They approach unfamiliar situations and uncertainty with courage and forethought and have the independence of spirit to embrace new roles, ideas and strategies. They are enterprising individuals.
<u>Balanced</u>	They understand the importance of intellectual, physical, economic and emotional balance to achieve personal well-being for themselves and others and they are in control of their own lives. They can act independently but they understand their responsibilities as citizens.
<u>Reflective</u>	They reflect deeply on their lives, knowledgeable and experience in ways which may be profoundly spiritual and emotional.
<u>Leaders</u>	They show character and have vision and can motivate others to achieve it. They are brave and articulate in defending their beliefs. They understand and take responsibility for others in the process.
<u>Adaptable</u>	They have the attitude and skills to respond to and take advantage of changes in an increasingly technological world.
<u>Global minded</u>	They understand that they are citizens of the world. They understand global interdependence and appreciate diversity and have the confidence and skills to relish the challenge of the future in a global society and workplace.

2. Vision Statement

We are committed to:

- innovative teaching that is inspirational, compelling and fun. It engages every learner in their journey of self-discovery, fulfillment and academic excellence;

- developing confident learners who are happy, resilient and committed to shaping their world. They are proud of their abilities, highly ambitious and excited about their potential
- providing a safe, secure and supportive environment for all learners in order to enable them to thrive in an atmosphere of respect and dignity.
- actively developing skills, strategies and resources that will enable the needs of all learners to be met.
- valuing the contribution of learners irrespective of their ability, race, gender, age, achievement or disability.
- designing a curriculum that will enable all learners to achieve their potential.

3. Purpose

This document aims to encourage teachers to;

- reflect on and develop current practice;
- identify areas of strength;
- ensure that high standards and high expectations of teaching and Learning are held across the Coombe Secondary School Academy Trust.

This document further aims to encourage our students to;

- take personal pride in, and responsibility for. Their learning;
- be leaders in their own learning;
- support and encourage each other, thus contributing to a positive ethos where all forms of achievement are celebrated.

This policy emphasizes the strong partnerships between students, teachers, parent/carers and all members of the Coombe Community.

4. Central principles of Teaching and Learning

We aim to ensure that:

- consistently high quality teaching facilitates active, independent and lifelong learning;
- learners will be taught how to learn;
- all activities are structured to promote excellent progress and positive outcomes for all learners;
- all forms of achievement are celebrated and underachievement is challenged;
- learners have developed the skills identified in the Coombe Learner Profile by the time that they complete their education within the federation/trust.

5. Learning

We aim to ensure that learners are able to:

- demonstrate a thirst for learning, and a desire to explore different aspects of the curriculum;
- experience success;
- relate challenge to positive outcomes, and see challenge as a necessary means to succeed and extend their learning
- draw on social, moral, cultural and spiritual values throughout the school day;
- take responsibility for improving their own learning;
- work in an atmosphere of mutual respect;
- feel safe and have the confidence to take risks in the classroom and see failure as an opportunity for success;
- know how to extend and challenge themselves during lessons;
- develop a deeper understanding by taking advantage of opportunities to teach and learn from their peers;
- identify their areas of strengths, and areas for development;
- self-evaluate and monitor their learning, and assess their progress within each lesson;
- make positive contributions to class discussions;
- behave in a way which is conducive to their learning and that of others;
- take pride in their work and to present it in a neat and accurate manner;
- organise themselves for lessons bringing the correct equipment;
- complete homework on time and to meet the specified criteria in order to enhance their learning;
- make good use of additional support provided.

6. Teaching

We aim to ensure that teaching:

- promotes effective and positive interaction between teachers and students;
- promotes high expectations;
- uses a range of teaching styles;
- demonstrates outstanding subject knowledge that is accessible to all ability ranges;

- provides opportunities for risk taking, and for students to make meaningful mistakes;
- incorporates a balanced use of explanation, demonstration, discussion, practice, investigation and problem solving;
- uses well-timed interventions to help the students make good progress;
- includes skilled questioning where the questions are clear and understood by learners.
- provides opportunities for students to formulate their own questions;
- is planned to enable learners to develop the appropriate skills, knowledge, concepts and attitudes;
- incorporates effective planning, assessment and recording ensure that teaching meets the needs of all learners;
- is supported by planning that is informed by an assessment of learners' achievements;
- includes tasks that are appropriately challenging and activities are matched to the age and stage of development of the learners;
- takes place within a lesson with clear objectives which are communicated effectively to learners;
- allows learners to acquire knowledge, skills and understanding progressively and at an appropriate pace;
- encourages, extends and challenges students appropriately;
- provides opportunities for students to work individually, collaboratively and as a whole class;
- acknowledges and makes the best use of the contribution of parents, the community and the work carried out at home;
- recognises and manages effectively the support of other adults in the classroom.
- recognises the importance of health and safety;
- recognises the importance of school self-evaluation processes;
- enables learners to use new technologies to enhance their learning across all areas of the curriculum;
- develops resilience and independent learning skills.

7. Progression

We aim to ensure:

- learners are set a target for progression in all subject areas based on prior learning;
- learners' achievements are measured in relation to their ability and their targets;
- learners, parents and carers are informed of their son/daughters progress at least once per term;
- learners are engaged in discussions about their progress throughout the academic year;
- where a students' progression is not in line with expectations the teacher will develop an action plan to support improved progression;
- where progression exceeds expectations a more challenging target and set of skill development will be put in place.

8. Learning environments

The learning environment will:

- enable learners to develop their ideas through independent enquiry;
- enable learners to take appropriate responsibility for the organisation and care of learning resources;
- enable learners to make the best use of space and learning resources;
- be organised so that learners maximize their opportunity to make use of available resources;
- reflects the current areas of study of the National Curriculum, including literacy and numeracy;
- contains high quality, stimulating and interactive visual aids which celebrate learners' achievements and support them to undertake challenging tasks;
- encourage learning by promoting a sense of pride in learners' own achievements and the achievements of others;
- provides opportunities to access new technologies as a tool within the learning process.

APPENDIX

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1. Lesson Planning

There is a central understanding that:

1.1 Teachers will:

- plan structured lessons in line with the principles of our differentiation and extend and challenge that enable all learners to make outstanding progress;
- plan lessons that are fast-paced and include a variety of learning strategies that engage and challenge learners;
- have high standards of professional conduct which include good timekeeping, maintaining positive professional relationships with colleagues and learners and engendering the highest expectations;
- respond skillfully to the specific learning styles, additional educational needs and social and emotional needs of all learners;
- employ a range of appropriate resources including new technologies that will engage and motivate learners;
- use Teaching Assistants expertly to meet the needs of our learners;
- use the principles of Assessment for Learning (AfL) to form the basis of learner progress;
- encourage courtesy, consideration and common sense as underpinning a positive ethos that supports outstanding 'Behaviour for Learning';
- develop strategies that provide opportunities for awe and wonder in their lessons;
- set regular homework that reinforces and extends learning;
- set targets which challenge and motivate learners;
- help learners develop their key skills in Literacy, Numeracy and ICT;
- assess, monitor and evaluate learner progress in order to ensure learners have clear guidance on how to develop and progress;
- reward and celebrate the successes of all learners;
- continually reflect on their practice in order to improve their effectiveness. Be familiar with and implement the school behaviour policy.

1.2. Learners will:

- be supported to demonstrate courtesy, common sense and consideration at all times and develop curiosity and creativity whilst valuing challenge and aspiration in line with our language for learning;
- be supported to have an enthusiastic and commitment to develop skills and knowledge within and beyond the classroom aiming for their very best at all times;
- arrive to lessons promptly and be well organised (use planner, record homework etc);
- be supported to take responsibility for their own learning, and work cooperatively with other learners;
- take pride in their work, achievements, conduct and in the school's aims and ethos;
- be aware of their strengths, weaknesses and targets for improvement – and act on them.

1.3. Context:

It is expected that:

- each lesson will form part of a progression of planned lessons in a scheme of learning that meets relevant syllabus objectives;
- the specific learning objectives of the lesson address areas and skills that have been identified as priorities through the process of ongoing monitoring, evaluation and assessment;
- the learning environment will be appropriate for learners' needs.

1.4 Schemes of Learning

All teaching staff contribute to the development of 'Schemes of learning and Heads of departments/Curriculum leaders should make these available to all teaching staff to ensure that there is consistency across the curriculum and within the department. Schemes of Learning are also provided for TAs to enable them to support the learners effectively. The scheme of learning should be created collaboratively within the department and reflect shared aims and objectives. Ideally, they should also act as a forum for the sharing of good practice. Include long, medium and short term plans which are regularly reviewed, revised and updated.

Schemes of learning should reflect the aims of the school learning and teaching policy and ensure that the requirements of syllabi and national strategies are met. The following are important features of effective schemes of learning:

- They are viewed as a working document that evolves to reflect developing outstanding practice.
- Reviews take place regularly to ensure that tasks are appropriate and sufficiently challenging.
- Schemes of learning should be used to encourage innovative and progressive teaching strategies and activities in the classroom rather than stifling them.

Where relevant, Schemes of Learning should promote best practice and look to develop the student skills as identified in the Coombe Learner Profile and promote best practice in AFL, Literacy, Numeracy, SMSC, Work Related Learning and I.A.G.

1.5. Lesson design

Research suggests that consistently outstanding teaching stems from effective lesson design. This principle applies to teaching at all Key Stages and in all subject areas.

Lesson design will:

- ensure a clear focus and structure;
- actively engage all learners;
- systematically develop learner's skills so that they become increasingly independent;
- provide opportunities for learners to understand how they are learning;
- ensure that the needs of all learners are met through appropriate differentiation;
- use 'assessment for learning' to help learners reflect on what they know, reinforce existing learning;
- and set targets for the future;
- ensure that learning is stimulating through careful management of pace and appropriate variety of activity;
- incorporate relevant homework;
- provide opportunities for learners to make meaningful mistakes and take risks and promote resilience.

1.6. Learning Objectives

The nature of the learning objectives for a particular lesson will influence the teacher's choice of learning and teaching strategies and 'pedagogic approach'. Clarifying and categorizing learning aims/outcomes before lesson planning should help to guide this choice. For example, a learning objective that involves the development of a concept may be best suited to an 'inductive' approach while appreciation of an aesthetic or a moral issue might suit an 'exploratory' approach.

Key principles to remember are:

- The learning objectives for the lesson are shared clearly the learners at the beginning of each lesson.
- An active plenary should be used to assess the extent to which learning objectives for the lesson have been met. This could be part way through a lesson and is not necessarily solely at the end.

1.7. Effective use of starter activities

Starter activities are characterized by purposeful and interactive whole-class teaching. They are used flexibly and, whilst not compulsory, often add significantly to lesson effectiveness.

Starter activities fulfill a wide range of purposes. They can

- use prior knowledge to link to and introduce new topics;
- exploit 'prime learning time' for the first step to meeting the lesson objectives;
- help to develop early levels of engagement and motivation by getting all learners quickly on task and injecting pace and challenge into the lesson;
- create a climate of interaction and engagement for all learners;
- provide a thought-provoking start to a lesson;
- provide opportunities for 'little and often teaching' relating to particular aspects of the subject curriculum;
- provide a series of discrete units to build knowledge, understanding and motivation over a series of lessons.

1.8. Effective use of active plenaries

The lesson will conclude with some form of active plenary, reflective activity or means of reviewing what has been learnt. Active plenaries can help learners to consolidate what they have learned in the lesson and can generate a sense of achievement and completion. Ideally, these sessions will have a high level of student involvement. As with starter activities, this part of the lesson can be used flexibly according to the needs of the learners or subject.

Often they will be used at the end of a lesson but can occur at other strategic points in the teaching sequence.

Research evidence suggests that it is a good idea to give the learners advanced warning that there will be a focused plenary in order to gain the most from this session.

In particular, active plenaries can:

- draw the whole class together to conclude the lesson;
- consolidate and extend learning;
- highlight to learners how they have learned as well as what have learnt;
- provide an opportunity for the teacher to assess learning and plan accordingly;
- direct learners to the next phase of learning;
- provide an opportunity to value the achievements of individuals and the whole class;
- provide an opportunity to help learners identify what progress they have made in the lesson;
- highlight and address misconceptions;
- develop and instill a habit of intelligent reflection;
- stimulate interest and curiosity for the next phase of learning.

2 Inclusion

2.1. Meeting the needs of individual learners

The Coombe Secondary Schools Academy Trust is committed to providing the highest quality education for all learners. It is expected that Schemes of Learning and lesson planning evidence provision of differentiated learning challenges designed to engage and extend learners of all abilities, including PPG, SEND, EAL and 'More Able', Gifted and Talented learners (MAGT).

2.2. Challenging underachievement

Teachers are responsible for identifying and challenging underachievement. Key features of this are:

- systematic departmental processes to identify underachievement through the scrutiny of relevant data in comparison to predicted learner progression;
- the implementation of strategies to combat this underachievement.

2.3. Use of prior information

Teachers must have a record the following information in their mark books / planner for each learner:

- GCSE subject target
- Prior attainment data (KS2, CAT, Reading age, etc.)
- Last level/grade achieved from previous year
- Information relating to 'group' membership:
 - PPG
 - More Able/Gifted & Talented
 - SEND

2.4. Planning to meet the needs of all learners

The SEND department will support staff in meeting the needs of learners. This will include providing information, guidance on appropriate teaching strategies and the adaptation and provision of teaching resources. Teachers are aware that flexible organisation is the key to working effectively with learners of varying abilities and needs.

Careful advanced planning help to create a flexible atmosphere within the lesson. Research suggests that the following are examples of good practice in successfully planning to meet the needs of all learners:

- Ensuring that there are appropriate resources at hand for each task.
- Making active use of 'peer pairing', collaborative working and other forms of grouping arrangements.
- Carefully consideration of the classroom layout and student seating arrangements.
- Carefully consideration of the time implications for different tasks so that all learners are able to feel a sense of accomplishment within the lesson.
- Provision should be made to enable all learners to contribute meaningfully at their level and not necessarily the level of the wider class.
- Care should be taken to avoid simply providing 'extra work' for more able learners who accomplish tasks quickly. Independent learning opportunities must extent and challenge more able students.

2.5. Resources for learners

Departments ensure that there is an appropriate range of resources to enable learners of all abilities to access and engage with the curriculum.

All resources are designed to challenge and extend learners and develop independent learning skills wherever possible.

3. Use of Interactive Technology

- Available technologies are utilized fully in order to ensure learner engagement.
- Care should be taken to ensure that opportunities to further student engagement through the use of interactive whiteboards are fully developed.
- The use of handheld devices such as video cameras or data recorders is encouraged. This may under the strict control of the teacher, include the use of smart phones.
- Regular training is undertaken to ensure teachers are up to date with the latest developments and that they can utilise new technologies appropriately. It is vital that teachers' use of new technologies does not fall behind that of learners.
- Any virtual Learning Environment (VLE)/Google classroom must be used to extend learning beyond the classroom, making resources and links available to both students and parent/carers. It is used as a guide to homework and as a resource bank for those who temporarily are unable to attend school. Teachers also use this as the forum for returning homework or other assignments.
- Consideration should be given to those learners who may not have home access to the internet and opportunities to use online resources are made available at school.

4. Creating a purposeful learning environment at Coombe

- The Classroom must be stimulating environments for learning.

- Seating arrangements/plans within the classroom are extremely important and can have a significant impact on learning and teaching. Seating arrangements are always at the direction of the class teacher and are considered in advance; when the lesson/series of lessons are planned.
- It is the responsibility of the classroom teacher to ensure that their teaching room is a stimulating and well maintained learning environment. Notice boards, displays of learners' work and other materials should be regularly updated and maintained in good condition;
- Classroom displays should reflect the topics and themes being studied and must be used to promote and inspire learning;
- The atmosphere within the classroom must be conducive to learning, encouraging learners of all abilities and backgrounds to contribute to the lesson in a tolerant environment.
- Achievement of all learners must be promoted and praised.
- Punctuality is essential for staff and learners alike.
- Ideally, the teacher should arrive before the learners, enabling appropriate management of the learning environment and expectations for behaviour to be set from the outset of the session.
- In most cases learners will be expected to line up outside the classroom prior to the lesson starting. Exceptions may be made for older learners or where the corridor is confined. In either case, the teacher is responsible for the behaviour of the learners in their care.
- An attendance register must be taken for every session.
- Learners are expected to stand when a visitor enters the room unless told otherwise.
- At the end of each lesson learners must be dismissed in an orderly manner.
- The classroom must be left tidy and litter free at the end of each lesson.
- Resources must be returned and computers/ projectors must be turned off.
- All lessons must be conducted in an environment that is calm and purposeful, where everyone is treated with respect.
- The achievement of all learners must be promoted and praised.
- The teacher will develop a professional relationship with all learners

5. Pedagogy

'Pedagogy' is concerned with the science and principles of teaching and the ensuing learning. It is an area that is continually evolving and developing as research reveals more about how we learn and as technology enables the development of new practice in the classroom.

Clearly, to achieve the highest quality of learning and teaching, an understanding of the most recent pedagogy will inform schemes of learning, lesson design and all aspects of practice at within the CSSAT.

5.1 Pedagogic approaches.

Research suggests that there are three main pedagogic approaches, including;

The Direct approach

This is particularly useful for the teaching of new skills and knowledge. It often involves a structured sequence, possibly beginning with whole-class work through modelling, demonstration or illustration. This may then be followed by individual or group work.

The Inductive approach

This is useful to develop learners' understanding of a concept or process. It often involves giving the learners a structured set of directed steps in which they collect and sift information and examine data. This can lead to the generation of categories or the formation of hypotheses. A good example might be generating a spelling rule – for example – when to use 'sion' instead of 'tion'.

The Exploratory approach

This approach can be used to consolidate and refine skills and understanding. It often involves the learners testing a prediction or hypothesis based on the understanding of a concept.

5.2 Active teaching techniques

Within these broad pedagogic approaches, a variety of learning and teaching strategies/ techniques can be selected. These include direct instruction, demonstration, modelling, questioning, source work, group work, paired work, independent research, presentations and so on.

Research also suggests that highly effective teaching involves using a wide-ranging repertoire of different teaching and learning strategies and techniques and it is expected that department schemes of work and lesson plans will evidence the use of a range of approaches. The choice will be determined by the lesson objectives, pedagogic approach and styles appropriate to the learning.

Examples of strategies are provided below:

5.3. Questioning / questioning strategies

Questions are planned in a sequence that guides learners towards and reinforces the main objectives of the lesson. Certain types of questions have inbuilt challenge and require learners to think deeply:

- open-ended questions that have no single obvious answer;
- questions that demand and develop higher-order thinking skills such as analysis; synthesis and evaluation;
- questions that encourage learners to speculate and take risks.

Teachers will build in 'wait time' so that learners can reflect on a challenging question before answering.

Questions can be used to promote active listening and engagement, especially when the 'no hands up' rule is used.

Active listening skills can be developed further by building variety into a teacher's questions and expecting learners to generate their own questions. Learners can be encouraged to give extended answers through the careful use of questions and other strategies, such as inviting learners to elaborate or speculate on a topic.

5.4. Explaining

Explanation can contribute to learners' learning when they enable learners to connect new information to what they already know. Many things, such as abstract concepts, events outside learners' experience, principles, rules and important ideas, may be difficult or impossible for learners to understand without explanation.

Common types of explanation can be used to deal with: concepts; similarities and differences; cause and effect; purposes; processes; reasoning and proof. Evidence suggests that teachers can improve their explanations through using a wide range of techniques, such as illustrating or animating their verbal explanations, and the use of props, or voice and body. These can contribute to improved student engagement and understanding.

Asking learners to explain their thinking and reasoning can help them to crystallise and consolidate their learning following explanation.

5.5. Modelling

Modelling can help to make explicit the thinking behind concepts, skills, relationships, decisions and processes. It should be seen as more than simply demonstrating a skill or technique.

Whilst demonstrating shows learners how to do something, modelling helps learners to understand underlying structures and embedded ideas. A good demonstration does not always have to be supported by discussion although modelling without discussion is often ineffective.

Modelling can play a significant role in helping learners to learn independently because ideas are presented in ways that learners can understand, change and use again to support their future thinking.

Evidence suggests that modelling is most effective when the teacher:

- is specific;
- explains underlying principles;
- shares thinking;
- involves learners increasingly by encouraging them to ask questions;
- provides opportunities for learners to practice the new skill or process while it is fresh;

- supports first attempts with prompts and other support to build learners' confidence and expertise;
- builds in time for learners to reflect on what they have learned.

6. Learning Styles

Research also suggests that learners learn in different ways and teachers and learners should be aware of any preferred learning styles. Whilst learners may have a preferred learning style teachers should ensure that all learners are encouraged to develop a full range of learning styles.

Definitions of types of learners are listed below along with indicators of how to identify each type of learner through classroom observation:

A visual learner typically:

- prefers to read and see the words, illustrations and diagrams;
- talks quite quickly, using lots of images;
- memorises by writing repeatedly;
- when inactive, looks around, doodles or watches something;
- when starting to understand something says, 'that looks right';
- is most distracted by noises.

An auditory learner typically:

- likes to listen to explanations and to talk things through;
- talks fluently, in a logical order and with few hesitations;
- memorises by repeating words aloud;
- when active, talks to self or others;
- when starting to understand something says, 'that sounds right.'

A kinaesthetic learner typically:

- uses lots of hand movements;
- likes to get involved and prefers a 'hands on' approach
- talks about actions and feelings and speaks more slowly;
- memorises by doing something repeatedly;
- when inactive, fidgets, walks around;
- when starting to understand something says, 'that feels right';
- can be distracted by movement or physical disturbance.

Talking to learners about their favourite learning activities and curriculum subjects can help to build this profile and can provide an insight into learning preferences, multiple intelligences and thinking styles.

A central principle in utilising learning styles to promote effective learning and teaching is to vary lessons in ways that allow access for all preferred learning styles within a lesson or a sequence of lessons. The following are suggestions for incorporating an awareness of learning styles and multiple intelligences into classroom teaching:

- Research the range of learning styles in your classroom.
- Ensure that learners begin to understand their own learning preferences. This will enable them to make informed choices when selecting from alternative tasks.
- Take account of the needs of learners who have a very strong preference for one learning style - for example, the visual-only learners.
- Ensure that you do not overlook planning for kinaesthetic learning opportunities. Research indicates that the needs of kinaesthetic learners are the most neglected, particularly in the secondary sector.
- Accept the fact that you cannot accommodate all learning styles every lesson. Ensure, however, that your schemes of learning provide regular opportunities for all types of learners to use their preferred styles.
- Try not to allow learners to work only within their preferred learning style. Provide opportunities for them to work in a variety of ways so that they become more flexible learners. Research suggests that the most successful learners are those who can access and process information in a variety of ways.
- Work collaboratively as a department to generate and share resources to avoid duplication of effort - particularly in preparing for the more resource dependent visual and kinaesthetic learners.

- Aim to provide a choice of activities and outcomes where possible so that learners can opt to use their preferred learning styles.

7. Developing Independent Learning

This is increasingly regarded as central to effective learning and teaching as it enables learners to become independent and increase the chance of them becoming lifelong learners.

Key features include:

- active discussions with learners about how they are learning;
- explicit direction about what they need to do to be successful in their learning;
- enabling learners to understand their preferred learning styles;
- developing an effective understanding of study skills – including revision techniques;
- recording notes and summarising.

8. Supporting Learners' Learning

Learners' learning and personal development is supported in a number of different ways across the school:

- If an academic concern arises it is initially dealt with by the subject teacher. If the concern continues, this will be discussed and referred to the Head of Department/Curriculum Leader. The Head of Year should be informed of the concern and any action taken. This may include a referral to, or consultation with, the SENCO.
- The SENCO has a central role in supporting the learning of learners that have been identified as having learning, behavioural or emotional difficulties. This support may include:
 - curriculum support/intervention
 - a staff surgery;
 - the involvement of outside agencies such as Educational psychologist;
 - the assignment of Teaching Assistant support;
 - the use of homework clubs and social skills groups;
 - liaising with departments regarding SEND provision, including developing differentiated resources.
- If the concern is of a personal or serious nature it should be referred immediately to the Head of year and designated safeguarding officer if appropriate.
- Tutors and HOYS should also be informed of improvement in academic progress, effort or success. Information to monitor an individual student's progress can be collected in the following ways:
 - round robins asking for specific information on the student;
 - monitoring reports;
 - assessment data;
 - discussions in department or year team meetings.

Parents/carers should be informed of any concerns at the earliest opportunity in order to help effective partnerships and resolutions.

8.1. Teaching Assistants

- The SENCO will assign TA's to support a teacher in meeting the diverse learning needs of learners, in particular, those learners with an EHCP or specific Educational Need.
- Teaching assistants will work with the teachers both within the classroom environment and outside the classroom at the direction of the teacher.
- It is the responsibility of the teacher to provide the TA with information on Schemes of Learning and lesson content well in advance. There should be regular communication between teachers and TAs about how teaching can be structured to support learners as TAs will often have in depth knowledge of the learner being supported.

8.2. Mentoring

- All Learners have opportunities to discuss their progress with their tutor during Academic Mentoring Days (AMD's).
- The function of the mentor is to support the learners progress through a variety of strategies ranging from support with controlled assessment to the development of organisational skills.

- Mentors will contribute to the raising of achievement through the setting of targets and providing the appropriate support in order to allow learners to achieve their best.
- Mentoring programme will work in combination with a number of intervention strategies, ranging from curriculum support, to confidence building days, to revision programmes.

8.3. Tutors

The tutor has an invaluable role in supporting learners' learning in conjunction with their personal, spiritual, social and moral development.

A partnership exists between the tutor, Heads of Year/ Deputy Heads of Year subject teachers and Heads of Department/Curriculum Leaders in order to monitor the academic and personal development of learners within the form group.

8.4. Registration and Active Tutorial

- Tutorial time is a very important part of the school day and should contribute to the learning and teaching process in the school.
- Each tutor sets aside a regular time each week to monitor and sign the learners' planners.
- The tutor delivers the active tutorial programme for their form group including, 'Thought for the Day', active tutorial themes, circle time, literacy, numeracy, assembly presentations and ensures that all learners have the opportunity to discuss forthcoming events or pertinent school issues.
- The tutor monitors and discusses the personal and academic progress with each member of their form during the course of the year.

8.5. Heads of Year/Deputy Heads of Year

- Heads of Year/ Deputy Heads of Year are responsible for the personal and academic well-being of all learners within their year. They work in partnership with parents/carers, tutors, subject teachers, Heads of Department/Curriculum Leaders, the SENCO and Leadership team in promoting the school ethos across the year.
- Heads of Year are available to discuss the individual needs of any student within their year group.
- Heads of Year have an important role in monitoring the academic progress of learners in their year in order to identify any learners who require intervention work such as; mentoring, booster classes, gifted and talented opportunities, learning support and behaviour support.

9. Support for Staff in the Development of Learning and Teaching

The CSSAT is a learning community and as such there is a strong commitment to the continuing professional development of staff. The aim is to provide opportunities for self- development in relation to the latest teaching and learning practices. The support for this will be provided in a variety of ways including:

- the staff induction and INSET programme; including collaborative learning teams;
- the process of development planning in which the key areas of focus for teaching and learning development are identified;
- performance management;
- whole school and department of learning and teaching;
- discussion in relation to staff development in line management meetings;
- the encouragement of the process of self-evaluation;
- enabling good practice to be shared;
- the utilisation of internal and external expertise in relation to teaching and learning;
- a programme of voluntary teaching sessions / personalised CPD programme;
- liaison with partner schools for joint teaching and learning projects;
- staff surgery/drop in sessions.

10. Controlled Assessment

The school aims to raise learners' attainment through high levels of support and preparation for both controlled assessment and coursework. Teachers ensure the following:

- Learners are adequately prepared for any controlled assessment.
- Support and guidance is provided wherever possible to learners.
- If a learner fails to achieve their target on a piece of work, opportunities will be provided to improve this work.
- Learners/parents & carers are made fully aware of the requirements of controlled assessments together with deadlines and the percentage or overall mark that the aspects of a course are worth.
- Late arrivals to either KS4 or KS5 are to be provided with the support and guidance necessary to complete controlled assessment and coursework to the standard that reflects their potential and their target.

11. Monitoring and Evaluation of Learning and Teaching

The monitoring of learning and teaching is a very important part of the continuous process of raising achievement within the school.

Broadly, the purpose of monitoring is to:

- identify successful learning and teaching strategies and initiatives;
- share good practice;
- identify policies, systems and practices which require development;
- inform future planning and development;
- develop consistency of approach across the school;
- provide a basis for accountability.

11.1. Whole school monitoring

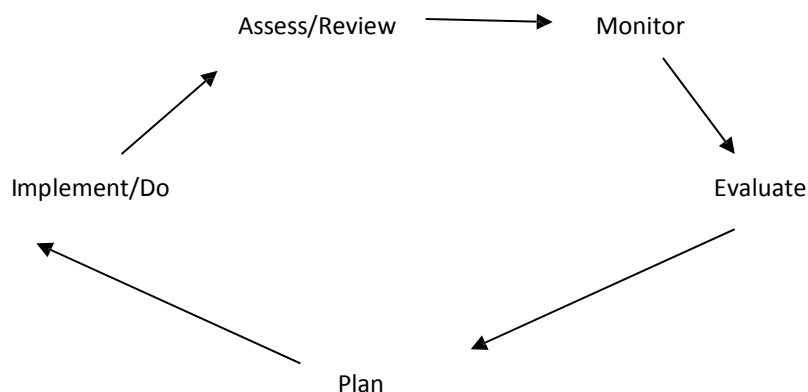
- Monitoring whole school performance and progress is the responsibility of management at all levels.
- Monitoring and review is a continuous process linking directly to school improvement planning.
- The leadership team is responsible for reporting performance to the governors and Local Authority.
- Monitoring is carried out by all leaders in the school. This monitoring
- includes book looks, observations, learning walks and student interviews. The focus of this monitoring may vary according to the areas of focus identified in the School Improvement Plan.
- Analysis of external examination results and internal assessments play an important function in focusing developments to raise learners' attainment. It forms a baseline for target setting and for identifying student and teaching achievement together with providing a foundation for prioritizing support in cases of considered under-achievement
- Heads of Department/Curriculum leaders work in partnership with their line managers to monitor student progress and in setting examination targets. The Head of Department/Curriculum Leader is responsible for drawing up a Departmental improvement and monitoring plan in discussion with their line manager. This plan outlines the type of monitoring strategy to be used, the focus for the monitoring, the timescale and method of evaluation to be used.
- An annual subject examination report is prepared by each Head of Department/Curriculum leader and discussed with the line manager and Headteacher at the start of the academic year for the previous examination series
- Heads of Department/Curriculum Leaders and a member of the Leadership team have regular 'minuted' meetings in order to discuss department matters. An integral part of this discussion is department performance and the development of learning and teaching.
- In addition, the Leadership Team supports the monitoring of learning and teaching undertaken within each department by:
 - a rolling programme of targeted classroom observations;
 - classroom visits;

- periodic sampling of learners' work;
- discussions with teaching staff, learners and parents/carers;
- review of long and short term teaching objectives/lesson planning;
- review and analysis of teacher assessments;
- planned advisory inspections carried out by external consultants;
- full support of department self-review and INSET.

11.2 Departmental monitoring

- The Head of Department/Curriculum Leader works in conjunction with their line manager to ensure the successful development of learning and teaching.
- Heads of Department/Curriculum Leaders ensure that there is a departmental monitoring and evaluation plan that is actively and systematically followed within the department this includes the regular monitoring of achievement in external and internal assessments, the progress of individual learners / classes and agreed departmental procedures.
- Monitoring may be carried out in a variety of ways including lesson observations, work sampling, discussion with teachers / learners and analysis of data. The outcomes of this monitoring are used to inform the processes of planning, development, implementation, evaluation and discussion of learning and teaching strategies within the department.
- Heads of Department /Curriculum Leaders should ensure that teaching staff understand and utilise information on the rate of expected and actual progress of their learners and that assessment is followed by a process of moderation.
- Departments will maintain a portfolio of assessed and moderated work that can be used as an agreed benchmark for determining levels and the grading of work. This portfolio is also to be used in the following ways:
 - to support modelling exercises;
 - to support staff assessment of work;
 - to provide examples of good practice re marking and target setting.

The diagram below outlines the processes involved in the monitoring and development of learning and teaching



11.3. Learner involvement in the monitoring process

- Learners will understand their level of progress through the processes of assessment, target setting, feedback from marking and informal discussion with teachers.
- Learners will understand what they need to do in order to make further progress.
- Learners will be encouraged to assess and evaluate their own progress and implement strategies for improvement.
- Heads of Department/curriculum leaders, leadership team, governors will carry out interviews, learning walks and book sampling with selected learners in order to gain their views on their enjoyment of lessons and the quality of learning and teaching.

11.4. Use of data

- Whole school data is collected regularly to provide a portfolio of information on learners that will allow for the detailed

tracking of progression. This can be accessed along with student prior data and NFER, CAT scores on the schools system (SIMS.net).

- Coombe Secondary Schools Academy Trust targets are made available to all staff through data folders, SIMS, LASER data
- It is anticipated that departments and staff will regularly review student progress using this information as well as their own formative and summative assessments. This information can also be used to:
 - identify underperforming, more able and gifted and talented learners (MAGT);
 - identify learners for booster, enrichment and GCSE mentoring classes;
 - identify potential referrals to SEN team;
 - evaluate the success of new teaching strategies, initiatives, adjustments to schemes of work or curriculum changes
 - predict grades and set targets

Data from specific testing by the SENCO will be used to identify learners who may be eligible for examination concessions/access arrangements.

11.5. Lesson observation

Lesson observation provides an opportunity for teachers to evaluate their practice and discuss areas for development. Used sensitively, it should provide a vehicle through which best practice can be shared and for training and future developments to be prioritised.

Lessons may be observed during the course of the year by the following:

- Heads of Department/Curriculum Leaders for the purposes of monitoring learning and teaching;
- Other members of the department or teaching staff for the purposes of appraisal, professional development or the sharing of good practice;
- Members of the Leadership team as part of a rolling programme of observations;
- The School Improvement Partner, Educational Psychologist, Ofsted inspectors; Governors;
- Professional Tutors as part of the NQT and ITT programmes.

11.6. Other monitoring strategies

A range of further monitoring procedures are employed by the Leadership Team, Heads of Department/Curriculum leaders, Heads / Deputy Heads of Year, tutors and other staff as appropriate. These may include:

- homework planner reviews;
- student pursuits;
- student self-reviews;
- parent/carer interviews;
- production and review of the Department Improvement plans (DIP);
- examination analysis reviews;
- LASER meetings.

Other performance indicators (such as student option choices, letters of praise / concern from parent/carers and evaluation forms from parents' evenings and other school events) are monitored and utilised appropriately.

11.7. Evaluation

For monitoring to be purposeful it is important that the resulting information is evaluated in order to inform future planning. This in some instances is made easier by comparison against agreed policies, standards and exemplars of best practice. The School and Department development plans also provide the ideal tool to evaluate current practice. The monitoring and evaluation carried out at all levels will be used to feed the schools Self Evaluation Form (SEF) and the School Improvement Plan (SIP).

For guidance on the following areas please see the associated individual school policies

- Curriculum
- Assessment Recording and Reporting (ARR)
- Homework
- Information, Advice and Guidance (I.A.G.)