



CANNOCK CHASE HIGH SCHOOL

A C H I E V E M E N T F O R A L L

LEARNING & TEACHING POLICY

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Introduction

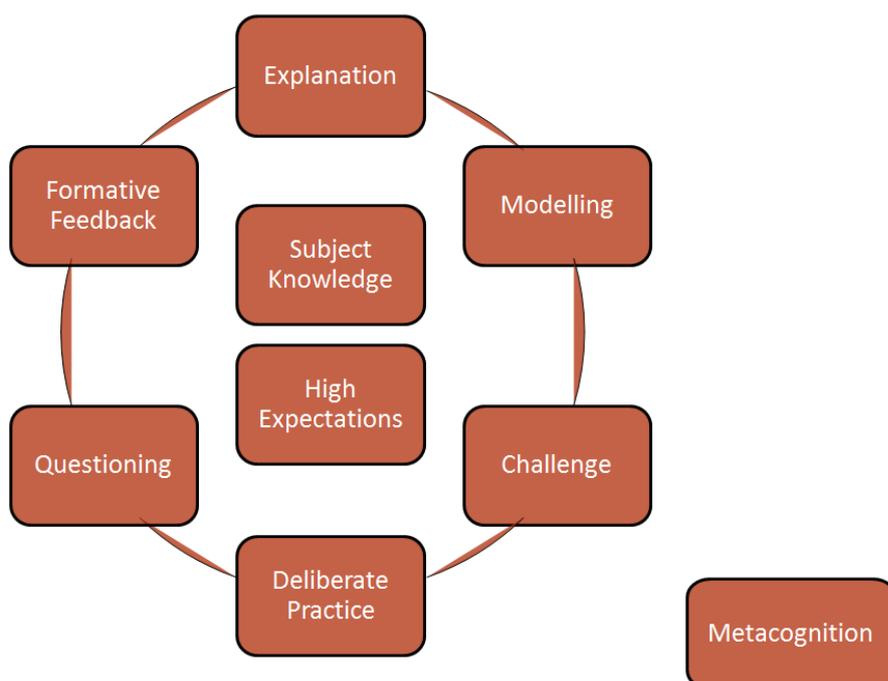
This Policy is the most important of all school documents because it is the core business of our school. The success of our school and our students is governed by the quality of learning that takes place in our lessons. This policy's primary purpose is to support all of us in delivering the very best learning experience for all of our students, all of the time.

Key Principles

1. Subject knowledge and expectations are the foundations for effective learning and teaching.
2. Actively engaging our students in their learning is crucial to them making progress.
3. Each and every student has the right to make progress in their learning, and so challenging students of different abilities is our expectation in every lesson.
4. Assessing student progress and acting on it, is critical to securing progress over time.
5. Structured lessons provide a clear framework for good or better learning and teaching.
6. All staff and students work in partnership to ensure that the climate is right for learning in all our lessons.
7. Staff are consistent in their understanding of what effective learning is and how it is best delivered.
8. All staff are learners, and we should therefore strive to develop and improve our practice collaboratively, regardless of position, length of service or level of performance.
9. Staff who are not consistently delivering effective learning and teaching are entitled to appropriate levels of support.
10. Continual Professional Development is personalised to meet the needs of all our staff.

Learning and Teaching Established Classroom Principles

Although we advocate no one teaching approach or lesson structure, there are clear, established principles that underpin learning and teaching at CCHS. At the heart of these are subject knowledge and high expectations of our students.



Assessment and Marking

The Sutton trust reported that the most effective way to allow students to make progress is through regular, formative feedback. At Cannock Chase High School we believe that the assessment and marking process is a fundamental part of learning and teaching, particularly by allowing students the opportunity to act upon their feedback and improve their work through mastery tasks. Assessment and marking is underpinned by seven key principles:

- Overview of progress;
- The formative process;
- The quality of written feedback;
- Evidence of student involvement;
- Literacy and Numeracy;
- Teacher expectations;
- Regularity of deep marking.

Overview of Progress

Assessment and marking should demonstrate that students are making good progress over time. This needs to be evident in the students' work in all lessons. Students should know where they are, and what they need to do to improve, in order to meet or exceed their target grade. The progress they have made throughout the year through the formative/summative process should be obvious and evident in all lessons. This could be in the form of a summary chart, graph or overview at the front of the student's books or folders, demonstrating the targets they have met this year and the progress they have made over time.

The Formative Process

This is the central process to all deep marked pieces of work. Students should complete an extended piece of work, that assesses key skills and/or content that has been taught. Extended pieces of work are regular and planned; these are deep marked to inform the students of the progress they have made and how to continue to make progress. Curricular targets are formative and clear, giving constructive feedback that allows the student to make progress. Teachers will then plan opportunities in lessons for students to address the targets that have been set through mastery activities. A follow up mastery task will be set and can be self or peer assessed by students and/or marked by the teacher.

Each subject should have an overview (Curriculum Assessment Plan) that maps out the timing of each assessment throughout the year.

The Quality of Written Feedback

For each piece of formative assessment the quality of written feedback is crucial if the students are to make progress. The feedback must be clear and concise curricular targets set that students understand. The targets must show students what they need to do to improve and how they can do it. These targets could be taken from criteria designed by each subject area or exam criteria at KS4 and KS5. This would make it obvious what

progress students are making and also what they would need to do in order to improve further.

Marking of mastery tasks and summative assessment should make specific reference to the extent to which the students have met the targets set in the previous assessment. There is no requirement to set anymore targets. Students may receive a band or grade for their work, depending on the subject and Key Stage.

Evidence of Student Involvement

Allowing students to have a central part in the assessment process is important if students are to have ownership of their progress. Student involvement, in the form of peer or self-assessment, is a skill that needs to be taught. Peer and self-assessment should be built into teaching time, where appropriate, to show students exactly what they are looking for and how to mark their own and others' work in a meaningful way. Success criteria need to be understood and used correctly by the students to allow them to make accurate judgements on each other's and their own work. Student involvement can be evidenced through the mastery process, where students respond to their targets and improve their work or subsequent work.

Literacy and Numeracy

The literacy and numeracy marking codes need to be a central part to day to day marking. This is a consistent way for all teachers across the curriculum to address basic literacy and numeracy skills, in a formative way that helps students to become more confident in these functional skills, because of the feedback they receive. Students should have the opportunity, where appropriate, to address any literacy and/or numeracy errors identified in their work.

Teacher Expectations

High expectations of students in relation to marking is key to ensure that students are working to the best of their ability. It is important that both staff and students have high expectations regarding work and the effort taken to complete it. An appropriate amount of work must be produced, with a sustained level of student pride evident.

Regularity of Deep Marking

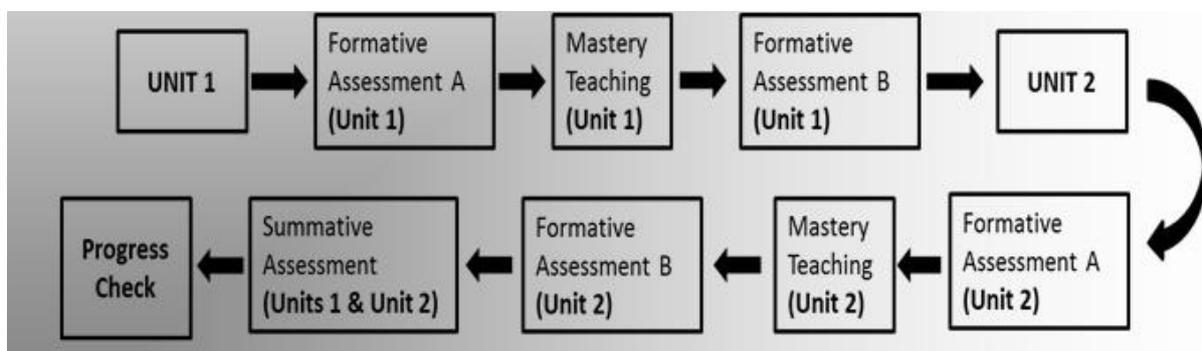
Due to the diverse nature of all subjects on the curriculum at all levels across the school and also the differing amounts of curriculum time, the following are guidelines to the regularity of deep marking assessment and marking. Deep marked pieces of work should be carried out according to the agreed schedule in each Learning Community. This will vary by subject depending on the nature and complexity of the assessment being set.

This approach to assessment and marking identifies and explains the seven overarching principles of assessment and marking students' work. Each community and subject should adopt and adapt the principles in order to create a coherent assessment and marking policy

that will allow students to have a clear understanding of how well they are doing in their learning and what they need to do in order to make progress. This needs to be evident in individual lessons and over time in order to demonstrate progress.

The Assessment Process

- Assessments are formative, therefore, informing the subsequent learning and teaching.
- Formative assessments lead to an opportunity for mastery, where the student acts on curricular targets in subsequent mastery activities.
- Content is interleaved, ensuring long-term retention as 'old' and 'new' content are integrated to ensure regular revisiting of concepts and retrieval practice.
- A summative assessment window captures, as much as is feasibly possible, a holistic picture of the student's attainment prior to a progress check.



Student Pledge

To ensure the consistency of classroom expectations, from both teachers and students, students are expected to adhere to the 'Student Pledge', establishing the positive learning habits of all learners at Cannock Chase High School:

They will do this by:

- Arriving on time to their lesson with the correct books and equipment;
- Making sure, even before they have entered the room, that they are smart and wearing their school uniform correctly;
- Entering the classroom in an orderly manner ready to start their lesson without any delay;
- During the entire lesson, making a positive contribution to the learning process by concentrating and taking an active role in their learning;
- Showing respect towards their teacher and fellow students by always being courteous in their words and actions. If an adult visits their classroom, they will stand up as a mark of respect;
- Never using their mobile phone without express permission from the teacher;
- Raising their hand to ask a question and never shouting out;
- Never eating in class;
- At the end of the lesson, tidying up their work area and standing behind their chair quietly until they are dismissed, then leaving in an orderly manner.

Lesson Planning

There is no requirement for staff to produce a formal lesson plan, however, it is the expectations that lessons are fully planned to meet the needs of every student.

All teaching staff are expected to have a Learning and Teaching Folder. This is a tool that supports teachers in ensuring that their lessons are planned in a way that challenges students appropriately using all available data.

Learning and Teaching Folders:

- Should be available in each lesson.
- Are updated by teachers following progress checks.

They should include:

- A seating plan for each group that records the students' target grades and specific group if any;
- Printed marksheet from SIMs indicating contextual data, including KS2 start point and protected characteristics;
- Curriculum Assessment Plans (CAPs) for each group;
- Students' individual support plans (ISPs) where applicable to inform planning for specific needs.

Monitoring and Evaluation

The quality of learning and teaching is monitored and evaluated regularly throughout the academic year in a variety of different ways through the performance appraisal process.

Work Scrutinies

These are used to monitor the assessment and marking of students' books and folders. Work scrutinies are calendared three times during the year, and involve both senior and middle leaders making judgments about the quality of assessment, feedback, student involvement, literacy and progress. Individual teachers are given detailed, developmental feedback, providing evidence of both the strengths, and areas for development. A follow up is completed with staff who do not meet expectations in relation to assessment and marking. Support and guidance is given to assist these staff.

Student Outcomes

Student outcomes is one element that forms a judgment made during the performance appraisal process about teacher effectiveness. At GCSE, student performance is measured against national, subject-specific data, in relation to progress. At A Level, the 'ready reckoner' provides a progress-based measure to which student performance can be compared against. It is important that staff are given the opportunity to 'tell the story' behind their students' outcomes, particularly if there are significant outliers that have an impact on the group's data.

Commitment to Professional Development

Staff are expected to engage in the lesson observation cycle, taking responsibility (with support, if requested) for working on 'marginal gain' targets that will improve their day-to-day practice. As well as this, staff are expected to fully commit to the attendance and engagement in their professional development in other ways. This might be commitment to being part of a Professional Development Pathway (middle/senior leadership); commitment to being part of an external development programme such as NPQML, NPQSL, NPQH, Future Leaders' programme or development of the curriculum and subject knowledge within their current role. This is measured in the interim review and final October review, as part of Objective 3 of their Performance Appraisal.

A holistic judgment is made using these measurable indicators to decide on the level of teacher effectiveness in the school, on an annual basis. This contributes to a wider judgment on the school's quality of teaching, which also takes into account an annual SEF, as well as up-to-date learning and teaching surveys from a range of important stakeholders (students, parents and staff).

The Guskey model of framing questions is used for learning and teaching surveys:

Designing and Evaluating Professional Development



Staff Development

Lesson Observations

The whole-school lesson observation cycle is calendared twice a year, and should not exceed a total of two hours per year. These observations provide staff with the opportunity to develop their day-to-day practice in the classroom. The key features of this cycle include:

- Observations of agreed focus groups to support identifying 'typical' strengths and areas for development;
- Descriptive, rather than evaluative written feedback, to support the joint reflection of the learning and teaching;
- Deliberate reflection time for both the observer and the observed;
- A structured dialogue (not feedback) to promote the collaborative reflection and evaluation of the learning and teaching;
- Collaborative 'marginal gains' approach to identifying, modelling and improving areas for development;
- A more supportive time frame for 'closing the loop';
- Additional teacher support is to support staff further where necessary.

With regard the Performance Appraisal process, all teaching staff arrange an additional observation by their appraiser, before meeting to review their L&T objective, as part of their Performance Appraisal Review. This observation is significantly different to the way staff are observed as part of the whole-school process:

- The sole purpose of this observation is to acquire evidence to support the passing of the L&T objective;
- There is no requirement to make a judgment about the lesson itself;
- The lesson to be observed should be agreed on between appraiser and appraisee, using the class the L&T objective has been focused on during the year;
- There is no requirement to observe the whole lesson.

The emphasis of this observation is very much on the appraiser having an opportunity to gather evidence to support the passing of the L&T objective.

Learning Walks

Learning walks are a developmental process that will be used to support, develop and share a community's learning and teaching practices.

They have three main purposes:

- Develop an understanding of the typicality of a Learning Community's L&T culture;
- Obtain evidence to evaluate an agreed Learning Community focus;
- Share and develop classroom practice within and across Learning Communities.

Learning walks are underpinned by the following principles:

- Developmental not judgemental;
- Gives a 'snapshot' of typicality;
- Community focus rather than individual;
- Purpose is always shared with staff;
- Support lesson observation process;
- Can be pastoral (tutors) and academic ;
- Frequency allows time for impact;
- Can be announced or unannounced depending on purpose;
- Conducted in pairs to agree on areas of strength and development;
- Enables opportunity for group staff feedback and purposeful discussion in LCT;
- Opportunity for individual dialogue if requested;

- Informs meaningful community CPD;
- Allows good practice to be celebrated and shared.

NQT/New Staff Development Programme

All NQTs and new staff engage in a 'new staff programme' which is designed to build on their existing experience and induct them into the systems, routines and school specific training that they require to be happy and successful in their first year.

Learning Community Time

Each Learning Community is given a series of sessions to work on subject specific improvements based on the School Improvement Plan, and their Learning Community Improvement Plan. It provides opportunities for staff to develop subject specific pedagogy within departments.

Sharing Good Practice

Staff of all levels with particular expertise are given opportunities during the year to plan and deliver training related to a learning and teaching strategy to other staff but within their subject areas and to whole school staff. This culminates in the summer learning and teaching INSET day where staff celebrate good practice by delivering and attending learning and teaching market place sessions.

Professional Development Pathways

Staff have the opportunity to develop their leadership potential through the professional development pathways' programme. A range of experienced staff, including Leadership Team and existing middle leaders, deliver six sessions at four levels (middle pastoral, middle curriculum, leading learning and teaching, and aspiring senior leaders) with the aim of preparing colleagues for the next potential step in their teaching careers.

External CPD

In addition to the extensive internal CPD programme offered, there are also opportunities to attend external CPD where this is relevant to subject specific developments or as preparation for leading internal twilight sessions.

The second type of development package comes under the umbrella of support and intervention and is targeted towards teachers or leaders who are identified as requiring specific development or who are underperforming in their current role.

Coaching Support

Coaching support is available or offered to colleagues who would benefit from having a teacher coach support them in improving a particular aspect of their classroom practice. The nature of this support is flexible to suit the needs of the teacher being supported.

Teacher Support Programme

The Teacher Support Programme is aimed at staff who are either not making sufficient progress with coaching support, or who are subject to a 'referral' from their Director of Learning Community (DoLC) with valid concerns about their classroom practice. It is a six-week programme in which staff have the opportunity to work with both a subject coach and a teacher coach. The teacher coach conducts an initial meeting and observation to agree two key areas which are then tracked over a six-week period to gauge improvement. The purpose of the programme is to provide a personalised and intensive support programme to enable the teacher to make sustainable progress towards restoring efficiency.

Informal Procedures (Monitoring and Support)

Informal procedures is a six-week programme that staff are allocated to if progress on the Teacher Support Programme is insufficient. Three clear targets are set by the Deputy Headteacher (for Learning and Teaching) and these are then monitored for six weeks. The teacher is allocated a teacher coach for the duration of the programme who they can seek support and advice from. At the end of the six weeks, the evidence is reviewed and a judgment is reached as to whether sufficient improvement has been made.

Formal Procedures

If sufficient improvement on informal procedures has not been made, then formal procedures will commence that could eventually lead to dismissal.