



Chesterton Community Sports College Teaching and Learning Policy

“Be the best that you can be”

At Chesterton Community Sports College, teaching and learning is at the heart of everything we do. We believe that all students, whatever their ability, should receive high quality teaching and learning throughout the curriculum so that they can achieve their full potential.

Aims

- To raise standards of achievement in all aspects of student development through well planned, inspiring and challenging lessons
- To make effective use of tracking systems to ensure that all pupils are making good progress and to ensure that set tasks are appropriate and adequately challenging
- To support staff in moving from good to outstanding teaching and learning
- To share good practice to support teaching and learning across the school
- To regularly provide opportunities for students to work independently and in silence
- To develop each student’s desire to achieve through a positive behaviour system
- To develop and communicate an ethos of high expectations throughout the school

community by providing students with opportunities to take on roles of responsibility

(e.g. prefects and leaders)

- To provide a rich and varied learning environment, that allows students to develop their

skills and abilities, working towards achieving their full potential

- To develop skills enabling students to deal with challenges and change
- To develop each student’s self- confidence
- To provide students with a clear purpose and context for their learning
- To promote a caring and considerate attitude towards each other within the school

community

- To focus on social skills that enable students to work and communicate effectively with

others

- To promote independence so that students can continue in post-16 education with

confidence

Teaching and Learning

- Quality learning is a result of quality teaching, which is itself informed by regular assessment through effective verbal and written feedback
- Assessment for Learning is an integral part of all planning
- Quality learning is enhanced by a variety of teaching styles and strategies
- Students should be encouraged by all staff to become increasingly independent learners

by making use of a range of independent learning strategies, and by providing regular

opportunities for students to work independently and in silence

- Students must be very much involved in their own learning and understand what they

need to do to improve through effective marking and feedback

- All staff have high expectations of all students
- Parents and carers have an important role to play in developing their child's learning and

need to be given opportunities to do this

Effective Teaching and Learning

When teaching, we focus on motivating the students and building on their skills, knowledge and understanding of the curriculum.

We base our teaching on our knowledge of each student's level of attainment, which is tracked on the school database. We strive to ensure that all set tasks are appropriate to each child's level of ability and adequately challenging. When planning work for students with special educational needs, we use information and targets set out in the student's Individual Education Plans (IEPs). We have high expectations of all students, and we believe that their work should be of the highest possible standard.

We plan our lessons using learning objectives from the National Curriculum. Intended learning outcomes are communicated clearly in lessons and in an age appropriate way, to students of all ages so that they know what is required and why.

Through our planning we offer opportunities for students to learn in different ways. These include:

- - problem solving
- - research and finding out
- - group/paired/independent work
- - whole class work
- - asking and answering questions
- - use of ICT
- - visits to places of educational interest
- - creative activities
- - participation in physical activity

We acknowledge that students learn in many different ways and we recognise the need to develop strategies that allow all students to learn in the way best suited to them.

We set academic, and where necessary, behaviour targets for students in each academic year and we share these targets with students and their parents. We review the progress of each student regularly and set revised targets termly. We recognise that targets are ambitious but prepare the students for high expectations. Layered targets are used in each

class to show development and support the progression of all groups of students. Every student is made aware of their targets and how they can improve.

Learning Environment

The learning environment plays a crucial role in the way students learn and achieve. We aim to provide a stimulating and consistent learning environment for all students.

Learning should take place in:

- A caring and considerate environment where all students feel safe
- An environment where interaction between adults and students is a part of everyday school life
- Classroom environments in which students feel valued, respected and safe
- An environment where it is acceptable to make mistakes and be challenged by their learning
- Time outside of the classroom, involving students making decisions about the way the school is run, in the classroom and school councils
- After-school activities, visits and activities arranged with the wider community, including

the local church, sport clubs and extra-curricular provision

This is achieved by:

- Creating and maintaining organised environments which set an example for students and encourage them to become actively involved in their learning
- Ensuring that the learning environment is stimulating and consistent
- Creating classroom environments with a range of displays that are stimulating, interactive

and celebrate students' work

- Providing drinking water and promoting healthy schools in order to contribute towards

good health

Classroom Management

All staff follow the school's policy with regard to classroom management. We also aim to achieve well-managed classrooms by:

- Establishing and maintaining robust routines and ways of working (e.g. lining up, completing the register, packing away and leaving the room calmly)
- Giving students a clear sense of responsibility
- Ensuring that resources are well maintained and well presented
- Ensuring that teachers are prepared for lessons, including the organisation and

preparation of teaching resources

Pupil Management

All adults take responsibility for maintaining standards of behaviour for all students in the school community.

All adults are expected to insist upon and maintain high levels of good behaviour when students are moving around the school, in the school hall and outside the school building.

The school's standards of behaviour should be maintained when on educational visits outside school, including sporting events and when outside visitors come into school.

Pupil Voice

The students at Chesterton Community Sports College are central to the learning process, so it is crucial that they are involved in communicating their thoughts and feelings about the teaching and learning at their school. Pupil Voice is obtained in a number of ways at Chesterton and influences decision-making and policy change.

- Pupil Voice in lessons – this ensures that students are clear about their learning and can talk about their own individual progress and needs
- School Council – meetings take place regularly to discuss wider issues that affect the students, for example, litter on the playground, bullying, food in the canteen, etc.
- Pupil Voice during staff interviews – the involvement of a wide range of pupils provides invaluable support in the process of employing new members of staff
- Leaders – pupils are given opportunities to be subject, house and sports leaders, where they are given a range of responsibilities and are encouraged to organise a range of activities to support their area
- Other Pupil Voice – informal discussions take place during the school day

Review

This policy will be reviewed in line with priorities stated in the school's Improvement Plan.

Signed: *M Dolman* (Chair), *R Swindells* (Head)

Date: December 2016.

Review: December 2019