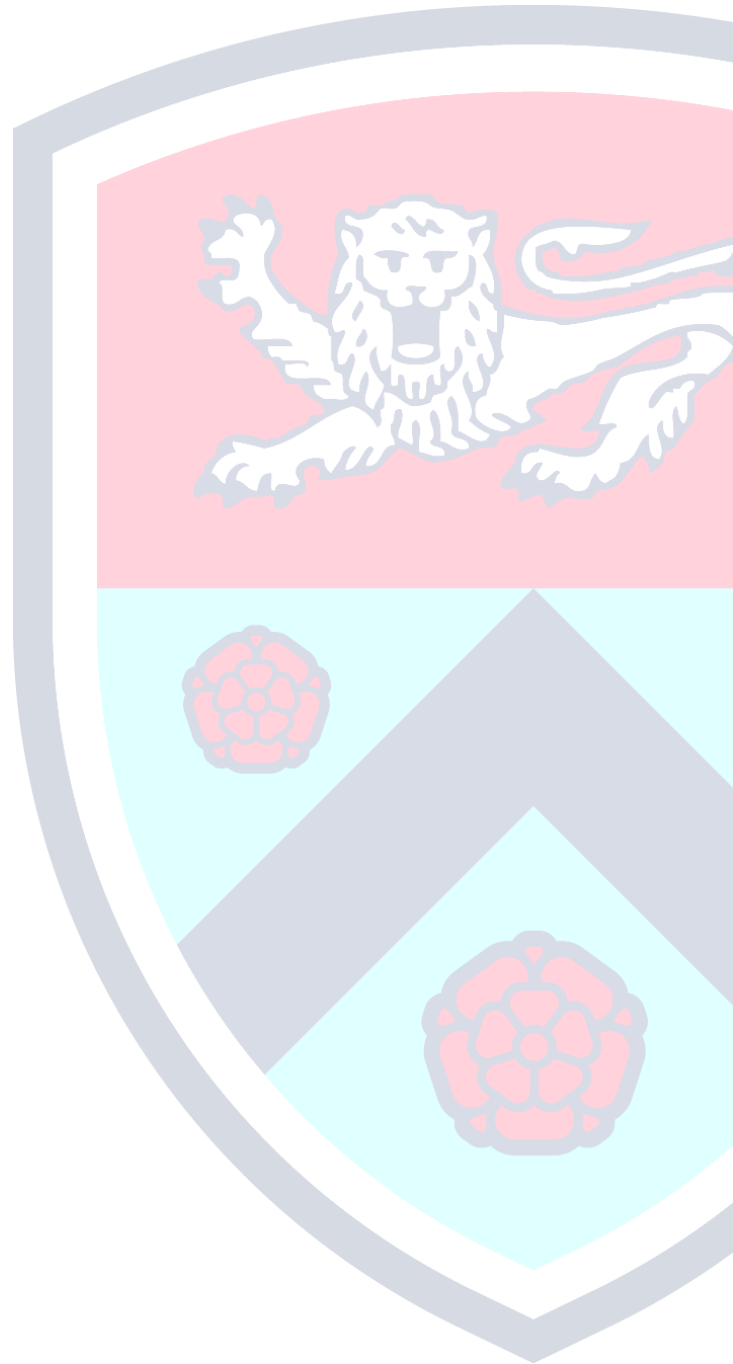




**Carnforth**  
High School

# Teaching and Learning Policy



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**Governors' Committee:**  
**Next Review Date:** July 2023

**Confidence Purpose Respect**

# **Use Calibri size 16 in underlined and in bold for main heading**

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### **Aims**

At Carnforth High School we believe that a broad and balanced curriculum, supported by strong teaching and learning, are key to a high quality of education, a positive school experience for all students and our vision to be an outstanding school. We value our teachers as experts in their field and support their continued development through regular and effective Continual Professional Development opportunities.

We trust our teachers to effectively plan and deliver their teaching, learning and assessment experiences using their expertise, the support of their departments, Subject Leaders and SLT Links, and routines that support best practice.

This policy sets out whole school requirements around our expectations, linked to our vision, our values and our pedagogical views.

### **Teacher Behaviours**

As a community we feel that the variation in personality, character and teaching styles of our teachers makes our school an engaging and enriching place to work and learn. However, as professionals, and to ensure a consistent experience for our learners, there are certain key behaviours which we expect to be demonstrated by all teachers.

Teachers at Carnforth High School:

- Promote confidence in students through purposeful lessons and through the use of praise and feedback
- Have high expectations of all students and support all students in achieving these
- Are clear on the purpose of the teaching experiences they deliver
- Demonstrate respectful attitudes towards their students and require respectful attitudes from their students towards all staff, other students and from the students towards themselves
- Promote, and personally demonstrate, a love of their subject
- See themselves as learners and seek to continually develop their skills and subject knowledge
- Demonstrate the values they wish to see from students

### **Vision and Values**

#### **Vision**

We see our curriculum as a student's journey through school. At the end of that journey, when a student leaves our school in year 11, we want them to:

- Have plans in place for their future
- Know how to maintain a healthy body and mind

- Have respect and understanding for themselves and others, regardless of differences
- Have productive roles as a contributing member of society
- Enjoy learning, see it as a lifelong process and have developed an enquiring mind
- Have achieved their best academic outcomes

## Values

Our school values were arrived at in consultation with staff and students. They form the core of everything we do as a community. Staff and students are aware that we wish them to develop and promote these values.

These are our school values and how we view their meaning at Carnforth High School:

**Confidence** – this means that we seek to develop a ‘can do’ attitude. We are aspirational and believe that through hard work we can all achieve a high level of success. We are resilient and believe that we can learn from mistakes and come back stronger. We believe in ourselves and know that our community is there to support us.

**Purpose** – this means that we always consider what we are intending to do, why we are doing it (as well as why we are doing it in a particular way) and the potential short- and long-term impact this will have. We accept that if we do things without a good reason then we can’t reasonably expect the best results to come from our actions. We see our purpose as always being to achieve our best in the best way possible.

**Respect** – this means that we respect ourselves and other people, regardless of any differences. We show respect towards others in the way we act and speak. We take responsibility for our actions and attitude. We show self-respect in making decisions that promote our personal safety, health and happiness. In school we respect that rules are in place for the benefit of the community as a whole.

## Curriculum Planning

At Carnforth High School we adhere to a three-year KS3 in order to give our pupils a broad and balanced education. As such all departments are required to ensure their KS3 Schemes of Learning offers an engaging and powerful curriculum that covers (at least) the content outlined in the National Curriculum whilst also engaging learners, preparing them for their next steps and fostering a ‘love of learning.’

Departmental long-term planning is primarily focussed on the ‘intent’ and ‘impact’ elements within the Quality of Education. Subject leaders should consider what they intend students to know (knowledge) and be able to do (skills) in their subject by the end of KS3 and KS4.

**Subject Leaders are responsible for ensuring that a long-term plan document is in place which includes:**

- A brief overview of the unit/topic/enquiry they intend to teach in each term of each year that their subject is delivered (this should be designed as a logical and coherent progression over time that takes account of mastery and interleaving/spacing for knowledge retention and skill development)
- A clear outline of the knowledge and skills that they believe should be acquired by students over the course of each year

Medium term plans are Schemes of Learning (SoL) that are unit/topic/enquiry based and are primarily focussed on the 'implementation' elements within the Quality of Education. The overall design of each SoL is left to Subject Leaders to decide in conjunction with their departments (though an exemplar model is provided by the school), however there are some mandatory elements that must be included in addition to some further suggested elements that should be considered. SoL should be available to share with SLT Links and will be reviewed and discussed at SLT Link meetings (see the Quality Assurance Policy).

### **Subject Leaders are responsible for ensuring that Schemes of Learning are in place which includes:**

- **A Statement of Purpose** specific to the SoL that looks at prior and future learning within the subject and acknowledges how this SoL will form part of a drive towards subject mastery
- **An overview of the content** being taught (which all members of the department understand the purpose behind, in as much as it meets the overall purpose of the SoL)
- **An overview of pedagogy** being employed (which shows that activities provide an engaging and challenging variety of teaching and learning in line with a view to teach to the top and ensuring that all learners can achieve their best)
- **An overview of formative assessment** being employed (which shows the ways in which teachers will assesses knowledge, skills and progress from learners in order to inform future teaching, learning and assessment, and which includes opportunities for peer, self and whole class feedback and opportunities for learners to improve their work in meaningful ways)
- **An overview of summative assessment** that is carefully planned to measure each learner's progress towards the intended knowledge and skills outcomes at identified points within the SoL
- **A consideration of key vocabulary** that needs to be taught and understood by learners
- **Indicative timings** (a SoL based on mastery should not be limited to 'lesson by lesson' teaching, but rather on the teacher using assessment to be sure that learners have met the intended knowledge and skill level before moving on to the next unit/topic/enquiry, however indicative timings can be useful in ensuring that material is covered within a time constraints)
- **An expected standard** description that outlines what students should be expected to know and be able to do by the conclusion of the unit/topic/enquiry and how this will be measured (as this links to the way in which progress is reported)

### **Other Elements to Consider within a Scheme of Learning:**

- Clearly planned interleaving to ensure retention and mastery over time
- Consideration of strategies related to metacognition
- Cross-curricular opportunities (links with other subject areas)
- Co-curricular opportunities (opportunities offered by your subject beyond the classroom)
- Careers elements
- Literacy elements
- Oracy elements
- Numeracy elements
- Spiritual, Moral, Social and Cultural (SMSC) elements
- British Values (democracy, rule of law, individual liberty, mutual respect, tolerance of those with different faiths and beliefs or no faith) elements
- School Values (Confidence, Purpose and Respect) elements

Once curricula have been created it is expected that teachers will follow these and complete associated summative assessments, ensuring that their own lessons are well planned and resourced.

## Lesson Routines

We do not demand a certain style of teaching, but to support the delivery of strong teaching we require all lessons to be planned to include the features listed below. This is designed to promote consistent learning experiences for students across the school and to support our pedagogical view that students should always be challenged during their learning experience. Students should always be "working hard enough at hard enough work" (Cladingbowl, 2019). Our Teaching and Learning routine requires the following:

**Pupils should be greeted at the door by their teacher and here should always be a starter task that students can immediately engage with**– this allows teachers to build relationships with pupils, which promotes mutual respect between teacher and learner, and it also allows teachers to check uniform and deal with any other issues promptly. The nature of this task is left to the teacher's discretion, low stakes quizzing can be particularly effective here, or open retrieval tasks. What is essential is that the task is designed to be accessible and challenging to all students without too much initial input from the teacher

**Pupils should follow the school code of conduct** – All pupils agreed to the school code of conduct and should follow this at all time in lessons showing the school values of confidence, purpose and respect throughout their time at Carnforth High School

**The purpose of the lesson should be made clear to students early in the lesson** – this means explaining to students where within the Scheme of Learning the lesson is placed and how the intended outcomes of the lesson will contribute to the overall goal of the Scheme of Learning or the subject curriculum in general

**Throughout the lesson a variety of timely and appropriate formative assessment should be used** – this allows the teacher to assess the degree to which expected learning and mastery is taking place, to inform the remainder of the lesson and future planning, and to build a sense of confidence in students that they are learning and progressing

**Throughout the lesson students should listen to explanations and instructions and begin tasks independently** – This means that pupils should be expected to listen in silence to instructions and explanations and should be corrected when they are not doing so. Staff should use a signal, pause, insist routine to reinforce this expectation. Students should be expected to begin tasks and to work independently when asked to do so.

**Students should enter the classroom and be ready to learn, and should be packed up ready to leave before the end of the lesson** – this means that bags should be stored under desks and coats etc. placed on the back of chairs or in bags; requirements for equipment such as whiteboards or green pens should be made clear to students - this ensures that the end of the lesson is orderly, that students are not stressed or confused by rushing at the end of the lesson, and that students are able to arrive on time to their next lesson calm and ready to learn

Additionally, **seating plans** should be in place for each group (and be available for use by any staff covering the group), teachers should insist on **silence when instructions are being given to the whole class** and the school's **rewards and sanctions** policies should be followed consistently.

## Homework

Research shows that well-designed and planned homework tasks can serve a key role in students practicing skills, revisiting prior learning (spacing/interleaving/mastery), working to improve work based on feedback and developing independent revision practice. This can develop student confidence in their knowledge and skills and can also be important in developing metacognition, as students begin to think about their own learning.

**All homework must be recorded on the Epraise system.** This allows teachers, students and their persons with parental responsibility to see what homework has been set, what deadlines have been set and to access any relevant documents attached to the homework. Teachers may still issue physical paper-based work (such as worksheets or reading material). This can be given to students in lessons and they should store these in their student folders.

The most effective homework tasks are set by teachers in line with their curriculum planning or in response to findings from formative assessment or summative assessment. Therefore, the **frequency of homework** setting is decided at a departmental level by the Subject Leader. Decisions around homework frequency are discussed with SLT Links and are stored in the Subject QA Folders. Checking that homework is set in line with departmental policy should form part of the QA process (see Quality Assurance policy).

## **Student Response to Feedback**

Strong marking and feedback leads to a **dialogue** between teachers and learners. A key purpose of marking work is to indicate ways in which a student can improve. Regular opportunities to allow students to respond to their feedback should be planned into SoL with time set aside in lessons. Students should respond in **green pen**, improving quality of work, correcting literacy issues, extending the depth of their work, etc. Teachers should check that this response is being completed to the expected standard.

## **Formative Assessment**

In line with research findings from Hattie's *List of Factors Influencing Student Achievement in Visible Learning*, 2009 (updated 2017) and the ongoing work of *The Education Endowment Foundation* (see Appendix 1) we know that regular assessment of student progress and understanding within lessons, accompanied by high quality and timely feedback, has a strong positive effect size on student achievement.

We expect each department to be able to utilise an effective 'Assessment Toolkit' for their subject that allows teachers to **regularly assess student skills and knowledge within a lesson**, using this information to inform the remainder of the lesson and any future planning. This also instils confidence in students, as they can see that learning is taking place and that any issues and misconceptions are being addressed. They can also develop based on feedback. It is important that a wide range of assessment techniques are used, that these are often facilitated in a 'low stakes' way and that consideration of formative assessment is shown in curriculum planning.

To assist in this, regular CPD around assessment and feedback is delivered within school and external CPD opportunities within these areas are offered. Additionally, a wide range of toolkit resources from Gershon are offered within the school's shared drive and are accessible to all staff.

## **Summative Assessment**

Summative assessment is a way in which **progress against set goals** in skills or knowledge can be measured. Summative assessment may often occur at the end of a unit/topic/enquiry but should not be limited to this as summative assessment, like formative assessment, is part of a teacher's ongoing assessment of their students' knowledge and skills.

Consideration of the timing, nature and frequency of summative assessments should be made within curriculum planning. In order to perform effective summative assessments there needs to be goals against which the students can be measured. Summative assessment data is a key factor in deciding what to report in relation to student progress and attainment.

Subject Leaders and teachers will be aware of the prior attainment and KS4 predicted grades of all their learners. This should inform planning, teaching, assessment and tracking. However, in **year 7**, whilst a teacher may assign tasks with criteria matching, or similar to, those used in their KS4 courses, the way in which progress is reported in year 7 (see 'Reporting Progress') will not reference such grades or criteria. This is designed to promote student wellbeing and aims to remove from the students the sense that teaching and learning is *only* ultimately concerned with academic achievement. Sharing information with students about their progress and attainment in any work that is linked to KS4 exam criteria can be beneficial in the correct context and tracking such progress and attainment (combined with knowledge around prior attainment) may help Subject Leaders and teachers to plan more effectively.

Checking that summative assessments are completed in line with departmental policy and planning should form part of the Subject Leader's QA process (see Quality Assurance policy).

## **Reporting Progress**

There are three 'Progress Report' points each year. These are the times at which information for each student is entered by their subject teachers and this information is shared with any persons with parental responsibility. Assessments form a key contributing role in this information and accuracy of data tracking is therefore important.

### **Key Stage 3**

For **Key Stage 3** we will be using a reporting system in line with the new curricula being taught. For each subject the following will be reported:

- **Current Standard** – teachers will be asked to measure the progress of each student in their class against the expected standards set in their SoL and as measured against their assessments. They will be asked to identify which of the following four statements best suits the student:
  1. Exceeding expected standards
  2. Meeting expected standards
  3. Making progress towards expected standards
  4. Not making sufficient progress towards expected standards
  
- **Effort and Attitude** – teachers will be asked to report on the effort level of each student in their class. This part of the report will be **colour coded** on the Progress Report card that is sent home. The teacher will be asked to identify which of the following five statements best suits the student's level of effort and attitude:
  1. Excellent
  2. Good
  3. As expected

4. Less than expected
5. Poor

- **Issues Affecting Progress** – teachers can choose to identify **up to two** issues affecting progress (useful when a student is not ‘meeting expected standards’) that fall outside ‘effort and attitude’:

1. Attendance
2. Behaviour
3. Equipment
4. Homework

## **KS4**

For **KS4** we will be using the following:

- **Expected Grade** – teachers will be asked to measure the progress of each student in their class against their ‘Gold Target’ grade, as measured against their assessments. They will be asked to identify the grade that they believe the student will achieve at the **end of their current Key Stage**.
- **Effort and Attitude** – teachers will be asked to report on the effort level of each student in their class. This part of the report will be **colour coded** on the Progress Report card that is sent home. The teacher will be asked to identify which of the following five statements best suits the student’s level of effort and attitude:

1. Excellent
2. Good
3. As expected
4. Less than expected
5. Poor