

Cloughwood Academy

Teaching and Learning Policy 2014/15

Version and Date	Author	Committee Responsible	Review frequency	Approval	Next Review Due	
1.0	15.09.14	Mr A Larkin	TLCS	2 yearly	Approved by the TLCS Committee on 17.12.14	16.12.2016

Highlights from Ofsted

(February 2013)

“Students’ outstanding progress comes from the high quality of the teaching.”

“Teachers plan very thoroughly so that students mainly have targets for improvements. These help students to progress; they recognise the value of targets and respond by working hard to meet them.”

“In the very best lessons, teachers give students small-step targets to be met within the lesson. Here, the degrees of progress are obvious. Students measure their own learning with great accuracy and, consequently, know how well they are doing.”

Contents

1. Mission Statement, Values and Aims	4
2. Teaching & Learning Priorities	6
3. Teacher's Standards	7
4. Cloughwood Academy Learning Cycle	10
5. CPD and Support	11
6. SENDIT	12
7. Lesson Planning	13
8. Monitoring Systems	14

Appendices

1. Planning for Outstanding Learning Experiences	16
2. SENDIT Information	20
3. Learning Plan Proforma	23
4. Cover Lesson Learning Plan Proforma	25

1. Mission Statement, Values and Aims

Mission Statement

To continue to develop a safe, thriving, outstanding Special Academy, creating innovative learning and personal pathways into life, work and society for all our pupils.

Values

At Cloughwood we value, promote and expect all people to demonstrate a wide range of personal and collective attributes through our day-to-day practice, relationships and ethos. These include:



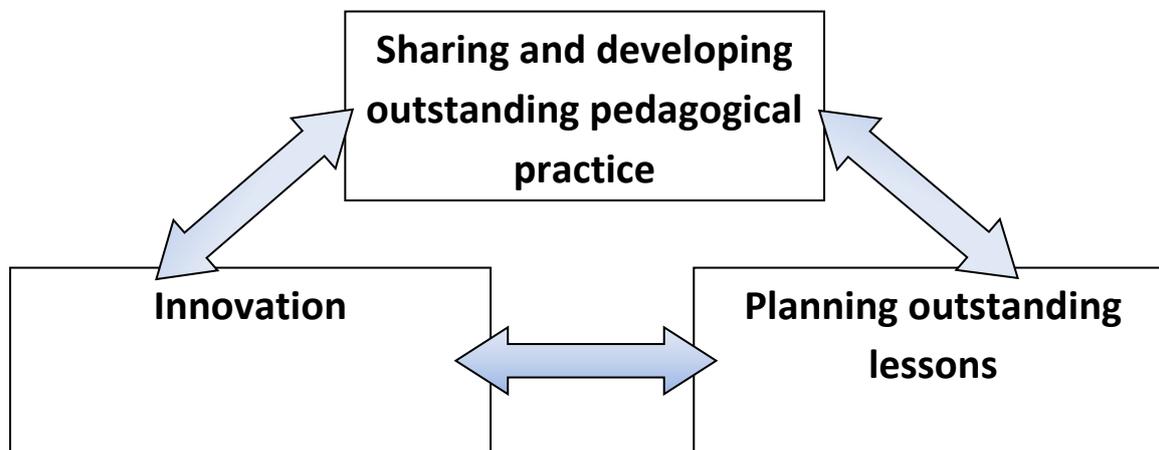
Aims

Through guaranteeing high quality teaching and learning in a state-of-the-art environment which offers a wide range of bespoke, individualised learning and personal development opportunities, we aim to produce pupils who:

- Are physically, mentally and socially able;
- Develop a lifelong love of learning and are inspired to seek out and tackle new challenges;
- Are able to face the trials and challenges of school and life, and able to overcome adversity;
- Are able to make a worthwhile and meaningful contribution towards a cohesive, complex and multicultural society;
- Develop inquisitive and creative minds;
- Develop resilience, motivation and perseverance;
- Achieve high levels of literacy and numeracy;
- Develop independence and overcome previous barriers to learning;
- Achieve results as high as peers in mainstream education and go on to appropriate and relevant post-16 destinations.

2. Teaching & Learning Priorities

We strive to enable every learning experience at Cloughwood Academy to be consistently Outstanding. We have three priorities to ensure high standards in the classroom:



One of the recent Ofsted improvement targets was related to Teaching and Learning;

‘Ensure that students have every opportunity to make the maximum possible progress in lessons by directing all teachers to:

- Provide students with individual, small-step targets for learning that can be easily measured to confirm the progress they make in lessons.
- Employ a consistent approach to supporting the developments in students writing.’

Ofsted also commented that: -

‘Students very much enjoy their learning because teachers generally make lessons very interesting’ and, more critically:

‘Too few lessons provide students with good opportunities to practice new skills in writing and so students’ confidence to write is lower than their confidence as readers. Occasionally worksheets are used that are too difficult for weaker readers to manage.’

These constructive points have helped to shape the direction of travel and the identification of this policy and the structures and systems within. These components, when addressed by teachers, will enable further improvements in teaching and learning, particularly in developing pedagogy, a whole-school planning and reporting strategy and the implementation of a staff-wide approach to raising standards of Reading, Writing, Communication and Mathematics (RWCM) for all pupils in all lessons.

3. Teachers' Standards

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils. A full copy of the Department for Education Teachers' Standards is available here:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/301107/Teachers_Standards.pdf

Part 1: Teaching

1. Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2. Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

3. Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4. Plan and teach well-structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5. Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6. Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

7. Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them

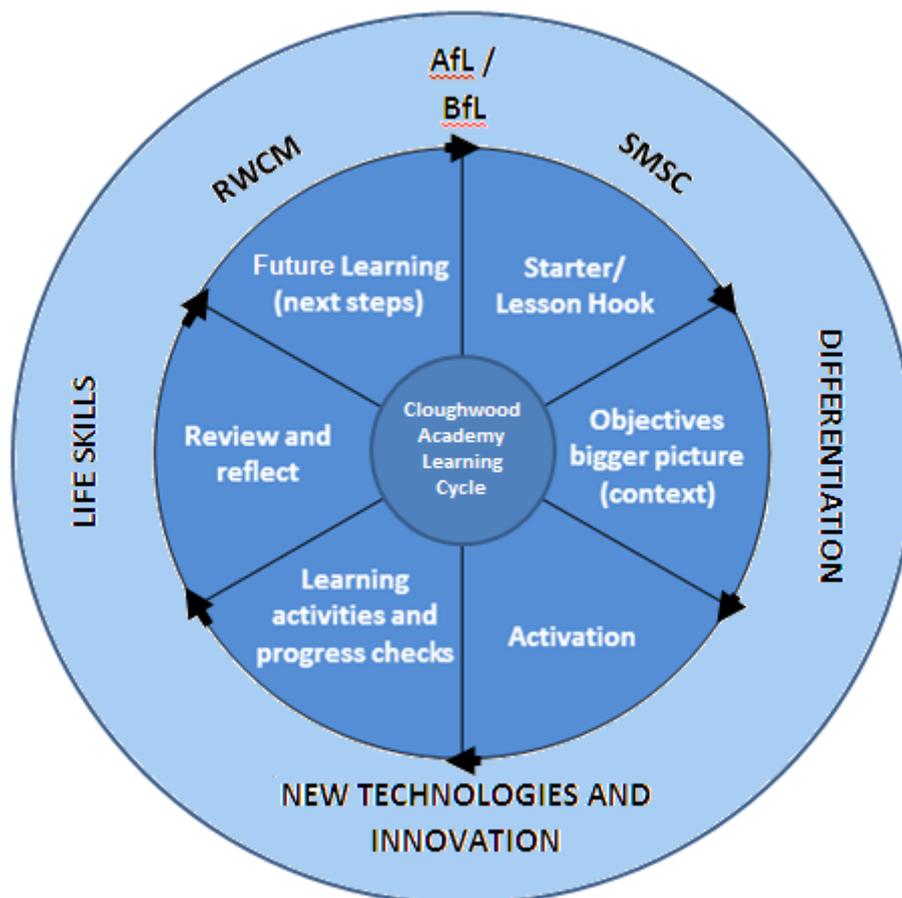
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8. Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues

4. Cloughwood Academy Learning Cycle

All staff must implement the academy's whole-school teaching and learning cycle. This is at the heart of learning experiences and planning in the Academy. Further explanation can be found in appendix 1 – 'Planning for Outstanding Learning Experiences'



Cloughwood Academy Learning Cycle

AfL – Assess for Learning

BfL – Behaviour for Learning

SMCS – Spiritual, Moral, Social and Cultural

Differentiation – Individualised / matched learning experiences for all groups of learners – one size DOES NOT fit all.

New Technologies and Innovation – Use of ICT and new methodologies that enhance learning and connect it with an ever changing world

Life Skills – Employability Skills such as independent learning, thinking skills, group work, high-order thinking skills, three R's, speaking and listening, presentation skills.

RWCM – Reading, Writing, Communication and Maths

5. Continuous Professional Development and Support

CPD

Cloughwood Academy is committed to providing high quality personalised professional development opportunities for all.

In order to develop a learning culture in all areas, the school will provide:

- Daily briefings – sharing best practice and communication.
- Tuesday staff and CPD meetings – information and development, teaching and learning focused training, BESD-related training.
- INSET and staff development days.
- Learning courses and visits to other school (e.g. ITP).
- Exam Board standardisation meetings and training.
- Courses and conferences determined by teachers with performance management cycle.
- Coaching meetings with Vice Principals.
- Working parties.
- Curriculum meetings and collaborative planning and assessment sessions.

Support

If extra support is required, there are a number of staff who can help:

- Line Manager
- NQT Mentors
- Vice Principals for Teaching, Learning & Behaviour and Curriculum & Standards
- Any member of the Senior Leadership Team (SLT)
- The Principal
- Directors
- Academy Counselling Service

6. Special Educational Needs, Disability and Inclusion Team (SENDIT)

This team is to be introduced in 2014/15 to enable the support for groups and individual pupils needed to help those struggling to make up lost ground and reach a functional level of learning. Full details about the work of the SENDIT can be seen at appendix 2 and a copy of the SENDIT Policy can be accessed from the staff area of the school's website.

7. Lesson Planning

Learning Folders/Planners

At the start of each term learning folders for each class will be created which must include:-

- Class data on all groups of learners.
- Seating plans – annotated with target grades/levels.
- Full SEN information and background.
- Intervention plans.
- Mark sheets/assessment records.

Lesson Plans

Formal lesson plans must be written using the Cloughwood Academy Learning Plan pro-forma (see appendix 3). These are on the shared drive.

If cover work is being left for a colleague, these lessons must be planned on a Cloughwood Academy Cover Lesson Learning Plan pro-forma (appendix 4). These are also on the shared drive.

Lesson Plan Scrutiny

All teachers are required to submit lesson plans to the Vice Principal for Curriculum and Standards.

Teacher	Frequency
NQTs	Weekly
Teachers who require improvement	Weekly
Teachers who are consistently good	Fortnightly
Teacher who are consistently outstanding	Half-termly

Monitoring of Teaching and Learning

All members of staff have a responsibility to ensure that learning experiences in the classroom are consistently Outstanding. Monitoring is conducted on a formal and informal basis by Senior Teachers and the Principal. Other monitoring can be through subject reviews, preparation for Ofsted or by Directors. From time to time visitors to the school will be invited on Learning Walks to observe best practice.

8. Monitoring Systems

Curriculum Progress Talks

Vice Principals will hold regular progress talks with teachers based on the performance level and support needed. All Teaching staff will have these talks at least twice per half-term. Curriculum progress talks are intended to develop, share and highlighting outstanding practice and to provide advice, guidance and support on any issue related to teaching and learning. Staff are expected to develop a learning journal using a planner which must be available for use as a conversation starting point or to provide evidence of reflective teaching.

Lesson Observations

As part of the performance management cycle teachers will be formally observed three times each year. Observations will be planned to take in a range of classes and Key Stages at different times in the week. Teachers not performing at the expected level may have additional observations connected to action plans.

Lesson Planning

The Vice Principal for Curriculum and Standards scrutinises lesson plans on a regular basis and this scrutiny is quality assured by the Senior Leadership Team (SLT). Feedback is given personally to teachers and any email correspondence will copy in the SLT. Staff are required to act on the recommendations. The Vice Principal for Curriculum and Standards will then follow up on any points for actions.

Book Scrutiny

Book scrutinies will be conducted every half term by the Vice Principal for Curriculum & Standards and the SLT.

Departmental Reviews/Subject Development Plans

These are conducted each year and will be subject to scrutiny by the SLT and Board of Directors.

Performance Management

The performance management of teachers and other staff will be carried out in an annual cycle. See the Employee Handbook for further details.

Questionnaires

Each year, learners, staff and parents are surveyed by the Vice Principal for Teaching, Learning and Behaviour (TL&B) and these surveys are communicated to the SLT and Board who then decide if any actions are forthcoming.

Monitoring High Standards in the Classroom

Teachers at Cloughwood Academy are expected to maintain a high level of competence in the classroom to make sure all pupils are fully engaged and are making at least good progress. It is expected that all lessons be Good or Outstanding. Inadequate or teaching requiring improvement is unacceptable and will be tackled before it has a negative impact on pupil progress.

Judgement	Outcome
Inadequate lesson	Meeting with line manager/Principal. 6 week support plan issued.
Requires improvement lesson	Feedback from observer. Further observation within 1 week. No improvement – 6 week improvement plan issued
Series of learning walks or pop-ins evidence consistently inadequate teaching	Meeting with line manager/Principal. 6 week support plan issued
Series of learning walks or pop-ins evidence consistently requiring improvement	Extended feedback from line manager. Lesson observation within a week. No improvement – 6 week improvement plan.
Good lesson	Meeting with Vice Principals to reflect on strategies to take teacher to Outstanding.
Consistently good learning walks	Meeting with Vice Principals to reflect on strategies to take teacher to Outstanding.
Outstanding	Feedback with Vice Principals to discuss best practice and celebrate achievement in classroom. Look for opportunities to share best practice with others

Appendix 1

Planning for Outstanding Learning at Cloughwood Academy

Successful Lesson Design

In successful lessons pupils are:

- Clear about what it to be learned, how it fits in with what they know already and the expected structure of the lesson
- Actively engaged in their learning so they make their own meaning and find deep and lasting understanding of new concepts and ideas
- Able to work independently as well as collaborating with peers and adults in a range of group contexts
- Able to understand learning and behaviour expectations
- Able to use assessment as a way to help themselves improve – teacher feedback, peer – and self-assessment
- Confident that they can succeed and make progress because the conditions for learning are present
- Calm, relaxed and comfortable with the relationships with staff and peers that exist in classroom situations
- Happy to take learning risks and try new experiences
- Well behaved

Common issues

Sometimes pupils do not appear to make enough progress in lessons and teachers can be unhappy about the level of engagement and participation in planned activities. Why do lessons not go to plan? The reasons for this are many yet always stem from issues with planning, differentiation, knowledge of learners and pastoral understanding.

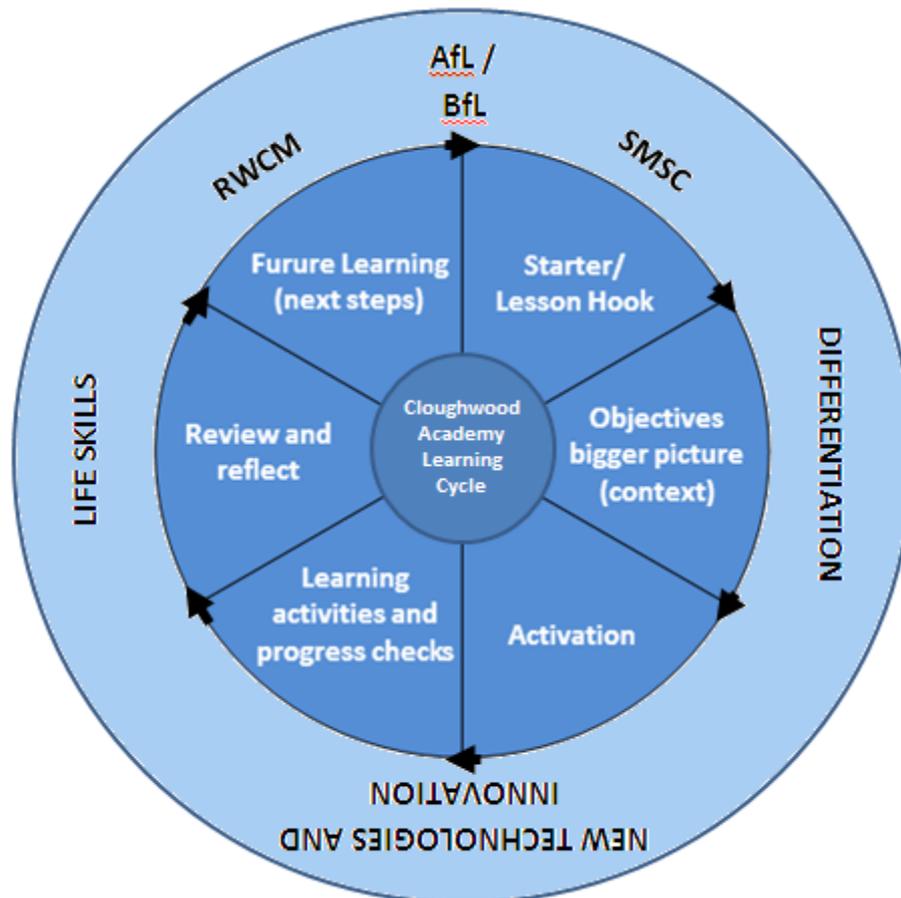
Good lesson design takes account of all the above factors and when achieved resolves many of these issues. Designing a lesson is a process which begins with clear understanding of all the pertinent parameters underpinned by an unambiguous purpose and the resources and methods available.

Teachers must be:

- Clear about the objectives and outcomes
- Aware of the range of pedagogic approaches, methods and strategies available
- Knowledgeable about *how* to select the right approaches and strategies to meet the objectives
- Able to then structure a lesson or series of lessons to ensure that learning takes place

Planning for Outstanding Learning experiences –

Structuring the learning



Cloughwood Academy Learning Cycle

Key features of effective starters / lesson hooks

- Carefully planned and create an expectation that all pupils will engage, participate and think.
- Promote challenge through engagement
- Activities are snappy, varied and active.

Objectives and big picture

- All lessons must have an expected learning target (ELT) and an aspirational learning target (ALT)
- Link targets to grades for KS4 and levels for KS2/3
- Aim for higher order objectives to challenge learners to move to the next level
- Share the bigger picture of the learning with the pupils, e.g. how it fits in with course context, real life applications etc.

Activation

- Use a wide range of strategies to activate the learning – be creative and imaginative.
- Cater for a range of learning styles
- Plan for pupil-led learning when appropriate

- Use effective questioning to promote higher order-thinking and active listening when developing knowledge and understanding
- Modelling is more than demonstrating. It includes teachers ‘thinking aloud’ to reinforce underlying structures and concepts.

Key Features of effective learning activities

- Include independent and collaborative work
- Planned questioning to develop higher order thinking
- Effective use of innovative ICT
- Varied activities planned for groups within the class based data for G&T, SEN, IEP targets, etc.
- Tasks and questioning is designed to challenge pupils

Key features of effective progress checks

- Refer to learning objectives / targets
- Focus on how pupils are learning as well as what they have learned
- Planned to include active participation and for self and peer assessment and time for reflection.
- Allow for a variety of responses – verbal, written, physical etc.
- Occur at timely, well-judged times in the lesson

Reflect and review

- Plan different ways of reviewing learning
- Give time for pupils to demonstrate learning
- Insist that all pupils must reflect and review
- Ensure that reflect and review informs future planning

Future Learning

- Connect the learning so that pupils know their learning will progress into the next lessons.
- Set appropriate homework.

New Technologies

- Plan opportunities to enhance the learning experience with new technologies
- All classrooms have an interactive, touch-screen board and a tablet. Use apps creatively and teachers mirror work onto board

Plan for higher-order thinking and questioning

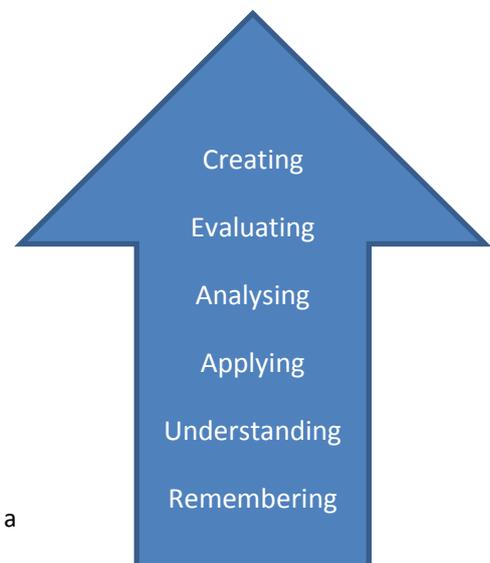
Use Blooms Taxonomy to develop and challenge¹

Differentiation

- One size does not fit all
- Plan activities, resources and questions that take into account learners’ profiles

RWCM

- Promote literacy, numeracy and communication in all lessons
- SMSC
- Find links to SMSC in all lessons



¹ See http://www.utar.edu.my/fegt/file/Revised_Blooms_Info.pdf for a good example of the revised Bloom’s Taxonomy

Assessment for Learning (AfL)

AfL should be present at all points throughout a lesson and teachers must use their professional judgement in planning for AfL opportunities and in implementing strategies when opportunities arise unexpectedly.

Sharing lesson objectives with pupils

- Objectives are explained verbally and displayed and referred to throughout the lesson.
- Check understanding against the objectives in feedback opportunities and plenaries.

Helping pupils to know and recognise the standards for which they are aiming

- Success criteria must be carefully explained (and related to objectives)
- Teacher models success by providing examples of previous work so pupils can recognise features of good work.

Effective self – and peer – assessment

- Give pupils clear opportunities to talk about what they have learned and what they have found difficult, focusing on the learning objectives.
- Ask pupils to explain the steps in their thinking
- Give pupils time to reflect upon their learning
- Identify with pupils the next steps in their learning.

Quality feedback

- Value oral and written feedback
- Comments should identify the level of work a pupil has achieved.
- Comments should identify what has been done well and a point about how to improve and guidance about how to make that improvement.
- Pupil feedback opportunities should be planned in a later part of the lesson sequence

Review and reflection on assessment information

- Maintain continuous learning dialogue about the progress being made
- Frequently remind pupils of learning objectives and success criteria
- Make effective use of the plenary
- Balance teacher assessment with peer – and self – assessment
- Provide time for reflection

Behaviour for Learning BfL

- Getting behaviour right is central to effective learning experiences. To achieve this, many strategies must be considered. It is the responsibility of teachers to model the right types of behaviour and high expectations, here is a list of 100 strategies that help create a positive, successful learning environment.

Appendix 2 - SENDIT Information

(adapted from presentation to directors November 2014)

SENDIT purpose

The purpose of the centre will be to create an environment where students who are struggling to make as much progress as expected can have regular interventions to enable them to make as much progress as possible and narrow the gaps in learning.

Testing will also take place at the centre.- PASS tests, LUCID, dyslexia screening, CAT tests will be whole-school.

The centre will be stocked with levelled books, materials to aid reading comprehension and equipment for numeracy interventions.

There will be three key interventions - FFT W3 for KS2 & 3, Reciprocal Reading for KS4 low-level readers and other literacy interventions for all students who are identified as underachieving in certain areas.

There will be a number of interventions for BESD needs including Changing Places, Socially Speaking and Acorns.

Personnel

SENCO-The SENCO is responsible for the assessment and identification of Special Educational Needs for the whole academy and for managing those staff who deliver learning and disability support interventions.

BSC-responsible for the assessment and progress of additional educational related needs and for planning and delivering interventions in this area.

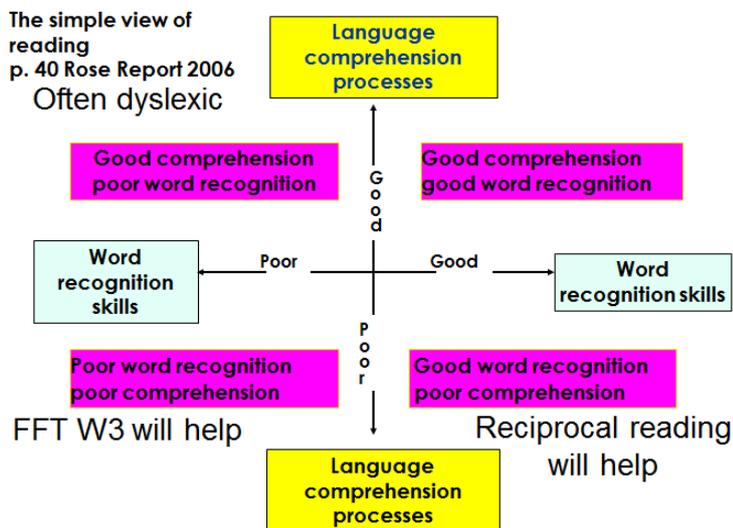
TA-responsible for the assessment and identification of additional BESD-related needs and for planning and delivering interventions in this area.

Testing

- **CAT tests** Cat tests will take place on admission, CAT scores enable teachers to set better targets containing the right degree of challenge.
- **Lucid tests**-These tests give staff information about how a pupil learns, strategies for teaching the individual child and a reading and spelling age.
- **Dyslexia screening** for pupils whose lucid profiles show discrepancies or persistent difficulties with literacy progress.
- **Numeracy testing**- To identify which pupils need numeracy intervention.
- **Pass Tests**-To get an insight into pupils behaviour profiles, inform teaching strategies and interventions.

Quality first teaching

- All subject teachers have a responsibility to help students develop literacy and numeracy skills.
- All staff are trained in high quality literacy teaching.
- Specialist numeracy training, in class speech and language support and SPLD training has been identified as a need for all staff and will take place in the spring term 2015.
- 25% of pupils, however, still achieve below expected levels for literacy and require additional intervention.
- 30% of pupils also achieve below expected levels for numeracy and require additional support.



FFT W3



- One-to-one reading intervention
- A specific targeted approach for children who are not making enough progress in a group setting.
- This begins with a range of running records and benchmarking tests which provide a starting point for each child's programme. These tests are repeated every half term to check progress.

●FFT

An FFT reading intervention consists of-

- Re-reading a familiar book.
- Fast letter and word work activities.
- Re-reading a new book.
- Learning a new word.
- Questioning for understanding.



Reciprocal Reading

- Reciprocal Reading teaches children strategies to understand HOW to become good readers.
- This program involves training students to use four strategies that are associated with both improving reading comprehension and self-monitoring of comprehension while reading (Palinscar and Brown 1984, 1986).
- The teacher initially role models learning before handing over to pupils. Role-modelling is an important element of reciprocal reading.

Four strategies to improve comprehension

- **Predict** - Using titles, picture, what you already know.
- **Question generation** - Who, where, what, why, when questions.
- **Clarifying** - Re-read the sentence before and after, use a dictionary.
- **Summarising** - The teacher summarises what has just been read, and then hands over to another member of the group.

Appendix 3 - Cloughwood Academy Learning Plan Proforma

Teacher		Date		Period					
Class		Subject		NOR					
FSM	SEN SA	SEN SA+	SEN ST	G & T	Low	Med	High	LAC	Ever 6
Previous Lesson									
Lesson objective/s	Expected learning target – Aspirational learning target -								

Time	Planned learning activities	Impact on learning

Cloughwood Academy – Learning Plan Proforma

Literacy
Numeracy
SMSC
The 3R skills
LSAs
Home Learning
Next lesson

Cloughwood Academy – Learning Plan Proforma

Teacher		Date		Period					
Class		Subject		NOR					
FSM	SEN SA	SEN SA+	SEN ST	G & T	Low	Med	High	LAC	Ever 6
Previous Lesson									
Lesson objective/s	Expected learning target – Aspirational learning target -								

Time	Planned learning activities	Impact on learning
	Starter/lesson hook	
	Lesson objectives	
	The big picture	
	Activation	
	Learning activities and progress checks (differentiation)	
	Review and Reflect	
	Future Learning	

Cloughwood Academy – Learning Plan Proforma

Literacy
Numeracy
SMSC
The 3R skills
LSAs
Home Learning
Next lesson

Appendix 4 - Cover Lesson Learning Plan Proforma

Teacher		Date		Period					
Class		Subject		NOR					
FSM	SEN SA	SEN SA+	SEN ST	G & T	Low	Med	High	LAC	Ever 6
Previous Lesson									
Lesson objective/s	Expected learning target – Aspirational learning target -								

WORK SET

Time	Planned learning activities

Where are the exercise books?
 Should exercise books be collected at the end of the lessons?
 Is there homework to set?
 Is there homework to collect?

Comment for the teacher: