



Teaching and Learning Policy

2021-22

At Cromwell Learning Community Multi Academy Trust we believe that learning without limits means we do not put a ceiling on pupils' achievement.

RATIONALE

We recognise that our pupils learn most effectively in an environment where they feel secure. The high level of pupil learning, and achievement depends upon the quality and effectiveness of the Teaching and Learning they receive. To maximise their potential and achieve the age-related outcomes in the National Curriculum, we will retain a sharp focus on our aims and work towards achieving them.

AIMS

- To enable pupils to reach their full potential.
- To raise standards through high quality teaching, which takes account of varying learning styles and the range of multiple intelligences.
- To develop in pupils the range of skills, abilities, knowledge and understanding for active citizenship in the 21st Century.
- To provide learners with a broad and balanced curriculum in which they have opportunities to apply skills and learning to real life and cross-curricular content.
- To ensure all children experience a curriculum rich in cultural capital.
- To ensure learning is sequential across the curriculum.
- To enable pupils to know more and remember more.
- To develop pupils as lifelong learners.
- To develop pupils' self-confidence and self-worth.
- Wherever possible, cross-curricular links will be made.

Key Elements and Principles of Effective Teaching and Learning

All lessons across our MAT should include the following key elements to ensure high quality teaching and learning. New teachers to our MAT will receive training to ensure they fully understand these elements and to enable them to embed these strategies in their everyday practice. The key elements and principles are all underpinned by excellent AfL (Assessment for Learning). Both formative and summative assessments play a key role in AFL. AfL is the process of identifying what the learner has or has not achieved to plan the next steps in the teaching or learning. It involves using assessment in the classroom to raise children's achievement and is based on the idea that children will improve most if they understand the aim of their learning, where they are in relation to the aim and how they can achieve the aim.

- **Learning objectives (LOWALT) are shared orally and displayed:** all learning objectives are either typed or written clearly in books. Learning objectives are knowledge based and not connected to the context of the lesson and begin with 'I know...' or 'I understand...'. Children are taught to recognise the difference between a task and its learning objective (separating what they must do from what they will learn). When marking children's work, the focus is on meeting the learning objectives. All pupils are clear about how they will achieve the learning objective through clear success criteria/steps to success and all children must know exactly what they are going to learn and what is expected of them by the end of the lesson. Learning objectives are the same for all children. We want all our children to access the same learning and it is using materials/apparatus that may differ from child to child.

- **Success Criteria (SC/WILF):** the recipe to successful criteria will link directly to the learning objective. It is displayed for the children to follow or created with the children during the lesson. Always refer to the learning objectives and SC by encouraging pupils to reflect on what they have learned and what has helped them to learn.
- **Planning:** individual lessons should be carefully prepared with all required materials and resources to hand before the lesson begins, ensuring a prompt start. Visual aids should be prepared and clearly displayed to aid the learning process. A teacher's planning is their most important tool, planning can be shared across a year group however it is an expectation that planning will be differentiated to support the needs of the individual class. To support workload all planning must be stored on the school system by 9am Monday morning enabling planning to be improved and built upon each year. Consistently high standards of teaching can only be achieved if teachers are properly planned and prepared. Teachers plan on a weekly basis using agreed curriculums and planning proformas. To ensure consistency and quality, teachers' planning is carefully monitored. It is the class teacher's responsibility to ensure plans are made available to teachers and teacher assistants covering release. Planning matches teaching to the different learning needs of the children (i.e., through differentiation or through the Mastery programme, etc). Teachers may differentiate the curriculum by task, pace, outcome, time, teacher/adult support and will make it clear in the planning, how different groups are catered for through differentiation, for example by highlighting in a different colour, SEN, EAL, HA, LA G&T or through the planning proforma, etc.
- **Feedback and Effective Marking** is embedded in everyday practice and is used to inform teaching and learning. Children benefit from opportunities for formal feedback through group and plenary sessions. Feedback enables children to understand their strengths and weaknesses demonstrated in their work. Marking or oral feedback explains what the next steps should be and if effective, children will make excellent achievements by building on previous learning. Live marking is used whenever possible to ensure children receive immediate feedback on their learning and make improvements during the lesson.
- **Pupil Self/Peer-Assessment** opportunities and evaluation may be evident in planning or may be used during lessons when relevant. Once children understand how to assess their current knowledge and the gaps in it, they will have a clearer idea of how they can help themselves (and their peers) to progress. Children can look at examples of other children's work that does and does not meet the assessment criteria as this can help them to understand what was required from a task and to assess the next steps they might need to take and therefore set new targets. It is often helpful if the work is from children, they do not know or work the teacher has made up.
- **Using effective questioning** means challenging children to deepen their thinking. Teachers take time to plan effective questions which go beyond straight recall with strategies such as:
 - Giving a range of answers for discussion.

- Turning the question into a statement.
- Finding opposites, why does one work/one doesn't?
- Giving the answer and asking how it was arrived at.
- Asking the question from an opposing standing.
- Using questions to find out what children know, understand, and can do to target teaching more effectively.
 - Analysing children's responses to find out what they know, understand, and can do.
 - Using children's questions to assess understanding.
- **Modelling**, a key aspect of teaching should be clear and specific modelling of the task that children are required to do. Teachers and support staff, provide high quality models to guide and inspire children and regularly use good models to analyse which can generate the SC. These are then a tool to guide children through their own piece of work.
- **Active Learning**: pupils are actively engaged during all parts of the lesson – teachers consider children's concentration span and ensure pupils are not sitting passively for long periods. We encourage the use of 'My Turn/Your Turn'. Opportunities to Think/Pair/Share and discussions with a Talk Partner are regular features in all lessons. Pupils are trained to use appropriate body language when engaged in discussion with a partner. Mini whiteboards are used for short bursts of activity, to develop understanding and to ensure children are active and engaged during the lesson. Visual learning, including using kinaesthetic materials and auditory input are all used creatively to enhance learning.

Lesson structure

The structure of a lesson can differ within each class and the structure should differ for each lesson, if appropriate and this could be dependent on AfL approaches. The following are examples of sound pedagogy, taken from within our MAT.

- **Creating an appropriate working atmosphere**: pupils need to be in an appropriate state to learn. Classrooms are stimulating, engaging, reassuring and organised; teachers and support staff are fully prepared for lessons, ensuring resources are prepared and on tables in advance of lessons; adults may need to sensitively engage with a pupil who is not 'ready to learn'.
- **Linking the lesson to prior learning**: reviewing the previous lesson through a prior knowledge quiz or stimulus.
- **Providing an overview**: the brain is more likely to absorb details when it can place them within a wider context. This is often referred to as 'providing the big picture first'. E.g.: Maths and English Learning Walls should display relevant materials, such as WAGOLLS (what a good one looks like) that the children can use to improve their independence.
- **Sharing learning objectives with pupils**: pupils must know exactly what they are going to learn and what is expected of them by the end of the lesson. For learning objectives to be shared effectively (see above).

- **Pupils should receive new information:** we provide our children with new information or skills. Although we want all pupils to understand the information as they encounter it, new information can be delivered in many ways:
 - Exposition; Audio, visual aids – e.g., video clips or a song; Diagrams, pictures etc; Whiteboard; ICT – CD roms, Internet, iPads; Demonstration; Modelling; Books
- **Short periods of exposition:** Significantly more learning will take place when new information is transferred and explained in three bursts of ten minutes, punctuated by activities (such as modelling, regular closed questioning), than in one thirty-minute session. This ensures learning avoids cognitive overload and will keep pupils alert providing instant feedback as to whether they have heard correctly and have understood. Asking too many open questions during an explanation can easily take a lesson off on inappropriate tangents.
- **Pupils make sense of information;** processing; understanding developing understanding; demonstrating understanding; assessing understanding.
- **Quality of interactions:** the frequency and nature of interactions between adult and pupils is highly significant. We develop understanding by using open ended questions; providing wait time- pupils need time to think through their answers before replying; providing thinking time by giving an advance warning, such as ‘In two minutes I am going to ask you....’.
- **Review information and plan next steps:** for example, is not necessarily confined to the end of the lesson. Successful teachers weave review through the entire lesson and know that SC are only successful when repeated and referred to throughout the lesson.
- **ICT** is used to enhance learning wherever possible.

Support Staff:

our support staff are clearly directed to support learning so our children can be effectively targeted, and progress maximised. All learning support staff are fully always engaged with pupils, during the carpet sessions and during table times. They should sit next to the pupil/pupils they are working with, quietly engaging them, explaining the task, or using other resources to maximise progress, e.g.: a number line to facilitate learning. Our teachers and teaching assistant work as a team and the onus is on the teacher to prepare activities for the teaching assistant to do with the children. A teaching assistant's involvement should be communicated before the start of the lesson and planning shared. Teachers make it clear in their plans how they would like their TAs to support during every stage of the lesson and the plan always should be shared. TAs should be clear about who they are supporting and why and are involved in assessing pupil's understanding, recording observations (annotate on their planning), and feeding back assessments to the teacher, when appropriate. These are non-negotiables.

Classroom environment and resources:

All children have a right to work in a tidy, well-organised classroom. The classroom is organised following the learning environment checklist to facilitate learning and the development of independence. Fully inclusive

classroom environments can both support and enrich the learning of all children. As well as being vibrant and welcoming, the classroom environment is a learning tool, a way of engaging children and building the class community. It can create a sense of ownership and be used to support and promote learning as well as celebrating children's work. With careful thought and planning, an effective classroom environment is used as an interactive resource supporting teaching, learning and assessment. The environment is the outcome of the MAT vision, we provide consistency for all pupils in supporting, whilst challenging pupils to give their very best and develop a shared sense of what high standards look like.

Teachers and support staff should ensure:

- The resources in each area are organised, e.g.: according to curriculum subject and are clearly labelled.
- Good quality writing implements/resources are always available for use and are accessible.
- Book corners are comfortable and attractive.
- Labels and posters, wherever possible, reflect the language diversity in the school
- In EYFS and Year 1, the outside area is planned for and used as an extension of the classroom.
- Children have access to drinking water.
- Displays in the classroom as well as in the corridors are an important means of valuing the work children produce and are changed regularly. In line with AfL procedures, all classrooms have 'working' working walls, reflecting current units, updated regularly, so our children can use them as a tool to help achieve the learning objectives.

Learning Processes

Children enter school at different stages of development. Children learn in different ways and at different rates of progress. In the course of learning children develop their skills through a variety of processes. These include:

- Investigation
- Experimentation
- Listening
- Observation
- Set groups
- Co-operative learning
- Talking, discussion, group work
- Asking questions
- Practical exploration and role play
- Research and discovery
- Debates and presentations
- Imagining
- Repetition
- Problem-solving
- Making choices and decision making
- Use of ICT

Co-operative learning refers to a method in which children work in small, mixed ability learning teams. The children in each team are responsible not only for learning the material themselves but also for helping their team learn, together. Before co-operative learning can be implemented positive teamwork behaviours/ standards (behaviour for learning) need to be taught and reinforced.

Record-keeping and Assessment: regular summative and formative assessments establish the level of children's attainment and track their progress. These assessments are used to inform future planning. Record-keeping and assessment procedures are defined in the Assessment Policy and Marking and Presentation Policy. Assessments are recorded through the in-school system and progress is analysed regularly by class teachers, phase leaders and the assessment leads.

Equal Opportunities: in accordance with the MATs Equal Opportunities Policy, all children at CLC MAT must be given full access to the National Curriculum. Staff will endeavour to help all children to reach their full potential irrespective of race, gender, age, or ability. All staff should be aware of the major religious festivals and seek opportunities to include these in planning. Children often take part in these festivals with their families, and we aim to be sensitive and supportive to these celebrations and encourage those children to share their experiences with the other children. We seek to participate in events that reflect our school's cultural diversity and include this in planning as appropriate.

Monitoring and Evaluation

- Children's written work is monitored against the Marking and Presentation Policy regularly.
- Subject leaders and SLT sample children's work across the MAT to ensure consistency.
- The nominated Induction tutor formally observes NQTs teach approximately three times a year, alongside their NQT mentor.
- Performance management team leaders observe all teachers/support staff as part of the PM process.
- Subject leaders observe teaching to identify strengths and areas for development in their subject.
- Demonstration lessons and peer observations are arranged where appropriate.

Lesson Observations: as part of the performance management process, teachers and support staff are observed teaching. Written and verbal feedback is given. CLC MAT believes that in order to continue to raise standards in the school, teaching across the MAT needs to be at least good or better, overtime. For the criteria to determine what good or better teaching looks like, please refer to the Ofsted Handbook.

Continuing Professional Development

Continuous Professional Development (CPD) is a priority and an entitlement for all staff at CLC MAT. Its purpose is to:

- improve the quality of learning and teaching.
- enable the MAT to meet its curriculum aims.
- provide the highest standards of support and guidance to pupils.
- facilitate MAT improvement and development.
- contribute to professional aspirations and career progression.
- support and challenge strategic decisions to ensure the best outcomes for pupils.

All staff have a responsibility to utilise CPD to develop their knowledge and skills as well as increase their capacity to be positive role models to pupils as lifelong learners. In particular, the Teachers' Standards set out the expectations about professional development; namely, that teachers should:

- keep their knowledge and skills as teachers up-to-date and be self-critical.
 - take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues.
 - make appropriate use of outside agencies which the MAT buys in to, for training or advice.
 - demonstrate knowledge and understanding of how pupils learn and how this has an impact on teaching.
 - have a secure knowledge of the relevant subject(s) and curriculum areas.
 - reflect systematically on the effectiveness of lessons and approaches to teaching.
- know and understand how to assess the relevant subject and curriculum areas.

Approaches to CPD

CLC MAT will support a wide portfolio of CPD approaches in order to facilitate MAT improvement, assist teachers to meet the Teachers' Standards and the Professional Standards for Teachers Post Threshold and increase its accessibility to staff. As far as possible, CPD is personalised and considers the needs and career aspirations of the individual member of staff alongside the needs of the MAT School. The MAT acknowledges that successful professional development involves working in partnerships and should support a culture of trust, respect, and scholarship. It should:

- have a focus on improving and evaluating pupil outcomes.
- be underpinned by robust evidence and expertise.
- include collaboration and expert challenge.
- be sustained over time.

Therefore, CPD approaches may include:

- attending a course or a conference.
- completing online training.
- attending internal training using the expertise available within the MAT, e.g., pedagogic practices for different subjects and contexts, coaching skills, pastoral skills; leadership development.
- practical experience, e.g., Statutory assessment marking, delivering INSET and external training.

- research opportunities and opportunities to participate in award bearing work from higher education institutions and other providers such as the Education Endowment Foundation and National College for Teaching and Leadership.
- MAT-based collaboration, e.g., Peer to Peer Partnership, phase meeting, pastoral meetings, standardisation, and moderation, working parties to research and develop aspects of learning and teaching.
- external collaboration, e.g., contributing to and delivering a training programme, co-ordinating or supporting a local or national learning forum or network, school visits to observe or participate in outstanding practice.
- MAT-based work overseen by an external consultant, adviser, or relevant expert.

Induction

All staff and governors new to CLC MAT receive a planned induction in MAT which is supplemented by external providers. Phase Leads and Senior Leaders have discrete responsibilities within this process. Every new member of staff receives a handbook. New teachers are invited to spend at least one day in MAT during the term prior to their start date. The days are structured to ensure that new members of staff benefit from a positive and purposeful start to their career at CLC MAT

- Early Career Teachers follow a specific programme of support and training in line with DfE requirements. The ECT Mentors and the Induction tutor along with the Head of School have responsibility for the delivery of this programme.

In-Service Training

The MAT holds in-service training days (INSET) during the academic year. The INSET programme is planned by the Senior Management Team, the content of which is informed by the needs of the MAT outlined in the School Development Plan. The principal purpose of INSET is to improve learning and teaching by:

- increasing awareness of educational developments and innovations.
- improving pedagogical knowledge and specialist knowledge, e.g., Special Educational Needs.
- considering how to implement pedagogic practices successfully in different contexts.
- sharing examples of effective pedagogic practices to validate as well as challenge existing beliefs.
- working collaboratively to exchange ideas, draw on evidence and expertise and discuss the impact of pedagogic practices,
- enabling staff to contribute to the delivery of the school's development and improvement plans.

The MAT aims to make the best use of all available resources and will draw from providers such as:

- in-school expertise; making use of the knowledge, experience, and skills of staff.
- representatives of agencies or independent organisations or individuals who have specific areas of expertise.
- a variety of institutions including schools, universities, and examination boards.

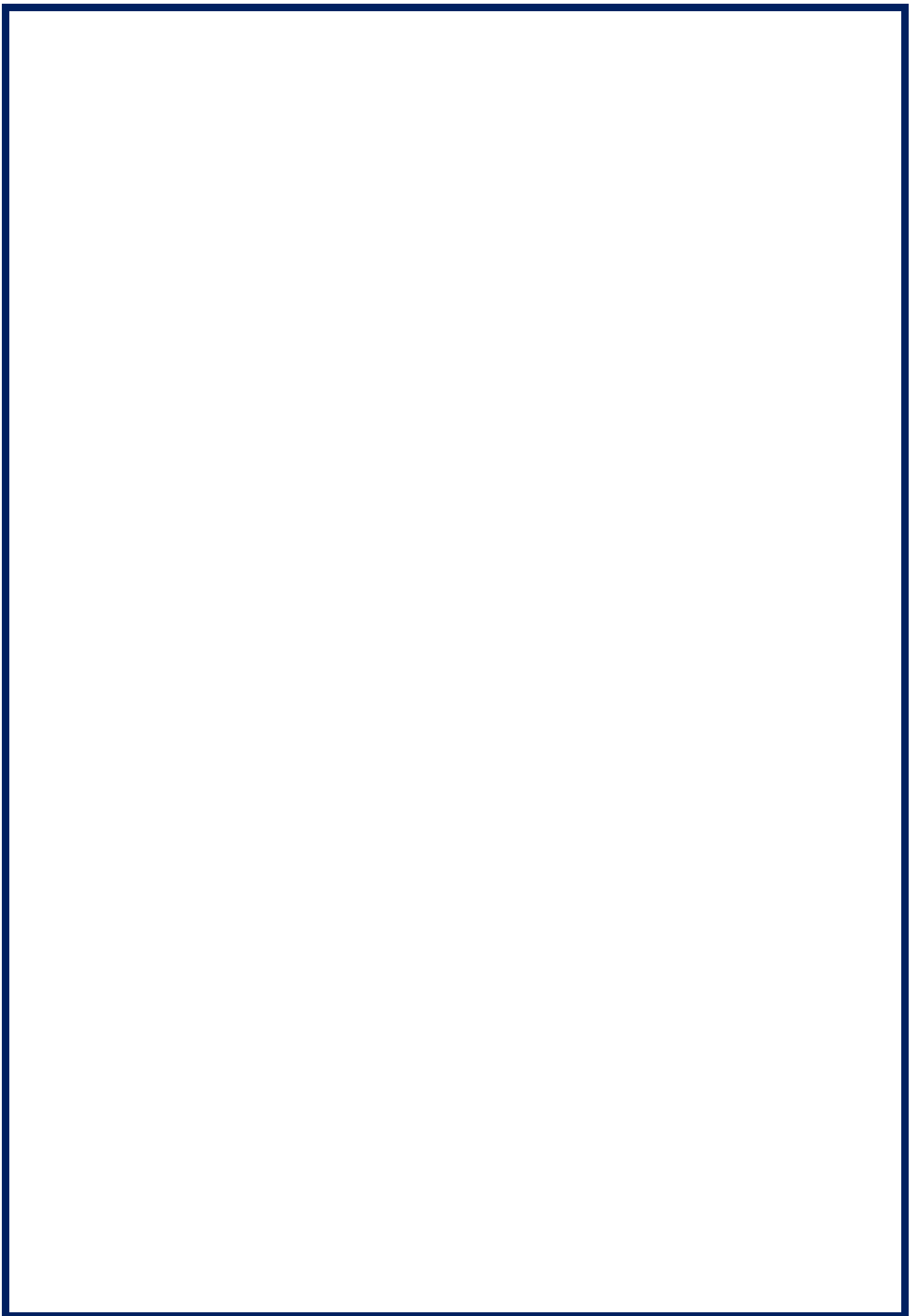
- local authority experts, e.g., Services for Education

During the academic year, every teacher in the MAT is asked to identify areas they need support in and can request to observe each other's lessons and offer feedback using coaching techniques.

The aim is to:

- promote discussion about how pupils learn, challenge beliefs, and improve pupil outcomes.
- share, refine, and adapt practice across the curriculum.
- encourage deeper reflection.
- promote collegiality and an ethos of collaborative working.
- support a culture of trust, respect, and scholarship.
- facilitate formative feedback on the quality of teaching.
- reinforce the expectations outlined in the Teachers' Standards and the Professional Standards for Teachers Post Threshold.

Reviewed June 2021



Appendix 1 – Remote Learning

Rationale

During these unprecedented times there has been a challenge to provide continuous learning that has not been disrupted by school closure. In the event of a school closure, it is incumbent upon schools to ensure the attainment gap is not widened between different groups of pupils. CLC MAT is committed to providing continuity of education to its learners and will do so through a process of remote (online) learning.

Remote learning is when learners, in agreement with the school, have a period of absence but are able to work at home, at least to some extent. Another relevant instance would be if, following an infectious disease outbreak, learners are self-isolating at home but are not suffering with relevant symptoms.

In order to ensure equality of opportunity and fair access, we at CLC MAT have completed a survey of technological access in order to gain foresight of possible challenges for families and enable us to make quick timely solutions for the survey of need and accessibility of technology and equipment.

The purpose of this policy is to provide a framework for the safe and effective use of ICT for remote teaching and learning during a school closure. It also covers the ongoing education of pupils who cannot be in school but are able to continue with their education when the school remains fully open.

Teachers

When providing remote learning, teachers must be available between 8.50-3.40

If they're unable to work for any reason during this time, they should report this using the normal absence procedure.

If you are unwell, please contact school **from 7 am and no later than 7.30am**. If your absence continues, please inform school **by 2:30pm** stating whether you will be available for work the next day.

For Cromwell School please telephone the Executive Head: Rubina Darr via the Office Manager on 0121 464 2434 or mobile 07795611870

For Bordesley Village School please ring Head of School, Julie Fisher via the Office Manager on 0121 675 1392 or mobile 07979750184

When providing remote learning, teachers are responsible for:

➤ Setting work:

- Teachers must provide lesson PowerPoints/videos and supporting worksheets for each core subject (Writing, Maths and Guided reading) and one non-core subject daily. The resources must be provided for their designated class.
- Staff can upload 8-minute videos and submit worksheets through ClassDojo portfolio.
- All work must be uploaded by 9am and deadlines set for completion.
- Work will be uploaded to the school's remote learning platform.
- Teachers must co-ordinate with year group partners to ensure there is consistency across the year group.

- Pupils who cannot access work remotely should be posted a hard copy of the work for the week on Monday of that week with parents called and notified it has been posted.
- **Marking and feedback:**
 - Staff will receive pupils completed work through the ClassDojo portfolio.
 - Feedback will be provided through the portfolio in line with the amended policy. Feedback should be positive and include closing the gap prompts or further support where needed.
 - Feedback should be completed once work has been submitted in line with feedback and marking policy.
- **Keeping in touch with pupils who aren't in school and their parents.**
 - Weekly phone calls must be made to families and recorded on the call log. SLT must be alerted to any pupils who is not responding or submitting work.
 - Staff can be contacted through ClassDojo between the hours of 8.30-4.30. Quiet hours must be set individually <https://classdojo.zendesk.com/hc/en-us/articles/207359446-How-to-Set-or-Edit-Quiet-Hours#web> outside of these hours.
 - Any complaints or concerns shared by parents or pupils must be dealt with swiftly, seeking advice from SLT/Phase leaders. Any safeguarding concerns should be referred to the DSL immediately.
 - In the instance of incomplete work or a failure to submit, teachers in the first instance should contact parents directly and phase leaders notified. If the issue continues Phase leaders may contact parents/ arrange a home visit to discuss the barriers to remote learning.
- **Attending virtual meetings with staff, parents and pupils:**
 - School expectations for dress applies.
 - Staff are asked to attend virtual meetings with the following considered, avoiding areas with background noise and nothing inappropriate in the background.
 - Professional behaviours at all times in line with teacher standards
 - Be punctual, log on and be in the waiting room early to ensure the interactive session can start on time.
- **Blended model (where some pupils are attending and some joining remotely)**
 - Staff will be given designated time to upload and monitor the remote platform.
 - Staff have access to email and Office 365, in particular Microsoft Teams, and ClassDojo has been set up.
 - Staff will receive training to make them familiar with the main functions of Microsoft Teams.
 - Staff will make weekly phone calls to parents.

Teaching assistants

When assisting with remote learning, teaching assistants must be available for their contracted hours.

If they're unable to work for any reason during this time, they should report this using the normal absence procedure.

When assisting with remote learning, teaching assistants are responsible for:

- Supporting pupils who aren't in school with learning remotely.

- TA's will be designated specific groups to work with remotely using the training they have to best effect.
- Support will be provided through the remote learning platform.
- Attending virtual meetings with staff, parents and pupils:
 - School expectations for dress applies.
 - Staff are asked to attend virtual meetings with the following considered, avoiding areas with background noise and nothing inappropriate in the background.
 - Be punctual, log on and be in the waiting room early to ensure the interactive session can start on time.
 - Professional behaviours at all times in line with teacher standards

Who to contact?

If staff have any questions or concerns about remote learning, they should contact the following individuals:

- Issues in setting work – talk to the relevant subject lead or SENDCO.
- Issues with behaviour – talk to the relevant Phase Lead or SLT
- Issues with IT – talk to N.Scott or D. Boothe nscott@cromwell.bham.sch.uk or <https://editltd.freshdesk.com/support/tickets/new>
- Issues with their own workload or wellbeing – contact Phase Leaders
- Concerns about data protection – contact Head of School
- Concerns about safeguarding – contact DSL: R. Darr, J. Fisher or in their absence Deputy DSL: S. Harris, F. Razzaq, E. Karwowski