



MATHS & COMPUTING COLLEGE

Cantell Maths and Computing College

Learning and Teaching Policy

Summer Term 2010

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Signed by:

Headteacher: R. Evans

Chair of Policies Committee: H. Inskip

LEARNING AND TEACHING POLICY

Introduction:

All staff at Cantell recognise that enhancing learning is the core priority of the school. We recognise that continually striving to improve the quality of learning and teaching is the key to raising standards and ensuring that all students make good levels of progress.

Staff views on learning:

Staff consider that the best learning experiences are when:

- Learners know what is expected and what to aim for (it's really helpful to have examples).
- There is relevance and a purpose to learning (it really helps when it's put in the context of the learners own experiences).
- Learning activities are stimulating and challenging.
- Learners are actively involved in the process and have opportunities to apply / put into practice things they are told / shown.
- There is a structure to learning that provides a logical process to the development of learning skills.
- There are opportunities to learn things in different ways.
- There is prompt and regular feedback (and praise) on how they are getting on.
- Success is tangible and achievable.

Student views on learning:

Students consider that learning experiences are best when:

- There are good student teacher relationships.
- There are opportunities to learn in a variety of ways.
- There are opportunities to work in groups.
- Visual aids are used to explain ideas.
- There are opportunities for practical activities.
- Learning is put into real life situations and examples are given of how the things you learn are going to help you in the future.
- Everybody is involved in the lesson and has a chance to answer questions.
- Teachers control the class well and there are few interruptions.

Students consider that learning is less effective when:

- They do the same things every lesson.
- There is too much teacher talk and teachers take too long to explain things.
- Some students get more attention than others.
- There are disruptions to the lesson.

Classroom expectations for teachers:

We recognise that teaching styles and strategies will vary across the school depending on the subject, age group, ability range and length of the lesson. However, we recognise that there are some key common aspects of teaching which promote effective learning which we expect to see in lessons across the school. These are:

- **Clear learning objectives (what students will know and understand by the end of the lesson) and outcomes (what they will have achieved to demonstrate this) are shared with students.**
- **Success criteria and examples are shared / modelled with students, so that they are clear about what they are aiming for.**
- **Learning is made interesting and meaningful (where appropriate through real life contexts and links to other subjects)**
- **Individual learning needs and styles are recognised and addressed through differentiation.**
- **Learning activities are designed to actively engage students and promote independence.**
- **There is a logical structure to the development of knowledge, understanding and learning skills, which provides the big picture and breaks it down into manageable bite-sized chunks.**
- **Learning is kept on track throughout the lesson through effective formative assessment. This assessment is used to inform the next steps and appropriate interventions.**
- **Students are given regular feedback so that they can articulate their own current attainment and targets for improvement.**
- **Student achievements are recognised and rewarded.**
- **There are high expectations of students and a clear and consistent approach to promoting positive relationships and good behaviour – *See Relationship Management Policy.***

We recognise that careful planning is needed to ensure that these expectations are delivered consistently. It is expected that all teachers plan lessons using either the school lesson planning proforma (appendix 1), or an alternative planning format that has been approved by the Subject Leader.

Classroom expectations for students:

Cantell Students are expected to show **Commitment** to their learning, **Cooperation** and **Courtesy** to their teachers and others, and to **Challenge** themselves to achieve.

Monitoring the Learning and Teaching policy:

A range of evidence will be collected throughout each term to monitor and evaluate the quality of learning and teaching across the school. This evidence will be collated into a summary learning and teaching report which will be published to all staff and the Governing Body on a termly basis. Evidence used will include:

Daily SLT Walkabout:

Each day, members of SLT will walk the school, briefly looking in on lessons and talking with students and staff about their learning. If appropriate, brief verbal feedback may be given.

Learning Walks:

Periodically (see monitoring calendar), students learning experiences will be sampled through a series of brief drop-ins (approx 5mins) across (for example) a subject area, a year group or a particular focus group of students, e.g. AG&T. Feedback will be given in the form of a brief written summary outlining the key strengths in students learning and progress, areas for development and action points. If appropriate, individual verbal feedback may be given. Learning walks will be carried out by SLT and Subject Leaders, and may often be done as joint activities.

Performance Management Lesson Observations:

In line with the Performance Management Policy, each member of staff will receive a maximum of 3 hours of formal lesson observation by their PM Reviewer. The timing and focus of these observations will be agreed in advance. For each observation, written feedback will be given using the school lesson observation form (appendix 2).

Work Scrutiny:

Periodically (see monitoring calendar – appendix 3) samples of students work will be collected and analysed from a range of subject areas. The purpose of the work scrutiny is to identify evidence of students' progress and their attitudes towards learning, the quality of feedback given and the accuracy of assessment data. Feedback will be provided on a checklist for each student and an overall summary of key strengths, areas for development and action points.

Student Interviews:

Periodically (see monitoring calendar) the views of students will be gathered about their experiences in particular subjects and more generally across the school. This may take place via individual or group discussions and/or questionnaires. Feedback will be provided in an overall written summary of key strengths, areas for development and action points.

LESSON OBSERVATION FORM

EXPECTATIONS OF TEACHERS:	INADEQUATE Students...	SATISFACTORY Students...	GOOD Students...	OUTSTANDING Students...
Clear learning objectives and outcomes are shared with students.	cannot explain the purpose of the lesson and are unclear about what is expected from them.	can explain what they are doing and why they are doing it.	can articulate what they are learning and what is expected of them by the end of the lesson.	can articulate both what they are learning and how the teaching is enabling them to make progress.
Success criteria and examples are shared / modelled with students, so that they are clear about what they are aiming for	are confused about what they are doing. As a result many fail to work effectively and give up easily.	have sufficient guidance to enable them to work effectively. They take into account what they need to do to improve further.	use the clear guidance they are given to consistently produce work of a good standard and respond to guidance on how they can improve further.	understand in detail how to improve their work and are consistently supported in doing so.
Learning is made interesting and meaningful (where appropriate through real life contexts and links to other subjects)	show little interest in what they are doing. They are easily distracted and lack the motivation to work.	are usually interested in their learning and occasionally show high levels of enthusiasm and interest.	are usually interested and enthusiastic about their learning.	are excited and enthused by what they are learning.
Individual learning needs and styles are recognised and addressed through differentiation.	struggle with inappropriately pitched activities and resources and as a result make little progress.	make progress broadly in line with their capabilities as a result of adequate planning of activities, resources and support.	make good progress as a result of careful planning of learning activities, resources and support.	make very good progress as a result of precisely targeted intervention.
Learning activities are designed to actively engage students and promote independence.	are not on task and engaged in learning. There are few opportunities for them to work collaboratively or independently.	are generally engaged in their work and little time is wasted. They work well under supervision and some demonstrate independence.	show initiative and take responsibility for their learning. They can maintain concentration and work without direct supervision for periods of time.	show a mature attitude to collaborative learning. They demonstrate excellent concentration and are rarely off task. They show resilience when tackling challenging activities.
There is a logical structure to the development of knowledge, understanding and learning skills (big picture / chunk it down)	may not be able to cope with the work and disengage from the lesson. They often do not complete tasks.	acquire sufficient knowledge and understanding. They are given opportunities to learn and practice skills.	acquire knowledge, develop understanding and learn and practise skills well.	acquire knowledge, develop understanding and learn and practise skills exceptionally well.
Learning is kept on track throughout the lesson through effective formative assessment. This assessment is used to inform the next steps and appropriate interventions.	Groups of students are falling behind because their progress is not checked and action is not taken to help them improve.	are generally kept on track towards achieving the lesson outcomes through the monitoring of their work during the lesson. General misconceptions are identified and lesson plans are adjusted accordingly to support learning.	are kept on track and make progress towards achieving lesson outcomes. They know how they are getting on as a result of effective listening, observation and questioning by the teacher.	noticeably improve their learning as a result of systematic and effective intervention by the teacher
Students are given regular feedback so that they can articulate their own current attainment and targets for improvement.	do not know their current grades and targets and cannot describe where they would find them.	generally know their current levels and targets because they have been kept informed about their progress and how to improve through marking and dialogue.	have a clear understanding of their current grades and the next steps they need to take as a result of detailed feedback, both orally and through marking.	know precisely where they are and what they need to do to improve further as a result of consistently high quality marking and dialogue between teachers, other adults and students.
Student achievements are recognised and rewarded.	do not feel valued and as a result see little reason to get involved in the lesson.	are encouraged to do their best. Some students are given verbal praise.	are aware of their CTL scores and show a commitment to improving them.	The planned use of rewards has a notable impact on student attitudes, motivation and achievement.
There are high expectations of students and a clear and consistent approach to promoting positive relationships and good behaviour.	Many students behave inappropriately and there are many disruptions to learning. Interventions are inconsistent and ineffective.	demonstrate positive attitudes and good behaviour. Most disruptions to learning are dealt with effectively.	behaviour makes a strong contribution to good learning. They routinely show responsibility in responding to the expectations of staff. They behave considerately towards each other.	show consistently thoughtful behaviour; are highly considerate & thoughtful of each other; encourage others to conduct themselves well. There is no evidence of disruptive behaviour

