



# **TEACHING & LEARNING POLICY**

**2022-23**

Date Agreed by LGB [ TBA]

Review Date [June 2023]

## Rationale

Great teaching is at the heart of a successful school and is essential if we are to secure the best outcomes for our students. This policy sets out to provide guidance on procedural aspects of teaching and learning at Cleeve Park School.

## Great Teaching

We have set out a three year mission statement of intent to achieve great teaching across the school. This statement was developed in collaboration with the wider staff body and in consultation with the Great Teaching Toolkit Evidence Review (June 2020). This statement of intent forms the basis of our agreed journey and aspiration at Cleeve Park School:

*Teachers CHALLENGE their students to achieve top grades and they SCAFFOLD learning to support students in achieving the HIGH EXPECTATIONS they set. Teachers MODEL expectations of student work and as a result of excellent SUBJECT KNOWLEDGE they are expert in PLANNING learning and use skilful QUESTIONING to develop understanding.*

*Students demonstrate a THIRST FOR LEARNING. They ask lots of QUESTIONS about the content of their subjects and their ENGAGEMENT in lessons mean that their BEHAVIOUR is exemplary.*

Development towards this mission statement will be the responsibility of the teacher as a reflective practitioner. Teachers will be supported by their peers, line managers and SLT along with a school wide programme of professional learning that will enable them to improve on identified areas of development and enhance their existing areas of strength. Teaching is a profession that allows for variety in delivery in accordance with the agreed scheme of learning therefore all teachers are expected to reflect regularly and honestly on their teaching and accept feedback from colleagues as professionals.

## Procedural aspects

Whilst delivery of content within the classroom is a creative endeavour there are certain practices that are expected to be delivered with consistency across the school. The Universal Expectations document should be used in accordance with this policy to ensure lessons at Cleeve Park School are consistently as expected.

- Seating plans - are completed on ClassCharts and are updated promptly when changes are made.
- Marking - is regular and in line with school marking and feedback policy.
- Learning objective - is singular and challenging, displayed and referred to throughout the lesson
- Steps to success - are incremental parts of the learning journey that are linked to bespoke planned activities that allow the teacher and student to measure their progress in learning.

- Do Now - is presented at the start of each lesson and takes the form of retrieval practice. Do Now should last no more than 5 minutes and should challenge students to retrieve information learned a considerable time ago.
- Circulation - should take place throughout the lesson and should have a clear purpose of scaffolding and supporting learning including live marking.

### Teacher standards

The preamble for the DfE Teachers' Standards states that:

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.

At the heart of this message is the notion that teachers take responsibility for ensuring the teaching and learning in their classroom is consistently enabling students to achieve the highest possible standards. In order to do this, teachers at Cleeve Park must ensure they are familiar with the expectations of teaching and learning and take ownership of their development as teachers (see CPD policy).