



# Central Co-operative Learning Trust Teaching and Learning Policy

## **Rationale:**

Providing all pupils with high quality teaching and learning is key to ensuring excellent progress and preparing children for the next stage in their education. This policy aims to outline the expectations for teaching and learning within each school in the Trust and should be read in conjunction with their own Assessment policy to provide a complete picture.

All schools within the trust are expected to follow the fundamentals of teaching and the pedagogical principles, but retain the autonomy to exemplify the aspects identified within the policy. This will be communicated through their own Teacher Toolkit, which will help teachers to develop their practice in line with the policy. Each Toolkit will give more detailed consideration to the barriers to learning faced by each individual school's community. School leaders retain the autonomy to determine the best way to monitor the quality of teaching and learning, unless the Trustees have determined otherwise.

## **Aims:**

The Trust aims for every lesson to exemplify our three fundamentals of teaching. As a result, all lessons should be:

- Purposeful – so that pupils understand what and why they are learning, including links to the wider community
- Engaging – so that pupils are enthused and motivated about their learning, giving them the opportunity to experience a variety of approach and activity
- Relevant – so that pupils' learning is contextual and driven by their experiences

Teaching and learning in the Central Co-operative Learning Trust revolves around the six pedagogical principles of great teaching shown in the diagram below:



### The six pedagogical principles:

	<ul style="list-style-type: none"> <li>• Teachers plan work that challenges pupils of all abilities</li> <li>• Pupils are regularly required to 'think hard' in their lessons</li> <li>• Pupils are expected to move onto more difficult concepts once they have become fluent in their previous learning, both within and between lessons</li> <li>• Teachers provide regular opportunities for pupils to develop higher order thinking skills</li> </ul>
	<ul style="list-style-type: none"> <li>• Pupils develop resilience by 'having a go' and experiencing failure as well as success</li> <li>• Pupils understand the need to be able to work independently and as part of a team</li> <li>• Pupils and teachers are reflective in their work; they can identify when things have gone well and explain how things could have been even better</li> <li>• Parents are given opportunities to be made aware of what and how their children learn</li> </ul>



- Teachers' excellent subject knowledge leads to clarity of explanation and allows them to skilfully unpick misconceptions, so that all pupils know what they have to do and how to do it
- Teachers help pupils to deepen their understanding through effective and challenging questioning
- Pupils are provided with examples of what a successful learner would do through quality modelling
- Pupils are given appropriate time to practise the things they are learning and this is facilitated by the teacher and other adults



- Teachers plan activities that are well matched to pupils so that all are challenged from their relative starting points
- Pupils are provided with timely feedback through peer, self and adult assessment that help them to further improve their work and teachers to adapt the learning



- Teachers make effective and efficient use of lesson time to maximise pupil progress, at a pace appropriate to the group being taught
- Teachers and pupils use resources and space well to enhance the learning experience
- Teachers and pupils work together to create an exemplary atmosphere for learning; positive attitudes are recognised and unacceptable behaviour is tackled consistently



- Pupils feel safe and demonstrate a willingness to take risks and be creative
- Teachers and pupils have the confidence to share their strengths and areas for development and this leads to further opportunities to improve
- Teachers create opportunities for pupils to take risks and to persevere in their learning; pupils respond positively to these opportunities and develop resilience
- Positive relationships are established between all adults and pupils