



# Codsall Community High School

## Teaching & Learning Policy

### **Introduction**

At Codsall Community High School, it is our aim to we are committed to offering high **quality learning experiences** that are relevant, challenging and enjoyable. Teaching and Learning is good as outcomes for Key Stage 4 and 5 are at least good. However, to move forward we must now ensure that all of our staff have a sound understanding of what works best in education and use this understanding to support all of our learners to achieve and attain at the highest possible level.

This policy outlines the procedures used at Codsall Community High School to ensure the quality of teaching impacts on better outcomes for learners.

### **At Codsall Community High School teachers:**

- Set high expectations which inspire, motivate and challenge pupils;
- Promote good progress and outcomes by pupils;
- Demonstrate good subject and curriculum knowledge;
- Plan and teach well-structured lessons and curricula;
- Adapt teaching to respond to the strengths and needs of all pupils;
- Make accurate and productive use of assessment;
- Manage behaviour effectively to ensure a good and safe learning environment;
- Fulfil wider professional responsibilities.

### **Statement of Intent:**

We wish to improve progress and attainment for all learners by developing the quality of teaching so that it is consistently outstanding and impacts on learning. We want our learners to be responsible, resourceful, resilient and reflective learners. To complement this aim we will explore the **visible learning approach of evidence-based research to ensure:**

- There is a shared 'language of learning' between teachers and learners e.g. we understand what makes a good learner, what progress looks like in different subjects and how to set targets.
- Teachers can assess the impact of the different strategies they are using and make changes when they identify more effective ways of supporting learners' progress
- Teachers provide learners with regular opportunities to access feedback and 'feedforward' about their learning – including peer and self- assessment
- All in the school community are encouraged to be 'leaders in learning.'

### **Developing Visible Learners:**

- Visible learners are 'assessment capable'; that is to say, they understand how to approach learning and how to share their progress. They:
- Demonstrate positive dispositions towards learning (**Responsible, Resourceful, Resilient, Reflective**) and the school's principles of **Ambition, Altruism and Achievement** ;
- Understand that mistakes are part of the learning process;
- Know how to learn, with strategies to use when they face challenges
- Seek, receive and act on feedback
- Explain and understand their progress (**Where am I in my learning? Where am I going? How will I get there?**)
- Collaborate; learning with and from others

### **Support and Improvement:**

- All faculties will have outstanding medium and short-term plans with guidance from which teachers can plan their lessons;
- Medium term plans have been evaluated using question level analysis or component marks from termly, end of year, mock and end of key stage exams. The order units are taught supports progression in knowledge (facts, skills and understanding);

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- LTs will use the findings of student surveys/ focus groups to systematically evaluate the impact of teaching on learning;
- Professional development opportunities for staff will be delivered at least monthly focusing on the key principles of 'Visible Learning';
- Appointed Teaching and Learning Coaches will receive training on effective coaching and the individual needs of staff will be addressed through the use of Teaching and Learning Communities with meet every month.
- The first meeting of a Teaching and Learning Community will be after LTs and teaching staff receive CPD on how to measure impact and undertake a period of evidence gathering – (Drop-ins/Student Voice);
- Teaching and Learning communities will be cross-curricular and where possible T and L Coaches will not be line managers; Teachers with outstanding outcomes and all UPS 3 will lead and support the professional development of others;
- Meeting times will be organised so that Faculties/Departments can meet directly after the meeting of Teaching and Learning Communities. This will facilitate the sharing of good practice and LT strategic planning;
- Impact Cycles (3 per academic year) will be used to generate impactful collaboration between staff through impact partnerships (2 x 20min each term); coaching and Teaching and Learning communities. These are to allow time for teachers to reflect upon the progress they made with their chosen teaching and learning focus and decide upon new actions to improve practice.
- Staff will have the opportunity to digitally record their chosen lesson and use the peer review time allocated above to evaluate learning with their T and L Coach/LT;
- Teaching and learning briefings will offer the opportunity for staff to meet with their communities and evaluate progress. Extended T and L Briefings (2 x 20mins each term) will be used to effectively share good practice.

- LTs will offer ongoing support through routine monitoring and the fostering of an open-door policy;
- Teachers who require improvement for aspects of their teaching or the outcomes of their students (proportional to their teaching scale) will be supported through the use of the Quality of Education programme
- Review weeks will take place once per term with the observer giving developmental and supportive feedback on their chosen teaching and learning focus.
- Work Sampling will be integrated into the Development Window so Lead Teachers can check the quality of learning and progression students' work in books and folders.

### **Classroom Books/Folders Expectations**

Teachers will, across Key Stages:

- Ensure students write titles/headings and dates in their books;
- Ensure learning intentions are shared (LO);
- Share differentiated success criteria (SC) for the lesson;
- Regularly set a 'Challenge' activity (Codsall Challenge) to engage learners and stimulate deeper thinking;
- Ensure students take pride in their books and presentation;
- Ensure that students clearly label homework in their exercise books;
- Provide clear and purposeful feedback;
- Ensure that students complete all DIRT clearly to make improvements;
- Set well differentiated work;
- Address consistent errors in Spelling, Punctuation or Grammar through day-to-day teaching.

### **Summary**

Overall, our focus is to ensure that the Teaching and Learning across the school demonstrates a shared clarity of excellence which reflects how we consider ourselves as a learning community. Through a multi-faceted and co-ordinated approach, staff training, collaborative planning and curriculum resourcing will enable teachers and support staff to deliver outstanding teaching, learning and

assessment over time. A shared language of learning across faculties and teachers will give students and staff alike the clarity needed to excel.