Teaching and learning policy

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1 Our Vision

Caroline Chisholm School is an inspirational, safe and secure learning environment at the heart of our community where everyone is equally valued and respected - a community built on:

Ambition by developing the school culture, where everyone:

- strives to be the best they can become
- aspires to ambitious goals
- nurtures and supports

Confidence where everyone develops self-belief by:

- overcoming challenges
- taking calculated risks
- upholding our shared values

Success where everyone is inspired to:

- become a high performing learner
- embrace a range of rich and diverse opportunities
- celebrate achievement in all its forms

2 Aims

Led by the work of a professionalised teaching force, we will be systematically building the skills that enable high performance, creating learners of all ages who – regardless of their performance on entry – are advanced performers, enterprising learners, future global leaders, who are college-ready, life-ready and career-ready, have a global outlook and a concern for others.

We want motivational teaching/learning experiences that promote ambition, confidence and success. We want this for everyone – for all students, all staff and also effective engagement of parents in the process. We want this not only in every lesson, but through every opportunity in or out of school where we are able to learn.

What we do not want is a school where learning is taught like a factory – where all teachers teach in a formulaic and superficial way. We want to develop a highly effective group of professional teachers who are clear of their strengths and weaknesses and are keen to move their classroom practice and the practice of others forward. We want our practice to be recognised as world class.

All teachers are also learners and should be striving to evaluate and improve their practice. This means understanding both the teaching and learning process and building on student's skills, knowledge and understanding. Teachers are managers of the learning environment facilitating all students to reach levels of high performance. In order to facilitate the learning process for teachers there needs to be frequent opportunities for professional development.

A good learning environment is created when students participate in and are motivated by lesson content, interact well with both the teacher and other students and improve their skills and confidence in themselves as learners. Students need to feel that they are learning and therefore achieving.

In order to have the most effective learning, parents need to support teaching staff at the school by expecting students to achieve their best. The partnership between home and school is a vital element in the success of every student and must be developed to the best possible degree.

3   Teaching and learning

Teachers and learners believe that high performance for most is a possible outcome.

3.1   Planning and implementation (teaching)

Teachers should plan lessons which allow students to progress in their subject and phase specific learning and systematically build the skills that enable high performance. The purpose of the learning, including the 'big picture' is clearly identified and communicated to students. The HPL focus of the lesson, in line with the weekly programme will be embedded in the lesson aims and planning. In delivery the belief that high performance for most is a possible outcome will be evident throughout the lesson and tasks will be pitched high and scaffolded down to provide challenge and allow all students to access the learning. Engaging, challenging and thought-provoking delivery of carefully chosen curriculum content will motivate all students to strive to become high performing learners. In lessons, highly effective use of digital technologies will develop and promote ***enquiry-based learning*** as a learner-centred approach that emphasises higher-order thinking skills. It may take several forms, including analysis, problem solving, discovery and creative activities, both in the classroom and the community. Most importantly, in enquiry learning, students will be responsible for processing the data they are working with in order to reach their own conclusions.

3.2   Assessment, Recording and Reporting

Teachers should assess pupils' work regularly (according to department/key stage/school policy) through a variety of both summative and formative methods, the majority of which should be 'low stakes' opportunities where misconceptions are identified and addressed. Students will be taught how to take responsibility for their own learning through the ACPs of Meta-thinking and analysing and will be able to identify how they can improve their performance. Teaching sequences should be adapted in response to the assessment of students understanding and allow them to progress towards becoming a high performing learner. Teachers should use a wide range of information, including quantitative and qualitative measures, to provide accurate reports on student learning to parents.

3.3   Learning Support

Teachers should be aware of the specific learning needs of their students in liaison with the SENCO and DSP manager where appropriate. LSA/TAs will be deployed effectively to ensure students are supported in their learning and will have been fully briefed on the learning objectives and tasks prior to the lesson. The assumption that most students can become high performing underpins the adaptation of materials for SEND learners. Lead Learners will be systematically engaged in the learning through pro-active seating plans, targeted questioning and prioritised live marking, assessment and feedback.

3.4   Developing pedagogy

All members of staff have a key role in evaluating and developing their own practice as laid out in the Teacher's Standards. Teachers should endeavour to continuously update their subject knowledge and develop their teaching practice to reflect the HPL values and aims and the use of digital technologies in every lesson. All teachers should model the HPL principles of Collaboration, Enquiring and Open Mindedness in sharing good practice and resources. UPS teachers should actively contribute to the development and support of colleagues. All staff should plan their own CPD programme in conjunction with their line manager, responding positively to feedback on their practice received as part of the ongoing quality assurance processes.