



Determined, ambitious learners

Teaching and Learning Policy

1.0 Our Vision and Ambition

The Cumberland School is an ambitious school, within a diverse and exciting community. Our motto, 'Determined, ambitious learners,' encompasses all of our school community: students, staff and LSB. Our commitment to providing the best opportunities to learn and excel goes hand in hand with our commitment to equal opportunities and effective inclusion.

2.0 Policy Aims

At The Cumberland School we undertake to:

- Raise levels of attainment and progress for all students, enabling them to achieve their best
- Develop confident, resilient and disciplined learners who can make informed choices
- Encourage self-esteem, personal responsibility and respect for the needs of others
- Create a positive ethos conducive to effective learning and risk taking
- Set expectations for high quality teaching and leadership
- Ensure that CPD supports and enables staff to achieve the above

3.0 Statutory Framework

The framework for professional standards provides the background for teachers' performance management. Teachers' performance will be assessed against the Teachers' Standards as part of the appraisal arrangements in school.

4.0 Expectations of Teaching and Learning

- Use of the Top 8 key elements ensures high quality learning and consistency of expectations
- Teaching is informed by clear, challenging and progressive objectives - Key Objectives (KOs)/Dynamic Progress Reporting (DPR)
- Teachers use attainment data and targets to plan and deliver challenging lessons for all students
- Pedagogy pays heed to valid educational research
- Lessons use varied AfL effectively to ensure students understand and reflect on their learning
- Teachers encourage students to take responsibility for their learning
- Teachers provide varied feedback opportunities to explain next steps in learning

5.0 Implementation

The 8 key elements. In all lessons teachers will:

1. Greet students at door and ensure a starter task is waiting for them as they enter
2. Set high expectations and challenge for all students
3. Use DPR and KOs effectively and display them during lesson
4. Use whole class Assessment for Learning (AFL) strategies to review progress and understanding throughout the lesson
5. Circulate around the classroom and actively monitor
6. Provide live feedback in books and ensure students respond through purple 'fix-it'
7. Embed numeracy and literacy skills and provide regular opportunity for extended writing
8. Ensure all students actively engage with, and can explain what, they are learning

5.1 Roles and responsibilities for implementation

The Leadership Group

- Accept overall responsibility for the quality of learning and teaching
- Monitor departments' implementation of the policy via learning visits/work scrutiny/data/Teacher Appraisal (TA)
- Report to LSB termly
- Provide opportunities for staff training to take place on training days and other times

Heads of Department will

- Ensure that the department's learning and teaching policy reinforces the whole school policy
- Ensure their knowledge of curricular/ syllabus developments is current
- Monitor the work of the department through teacher appraisal and targeted training and support
- Encourage sharing of practice e.g. modeling and close collaboration between colleagues
- Use assessment information to identify individual student's progress and ensure targeted intervention
- Use subject specific information (learning visits, work scrutiny, student data/feedback), to evaluate teaching and learning quality and identify professional development priorities/support for the Departmental Development Plan

Teachers will

- Refer to and use the 8 Key Elements in all lessons
- Create a calm and effective working environment in which students can achieve
- Provide positive role models
- Follow the school's behaviour policy
- Use data to inform lesson planning that is challenging and differentiated
- Follow the school's assessment policy to ensure student progress is tracked effectively
- Celebrating students' success and achievements
- Ensure their professional knowledge is current and their practice is reflective

The Local School Board will

- Monitor and review the policy and its practice
- Meet half termly to question, challenge and interrogate how the quality of teaching is being monitored and the impact of actions taken to improve it

Parents should

- Support their child's learning by following The Cumberland School Home School Agreement
- Support their child by attending parent meetings and other meetings
- Support extra-curricular activities and school events
- Log on to DPR regularly to track their child's progress
- Ensure homeworks are completed.

6.0 Monitoring and evaluation through

- Daily learning visits tracking the 8 key elements by Leadership (LG) and Heads of Department (HODs)
- Work scrutiny done by LG and HODs
- Departmental trackers
- Whole school assessment cycle
- Teacher Appraisal

7.0 Links with other policy areas

- Feedback/marking policy
- Behaviour for Learning Policy
- Assessment Policy
- Homework policy

8.0 Links with external partners/agencies where relevant

Effective partnership working is key to the implementation of our aims, values and policy aspirations.

In particular this policy relates to our working closely with: Forest Gate Community School and the CST;

Teaching Leaders and Initial Teacher Training providers, University of East London and Institute of Education;

Teach First, the Schools Direct Programme and SSAT.

Policy documentation control

Responsible for review:	Deputy Head T and L
Version:	1
Reviewed:	July 2018
Next review date:	July 2021

APPENDIX 1

Learning Visits Policy

Learning visits model

- LG and HODs to complete 10 minute learning visits each lesson
- Clear focus on 8 Key Elements shared with all teachers
- Visits will cover all year groups in all subjects during the course of the term.
- Learning visit findings will be shared with HODs and at department meetings
- Learning visit findings will be summarised by the Line Manager/HOD and key points shared with the teaching team either as a brief written summary report or verbally at the department meeting
- Feedback shared with the teaching team will not include identification of individual teachers
- LG/HOD may provide individual feedback but this should not be a normal expectation
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HODs

- Each HOD will complete learning visits each fortnight
- HODs will notify the team of the date/ lesson for the learning walk
- HODs will share in advance the foci for the learning visits

Protocol for completing LVs

- Ten minute visits only - be a positive and respectful presence in the classroom, don't disrupt learning
- Focus on the 8 key elements agreed
- Ask the students about their work: are they pushing themselves/doing homework/revision
- At an appropriate time ask the teacher how the class is doing: student effort/work/commitment
- Look at a selection of student books
- Thank the teacher/class before leaving
- Complete the template in google docs

Other Observations

- Staff new to the school will be observed in the first half term as per policy
- NQTs are required to have 6 graded 1 hour observations
- Other observations may take place as part of a subject review
- Teachers of concern will be subject to increased monitoring

Learning visits purpose

- Search out, acknowledge and share good practice across subject teams and the school
- Provide opportunity for good/outstanding practice to be recognised and embedded
- Support professional development through sharing and talking about pedagogy
- Ensure consistency in curriculum planning and delivery
- Provide the chance to reflect on practice and the opportunity to develop teaching skills.
- Inform INSET/Staff Meeting needs
- Identify strengths and areas for development in subject areas, year groups, whole school
- Foster positive student attitudes towards learning and gain students' views
- Enable themes to be explored e.g. promotion of independent learning, literacy etc.

Learning visits do not:

- Give grades
- Link to teacher appraisal
- Require lesson plans

