Learning and Teaching at Chennestone and Beauclerc Schools

What we are trying to achieve:

- high aspirations and achievement for all children
- engaging, inspiring and challenging learning experiences
- happy and secure children who feel valued and included
- highly motivated, independent learners who show excitement and curiosity in learning
- an imaginative curriculum which fosters creativity
- a focus on learning and how to be an effective learner.
- children who are actively involved in and contribute to the learning process
- inclusive learning providing support and challenge for all
- Rights Respecting and Sustainable behaviours
- spiritual, moral, social and cultural enrichment and understanding
- a positive, rewarding and successful teaching experience

Core Values and Principles for Learning and Teaching

Ensure every child succeeds:
Provide an inclusive education within a culture of support and high expectations; make every child feel valued and secure, raise aspirations and achievement; involve parents.

Build upon what learners already know:
Structure and pace teaching so that pupils know what is to be learnt and how, set clear learning goals, make each learning experience count.

Make learning vivid and real:
Develop understanding through enquiry, creativity, use of new technologies, and thinking skills; make learning relevant and purposeful.

Make learning an enjoyable and challenging experience:
Stimulate learning through ensuring teaching techniques and strategies respond to the needs of pupils, make creative use of a range of learning opportunities appropriate to the material to be learned.

Enrich the learning experience:
Create an effective environment for learning, infuse learning skills across a broad curriculum, use a variety of learning experiences and the environment, foster curiosity, creativity and imagination.

Design assessment for learning:
Make children active partners in their learning, share learning objectives, use success criteria, encourage reflection and evaluation and give feedback which enables children to understand how to improve and develop their learning.

Develop learning skills and personal qualities:
Develop confidence, self-discipline and an understanding of the learning process; create effective, enthusiastic and independent learners.
1. We want each child to:

- Be excited and show curiosity
- Be inspired to learn and achieve their potential
- Raise their aspirations and be open to challenges
- Experience enjoyment, success and achievement
- Be confident, resilient and reflective learners – have a positive growth mindset
- Take risks, be inventive and enterprising
- Feel safe
  - expect respect
  - understand expectations
  - share learning difficulties
  - make mistakes and view them as an opportunity for learning
- Feel valued
  - have opportunities to make a contribution
  - receive constructive feedback
- See the ‘big picture’
  - know what they are learning and why
  - contribute ideas and design learning
  - learn in relevant contexts for a purpose
- Have learning matched to their needs
- Be supported in their learning but not confined
- Understand how to improve their learning
- Take an active part and lead their own learning: be able to learn independently
- Use talk / dialogue to enhance learning
- Reflect on and review learning
- Apply learning in different contexts
- Communicate learning effectively
- Produce creative and high quality outcomes
- Learn through active, varied, sustained experiences
- Learn with others to achieve more
- Have equality of opportunity
- Develop positive attitudes and attributes for life

2. Prerequisites to designing the learning experience

a) Creating an effective learning environment
b) Knowing children’s progress and attainment and their learning needs
c) Understanding what you want the children to learn and why – pitch and progression
d) Finding out children’s ideas and interests, what they know already, misconceptions

2a. Creating an effective learning orientated environment

The physical environment: builds emotional well-being and supports and motivates learning

Features include:

- Time is maximised, every minute counts, no waiting to learn
- Light and airy, appropriate temperature and noise levels
- Furniture is organised to create
  - a sense of space and order
  - a flexible teaching space
- Resources, including ICT, accessible, tidy and uncluttered, used appropriately
- Display supports and motivates learning, language-rich environment
- Motivating reading / quiet / role play areas
- Music used effectively for signage and mood

See checklist Creating an Effective Learning Environment – part A, the Checklist for a Learning Orientated Classroom and EYFS guidance
The emotional environment: An effective learning environment builds emotional wellbeing, pupils feel valued and secure, pupils show respect for a wide range of skills and viewpoints.

Features include:
- Respect, consistency, sense of order, clear expectations, independence, an open culture - valued by all
- Teacher / pupil talk builds self-worth and there is a good balance of pupil / teacher talk
- Talking / Learning partners organised and thinking and response time given
- Listening and collaborative skills are taught and developed, pupils work in a variety of groupings
- Pupils have personal space
- Positive behaviour highlighted
- Charters / codes of conduct agreed and referred to
- Assessment for Learning strategies embedded and reflective practices established
- Learning activities support and challenge and are varied in style and outcome
- Pupils have an understanding of themselves as learners
- Regular / planned use of, for example, circle time, PSHCE time, thinking time, activate, and opportunities and systems for pupil feedback

See checklist Creating an Effective Learning Environment – part B, Inclusion checklist, Learning Partner Agreement, RRS documents, the EYFS guidance

2b. Knowing pupil achievement and learning needs and age related expectations

It is essential to:
- know the achievement – progress and attainment of each child
- know what they need to do to improve – achieve age related expectations - pitch and progression
- build on previous learning to attain or surpass age related expectations
- set appropriate and challenging goals
- be aware of the child as a learner and their previous experiences
- understand specific learning needs and appropriate strategies

2c. Understanding of what you want the children to learn and why / Pitch and Progression

- The National Curriculum 2014 sets out what children should learn in each year group
- The National curriculum can be accessed via the following link  [www.education.gov.uk](http://www.education.gov.uk)
- School Curriculum documents support curriculum planning – see Curriculum Planning Folders and network
- The ‘Early Years Foundation Stage Framework’, March 2012 and ‘Development Matters’ provide guidance on learning from birth to five and documents such as ‘Learning, Playing, Interacting’ and ‘Finding and exploring fascinations’ promote good practice.
- Surrey LA provides some support materials for assessment particularly in Reading and Writing.
- At Chennestone and Beauclerc, each year group / class has a long term plan for the year and ‘Plans for Learning’.
- The 2007 Gilbert report, 2020 Vision, stressed the need for children to acquire the following skills:
  - Ability to communicate orally at a high level
  - Reliability, punctuality and perseverance
  - Knowing how to work with others in a team
  - Taking responsibility for and being able to manage one’s own learning, develop the habits of effective learning
  - Knowing how to work effectively without close supervision
  - Being confident and able to investigate problems and find solutions
  - Being resilient in the face of difficulties
  - Being creative, inventive, enterprising, and entrepreneurial
  - These are important skills for learning
2d. Finding out children's ideas, what they know already

It is important to:
• find out children’s ideas, prior knowledge and experiences and discover misconceptions
• involve the children in shaping the learning; plan and promote opportunities for pupil led learning
• encourage the children to ask questions and find out what they want to know
• know the starting point for developing learning and what you aspire to achieve
• inform pupils of the ‘big picture’, create Learning Maps / Journeys / display and use
• create concept / mind maps to add to or refer back to discuss / evaluate learning

3. What good practice in learning and teaching will look like in the classroom

The focus will be on ‘What are we learning?’ rather than ‘What are we doing?’
Good practice is evaluated by impact on and outcomes for learners, learning within and across sessions.

Key features of good practice will include:
• High level of pupil interest, engagement and achievement
• High expectations and appropriate level of challenge
• Learning is ‘visible’ and identifiable within a coherent learning narrative
• A positive climate and environment for learning
• Assessment for Learning and a range of formative assessment strategies
• Clearly defined learning objectives / outcomes not complicated by context (eg instructions not instructions for jelly)
• Contexts that are relevant, purposeful, linked to other areas of the curriculum / prior learning
• Children are clear about what they are learning and how to improve
• Success Criteria – key learning points / stepping stones to the learning goal – identified, shared, used and developed with the children
• Starting points which excite, motivate and inspire
• A balance of teacher / pupil talk including during the lesson introduction
• Questioning and dialogue promote learning - Talk for Learning –
• Quality dialogue - fewer but more discursive questions and the use of alternatives to questions
• Challenging, targeted questioning and opportunities for extended dialogue – higher order questions (HOT)
• The use of Learning / Talking Partners, ‘no hands up’, thinking and response time
• Modelling and scaffolding activities – pupils will be then be clear what is expected of them
• Opportunities to learn using the Do, Review, Learn, Apply process / cycle
• Active involvement of pupils from the moment they enter the lesson and including during the lesson introduction though the use of apparatus, white boards, fans, number lines etc, talking partners, collaborative evaluation, collaborative and practical activities, effective use of Teaching Assistants and varied outcomes
• Time is maximised, every minute counts, no waiting to learn – personnel and organisation ensures this
• The use of inclusive strategies including focused guided groups
• The use of resources and practical apparatus to support learning
• Opportunities to work collaboratively and develop skills of working as part of a group
• Practical activities, first hand enquiry and the use of the outdoor and the wider environment
• Opportunities to develop and apply communication, reading, writing and mathematical skills
• Outcomes which promote creativity and respond to different learners
• Teaching Assistants actively involved throughout the lesson. They have a clear role in the lesson and / or work with defined pupils on a focused objective
• Technology used to support learning where appropriate
• Opportunities for children to communicate their learning and develop quality and varied presentational skills
• Teachers respond to feedback during the lesson and adapt learning and teaching in the session
• Constructive feedback to pupils on learning throughout the lesson to move learning forward, clarify learning ensure pupils know what they have to do to be successful and improve, how much time they have to do it etc.
• Pupils know what ‘quality’ looks like – analysis of comparative examples – use of visualisers
• Reflection and evaluation of learning is modeled, given time and in use by pupils – use of visualisers
• Throughout the lesson pupils have the opportunity to reflect on and evaluate:
  o themselves as learners
  o what they are learning and how successful they have been – progress within lesson
  o what they need to do next to improve
• Music, physical activity, pupil voice and variety used to promote learning and well being
See following supporting documents for more details
• EYFS Checklist for a Learning Orientated Classroom
• Conditions for learning checklists – physical and emotional
• Assessment for Learning – Raising Attainment Checklist
• Collaborative Improvement, Challenge and Growth Mindset guidance
• Reflection Prompts booklet
• The 4 Rs documents
• Formative assessment activities / strategies to use in lessons
• Inclusion Checklist
• Effective Interventions Checklist and planning and evaluation formats
• Learning Partner Agreement
• Pupil Impact Lesson Observation Forms

4. Assessment

The key feature is **Assessment for Learning**:
• Clearly defined learning objectives
• Success criteria
• Formative assessment strategies
• Questioning and Quality Dialogue
• Quality feedback throughout lessons eg. use of visualisers
• Collaborative Improvement, reflection and evaluation of learning
• Ensuring the children are clear about what they have learnt and what they need to do next to improve

Feedback is mainly oral, involves the children in the lesson, is part of a process of reflection and improvement. It uses the ‘Collaborative Improvement’ process and dialogue between peers and children and adults. Time needs to be planned for this key aspect. Written feedback is minimised and must make an impact on learning / the learner if it takes valuable teacher time.

**Data tracking**
• Pupil baseline judgements are set in September against End of Year Age Related Expectations
• Teacher assessments are made each term against End of Year Age Related Expectations. These are evaluated and recorded on the school’s data tracking system (SIMS Assessment Manager)
• Intervention programmes are planned for pupils not making progress as expected
• Termly and annual summative assessments are used to support teacher assessments
• Moderation and standardisation activities in year groups / phases / schools maintain accuracy and consistency
• Parents receive a termly report on progress

See the following documents for more details
• Assessment policy and Assessment and Reporting Guidance
• Assessment for Learning – Raising Attainment Checklist
• Formative assessment activities / strategies to use in lessons
• Feedback policy
• Monitoring and Self review process

5. Inclusion

• Inclusive strategies are key feature of good practice in all learning and teaching
• Learning is matched to pupil needs and inclusive strategies are used to support and extend learning
• The Inclusion and the Effective Intervention checklists highlight key guidance on ensuring learning is inclusive
• Intervention activities / programmes are planned for pupils not making progress as expected
• SEND pupils have recorded provision which identifies the full range of support they are receiving
• More able pupils are catered for as part of everyday learning with some additional opportunities
• Learning is planned to challenge all pupils
• Positive behaviour strategies enable access to learning

See the following documents for more details
• Inclusion Policy and checklist
• Effective Interventions Checklist
• Promoting Positive Behaviour booklet
• Equalities Policy
6. What are we learning?

- How to be successful learners, confident individuals, responsible citizens
- Attitudes and Attributes / Learning Behaviours e.g. resilience, resourcefulness, reciprocity, reflectiveness
- Skills, for example, key skills in reading, writing, communication and mathematics, enquiry and thinking skills and subject based skills; as well as interpersonal skills and skills for maintaining an active and healthy lifestyle
- Knowledge and Understanding, for example, concepts and events that shape the world, relevant issues and contexts, Rights Respecting and Global Citizenship, Sustainability and ethical Enterprise
- Spiritual, Moral, Social and Cultural understanding

7. Planning

- Each year group creates an annual Curriculum Map and learning sequences are recorded on ‘Plans for Learning’ and narrative diagrams
- The Curriculum is planned for Purposeful Content, Imaginative Delivery and Learning Accomplishment
- EYFS have different planning processes and formats
- KS2 Year groups plan collaboratively, KS1 share good practice and ideas across both schools
- Planning procedures are set out in the annual Curriculum Planning Guidance and Pack
- Planning documentation is available on the school network
- Year groups keep a hard copy Planning File and a network folder of planning
- Policies and other documents are available on the school network

See Curriculum Planning Guidance Pack for more details

8. Organisation*

- Each class has a timetable with fixed sessions such as Mathematics, Phonics and PPA.
- The day usually starts with a 20 – 25 minute Guided Reading session
- In addition KS1 have a daily phonics session organised in ability / phonics phase groups
- There are English and Mathematics lessons / learning opportunities each day. Mathematics is set in KS2
- Science is a core subject and is usually taught each week
- Foundation subjects are taught in blocks and children receive a well-balanced curriculum over the term or year. They will not cover all subjects each week
- Both schools have class based ICT facilities and laptop trollies.
- It is important that English and Mathematics and ICT skills are applied in the context of other subjects
- Each class is timetabled for two hours of PE each week. At Chennestone this is mainly taught by an outside provider as part of PPA provision
- French is taught throughout the year groups at Chennestone and Beauclerc
- PPA is timetabled and provided mainly through PE and Arts sessions with additional top up-time from teaching assistants

* EYFS will differ

9. Monitoring learning and teaching

- Good practice is evaluated by impact on and outcomes for learners, learning within and across sessions.
- Members of the School Leadership Team are linked to year groups to support and monitor learning and teaching
- Together with their year groups SLT Links evaluate performance data and planning and formulate an action plan which is reviewed regularly. SLT report to Governors
- Learning and Teaching is supported by an embedded coaching programme linked to the SIP and Appraisal
- Issues arising from monitoring and evaluations are recorded in SLT minutes / action plans and the School Self Evaluation document and impact on School Improvement Plan priorities
- Governors review the curriculum and learning and teaching
- Appraisal objectives are related to learning and teaching and pupil progress
- The Inclusion Team / SLT monitor the progress of SEN pupils and vulnerable groups and report to Governors
- School Improvement Teams, SLT and Governors monitor School Improvement Plan actions and impacts.
10. Expectations of Staff

- Practice reflects school ethos, principles and policies
- Year teams plan collaboratively for learning
- Teachers and teaching assistants work as a partnership
- Accountability for roles and responsibilities
- Respect for pupils and colleagues
- Continuous professional development and improvement
- Participation in collaborative coaching activities
- Understand School Improvement Plan priorities and action initiatives
- All teaching staff actively contribute to the work of a School Improvement Team

11. The Curriculum

- Chennestone and Beauclerc Schools are committed to providing an imaginative curriculum, highly positive learning experiences and rich opportunities for varied high quality learning; developing the skills for learning through relevant contexts; making cross curricular connections and fostering creativity; allowing time for deeper, practical, sustained learning and enquiry; promoting SMSC development and maintaining the wider curriculum.
- We use the outdoor and wider environment, extended learning and enrichment opportunities, the ‘Arts’, enterprise, citizenship activities and Rights Respecting and Sustainable understanding to enrich and deepen learning and personal development.
- The Curriculum is planned for Purposeful Content, Imaginative Delivery and Learning Accomplishment
- EYFS follow the interests of the children and develop learning spaces, role play areas, through which the children experience and explore learning

We are continuously evaluating and challenging what and how we teach
The curriculum is constantly developing and responding to the needs of our pupils and change
Curriculum development and innovation is led by one of our three School Improvement Teams

12. Supporting Guidance

- **Good Practice Guidance Pack** including
  - Assessment for Learning checklist
  - Effective Interventions checklist and intervention planning and evaluation formats
  - Conditions for learning checklists – A physical & B emotional
  - EYFS an effective learning environment checklist

- **Curriculum Planning Guidance pack**
- **Assessment Policy and supporting guidance** including
  - Feedback Policy
  - Learning Partner Agreement
  - Reflection Prompts Booklet
- **4Rs Posters** – Resilience, Resourcefulness, Reciprocity, Reflectiveness
- Monitoring and Self-review Documents
- Early Years Policy and Guidance
- OFSTED Guidance

Other Related School Documents

- Inclusion Policy
- Promoting Positive Behaviour Booklet and related documents / formats to use
- Assessment and Reporting Procedures Booklet
- Guided Reading Guidance
- Collaborative Improvement Guidance
- Presentational Outcomes Guidance
- Staff Handbooks
- School and Surrey curricular Age Related Expectations documents
• School Improvement Teams and Staffing Structure
• Appraisal Policy
• Educational Visits Policy
• Equalities Policy
• Sex and Relationship Policy

• Healthy Eating Policy
• E-safety policy
• School Website

**Government Guidance**
• DfE website and guidance [www.education.gov.uk](http://www.education.gov.uk)
• National Curriculum 2014
• The Early Years Foundation Stage guidance documents
• Standards for Teachers
• Letters and Sounds / Support for Spelling

*Review date: Summer 2018*