

# Clee Hill Community Academy Teaching and Learning Policy

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Review cycle	Annually
Date approved	December 2021
Approved by	Local Governing Board
Next review date	December 2022

## Introduction

At Clee Hill Community Academy, we believe in the concept of lifelong learning, and in the idea that learning should be a rewarding and enjoyable experience for everyone; in short, it should be fun. Through our teaching, we equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives.

## A Growth Mindset School

Carol Dweck is one of the world's leading researchers in the field of motivation. She focuses on why people succeed and how to foster this success in schools. In her research on motivation and achievement, Dweck introduces the idea of Mindset. Mindsets are beliefs about yourself and your basic qualities such as your intelligence, your talents and your personality.

People with a fixed mindset believe that their traits are just given to them so people with this mindset worry about how adequate or inadequate they are instead of developing their traits. They believe that their talent alone creates success- without effort and they are reluctant to take on challenges. People with a growth mindset, on the other hand see their traits as just the starting point and that these can be developed by dedication, hard work and effort. This view creates resilience and a love of learning.



When we encourage a Growth Mindset in children then they become enthusiastic learners. A Growth Mindset means that their intelligence can be developed which has a positive effect on their motivation and subsequently their achievement. This ensures pupils are confident and praised for the process they engage in and not for being bright, clever or talented.

Pupils are praised through positive comments, dojo points (interactively shared with parents), praise certificates, writing rockets, reading rockstars and 'spotted being fantastics'. Special weeks may include slight alterations to SBFs such as 'Spotted being kinds'



Achivosaurus are used in the EYFS and Key Stage 1 to introduce characteristics of learning such as perseverance, determination and collaboration.

### ASKASAUROS



### EXPLORASAUROS



### SOLVEOSAUROS REX



### TRYCERATOPS

### STICKASAUROS



### THINKODOCUS



### SHAREOSAUROS



Our school ethos is built on the philosophy of being a growth mindset school. Some key messages to children include:

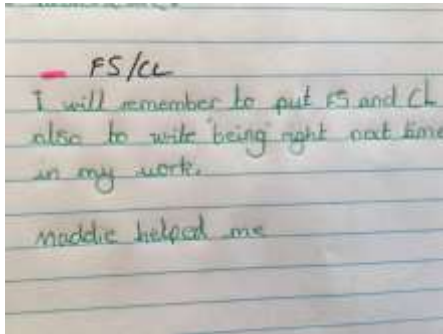
- We remember it's always OK to make mistakes - we learn from them
- We never give up! We try a different approach, or use a different strategy
- We learn from each other - children often make the best teachers!
- We don't compare ourselves with others, but we do learn from others
- We challenge ourselves - which really helps us make progress
- We take risks - we don't limit ourselves by taking the easy option
- We join in as much as possible - and we learn much more by being involved
- We remember that mastering something new feels so much better than doing something you can already do
- We remember that the brain is making new connections all the time - the only thing you need to know is that you can learn anything!

Our 3 simple rules are embedded in all of our teaching and learning.

### 1, Frequent, formative feedback

We frequently assess our students to give them formative feedback so that they know what they do well and what they can do better. Feedback, from staff, peers or themselves should be accurate and with clear precise areas of development. Quality time should be dedicated to allow pupils to act on this feedback with opportunities to correct or redraft work to improve upon it.

Please refer to the Feedback and Marking Policy for more information.



### 2, High levels of challenge for every student

We challenge our students to be the best, set high expectations of all our students and encourage them to take a leap of faith, even if that means falling over a few times. We set high standards for all our students, not just the ones who are already achieving and offer support, and pre learning to enable a 'catch up not keep up' agenda. Differentiation by outcome and a focus on 'no ceiling' activities enable challenge through self-assessment and self-awareness of the level of support require. Please refer to the More Able Pupils Policy for additional information on challenge.

### 3, Mistakes are good

Teachers actively encourage their students to make mistakes, foster a safe and secure environment in which falling over is not only accepted without criticism or humiliation, but in which it is actively encouraged as evidence of effective learning and of getting better at something. Mistakes are not a sign of weakness or low intelligence, it is a means of increasing one's intelligence. We praise our students for the growth-oriented process - what they accomplished through practice, study, persistence, and good strategies.



This policy takes into account the nature of our school community and the context in which teaching and learning takes place.

## Aims and objectives

We believe that people learn best in different ways. At our school, we provide a rich and varied learning environment that allows all children to develop their skills and abilities to their full potential; academically, emotionally and socially.

Through our teaching, we aim to:

- enable children to become confident, resourceful, enquiring and independent learners;
- make learning fun and enable the children to make the expected or accelerated progress we expect;
- foster children's self-esteem, and help them to build positive relationships with other people;
- develop children's self-respect, encourage them to understand the ideas, attitudes and values of others, and teach them to respect other people's feelings;
- show respect for a diverse range of cultures and, in so doing, to promote positive attitudes towards other people;
- enable children to understand their community, and help them feel valued as part of this community;
- help children grow into reliable, independent and positive citizens equipping them with the skills, knowledge and understanding so that they can make positive and informed choices now and in the future;
- encourage a growth mind set where skills such as persevere and determination are celebrated from an early age to develop good learning behaviour
- take pride in their work and that of others.

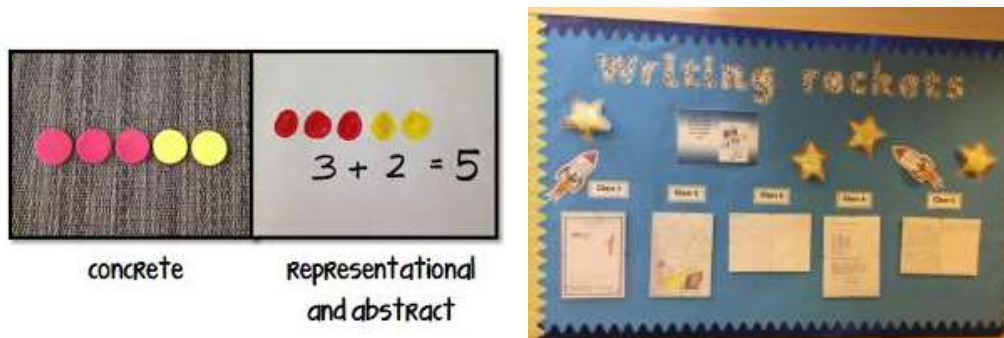
## Learning environment

We strive to make sure our classrooms are attractive interactive learning environments. Working walls are an integral part of the learning process in the classrooms. They evolve and develop as a unit progresses and scaffold learning for pupils.

The children's work is often displayed at different stages of the writing process on the Literacy working wall/ washing lines - from the initial ideas, to mind maps, first drafts/ shared writing, final edits and eventually a final and finished presented piece of writing.



In maths, in line with our calculation policy, the working wall will include the process of concrete and pictorial concepts which develop into abstract forms.



Displays also celebrate children's achievements. Writing rockets (good examples of writing) are changed weekly as part of the school's celebration of writing and displayed in the school library for all pupils to read.

### The process of learning

*"Students learn in diverse, sometimes challenging, ways - but it's the unique thinkers who enable society to move forward" Dame Alison Peacock*

We acknowledge that people learn in many different ways and we recognise the need to develop strategies that allow all children to learn in ways that suit them best. Some pupils work well independently, some prefer active learning whereas others prefer formal methods. At Clee Hill Community Academy, we use a variety of approaches to learning to build on previous knowledge, embed new learning and challenge through application. Modelling learning is embedded through concrete and pictorial techniques before approaching abstract ideas. Steps to learning are displayed in the classroom on working walls for pupils to refer back to and build upon their understanding.



## **Creative curriculum**

When teaching, we focus on motivating all the children, and building on their skills, knowledge and understanding of the curriculum, so that they reach the highest level of personal achievement. We use the school curriculum plan to guide our teaching. This sets out the aims, objectives and values of the school, and details what is to be taught to each year group.

Our curriculum focuses on the development of skills and encourages natural real-life links to learning through a creative curriculum. WOW moments ensure that learning is fun and purposeful, creating a love of learning alongside developing skills. The pupils are challenged with learning experiences which are relevant to their lives and interests and are motivating and engaging. We always set high expectations and teachers use a range of teaching styles to accelerate the pupil's progress

### **Assessment**

Teachers make ongoing assessments of each child's progress, and they use this information when planning their lessons. It enables them to take into account the abilities of all their children. Teachers use strategies -such as a 'pot of fairness' -to ensure that there is no passive learning in lessons and there is an expectation for all pupils to be involved in the learning process.

Benchmarking case studies are used as a process of on-going moderation through the school. Book scrutiny every half term focuses on next steps for pupils to monitor progress in each class.

PPG pupils each have a Pupil Premium passport which focuses on overcoming any barriers to learning and is evaluated termly evaluate the impact of any provision. All pupils who need additional provision, including SEND pupils and PPG are a focus at provision mapping meetings every term (with the deputy head) in addition to pupil progress meetings (with the head teacher). The school uses O-track in KS1 and KS2 and EYLOG in the EYFS as an internal assessment tool.

### **Target Setting**

Teachers are aware of the process of learning and build upon a child's understanding. We set individual targets for the children at least each term, and we share these targets with children and their parents/carers. We review the progress of each child regularly and set revised targets to move learning forward. Summative assessments take place every half term and internal data is used at Pupil Progress meetings to review progress and look at the impact of current provision.

### **Monitoring and review**

The Teaching and Learning Policy has been formulated to provide a basis for staff to evaluate the quality of teaching and learning in their classroom and across the school. In order to provide a clear picture of the quality and consistency of practice across school, when evaluating teaching and learning in school, it will be monitored and evaluated through:

- classroom observation (both formal and informal);
- lesson study/ coaching (peer tutoring)
- sampling pupil's work/ benchmarking case studies/ book scrutiny
- internal & external moderation of pupils' work;
- learning walks (headteacher, outside agencies or subject coordinators)
- pupil progress meetings;
- discussion with pupils.

Staff workload is regularly reviewed, and the school ethos ensures that staff are involved in decision making. Monitoring is always purposeful and used as a tool to assess current strengths and provide support for any areas of development.

All of our teachers reflect on their strengths and weaknesses and plan their professional development accordingly. We do all we can to support our teachers in developing their skills, so that they can continually improve their practice. At Clee Hill Community Academy, we expect our staff to have a growth mind set and see the process of learning as a continuous development to improve. Sharing good practice between staff is a key part of the improvement process.

### **Behaviour and safety**

Each of our teachers makes a special effort to establish good working relationships with all children in the class and school. We treat the children with kindness and respect. We treat them fairly and give them equal opportunity to take part in class activities. All our teachers follow the school policy with regard to discipline and classroom management. We expect all children to comply with these rules that we jointly devise to promote the best learning opportunities for all. We praise children for their efforts and by so doing, we help to build positive attitudes towards school and learning in general. We insist on good order and behaviour at all times. When children misbehave, we follow the guidelines for sanctions as outlined in our School Behaviour Policy.

We try to ensure that all tasks and activities that the children perform are safe. When we plan to take children out of school, we follow a strict set of procedures to ensure safety: the venue is visited, risk assessments are completed, and various permissions are obtained. We inform parents or carers, and obtain their permission if required, before the visit takes place.

### **Race Equality and Equal Opportunities**

All children have equal access to the curriculum regardless of their gender, disability or ability. We plan work that is differentiated for the performance of all groups and individuals and are committed to creating a positive climate that will enable everyone to work free from racial intimidation and harassment to achieve their potential.

Teachers modify teaching and learning as appropriate for children with disabilities. We value each child as a unique individual, and teachers are familiar with the relevant equal opportunities legislation covering race, gender and disability. We will strive to meet the needs of all our children, and to ensure that we meet all statutory requirements related to matters of inclusion.

### **Review**

The Head Teacher and staff will review this policy every year.