

### A. Our Vision

At 'Cromwell Community College' we exist to provide high quality learning and teaching in a caring environment to develop the potential of all its pupils. Our aims are:

- ◆ To ensure that all pupils are engaged to attain their full potential as learners, to encourage independent learners who have a commitment to lifelong learning;
- ◆ To provide a framework by which excellence in teaching and learning can be achieved;
- ◆ To provide the basis by which the effectiveness and impact of learning and teaching across College can be monitored;
- ◆ To deliver high-quality lessons which stimulate, engage, challenge and inspire all pupils to learn and make progress.

These aims will be achieved largely through effective learning engendered by high quality teaching within our school. In order to achieve high quality teaching, and then maintain those standards, it is essential that all staff in the school are themselves taking part in learning and strive to assess and improve their own practice on a regular basis. In fact the school becomes a place where everyone is learning together. In this way learning and teaching, assessment and curriculum come together to create a school where we are all learners, where we use the curriculum as a vehicle for our learning and assessment to guide our progress. The diagram on page 2 illustrates the model and the timetabled CPD period creates the vehicle.

The SEAL and PLTS skills will be an essential tool in achieving these aims.

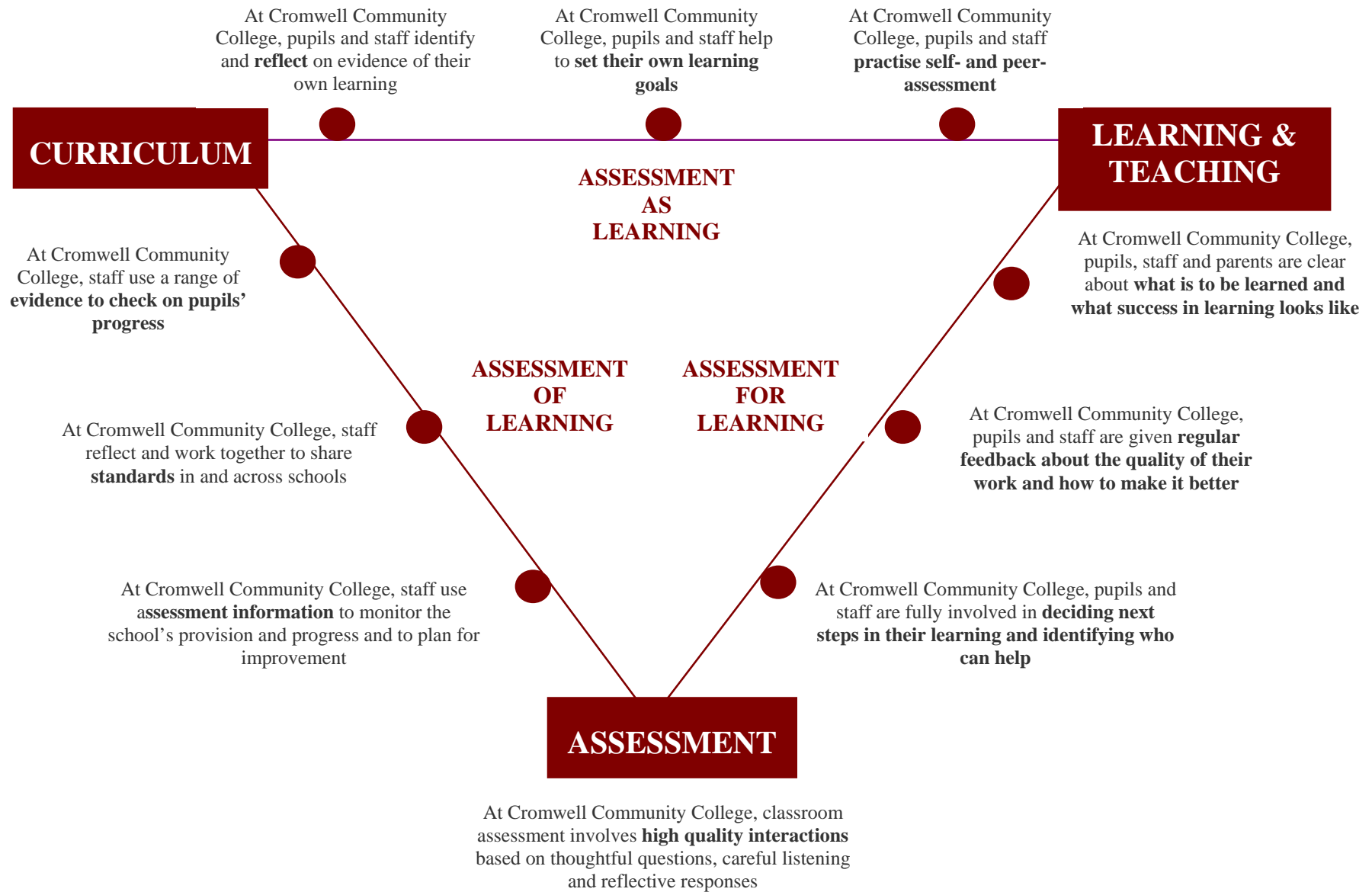
This policy has been produced to reflect existing good practice in Cromwell Community College and to guide current and future developments towards improving the quality of both learning and teaching. This policy will thus always be a working document which will be regularly reviewed to take account of future developments in education both nationally and in the school.

### B. The Learning and Teaching Environment:

The learning environment created by the teachers, teaching assistants and other staff in the school will allow all the learners in the school to develop the following characteristics which will allow them to become effective learners, utilising their Personal, Learning Thinking Skills and so fulfil their potential.

#### Learners who:

- do not fear failure but **feel valued** by their teachers and know their achievements are recognized
- become **increasingly aware of how they learn** but are also able to adapt easily to different ways of learning
- adopt a **collaborative** approach as well as being able to work **independently**
- are **confident** about asking questions, asking for help, expressing their thinking and listening to and **respecting others' ideas**
- **reflect on their own and their peers' progress** against clear learning outcomes and have a very good idea about **what they need to do to show improvement**
- take **responsibility** for and are active in managing their own learning often **setting their own targets** as active citizens within the school community.
- exploit skilfully the opportunities afforded by **ICT** to extend their knowledge and skills
- make use of learning opportunities provided by extra curricular activities and by interests out of school so that they will become **lifelong learners**.



Teachers have a pivotal role and good teachers are:

**Aspirational:** genuinely believe that the learner can succeed  
**Assertive:** decisive and confident, firm and fair  
**Encouraging:** positive and supportive, welcoming genuine error as an opportunity to learn  
**Enthusiastic:** believe in the value of learning, in what they are teaching, and enjoy the job  
**Experimental:** be prepared to use a variety of teaching pedagogy.  
**Humorous:** show humour naturally and put the learner at ease  
**Open:** prepared to challenge their own thinking and admit they may be wrong or do not know  
**Respectful:** genuinely like young people, care about them, listen to them, enjoy their company and do not use sarcasm or humiliation  
**Inspirational:** can inspire students to want to learn and to achieve  
**Collaborative:** are keen to share good practice with others.

C. Such teachers and teaching assistants will create learning environments which are characterised by planning which:

- creates well structured lessons
- takes account of prior learning including transition and provides a range of learning styles
- affords challenge and opportunities for all to learn at an appropriate pace
- specifies what learners are expected to learn based on agreed schemes of work and how and when learning is to be undertaken
- makes best use of available resources and of the support of appropriate staff
- builds in flexibility to take account of the reality of the learning environment and the needs of individual learners for example by differentiation.
- is flexible enough to be adapted to take account of pupil's contributions and the mood of the group
- engage and stimulate the learner by consciously showing enthusiasm and positivity for and about their subject and about learning
- allow for regular review of progress toward learning outcomes
- are varied to match learning needs and preferred styles of learning and which maximise the opportunities provided by the subject
- maximise opportunities to work directly with learners in whole class, group and individual situations
- uses ICT in the learning and the teaching process as appropriate
- promote positive social interaction
- use the display of examples of pupils work and other relevant stimuli
- uses questioning techniques which are skilful and excite the curiosity of all the learners, allows time for thought, values all genuine responses and exploits them to promote further understanding and allows the teacher to assess the levels of knowledge acquired
- facilitate and encourage pupils' own questioning, research and enquiry skills to improve independent learning
- organises physical resources in ways effectively
- is consistent about classroom procedures and implements the agreed i-Behave system of rewards and sanctions.
- shares the lesson objectives and reviews prior learning
- gives clear and appropriately pitched explanations, and instructions and uses modeling to demonstrate good practices

D. Teaching approaches which:

E. Classroom Management which:

**F. Assessment which personalises learning because it:**

- *recognizes effort and hard work*
- generates discussions which promote learning and build confidence, giving learners opportunities to express their thinking and use their initiative
- makes effective use of praise and encouragement and values of all contributions
- uses evidence of assessment of learning in the form of prior attainment to gauge learners' individual capabilities and their record of progress towards their longer term targets as recorded in reports.
- uses assessment FOR learning's six key characteristics
  1. sharing learning objectives with learners
  2. helping learners to know and recognise the success criteria they are aiming for
  3. involving learners in peer and self assessment
  4. providing feedback to learners which lead learners to recognise their next steps and how to take them
  5. promotes confidence that every learner can improve
  6. involving both teacher and learner in reviewing and reflecting on assessment information
- promotes the Assessment FOR Learning Ideal of [www.ebj](http://www.ebj) which stands for 'what went well ..... even better if'
- encourages assessment AS learning as
  1. learners and staff identify and reflect on their own evidence of learning
  2. learners and staff help to set their own learning goals
  3. learners and staff practice self and peer assessment (see Assessment, Marking and Reporting Policy

**G. Arrangements for Monitoring and Evaluating:**

Monitoring and evaluating the Learning and Teaching Policy will take place through lesson observations which will encourage a reflective approach and self evaluation by teachers leading to the identification of areas for improvement and the consolidation, sharing and celebration of best practice. Pupil observers to contribute to the review and development of the policy.

*The Vice Principal (Teaching & Learning) will observe and monitor the quality of learning and teaching, offering support and guidance so that quality is improved.*

*A Learning Group, comprising of the Vice Principal (T&L), Advanced Skills Teachers and Lead Practitioners will work with colleagues with the aim of turning satisfactory to good in 100% of lessons observed, thereafter turning good to outstanding.*

*Copies of all lesson observations completed should be sent to the Principal who will monitor standards.*

*Lesson observation feedback will be provided as per the lesson observation protocol on "Q" Drive.*

**Acknowledgements to the Highlands Council Education, Culture and Sport Service and Jack Hunt Community School Peterborough for use of elements of their Learning and Teaching Policy**

## APPENDIX 1

Teachers should plan for the inclusion in their lessons for a variety of the key characteristics of Assessment for Learning by:

### 1. Giving out the map – setting the scene

- ◆ Setting clear learning objectives – WALT (We Are Learning Today)
- ◆ Giving learning outcomes to students, ideally differentiated according to ability – WILF (What I'm Looking For)
- ◆ Modelling exemplar work
- ◆ Explaining the 'Big Picture' – how this lesson fits into the larger topic/real life
- ◆ Having high expectations that all students can improve is part of the ethos of each lesson

### 2. Giving Regular Oral Feedback

- ◆ Taking the chance for feedback that is more immediate than the marking of written work throughout each lesson
- ◆ Giving praise that explains 'why' it is good and specifically 'how' it could be made better ([www.ebi](http://www.ebi) What Went Well. Even Better If....)
- ◆ Modelling work that students have done within the lesson by display or other examples
- ◆ Ensuring that there are clear, shared expectations about the presentation of work

### 3. Using Questioning

- ◆ Questioning that challenges thinking
- ◆ Allowing students time to think through answers before taking responses
- ◆ Questioning to establish what students know/understand/can do
- ◆ Questioning which encourages students to explain their thinking and reasoning

### 4. Planned Formative Feedback to the student

- ◆ Marking of key pieces of work with comments that identify strengths/weaknesses/next steps using the [www.ebi](http://www.ebi) (What Went Well. Even Better If....) format and if APPROPRIATE giving a level at Key Stage 3 or a GCSE grade, A Level grade or Vocational level. This should be recorded in mark 'books' but not necessarily writing the Grade on the work.
- ◆ Marking for literacy should also be done using the guidelines below:  
Spelling, punctuation and grammar do need to be corrected as these are taken into consideration by examiners so we must help the students to recognise their mistakes but this must not be done in a way which results in a demoralising of students.
  - The following terms should be used across the school
  - SP for a spelling error
  - for a wrong word with the correct word written in the margin
  - P for a punctuation error with the correct punctuation added
  - // to indicate that a new paragraph was required

However it is recommended that no more than 4 different words per page are corrected. In addition to meet the varying levels of ability there needs to be a different approach to how we mark to improve literacy depending on whether the students needs help to correct the error or

only reminding of what they already know and so could correct the error themselves. An example of such a differentiated approach for the correction of spelling errors is shown below and a similar range of tactics could be used for other elements of marking to improve literacy.

<b>Very low ability</b>	<b>Low ability</b>	<b>Average</b>	<b>High</b>
The correct word is written in the margin	The correct word is written in the margin	Some words written out by staff in margin (if appropriate, recommend use of dictionary)	The correct word is not written in the margin
Underline the same word if it is repeatedly spelt incorrectly	Underline the word if it is repeatedly spelt incorrectly	Most commonly mis-spelt words should be corrected	
Correct subject specific as a priority	Correct subject specific and medium frequency words		

- ◆ Allow time for students to reflect on the teacher's feedback and, where appropriate, to make the improvements or to write down for themselves how they will improve their performance next time.

#### **5. Allowing Regular Peer and Self-Assessment**

- ◆ Giving students clear opportunities to talk about what they have learned and what they have found difficult, using the learning objectives as a focus
- ◆ Providing students with regular opportunities to assess each other's work to agreed success criteria so they are able to explain why it is good and how it could be made better
- ◆ Providing student-friendly structures (templates, writing frames, list of success criteria) for this to be a meaningful and valuable strategy.

#### **6. Giving Regular Summative Feedback (Assessment of Learning)**

- ◆ Mark the work giving a level at Key Stage 3 and a grade at KS 4 or 5 as well as giving formative feedback (e.g. [www.ebi](http://www.ebi))
- ◆ Ensure students at Key Stages 3 and 4 have an easily accessible record showing their current attainment, their target NC level or GCSE grade, and a strategy for improvement
- ◆ Explaining to students how their level/grade relates to their end of Key Stage 3 target level or target GCSE grade or target A Level grade or vocational level.
- ◆ *At all Key Stages a minimum of one piece of work per term must be marked in this way so that the data about the current level at which the child is working can be recorded.* This will enable the progress of all students to be monitored at subject level and across all their subjects. The progress of different groups of students can also be monitored effectively and action taken at Curriculum Area, Year or whole College level as required.
- ◆ Subject areas should plan how to incorporate Assessing Pupil Progress into their assessment schedule, in accordance with National requirements.

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## **APPENDIX 2**

### **Independent Study**

Cromwell Community College is committed to the value of pupils working by themselves away from the classroom. A survey of pupils and parents supports the view that this work not only reinforces what is done in the classroom but also promotes and develops independent study, a skill of enormous value for lifelong learning. There are now so many opportunities for further learning – the Library Resource Centre, Opportunities for Independent Study (OfIS), the town library and personal home computers – that the term Independent Study has replaced the term Homework.

College's commitment to offering these further learning opportunities to all pupils is such that the Library Resource Centre remains open every evening until 4.30 pm for pupil use.

There is always Independent Study to be done by all pupils – reading, research, use of the Internet and so on. Students should be actively encouraged in all curriculum areas to manage their own time and plan in independent study to their study schedules. This is obviously of benefit to their studies.

The different subjects do have some different ways of working. This means that some tasks will be offered on a weekly basis, where it is essential to reinforce and check immediately what has been covered in class with follow-up exercises. Other tasks will be offered fortnightly, when reinforcement and checks are needed on longer pieces of work. Some tasks will be offered over longer periods, when time for research, planning, drafting and final presentation are needed. This latter approach is certain to become more common as pupils move through College and into Key Stage 4.

Not all tasks will be written ones. Pupils will be given a range of tasks :reading, note-making, learning vocabulary or learning for a test, outcome based research, presentations, interviews, planning, even possibly creating an electronic application. There will definitely be revision before tests and examinations.

It is difficult to be absolutely precise about the length of time a pupil should spend on Independent Study each evening. A weekly task should take half an hour in Key Stage 3, growing to an hour in key Stage 4. Fortnightly tasks should take an hour in KS 3, growing proportionately in KS 4. Half-termly tasks will clearly take longer, perhaps the equivalent of 2 or 3 hours in Key Stage 3 and proportionately longer in KS 4. At all events, pupils will be given an indication of the requirements of a particular task should take.

The different nature of the tasks means that the “marking” will also be very different. Teachers will mark written work. They will also expect pupils to give evidence of research, to perform in a test following revision, to use planning to complete a task in class, to show that topics covered have been learned by pupils. Teachers will mark these tasks in a variety of

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ways. Pupils will also mark some tasks themselves, or embark upon peer assessment. The arrangements for assessing work are also given at the end of this policy.

College's undertaking to pupils and parents:

- Opportunities for independent, self study will be offered to all pupils
- Completed work will be assessed in whatever way is appropriate.
- All further learning opportunities will be planned, meaningful and relevant to work being done in College.

In return pupils and parents are expected to play their parts by ensuring:

- All work set as Independent Study will be completed properly in the time allowed.

Failure with Independent Study opportunities will be sanctioned by *Subject* teachers in the first instance and if required communicated to parents by Heads of Subject. Parents should then support College and pupils by ensuring that the work offered for Independent Study is completed.

Independent Study that is done regularly will mean additional progress and achievement for pupils. It will also provide them with the skills to become reflective learners who are responsible for their own targets and achievement. This will also be communicated to parents.

### **Guidance for pupils**

Why does College set tasks for Independent Study?

- to help you become independent or collaborative learners depending on the task.
- to help you develop the skill of planning and organising your work
- to develop time management skills
- to practise the skills you have learnt in lessons
- to do background work to prepare for what you will do next in class
- to help your teacher check your understanding of work covered
- to extend your knowledge by learning for tests and examinations
- to develop skills of research by finding information from books and other sources

You may study at home and you can certainly make use of the Library Resource Centre. Your College planner must be used to write down tasks set, and from time to time this will be

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checked by your Form tutor, your Head of Progress, or even the Principal! Careful use of your planner helps you organise your time and your work.

### **Guidance for parents**

#### **How do I know what tasks are set for Independent Study?**

Pupils should record tasks in their planners. It is their responsibility and although we check regularly it is impossible to check every individual. If it appears your son/daughter is not getting or doing the set tasks please check with their form tutor. Occasionally there is no Independent Study but this is the exception!

#### **Does College offer support for Independent Study?**

The College provides facilities in the Library and Resource Centre every evening until 4.30p.m. for pupils to do this study. Facilities include accessing computers, the Internet and the use of CD roms. **A Study Club is open to all on Monday and Wednesday evenings when staff are present to help and support pupils with Independent Study tasks.**

#### **Can my son/daughter use a computer?**

Subject teachers are quite happy for pupils to use a PC. If it is a task which needs to be done by hand then they will stress this when it is set.

#### **What if my son/daughter is struggling?**

If your son/daughter has tried for a reasonable length of time and still has not understood what to do or hasn't done very much or hasn't finished the task please write a note to the teacher in the planner or their subject book – some pupils are very good at trying to get out of working away from the classroom! It is essential this information is received before the deadline. It is important that teachers know about **genuine** struggles and pupils should not be afraid to ask for help from their teacher