LEARNING AND TEACHING POLICY
(including Home Learning Policy)

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Responsibility: Learning & Teaching

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1.0 INTRODUCTION

1.1 Purpose of the Policy

The purpose of this document is: to inform and involve teachers, and those to whom they are accountable, concerning the policies, procedures and plans of the College with respect to learning and teaching

By: being a focus for the process of discussion and development, and a working document offering practical guidelines and procedures

In order to: promote a high standard of learning and teaching throughout the College, and to work through OFSTED 'Good' to 'Outstanding'

1.2 The College believes that the single most important contribution to raising achievement and standards is the quality of teaching and learning.

- College values and ethos place high value on quality teaching and learning and give it a consistently high profile in the College's priorities for each year.

- Quality of teaching is good. Our challenge is to move learning outcomes, through good, to outstanding.

- SLT and middle leaders' job descriptions include accountability to monitor quality of learning. A policy on learning and teaching is necessary in order to establish an agreed set of standards against which quality can be monitored.

- Subject Leaders' and Heads of Schools' meetings enable regular monitoring of systems for teaching and learning that feed into subject and whole College Improvement Plans.

- Subject and pastoral reviews will play a major part in securing good practice across the College.

- Clyst Vale CC places considerable emphasis on the importance of CPD in raising standards. Teachers are encouraged to be involved in 'reflective practice': researching learning and teaching in their own classrooms and being involved in CPD trios. There is now an expectation on teachers' professional development (expressed in the Teaching Standards) to engage with, and be practical with, their own professional development.

- Clyst Vale CC will train and develop staff in learning and teaching strategies. The 'Thinking Schools' initiative is pivotal to our work in this respect.

- Clyst Vale CC recognises that the code of practice for the identification, assessment and provision for SEN emphasises the responsibility of all teachers in the identification, assessment and provision for students with special educational needs.

- The most recent OFSTED framework stresses the role of teaching and behaviour in securing effective learning.

2.0 TEACHING AND LEARNING

The quality of learning is the most important aspect of the College, and the quality of teaching is one of the most important factors contributing to this.

2.1 Learning

2.1.1 We recognise that:

- learning takes place in a social context and involves a complicated blend of cognitive, emotional and environmental factors
- the quality of communication between the teacher and learner needs to be good for effective learning
- the quality of the communication between learner and learner needs to be good for effective learning
- understanding is constructive; it is best demonstrated in a situation where something new is generated using existing knowledge and understanding

2.1.2 The College aims:

- to allow learners to make progress in their learning which will be deemed at least good by national standards
- to lay the foundations for a lifetime of learning through providing active, challenging and enjoyable learning experiences for learners who will be involved in and aware of the process of learning and become increasingly more independent and take responsibility for their learning
- to engender a positive approach to learning through the insistence on purposeful and co-operative behaviour, together with high standards of independent learning
- to train, develop and support teachers in unlocking the skills, knowledge and potential in our students
- to promote the use of resources which stimulate the motivation to learn
- to promote the organisation of appropriate learning situations which will bring about maximum student involvement
- To promote learning for progression through all Key Stages, and beyond the age of 18

2.1.3 The policies, procedures and plans for the curriculum, learning (objectives, resources, processes, organisation of learning situations) and assessment should complement each other in order to provide a meaningful experience for learners and teachers.

2.2 Effective Learning: Practice
This should be read in conjunction with individual subject policies

All members of Clyst Vale Community College are most strongly encouraged to take an active and full interest in their learning and to adopt appropriate Habits of Mind accordingly.

Where learning is effective, students….

1. **Are motivated to**
   - Take an active interest in their studies through encouragement and support from their parents/carers.

- Improve their performance and be willing to learn from areas for development as well as strengths.
- Enjoy lessons and readily respond to the challenge of the tasks set.
- Demonstrate, in assessments and tests, that they are performing at least as well as can be expected according to standards for their age and ability.
- Care about the presentation of their work and look after resources.
- Articulate a desire to be actively involved.

2. **Take responsibility for**
- Their learning.
- Evaluating their achievement of learning objectives/outcomes.
- Concentrating on tasks set and listening attentively when appropriate.
- Developing the confidence to raise questions, to try to find answers and asking for help when needed.
- Helping each other and working collaboratively as well as independently.
- Developing over time the ability to work autonomously and to take responsibility for their own learning, increasingly taking initiative. This is particularly important at GCSE and Post 16 level, where controlled assessment is often a major part of the final examination mark/grade.

3. **Have developed or are developing the following skills**
- Their learning.
- Persevere with tasks they find difficult, and maintain concentration.
- Respond positively to opportunities given to extend their learning and listen carefully.
- The ability to modify and redraft work.
- Meet deadlines.
- Retain knowledge, apply it in unfamiliar contexts and make connections with other work.

4. **Understand the implications of social learning by**
- Arriving on time to lessons, appropriately equipped.
- Being able to adapt easily to different ways of working.
- Evaluating their own work and making realistic judgements about it.
- Perceivably gaining in skills, knowledge and understanding, given their age and ability and the time available.
- Being able to decide the best methods to adopt and the resources they should have.
- Communicating information and ideas, offering comments and explanations.
- Feeling that they are valued by their teachers and that their achievements are being recognised.

2.3 Effective Teaching: Practice

All teachers will aim to:

2.3.1 Make their lessons purposeful
- Through carefully planned, well-structured and paced lessons.
- By allowing learning objectives to be clear to students either at the beginning of each lesson, task or topic (see subject schemes of work) or as the lesson develops, and

involving students actively in their assessment of learning achievement (not just a passive process).
- Through explicitly checking understanding and reviewing work covered in each task or topic.
- By teaching schemes of work or a syllabus to subject deadlines.
- By starting lessons on time and avoiding 'dead' minutes at the end.

2.3.2 Make lessons interesting and stimulating
- By consciously showing enthusiasm and positivity for and about their subject and learning.
- By devising imaginative/creative approaches to the development of knowledge, skills and understanding.
- By varying teaching strategies, learning activities and the learning environment to maintain students' interest.
- By using praise and positive reinforcement to foster self-esteem, motivation and confidence.
- By regularly displaying examples of students' work and other relevant stimuli.
- By encouraging students to demonstrate their skills through formal presentations, drama, debate, discussion and role play.
- Using ICT and multimedia presentation when and wherever appropriate to enhance the learning experience and outcome.

2.3.3 Create an orderly environment and manage classes efficiently (see Good Classroom Practice Checklist)
- By matching teaching strategies to lesson objectives and group dynamics.
- By organising physical resources in ways which will promote orderly classroom management.
- By being consistent about classroom procedures and the Behaviour for Learning Policy.
- By setting and marking home learning in a way that extends learning and bridges the gap between lessons.
- By keeping up to date and accurate records in mark book and submitting assessment data for reporting in line with the published deadlines.
- By being flexible enough to adapt their lesson plan to take account of students' contributions and the mood of the group.
- By setting and achieving high standards of behaviour and motivation.
- By regularly reviewing student grouping and seating to promote effective learning.

2.3.4 Match learning activities/opportunities to all abilities (DIFFERENTIATION)
- By using evidence of prior attainment to gauge students individual capabilities.
- By using information on individual's preferred learning styles to enable students to progress on tasks.
- By using data to plan individual interventions, seating and groupings within the class.
- By testing understanding and acquisition of knowledge through a variety of means
- By using appropriate differentiated materials, tasks and groupings which ensure students' active participation in lessons, for the most able students as well as for those with SEN.
- By working proactively with Teaching Assistants.
- By using effective questioning to allow all students access to the lesson content, and to provide stretch and challenge for more able, gifted and talented students.
- By setting high expectations for all students, rewarding achievements with praise (see also Rewards Policy and Special Education Needs Policy).

2.3.5 Develop positive and productive working relationships with students

- Through confident and assured command of subject matter, which is regularly updated.
- Through appropriate professional development, observations, discussions, and engagement with current research.
- By being clear with instructions, questions and explanations.
- By understanding and promoting the value of focussed discussion and setting ground rules for speaking and listening.
- By fostering mutual respect, both student to student, teacher to student and teacher to parent.
- Through actively promoting equal opportunities through the teaching and learning process (see also Equal Opportunities Policy).
- By encouraging parents to support student learning.
- By responding to all potential concerns within two working days and making sure that appropriate follow up is maintained
- By ensuring all controlled assessment is completed on time.

2.3.6 Use both formative and summative assessment to evaluate students' progress and to inform future teaching plans

- By using a variety of formative in-class assessment (Assessment for Learning).
- By marking consistently and positively in line with whole College and subject policies (see Assessment Policy).
- By giving regular feedback through marking of work and verbally to students about their work, and setting them achievable **"Even Better If"** targets.
- By giving them specific time in lessons to work on these targets (DIRT time)
- By encouraging self-assessment and peer assessment in the drive to strive for improvement.
- By encouraging and trusting students to take responsibility for their own learning, e.g. through guided study, self-assessment and small scale opportunities for them to teach the rest of a class or small groups.
- By checking progress against potential by critically using Levels of Progress or Value-Added target grades for each student.
- By statistically analysing individuals and whole class performance in relation to the provided data on SISRA.

2.3.7 Create further opportunities for learning

- All teachers have a responsibility to promote the College's Behaviour for Learning Policy and ethos with consistency (see relevant policies).
- Assemblies should start promptly, be well planned, involve opportunities for student participation wherever possible, offer time for reflection and finish in good time.
- Tutor time should be well organised.
- The College's Behaviour for Learning Policy should be promoted in all lessons around the school and when students are representing the school on trips and visits.
- Extracurricular activities should be open, and encourage all students who wish to attend. They should provide opportunities for extending learning beyond the classroom.
- Encourage and support students to develop an interest in the subject outside of the classroom.
- In order to have the most effective teaching, parents need to support teaching staff at the College by expecting students to achieve their best. The partnership between home

and College is a vital element in the success of every student and must be developed to the best possible degree.

2.3.8 Resources
- Resources used to present and support learning should suit the purpose of the learning objective.
- Learners are most likely to be motivated and involved if learning situations and resources are as 'authentic' as possible, allowing learners to use first hand resources and source documents.
- Where necessary and possible, resources should be adapted to suit the differing needs of the individual students.
- Relevant and recent material should be used wherever possible.

2.3.9 The organisation of learning situations
Learning situations should allow for maximum individual learner involvement in order to ensure experiential, active learning. Groupings within the class should reflect this and should be recorded on seating plans.

Informal, co-operative situations allow for learner involvement and encourage students to verbalise their learning.

A variety of situations should be used to suit the purpose and stage of learning (although it is vital that paired and group work should be used more frequently to promote independent learning and AfL principles):

- independent work (in class; at home)
- pair work
- group work
- whole-class work
- teacher/student exchange (verbal; comments on written work)

Although we recognise that extensive learning takes place within the classroom students should realise that there are opportunities for learning outside the classroom.

2.3.10 Teachers as Learners

All teachers are also learners and should be striving to evaluate and improve their practice. This means understanding both the teaching and learning process and building on students' skills, knowledge and understanding. Teachers are leaders of the learning environment facilitating all students to reach their full potential. In order to facilitate the learning process for teachers continuous professional development is provided (see CPD Policy)

3.0 HOME LEARNING POLICY

3.1 Principles

    3.1.1 Home Learning is the provision of appropriate tasks that support, extend and enrich students' learning whatever their year and ability. It may include tasks related to coursework/Controlled Assessment and Revision. Home Learning is worthwhile, relevant and an integral part of the curriculum.

    3.1.2 All statements in this policy refer to KS3, KS4 and KS5.

    3.1.3 The purpose of Home Learning is:

- To encourage students to develop the skills, confidence and motivation needed for lifelong Independent Learning
- To consolidate skills and understanding developed in College
- To extend College learning eg through additional reading or research
- To raise standards and improve results
- To develop and sustain the involvement of parents as partners in learning
- To manage particular demands, such as coursework/controlled assessment.

3.2 Practice

    3.2.1 Home Learning is timetabled in order to allow students, parents and staff to plan effectively. Teachers will ask students to write in the appropriate day in their Home Learning Timetable (page 7 of Planner).

    3.2.2 Tasks have a clear objective and are linked to schemes of work. Home learning is never set for the sake of it and should be an integral part of the learning objectives for the lesson. There may be occasions when it is not appropriate to set a task but this should be an exception and not the norm.

Suggested amounts per day		Approximate time per subject – dependant on the nature of the subject
Year 7	30-40 minutes	20 mins
Year 8	30-40 minutes	20 mins
Year 9	1 hour	20-30 mins
Year 10	1 ½ hours	30-45 mins
Year 11	1 ½ hours	30-45 mins
Year 12	4 hours per subject per week including independent learning	
Year 13	4 hours per subject per week including independent learning	

    3.2.3 The Student Planner is central to Home Learning. All students record their home learning in their planners. Teachers will check that students write down Home Learning in planners.

    3.2.4 Students are given adequate time to record Home Learning in their planners. The task is clearly written on the board and teachers ensure that students have explicit guidelines and parents can support where needed. Extended, projects-like tasks are structured and manageable. Sub-tasks and sub-deadlines are recorded in the planner.

3.2.5 Home Learning is set appropriately for all students, unless previously agreed in consultation with the Learning Support Department, with the provision of differentiated tasks wherever possible. Teachers are aware of their students' different abilities and are realistic in the setting of Home Learning.

3.2.6 More than one night is given to students to allow for completion of a Home Learning task.

3.2.7 Staff always acknowledge Home Learning promptly by marking or checking tasks. Other methods such as peer marking may be used sometimes. Feedback is, wherever possible, formative and will adhere to the College Marking and Feedback Policy.

3.2.8 The class teacher will contact home via the student planner if there are concerns about completion of Home Learning, and will notify the Subject leader. If Home Learning is not completed three times, students are placed in the compulsory Home Learning catch-up detention.

Home Learning Catch Up Detention

- This applies to Years 7-11
- First no HL – staff warns student, contacts home and record on SIMS
- Second no HL – department detention/intervention and Subject Leader logs
- Third no HL – teacher completes CVCC HL Catch-up Detention slip plus signature from Subject leader
    - The student will then be added to the list for the next available Weds session, a letter will be sent home, and the event will be recorded on SIMS
    - A reminder will be sent to the student through the tutor the day before the session
    - Students will attend the session for 1 hour after college, whether or not they have, by then, caught up that particular piece if work. They will be able to access PCs, and will be expected to work in silence on any HL or coursework research they have. A stock of revision guides will be available as well as online resources
    - These sessions will be staffed by a rota of SLT and Middle leaders throughout the year, necessitating 1 or max. 2 each per year

3.2.9 Any Home Learning missed deadlines are recorded on SIMS

3.2.10 Subject Leaders prepare a statement interpreting this Policy for their subject and monitor its implementation.

4.0 ROLES AND RESPONSIBILITIES IN IMPLEMENTING THE LEARNING AND TEACHING POLICY

4.1 The learner should:

- Be prepared to follow instructions of the teacher
- Carry out work to the best of his/her ability
- Be polite and respectful to teachers and other learners

4.2 The teacher should:

- Have regard for the College learning and teaching policy when preparing, delivering, and evaluating their practice

4.3 The Head of Subject/School should:

- Have regard for the learning and teaching policy when planning, administering monitoring and evaluating the department through documents (schemes of work; handbook; improvement planning), and observation.

  - Subject Leaders' monitoring focus - Learning/Student Progress/Teaching

  - Heads of Schools' monitoring focus – Learning/Student Progress

4.4 The Senior Leadership Team should:

- Have regard for the policy on Teaching and Learning in the context of national expectations/requirements when making decisions about, implementing, monitoring and evaluating all areas of the curriculum, assessment and the College in general.

  - Leadership Monitoring focus – Learning/Student Progress/Teaching across the College.

5.0 EVALUATING THE POLICY

This Policy is reviewed every three years through Governors Curriculum, Learning and Teaching Committee, and takes account of the following aspects:

- Learners', teachers' and parents' needs
- National policy and guidance
- Educational developments
- Priorities for improvement identified through the SLT/Subject Leaders/ Heads of Schools monitoring processes and associated improvement plans

Home-College Partnership

A message from the Governors of Clyst Vale:

Student achievement depends to a great degree on three things:
- effective teaching
- a student's own approach to learning
- and support from home

If one of these is missing, success and fulfilment are harder to achieve.

What we want, in common with all parents, is to help all students at Clyst Vale to reach their full potential and to make the most of the educational opportunities available.

We are committed in particular to a sustained effort to raise educational standards, and in this we seek the active support of both parents and students. To that end, the Home-College Partnership is an agreement between us all, designed to ensure that students derive the maximum benefit from their five or seven years at this College. It is based on mutual respect, common sense and tolerance. We expect students to show proper respect to others, to take personal responsibility, and to understand the importance of co-operation.

And if we can achieve that together, then we will be close to making these precious years at school the happiest days of your life. As a parent myself of two Clyst Vale students, I can say with confidence that striving to help you achieve to your full potential is something that the College does supremely well.

But everyone reading this has a part to play.

Simon Sanger-Anderson
Chairman of Governors   September 2014

As a College, we will seek to:

- Provide programmes of study and activities suited to the age, ability and aptitude of each student, with close reference to the requirements of the National Curriculum
- Offer educational, personal and careers guidance
- Monitor progress and report regularly to parents
- Establish and maintain, in consultation with students, a code of conduct and behaviour
- Maintain the College grounds and buildings to the highest possible standard
- Promote effective communication between home and College on all matters related to the education of our students
- Ensure that our students are treated with courtesy, consideration and respect
- Offer opportunities for students to take an active role in improving the College
- Actively promote the safety and welfare of all children and adults using the College premises

K P Bawn
Principal   September 2014

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