



Chipping Sodbury School

Teaching & Learning Procedure

Approved by	LGB
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Linked procedures	Teacher Standards, Staff Development, Assessment, Appraisal / Performance Review, Behaviour

Rationale

High quality teaching is fundamental to ensuring our students receive the best educational experience at Chipping Sodbury School. An environment where students become curious to learn and are inspired by challenge will enable every student to make maximum progress and go on to have the best opportunities for further learning. Therefore, this document serves as a protocol setting out the very high expectations that will assist in supporting staff to ensure that they build on the teacher standards and are able to share best practice with others.

Aims

- To ensure that all staff support the progress of all groups of students and are considering the needs of all.
- To ensure that all staff model the very best standards and challenge students using the 'Learning Principles'
- To ensure that staff make Intent, Implementation and Impact central to their planning, delivery and reflection.
- To ensure that Challenge, Differentiation and Assessment Data are incorporated into planning and evident in learning walks and formal observations.

Guidelines for Teaching and Learning at Chipping Sodbury School

The following is a summary of 'The Great Lesson'

At Chipping Sodbury School we expect:

- 1.1 Every student to be ready to learn immediately at the start of the lesson. This involves students having a consistent experience across the range of their subjects. A 'Big Question' and 'Bell Task' facilitate this by immediately encouraging deeper thinking and engagement in their learning, stimulating students to enquire beyond the set parameters of the scheme of learning.
- 1.2 Every teacher to plan lessons with a focus on knowledge and linked learning. Through the 'Steps for Success' knowledge, both new and existing, is introduced with students being given focussed practise to demonstrate understanding. Misconceptions are identified and addressed through a learning check with staff adjusting where necessary before moving on.
- 1.3 Every student to understand what they are learning and why. Staff plan with the big picture in mind. Lessons are sequenced to a clear end point which considers both previous and future learning. This is shared through Bell

Work, The Big Question and the sequencing of lessons ensuring links are made and all knowledge is revisited appropriately.

- 1.4 Every teacher to plan lessons and schemes of work that incorporate elements of deep thinking. Students should be thinking as hard as possible for periods in the lessons to take them out of their comfort zones. As a result of this students should feel challenged and extensions tasks available to all.
- 1.5 Staff challenge passive learning and employ a variety of questioning techniques to develop a 'nowhere to hide' culture. Differentiation is key to successful deep thinking with all groups of students considered and able to access the curriculum.
- 1.6 Every teacher to plan for long term memory retention, this will often mean that activities may be restructured to assess student understanding, there may also be a range of consolidation activities that are followed up later in the lesson, through homework or through later lessons in the scheme. Analytical thinking, critical thinking, problem solving, abstract thinking and synthesis are all methods that may be used in the development of memory skills. This will be planned as the 'Steps to Success'.
- 1.7 Every teacher to plan lessons considering the four Learning Principles; Knowledge, Memory, Demonstration and Challenge. Whilst the 'Great Lesson' structure creates structure for quality first teaching staff are encouraged to become more autonomous in their delivery to ensure creativity of delivery and variety of activity.
- 1.8 Every teacher to plan considering the school Curriculum Pillars with consideration of Knowledge & Mastery, Literacy & Numeracy, Aspiration & Well Being, Community, Respect & Enrichment and Entitlement & Engagement.

Student progress is one of the most important priorities at Chipping Sodbury School and therefore effective teacher planning is fundamental in creating a successful learning environment whereby students can thrive and, as a result, make maximum progress. (Teacher Standards 2,4,6)

At Chipping Sodbury School we expect:

- 2.1 The teacher to plan the lessons effectively to account for the specific learning needs of individuals and groups of students
- 2.2 The teacher to develop a range of assessment strategies to inform planning and inform students of next steps.
- 2.3 Feedback and assessment that links to clear objectives.
- 2.4 Students should be able to act on instructional feedback which enables them to close knowledge and skill gaps, providing challenge for all.

High levels of literacy and numeracy are central in developing good outcomes for our students. The teaching of this should be ubiquitous in every teacher's lesson. Teachers must have consistently high expectations regarding the presentation of the students' work and model good communication and a positive attitude to reading, writing and maths. Planning and delivery of effective teaching of reading, writing, oral and mathematics are essential for every student to succeed. (Teacher Standards 4)

At Chipping Sodbury School we expect:

- 3.1 Teachers to provide feedback using the school Feedback and Marking Policy
- 3.2 Every teacher to use, refer to and develop keywords and subject specific technical terms
- 3.3 Students with delayed communication skills to benefit from early identification and appropriate specialist support
- 3.4 Students not to deface books, folders or planners and teachers to set high expectations for the quality of work.

Students learn in different ways and it is our collective responsibility to ensure that the students' educational needs are met. Teachers must adapt their teaching to respond to the strengths and needs of all students and students should be confident in asking what to do to improve. (Teacher Standards 1,5)

At Chipping Sodbury School we expect:

- 4.1 That the teacher has planned appropriate differentiation which enables all students to be taught effectively and make maximum progress
- 4.2 The direction of Teaching Assistants is accurate and dynamic in response to the needs of students
- 4.3 Teacher/student communication that allows the teacher to respond when students need support or further challenges
- 4.4 All teachers to be aware of SEN status and needs in their classrooms, according to the current SEN register
- 4.5 Teacher to plan for the provision of students that are disadvantaged to ensure that the attainment gap between the two groups is diminished
- 4.6 Teachers to plan the learning environment to ensure all adults are acutely aware of the needs of all students.

Learning takes place inside and outside the classroom and the teacher should support this by encouraging independent learning, including homework. (Teacher Standards 1,4)

At Chipping Sodbury School we expect:

- 5.1 Homework to be set according to the Homework Policy
- 5.2 Homework to be assessed to ensure that it is meaningful for the students
- 5.3 Homework to be regular, recorded by the pupils in their planners and set via Go4Schools.
- 5.4 Students to be encouraged to improve autonomy in the lesson
- 5.5 Differentiated homework to enable students to access the work independently and for all students to be challenged appropriately.

The classroom is conducive for learning the teacher should ensure that classrooms are engaging and that high standards of behaviour for learning are achieved. (Teacher Standards 1, 3, 7, 8)

At Chipping Sodbury School we expect:

- 6.1 Classrooms to be neat, tidy and ready to receive a class
- 6.2 Staff should be present at the start of lessons, greeting their classes
- 6.3 Incidents of lateness are challenged and followed up
- 6.4 The school behaviour policy is followed consistently
- 6.5 Staff have clear routines and expectations in line with school policy
- 6.6 Staff encourage and enthuse students through their love of their subject