HELSTON COMMUNITY COLLEGE
ASPIRATION · AMBITION · ACHIEVEMENT

LEARNING AND TEACHING POLICY

SLT Responsible Person: Ms P Martin

Date of Policy: February 2022

Date to be reviewed: February 2023

Approved by: Senior Leadership Team – 22 February 2023

Published: Website/Staff Intranet

To be read in conjunction with:

Lesson Observation Form (Appendix 1)
Lesson Reflection Form (Appendix 2)
SPCMAT CPD Policy
Homework Policy

Aim

To enable all learners in our College community to achieve their very best academically and personally through high quality teaching and learning. All students have special skills, abilities and aptitudes, and are entitled to access a broad, challenging and appropriate curriculum. Every student is also entitled to experience a variety of learning and teaching methods, which enables them to achieve their full potential.

All staff have a responsibility, collectively and individually, to contribute to the delivery of the curriculum. In addition, they have individual responsibility to strive to deliver lessons where the learning and teaching is of the highest quality, and the learning needs of all students are met.

Purpose of the policy

This College will:

- Ensure high quality learning and teaching experiences for students of all abilities and aptitudes.
- Provide a framework for learning and teaching within which there is flexibility and scope for creativity.
- Provide coherence of approach and consistency of expectation.
- Raise attainment by increasing levels of students' motivation, participation and independence.
- Promote reflection on, and sharing of, good practice.
- Promote an understanding of how learning takes place.
- Make explicit a baseline for coaching, developing and evaluating the teaching and learning that takes place.
- Provide practical guidance

Interacting with Student Data

All teachers should have an up-to-date data plan for every class they teach – (Your class seating plan in Class Charts).

Teachers should be aware of the data contained for each student on Class Charts (SEND, Reading Age, medical issues) When planning lessons, colleagues should be aware of SEN/EAL status, Reading Age, MABLE and current level/grade.

Routines for All Lessons

Starting Lessons

Entry Routines

Thresholding: Teacher welcomes class at the door; corrects uniform, they go straight in quietly, sit down and get their books and equipment out ready to learn, engaging with the "do now" task.

Teacher uses signal for attention and addresses class with full attention, setting expectations for introductory activities.

Once students are working. Registers should be taken close to the very beginning of the lesson (within 10mins).

If students arrive before the teacher, they wait quietly, lining up against the wall, if possible.

Behaviour for Learning

Colleagues should consistently apply the College Behaviour Policy.

Showing Excellence and Positive Affirmation

At least five minutes in every lesson should be devoted to showcasing examples of excellent work or attitudes to learning, highlighting the reasons.

As a general rule 5 Praise Points should be awarded every lesson.

Ending Lessons

Exit Routines

Students stand behind their chairs with all equipment packed away. Uniform infringements corrected.

Teacher dismisses them from the door, table by table, calmly into the corridor on the bell.

Common Pedagogical Elements

The College encourages the use of evidence-based practice, as indicated by the EEF toolkit and the College Expert Teaching Model.

Challenge

Expectation should be high for each student, with appropriate support to help them achieve this.

Explanation

The explanation should:

- Focus on key learning points.
- Generate curiosity.
- Be clear and concise.

Modelling and Practice

Where new ideas or new skills are being introduced, teachers should always model the work expected from students. This could be through worked examples, student exemplars or demonstrations. Scaffolding of tasks to enable all students to engage.

Students must have time to practice skills repeatedly.

Structured, targeted questioning

Questioning should include all students, with answers selected by the teacher in a deliberate, planned manner. Questioning should be probing and targeted to specific students, where appropriate. Students should not have the option to opt out or to dominate.

Responding to Feedback

Feedback will take many forms – live marking, verbal comments, written comments, peer and self-assessment. There should be evidence that feedback leads to students' work improving in response.

Agreed departmental policies should be followed.

Students and teachers should all be clear about where and when feedback will be given, and which work should have DIT, be redrafted, improved or corrected.

Features of Good Speech

Students should be required to adhere to standard good speech and communicate appropriately for the audience, setting and purpose. **Use of disciplinary vocabulary, academic language should** be encouraged and key words pre - taught.

Homework

Homework should be set in line with the homework policy.

Roles and Responsibilities

Governors

- To ensure the effective and rigorous implementation and monitoring of the policy.

SLT

- To provide appropriate support, training and resources for faculties and individuals.
- To monitor and evaluate the delivery and impact of the policy, through a combination of learning walks, book scrutinies, parent and student voice.
- To modify and update the policy in the light of ongoing developments and the changing needs of the College.

Heads of Faculty

- To be responsible for the co-ordination of their curriculum area.
- To monitor and evaluate consistent delivery of the policy at team level, through a combination of learning walks and book scrutinies.
- To provide appropriate support to team members through training materials or coaching and using the Expert Teaching Coaching Conversations..

Teaching staff

- To implement this policy by ensuring a consistent delivery of high quality learning experiences.
- To be responsible for short-term planning, in conjunction with Subject/Faculty teams.

All staff

- To be aware of the principles of the policy and how they can contribute to it.

Students

- To work positively within lessons to enable staff to implement the policy effectively.
- To extend the learning experience outside the classroom by ensuring completion of the learning tasks set as homework

Appendix 1

LEARNING WALK OBSERVATION FORM - this is to be recorded on the central Google Form.



Learning Walk Record Form 2022 - 2023

ddudley@helston.cornwall.sch.uk Switch account

Your email will be recorded when you submit this form

* Required

The code of the observer (eg PMa, EMc) *

Your answer

Day of the week *

- ◯ Monday
- ◯ Tuesday
- ◯ Wednesday
- ◯ Thursday
- ◯ Friday



Date *

Date

dd/mm/yyyy

Period *

- 1
- 2
- 3
- 4

The code of the teacher being observed (eg SDO, KRY) *

Your answer

Year group observed *

- 7
- 8
- 9
- 10
- 11
- 12
- 13



Subject or context of the lesson: Eg 'Chemistry - Cracking Alkanes' 'History - Kerensky', or 'Sociology - Postmodernism' *

Your answer

Please indicate the aspects of the expert teaching model seen. *

- [ ] High but appropriate challenge
- [ ] Clear Explanations (addressing misconceptions where appropriate)
- [ ] Linking to previous/future learning to develop deep understanding/knowledge
- [ ] Effective Modelling
- [ ] Deliberate Practice
- [ ] Questioning and adapting the lesson where appropriate based on in class assessment
- [ ] Feedback (including DIT & evidence of P16 Action Plan)
- [ ] Memory strategies/retrieval practice/low stakes quizzes
- [ ] Scaffolding
- [ ] Use of Learning Passports
- [ ] Emphasis on literacy
- [ ] Building cultural awareness

Were students clear about what they were learning?

- ( ) All those I asked were
- ( ) Some of those I asked were
- ( ) None of those I asked were

Were students able to articulate how this lesson fitted into previous or future lessons?

- ◯ All those I asked were
- ◯ Some of those I asked were
- ◯ None of those I asked were

Outline the strengths observed. This should include reference to the students and not the teacher, for example: Students were: engaged, active in their learning, able to articulate the learning aims and their learning journey. Students had received useful feedback in the lesson or previous lessons. Students made good progress or there was a positive climate for learning. *

Your answer

Outline any areas for development for the faculty. This could include: students opting out or low level disruption present, students struggled with misconceptions, students were grouped in a way that did not aid learning, students were not clear on their next steps due to lack of feedback (written or verbal), not all students making progress. 'No areas for development' can be an appropriate observation! *

Your answer

Does the learning walk require a follow up conversation? (use the areas for development to guide the conversation) *

- ◯ Yes
- ◯ No



EXPERT TEACHING COACHING CONVERSATIONS

The expert teaching coaching conversations, include a pre teach discussion, the observation and a reflective discussion. They are planned to help every teacher improve in a focused area of their practice three times a year.

What is the substantive, disciplinary, procedural or conceptual knowledge that you will cover in the episode?	
What are the barriers to learning? These could include misconceptions, complexity of the content or literacy barriers.	
What pedagogical techniques will you use to over the barriers?	
What form of assessment will you use to know if the teaching has been successful?	
Space for the coach to make observation notes.	

Space for the teacher to reflect following the observation.
Space for the final concluding remarks following the reflective discussion from the coach.