



CHES Learning and Teaching Policy June 2012

Aims: Ensuring consistently good and better practice across all cluster settings, leading to accelerated progress and attainment, by sharing good and outstanding practice.

The pedagogic 'non-negotiables' can be distilled in **the seven 'p's (the 'magnificent seven')**:

- **Pitch** (concerned with accurately differentiated provision based on high expectation and appropriate challenge)
 - **Purpose** (concerned with clarity of success criteria and intentions within an engaging and relevant curriculum)
 - **Participation** (concerned with all pupils' active and reflective involvement and ownership in learning, metacognition and assessment)
 - **Persistence** (concerned with risk taking, 'stickability' and resilience to challenge)
 - **Pace** (concerned with internal pace of the learning and teaching to maximise learning and progress)
 - **Place** (concerned with well organised and resourced environment to facilitate high quality collaborative learning)
 - **Pleasure** (concerned with enjoyment and engagement in learning)
- In combination the 7 elements are interdependent and critical in determining good and better progress to raise attainment of all pupils and groups. This policy recognises the importance and value of effective quality first teaching to promote first language value as well as enhancing additional language development.

Agreed Key Elements of the contract of teaching and learning

Accurate 'Assessment for Learning' and precise use of assessment information to plan for appropriately differentiated next step experiences lies at the heart of our pedagogic practice and underpins all that follows.

Planning and Preparation

- Properly pitched lesson planning is clearly linked to children's prior knowledge and also to next step targets (APP).
- Children know and understand where they are and what they need to do to move on to next level, with frequent reference to this planned into the teaching session.
- Learning Objectives are properly devised, precise, context independent and shared, supported by success criteria that effectively scaffold and support children in achieving the intentions/outcomes.
- Differentiation is clear and purposeful
- Planning is inclusive of both concept development and language development

Establishing learning and provision

- Learning Intentions/Objectives are clearly shared and written beginning with the phrase 'to know or to be able to,' they are pitched to ensure new learning extend or deepen understanding and skills. They are frequently referred to in the session.

- Key vocabulary in the context of a sentence is introduced (written down) at the start of every teaching and learning session. It is explicitly referred back to throughout the session
- Success Steps/Criteria are used routinely to structure effective teaching and learning. These are modelled to reinforce the learning pathway.
- Adult explanations are clear and precise.
- All adults in the learning session are actively engaged in the contract of learning at all times.
- Children are reminded of levels of current learning and also next steps
- Misconceptions and errors are addressed immediately and used as a 'learning moment' to be valued by all, positively. We believe the classroom must be felt to be a safe space 'not to know or be sure' and to get it 'wrong.'
- Questions are asked to all and answered by all throughout the lesson, ensuring high levels of active participation in the learning. Oracy is key to successful learners; confident individuals and responsible citizens. Children are encouraged to actively 'own' their learning.
- The quality and range of questioning (planned and in response to in lesson assessment) is key to encourage exploration of meta-thinking and routine reflection about work and thinking. Questioning should lead to extended and deepened exploration of understanding and ideas.
- Teachers are aware of the need to teach academic language explicitly and are good role models of academic language themselves.
- Grammatical accuracy is explicitly taught.

Reflecting on learning

- Planning reflects evaluation of the learning session.
- Working walls are used effectively to support and develop learning.
- Marking is clearly linked to learning intentions, against success criteria primarily and is purposeful, rather than secretarial or sentimental. Marking and feedback are key to moving the learning on

Vulnerable Groups

- We believe that well-judged teaching strategies and provision must promote and ensure the development of resilience, confidence and independence of all learners
- This policy reflects the pivotal nature of high expectations through appropriate and ambitious challenge for all groups of learners, including our clearly identified vulnerable groups.

Attitudes to learning and learning to behave as part of a learning community

- We believe a lifelong desire to learn is dependent on a communicated delight in learning for its own sake and that this desire is scaffolded by learning to learn (metacognition), , in which learning behaviours must be actively taught within the principles of a restorative approach.
- Childrens' linguistic and cultural experience is used to support learning and aid motivation
- Strategies are developed to enable parents/carers to support their children's learning through: a) homework ideas which engage parents/carers, b) parents/carers invited as experts to participate in teaching and learning
- We strongly support ongoing development, learning and continuing professional development for adults as well as children (e.g. parents, staff, governors and the wider community), as a community of learning within the hearts and minds of the Chapeltown and Harehills community.