

The ContinU Plus Academy



Purpose

We are a learning community. The purpose of this policy is to ensure that all students are supported through their learning and that staff – especially newcomers know what is expected of them.

Standards

At the ContinU Plus Academy we agree to:

- Create a welcoming classroom, greeting students by name and using RAISE to build positive ethos;
- Ensure that every student is fully engaged in lessons;
- Ensure that there is a sense of purpose and pace in every lesson;
- Match learning styles to the needs of the individual learner through differentiation;
- Ensure that schemes of learning are accessible to all levels of ability and are relevant and appropriate to purpose;
- Ensure that all pupils know (and/or have access to documentation that informs them) what their strengths are, how they can improve and what level they are working at in lessons;
- Enable students to become self-governing, independent learners

Monitoring, Evaluation and Review

Monitoring of this policy document will be conducted annually by the senior leadership team and governors to ensure compliance. Monitoring of practice against this policy will be done throughout the assessment, monitoring and performance management cycles where SLT will observe lessons, sample work and audit medium term and long term planning.

Assessment for Learning

Assessment for Learning (AFL) plays an integral part in raising outcomes for pupils through improved teaching and learning. Assessment occurs regularly and in line with the assessment and monitoring policy and cycle. Formative assessment occurs approximately every 3 weeks and summative assessment occurs at the end of each term prior to reporting to stakeholders. These assessments are currently being reviewed in order to become more rigorous and standardised across the school.

High Quality Teaching

In order for high quality teaching and learning to take place the SLT expects that staff demonstrate 5 key ingredients within every lesson:

Learning objectives:

- engage learners with learning objectives;
- show what 'good' work looks like;
- use objectives as a basis for questioning;
- refer back to objectives during the plenary.

Questioning:

- questions must be planned and worth asking;
- questions should include extended 'think' time in order to enhance the quality of student responses;
- the 'no hands-up' rule will encourage all students to participate in teacher-student dialogues.

Peer and Self-Assessment:

- students should identify their own successes;
- students must identify their own areas for improvement;
- students should be able to self-assess against success criteria;
- students should be able to peer-assess using clear frameworks.

Quality Feedback:

- should focus on success criteria (but not in the form of comparison);
- aim to close the gap between students' current progress pathway and those above;
- be specific to the students' needs;
- incorporate time for students to use feedback effectively and respond to action points/targets.

Differentiation

Differentiation is about taking different approaches to teaching a core topic. For effective teaching and learning to take place, the teaching method/strategy needs to vary according to the task that students are requested to undertake and each student's ability. At ContinU Plus Academy we believe that differentiation is of fundamental importance because:

- it is based on good understanding of how children learn;
- it helps learners do better and therefore attainment rises;
- it allows teachers to work 'smarter' not harder;
- it allows students to develop skills to take charge of their own learning.

Staff are expected to use Task Sheets to support differentiation for all Key Stage 3 pupils. It is advised that staff use Task Sheets with Key Stage 4 and 5 but this remains at the discretion of the class teacher.

High quality teaching must show evidence of planning, the setting of clearly-achievable learning outcomes and the use of a range of learning styles to match the needs of each individual learner. If teaching is properly differentiated and caters for a range of learning styles, then the quality of teaching will improve and barriers to learning will be removed.

Long Term Plans – Schemes of Learning

Long term plans are expected to be available to SLT and subject teachers on the first TED in September (or prior to the launch of a new course or subject). The aim of this document is to set out how the learning for the year will be structured according to the demands of the qualification or curriculum. More specific lesson content will be described, explained and justified in medium and short (lesson) plans and this document is seen very much as an overview. The responsibility of these plans rests with the Area Leader or Lead Teacher of each subject – subject teachers take more control and responsibility at a later stage.

Medium Term Plans – Schemes of Learning

Subject-specific medium term plans are the responsibility of subject teachers and should be completed and made available to SLT and Area/Subject Leaders before the end of the first week of each half term. All staff may be asked to contribute to or share medium term plans as part of their on-going professional development. Medium term plans all have a standardised format and set out the learning for the upcoming half term. Lesson content (week by week, lesson by lesson) is set out here to allow for observers to have a secure expectation of what they should see on arrival in classrooms and to allow for line managers to ensure that teachers are keeping pace with the objectives for the year (as detailed in the Long term plan).

The following principles must be included and identified in Medium Term Plans:

- the scheme must be accessible to all levels of ability; hence, differentiation must be built in for both the low-attaining, high ability disadvantaged, more able and high performing and the gifted and talented pupils;
- medium term plans must clearly identify the area of assessment they intend to teach, what the assessment task(s) will be, how they will be assessed their relevance;
- medium terms plans should include a sample of the desired assessment outcome in the form of a sample or model;
- medium term plans should show clear plans for developing reading, writing and communication with evidence of planned teaching of vocabulary and signposting of literacy skills;
- medium term plans should show clear plans for developing numeracy skills where appropriate;
- medium terms plans should clearly show embedded use of AFL and use of assessment procedures to further learning/achievement;

- medium term plans should clearly identify weekly learning objectives and show evidence of the four step learning cycle;
- medium term plans should have respect for different cultural and ethnic groups and include consideration of SMSC;
- **medium term plans should aim to raise the achievements of all** - be accessible to all levels of ability; demonstrating differentiation for all pupils;
- medium term plans must include 'Targetted Intervention' data outlining which pupils are currently underachieving and giving details on how this achievement gap will be filled by intervention both inside and outside of the classroom.

Staff will plan work throughout the year and within the deadlines outlined in the teaching learning and assessment calendar. It is the responsibility of individual teachers to continue to review and develop Medium Term Plans to reflect best practice, resources and developments in their curriculum, and their own classroom, when planning and delivering their lessons.

Short Term Plans – Lesson Plans

Staff are not expected to write lesson plans for each individual lesson. However, SLT expect that staff will provide lesson plans under certain circumstances:

- formal lesson observations carried out as part of the Performance Management cycle
- formal lesson observations carried out as part of external quality assurance or school inspections
- formal lesson observations or scrutiny of teaching and learning as part of support, informal or formal capability procedures
- formal lesson observations or evidence generation as part of teacher training or CPD

The following principles must be included and identified in individual lesson plans:

- the 'Big Picture' in which the lesson fits into a pupil's wider phase of learning;
- the context of the lesson – where does it fit within a scheme of lessons;
- the make-up of the group in terms of ability – each pupil should be identified in the plan if they are:
 - Struggling with attendance or are new to the school/group or subject
 - AEN and/or have an EHCP
 - Highlighted as having current or recent behavioural difficulties (incidents/out of class)
 - Highlighted as having significant mental health concerns such as high levels of stress, anxiety, depression or hyperactivity (ADHD – medicated or unmedicated)
 - More able in that subject
 - High ability disadvantaged
 - High performing across the school
 - Gifted and/or talented in that subject
- lesson plans must then go on to (in three categories) demonstrate what the **Learning Objectives, Questioning, Assessment** and **Feedback** opportunities and expectations are within the lesson;

- the three categories mentioned above include: teacher actions, pupil actions and learning coach actions;
- all timings must be clearly noted as part of the lesson plan in order to support engagement, pace and completion of objectives/lesson content

Progress Paths and Subject Assessment Criteria

As part of the ongoing cycle of teaching, learning and assessment teaching staff are expected to update pupils 'Progress Paths' at the start of every term using their most up to date pupil performance data. Subject assessment criteria must be updated regularly in order to best fit the requirements of the course being studied and to allow for rigorous formative and summative assessment of pupil progress.

Progress paths must display:

- a pupil's target in that subject based on KS2 data;
- a pupil's target in that subject based on starting point at CPA;
- the directionality of progress on entry;
- the pupil's current level of progress;
- the pupil's most recent progress assessments and brief list of recent achievements.

Up to date subject assessment criteria and feedback sheets from formative and summative assessment must also be available to pupils, staff, SLT and interested visitors as they demonstrate the progress made by pupils over time (**What does progress look like in your subject?**) and support discussion with regard to strengths, areas for improvement and pupil progress towards aspirational targets.

Entry and Exit Protocols

It is expected by the SLT that:

- pupils are greeted and dismissed with positive regard by staff on entry to and on dismissal from all lessons;
- a settler/starter activity is provided to ensure a calm, positive and focused start to lessons;
- RAISE sheets/report cards are collected at the start and returned to pupils on the bell at the end of the lesson;
- registers are completed within the first 5 minutes of all lessons on Sims (or delivered to reception by email or the learning coach if access to Sims is not possible).

Pupil RAISE Sheets/Report cards

- RAISE sheets/report cards are collected at the start and returned to pupils on the bell at the end of the lesson – pupils are not expected to leave lessons until they have collected their RAISE sheet and the bell has sounded;
- RAISE points must be displayed on the board for all Key Stage 3 classes and should be referred to and updated throughout the lesson – pupils losing points must ALWAYS be given the opportunity to '**earn them back**' or '**turn it around**';

- RAISE points may be displayed and used in the same way for Key Stage 4 and 5 classes at the discretion of the teacher;
- RAISE should form the basis for the language of teaching, learning and classroom management throughout lessons;
- RAISE sheets/report cards are discussed throughout, completed sufficiently (with points being clearly assigned to each category), signed and returned to pupils at the end of every lesson.

Visitors to Lessons

- visitors to lessons should gently knock and wait outside of classrooms until acknowledged and welcomed in by the class teacher – this is to minimise disruption to teaching and learning (it may not be appropriate for another person to enter at that time) – staff should only wait and persist in trying to enter if entry is essential;
- staff should not enter a room during lessons without teacher consent and if not necessary;
- inspectors or observers must be given all planning documents and resources on entry to the classroom;
- where and if appropriate visitors should be encouraged by staff to engage in dialogue with pupils about their learning, strengths, areas for improvement and next steps.

Additional Expectations

It is expected by the SLT that staff adhere to all of the expectations laid out in the Appendix to this policy with regard to:

- Entry/exit protocols
- Pupil RAISE sheets/Report cards
- Visitors to Lessons
- Assessment and Monitoring
- Lessons
- Written Feedback and Marking

Staff are expected to model professional standards of dress and behaviour as laid out in the Teachers' Professional Standards. At the CPA the pupils' emotional, social and academic needs come before those of the staff – staff are expected to be calm, kind and positive in their approach to pupils at all times. Support through the Behaviour Team, SLT and wider school support services are available to assist staff in maintaining this approach – even under the most stressful of situations and should be used as appropriate.

Review: *This policy is a working document and therefore is open to change and restructuring as and when the need arises.*

The primary importance of the Teaching and Learning Policy is to ensure that staff are committed to ensuring that pupils receive the best quality of education and outcomes – and that staff are well informed and supported in doing so.

A copy of the Teaching and Learning Policy is published in its entirety on the CPA's website (www.continuplus.org.uk).

Date Policy Created: January 2013 – reviewed and adapted annually

Member of Staff Responsible: Mark Venross (Deputy Headteacher)

Review Date: July 2022

Signed:



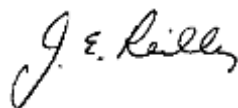
(Staff member responsible)

Signed:



(Headteacher)

Signed:



(Chair of Governors)