



Camden Centre  
for Learning

# Teaching & Learning Policy

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**Challenge Yourself, Celebrate Achievement, Focus on Success, Learn  
for Life**

# **CCfL Teaching and Learning Policy**

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## 1. Key Learning Principles

### We believe that:

- There is no known ceiling to achievement - intelligence can be developed.
- Each student must know what to do in order to improve and how to do it - high expectations on their own are not enough.
- Each student has the right to be successful and the ability to achieve.
- Students should be taught how to learn and how to reflect and improve on their learning.
- Learning objectives and outcomes should be shared and reviewed.
- Clear, structured lessons promote learning.
- All staff must create and maintain a purposeful learning environment.
- All staff must tailor provision to meet students' individual needs
- Achievement should be recognised and rewarded.
- Underachievement must be addressed.
- All teaching styles should be valued as long as they support students' learning and progression.
- No opportunities should be missed to teach literacy and numeracy skills across all subject areas.

## 2. Learning to Learn and 'Building Learning Power'

Learning and teaching are interactive. It is important that we teach students how to "learn to learn", in order to become independent learners and develop skills for life-long learning.

Building Learning Power (BLP) provides the platform upon which staff at the CCfL can enable students to 'learn how to learn.' It centres on the belief that:

'Students who are more confident of their own learning ability learn faster and learn better. They concentrate more, think harder and find learning more enjoyable. They do better in their tests and external examinations. And they are easier and more satisfying to teach.'

Therefore it is important that our teachers aim to build students' learning skills in the four key BLP areas of:

- Resilience - The emotional aspects of learning
- Resourcefulness - The cognitive aspects of learning
- Reflectiveness - The strategic aspects of learning
- Reciprocity - The social aspects of learning

In previous years, BLP focus groups have met twice termly in order to discover the specific techniques that give students what they need to be successful in their learning. Thus far, the groups have found that teachers should use the following strategies, amongst others, to help students to 'learn how to learn:'

- supportive discussions with students about the processes and skills involved in learning;
- visual and verbal explanations of topics/tasks e.g: by teacher, by BLSA's, between students, by students to whole groups, and by students to the teacher;
- teaching students to value the learning process, and the art of making mistakes, rather than fixating purely upon the end outcome;
- providing understanding, reading and thinking time;
- scaffolding (using writing frames, sentence starters etc.);
- modelling (sharing students' work, working through examples, organising guided writing, sharing planning, thinking and demonstrations);
- holding narrative therapy discussions, in order to give students the confidence to apply successful techniques that they have used to learn in the past to new learning experiences;
- developing effective learning and study skills (e.g. revision techniques, recording notes, summarising) and sharing good practice (i.e. student to student, student to teacher and teacher to student);
- providing formative feedback (oral and written) and setting clear targets on how to improve;

- praising and commenting upon effort as well as attainment;
- providing opportunities for regular reflection and improvement of learning, and regular reviews of progress toward set targets.

### 3. Learning Objectives

If students are to take responsibility for their own learning, they need to know what they are expected to learn and how they can achieve it. Providing objectives allows students to engage with the process of learning.

- i. Teachers must make the learning objectives and outcomes explicit to all students. This will usually happen at the beginning of the lesson but may also happen at other stages in the lesson. This can be done in a variety of ways:
  - written or projected onto the board
  - orally
  - written by students in their books
  - printed on handouts
- ii. Teachers must make it clear to students how they will be supported to achieve the learning objective and outcomes. This can be done by:
  - explaining the purpose of the lesson and why it is worth learning;
  - showing what learning activities the students will be doing in the lesson e.g. through a visual timetable or visual schedule, indicating how long each activity will take, and ticking off once complete;
  - explaining verbally or representing visually how the task relates to the learning objective;
- iii. Learning objectives and outcomes must be revisited throughout and at the end of the lesson. This can be done in a variety of ways:
  - students review their learning against the lesson objectives;
  - teacher/LSA checks for understanding through using differentiated questioning;
  - students record 2 key points (individually or in pairs);
  - teacher recaps.
- iv. Longer term objectives across a topic, unit or series of lessons should be made clear and reviewed. This can be done through:
  - learning logs;
  - concept tick sheets (what I know, what I have learned);
  - debates;
  - ongoing mind maps;
  - topic overview.
  - "I can" progress trackers

## 4. The Structure of Lessons

**Clearly structured lessons promote learning.**

- i. Lessons must have a clear start. This could include starter activities such as brainstorming or demonstrations or a review/recap of previous learning, or specific learning of key vocabulary that is needed to access the lesson.
- ii. Lessons must have a clear finish which includes a review of progress towards learning objectives (see above) but may, also, include questioning to correct misapprehensions and a preview of the next lesson.
- iii. Longer term objectives should also be reviewed in this section of the lesson making reference to the final assessment outcome.

## 5. Individualised Learning Activities

Students learn in different ways. Recognising this and planning for it provides stimulus and is inclusive.

- i. A range of teacher/student-led and student-centred activities should be used, taking account of the class context sheets, student summaries and student learner profiles.
- ii. A range and variety of teaching strategies should be used to take account of the learning needs of all students.
- iii. Appropriate visual support should be provided for learning activities, especially when supporting students with language and communication difficulties.
- iv. Students should be given the opportunity to work in a variety of ways, (such as individually, in pairs, small groups, whole class groups), and have the pre-teaching required to understand how to work effectively in these different situations.
- v. Differentiation should be carefully planned taking account of class context sheets, student summaries and student learner profiles. Differentiation can be planned:
  - by outcome
  - by task
  - by question
  - by developing and adapting resources to both support and extend students learning
  - by groupings

## 6. The Teaching of Literacy, Mathematics, and ICT across the Curriculum

Developing and reinforcing young peoples' literacy, mathematics, and ICT skills is the responsibility of all teachers across the curriculum.

- i. The teaching of reading, writing, and communication skills is fundamental to all aspects of learning, as it unlocks access to the wider curriculum. There is a wide-range of evidence that shows that being literate increases opportunities for students in all aspects of life, and helps to lay the foundations for lifelong learning. We ensure that no opportunities are missed to teach literacy by:
  - providing time in the school day for students to read recreationally, with weekly and termly rewards for dedication towards reading;
  - offering guided reading opportunities in which staff use a wide-range of techniques to help students read confidently aloud;
  - maximising opportunities for students to read during lessons;
  - capitalising on any opportunities to teach spelling, punctuation, and grammar across the curriculum;
  - developing writing competency termly within each curriculum area, for example: writing to analyse, writing to persuade, writing to describe, and writing to explain;
  - conforming to a mutually agreed school literacy marking code when giving written feedback to students, using orange or purple pen to highlight development areas;
  - providing regular opportunities for students to reflect upon and respond to marking for literacy.
- ii. Mathematics provides essential analytic, problem-solving and decision-making skills, including financial awareness. For this reason, it is essential that all staff miss no opportunities to link mathematics to learning across the curriculum.
- iii. In a world of ever more advanced technology, and increasing communication platforms, it is essential that students leave school with the ICT skills needed to share information and communicate effectively. For this reason, it is essential that all staff miss no opportunities to link ICT to learning across the curriculum.

## 7. Recognition and Reward

**Student achievement must be celebrated. This can be done in a number of ways:**

- through the reward system
- highlighting an individual's or group's success
- sending commendation postcards to parents/carers/students
- displaying students' work
- through celebration of students' achievement at assemblies
- through presentation of certificates and rewards at achievement assemblies
- through positive phone calls home
- through a clear marking policy which acknowledges success and includes a target for improvement (eg. a 'what went well and even better if' approach)
- through student reports which record key achievements
- through student ROA folders

## 8. Challenging Underachievement

All students are capable of achieving well. Identifying and challenging underachievement is the responsibility of all classroom-based staff. High expectations are not enough on their own; targeted subject support is needed to ensure that they are met.

### i. Identification

All staff must familiarise themselves with relevant data, (such as student learner profiles, class context sheets, pupil progress data, baseline assessment data, prior attainment data, attendance data and EHCP plans in the case of 1to1 teaching staff), as it becomes available and use this to inform expectations and monitor and record progress.

### ii. Challenge

Teachers must take responsibility for the following:

- Ensuring schemes of learning and assessment tasks are appropriate, accessible, rigorous and sufficiently challenging. Schemes of learning and assessment tasks should be reviewed and amended as appropriate to meet differing individual needs;
- Ensuring tasks are differentiated and there is flexibility in teaching to support maximum engagement and challenge;
- Ensuring students have opportunities to shape their learning - eg. enabling students, where appropriate, to make choices about what they study or make suggestions about what they would like to do;
- Ensuring students are involved in discussion about their learning in order to establish reasons for any underachievement.
- Making sure that targets, and strategies to achieve targets, are negotiated and agreed, and are routinely reviewed. Checking that progress is recognised and regularly reviewed;
- Making use of appropriate rewards when individual achievement or behaviour is realised or improved;
- Making use of appropriate sanctions when work or behaviour fails to meet an acceptable standard;
- Setting regular, short term, achievable, meaningful targets and learning goals;

## 9. The Learning Environment

The way in which staff manage the classroom has a significant effect on students' learning and behaviour. Students learn, develop and progress in a structured and stimulating environment.

- There needs to be a purposeful learning environment in all classrooms, including up to date displays and well-maintained, tidy classrooms.
- Students should enter and leave the classroom in an orderly way under the instruction and supervision of staff.
- Established routines and procedures should be adhered to to support the development of students' self-regulation
- The seating of students should be determined by the teacher and BLSA. Strategic seating challenges underachievement and promotes learning. Teaching staff should have a seating plan for every class which is continually reviewed and assessed.
- All resources, including electronic resources, should be prepared in advance and equipment checked before each lesson.
- Tasks should begin at the very start of the lesson, even whilst staff may need to be setting equipment up, so that students are settled and focussed from the outset.

## 10. Assessment, Feedback, and Marking for Learning

### Formative Assessment

Formative Assessment for Learning (AfL) strategies should be used to facilitate student progress and encourage all students to 'learn to learn' so that they become independent learners.

The effective assessment and marking of work is fundamental to successful learning and teaching. All assessment information should be used formatively, whether verbal or written comments.

Formative assessment comments are used to provide students clear guidance about what they have done well and what they need to do next to progress further.

- i. Students should receive formative comments orally throughout, as well as at the end of, each lesson.
- ii. Opportunities must be routinely provided for students to act upon the guidance given. This can be done in a variety of ways - see *examples*, but must include regular (at least fortnightly) "blue pen", tasks where students respond to teachers' written feedback (see below *blue pen tasks*).

Examples:

- starter or plenary activities;
- students setting their own targets with the help of peers/teacher;
- discussions with individual students;
- discussions with the class;
- differentiated questioning;
- peer assessment activities;
- peer teaching;
- levelled assessment rubrics;
- re-drafting;

- iii. A formative comment should:

- be concise and accessible to students
- highlight achievement, detailing the specific areas of success
- indicate precisely how progress can be made
- provide constructive encouragement and support for students
- encourage students to take ownership of their learning and progress

- iv.) Formative comments should regularly (weekly or fortnightly - depending upon the frequency of lessons delivered per week) be provided for students in writing.

These should reinforce and develop the oral feedback provided during lessons so that students have a written record of what they have done well and what they need to do next to progress further.

- v.) Written feedback must follow the CCfL Marking Policy - copies of which should be placed in all students' books/folders, This should include a 'what went well' comment (www) in green pen, and an 'even better if' comment (ebi) in purple pen. Comments must be related to the assessment criteria/ *I cans* of the subject, and comply with the rules for formative comments stated above.
  
- vi.) Blue Pen Tasks - Students must be given an opportunity to reflect and respond to teacher comments at least once every 2 weeks in a "blue pen" task. Examples of ways in which these responses can be evidenced include: 'Tasks for Further Progression' on task plan sheets, written dialogue with the teacher to show new learning, re-drafts, or written reflection activities.

## 11. Progress Tracking and Reporting to Parents

### Summative Assessment

There are five 'data collections' throughout the year where teachers are required to report on student progress and achievement in their subjects. These data collections take place at the end of each half term, apart from Summer 1 or Spring 1, one of which is generally a shorter term. Additionally, there are three report dates calendared through the academic year - one at the end of each term and 6 Student Review days - one at the start of each half term. Student Review days provide an opportunity for students and their families to meet tutors and core subject staff to discuss the holistic progress of their child.

Following national curriculum changes, we are currently in a transitional phase between two different assessment systems.

Core subjects are now measuring progress using the new national assessment system "Learning without levels". This system places students upon a 'pathway', based upon their prior attainment, and requires them to master sets of 'I Can' statements in order to reach a projected target GCSE grade in year 11.

"I can" statements are underpinned by revised subject assessment frameworks. These use the national standardised GCSE grade criteria for grades 2, 5 and 8 (or their equivalent in other accredited course) as benchmarks from which to track backwards the skills students need to acquire each year to meet their year 11 target grade. Teachers assess whether the students are currently making "no progress", "limited progress", 'expected progress', or 'substantial progress' towards meeting the set skills ("I can" statements) within their pathway. Further details of this system can be found in the information booklet 'A Guide to Learning without Levels.'

Non-core subjects were using our old pupil progress system to track students' national curriculum levels and progress up until the end of Summer 2017. From Autumn 2017, they too will follow the same assessment systems and procedures as core subjects (detailed above).

2 weeks prior to each data capture, assessment weeks are scheduled to test students' progress against unit objectives (core subjects at both key stages, additional subjects at KS4). Moderation meetings are scheduled for all subjects in the week prior to report completion. During these meetings, moderation of students' work across different pathways/levels takes place and the accuracy of teacher assessment is evaluated using the unit test outcomes and student books. Report grades are agreed and recorded at the end of each term.

Reports are completed once a term for all students in each subject they study. These record:

- The pathway the student is following
- Progress towards targets
- Skills acquired
- New skills needed to make further progress

Subsequent to each data capture, in line with the intervention process, all teachers take part in department-based meetings to identify students that are making below expected progress, or highlight any other students who are not reaching their full potential. In-class subject support strategies are agreed to enable students to make progress in line with expectations. Where appropriate, Curriculum Leaders then meet with members of the SEN department, to collaboratively plan additional interventions in order to promote progress. These strategies are disseminated to all members of the department.

The student review days enable staff and families to explore students' key learning strengths and areas for development in detail. In addition, progress towards Personal Learning Plan targets is measured and new targets agreed. Where families are unable to attend these important meetings, dates are re-scheduled so that both students and their families are clear about what needs to be done next to secure ongoing improvement.

## **12. Inclusion**

**In line with CCFL Equalities Policy, every student is entitled to a positive meaningful learning experience.**

**Every teacher and all support staff have a responsibility to meet the educational needs of all students**

**Every teacher and all support staff are responsible for promoting, where relevant, Literacy, Numeracy, SMSC, BLP, Life Skills and ICT to enhance learning and teaching.**

**Every student has the right to receive the highest quality education. It is our collective responsibility to ensure that all their educational needs are met.**

**Ensuring inclusion involves:**

- knowing and understanding the needs of every student and how to meet those needs
- setting and explaining suitable differentiated learning challenges
- responding to students' diverse learning needs
- working to overcome potential barriers to learning
- setting parameters that ensure students feel safe and valued in their environment, whether in a pastoral or academic sense, inside or outside the classroom
- accurate tracking and monitoring of student progress and well timed, precise intervention when progress is not satisfactory
- sharing new information and seeking professional development as, or when, new challenges arise

## **13. Continuous Professional Development and Learning**

**In line with the CCfL Appraisal Procedures for Teachers, we wish to establish a culture in which all teachers take personal responsibility for improving their teaching through professional development. This will develop:**

- A challenging learning culture
- Evidence-informed, self-regulated learning
- The leadership, skills and confidence of all staff in securing the best possible outcomes for students

**We understand that:**

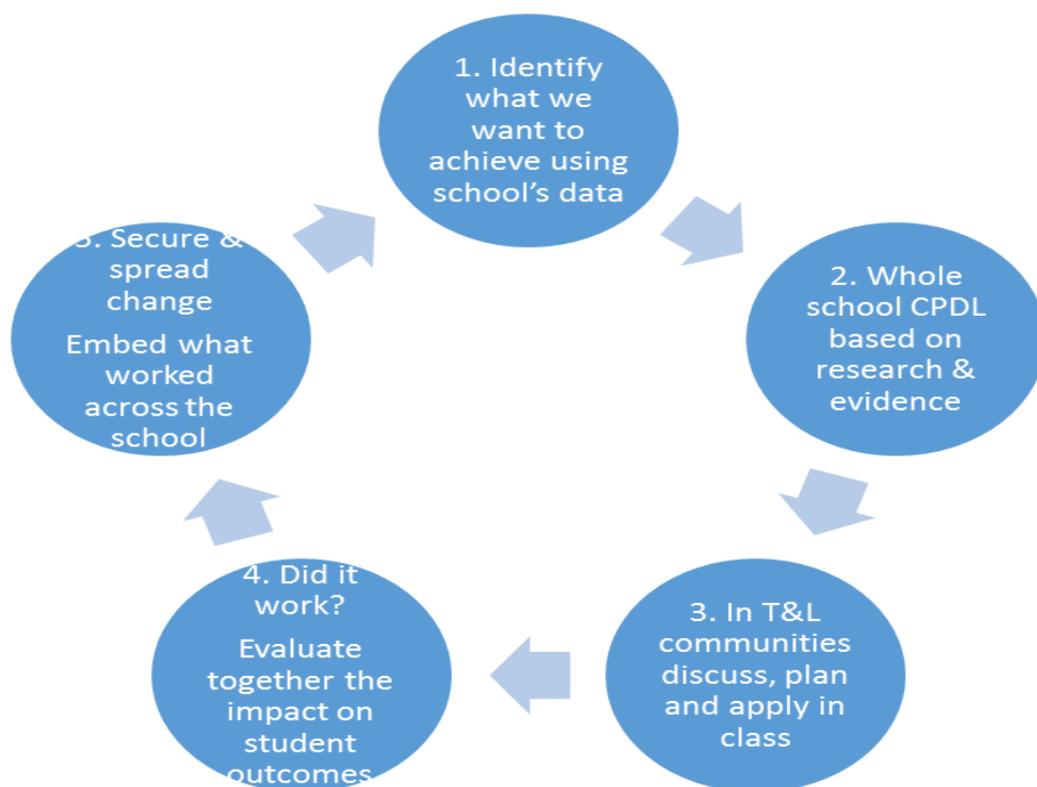
- A carefully designed CPDL programme (Continuing Professional Development and Learning) for all staff that has a strong focus on pupil outcomes has a **significant** impact on student achievement.

Developing Great Teaching ( Cordingley et al, 2015 TDT)

We know we can achieve this by:

- Reducing the number of whole school CPDL meetings
- Increasing the time for staff to have explicit discussions, following the initial input, about how to translate CPDL content to the classroom.
- Implementing what has been learned by experimenting in the classroom in order to identify what works best to improve student outcomes.

We use the following cycle to shape and refine CPDL at CCfL:



In September 2016 we launched *Learning Communities* and *Staff Coaching* to strengthen the CCfL CPDL model. This built on the progress developed through collaborative learning programmes like "Lesson Study" (introduced 2015/16) and increased the opportunities for staff to:

- Determine the focus of their CPDL
- Learn and take risks together
- Share and evaluate best practice
- Improve student outcomes

These programmes, together with:

- CCfL Teacher Initiative Meetings (fortnightly - teaching staff)
- The Wednesday Meeting Schedule (weekly - all staff)
- LA led Department training (termly - curriculum leads/identified staff)
- Department team meetings ( routinely each half term - teaching staff)
- Individual Development and Training (as requested/approved linked to Performance Management and Appraisal Objectives - all staff)

will ensure there is a rich and deep CCfL learning culture which supports and enables all staff to acquire, develop and improve new skills and abilities throughout their employment at CCf