



Teaching and Learning at North Chadderton School: Guidance



Responsible

Resourceful

Resilient

Reflective

Reasoning

TEACHING AND LEARNING GUIDANCE

North Chadderton School aims to provide high quality learning experiences for all students. The quality of teaching is vital to ensuring that all students are equipped with the knowledge and skills to succeed both within and beyond an educational setting. Teaching and learning is central to the ethos of the school and we aim to provide students with a commitment to learning through an environment that allows all students to achieve.

We expect that all teachers plan and deliver high quality, dynamic and engaging lessons in which all students are supported and challenged to make good or better progress. We aim to foster the school's principles of the 5Rs of Responsibility, Resourcefulness, Resilience, Reflection and Reasoning, within a culture of innovative and exciting Teaching and Learning.

We encourage teaching staff to engage with our principles of quality Teaching and Learning and our core expectations (see **Appendix 1**) of facilitating effective learning at North Chadderton School. However, it is vital to remember that creativity, risk taking and the craft of individual teachers is important for our Teaching and Learning approaches to innovate, engage and inspire.

KEY PRINCIPLES



At North Chadderton School, we want all of our students to be:

- **Successful;**
- **Effective contributors;**
- **Responsible citizens;**
- **Confident individuals.**



All students at North Chadderton should have access to a curriculum that is appropriate to their needs, engaging, and ensures that they become work and life ready.



In order to ensure that all students experience high quality learning experiences, Teaching and Learning at North Chadderton School will:

ENCOURAGE PARTICIPATION

Students should be empowered to participate actively in their own learning. Teachers should foster learning environments that result in positive relationships that enable students to thrive.
Students should be confident to ask questions, seek support and reflect on their own learning.
Lessons should include opportunities to promote and explore positive values, discuss and debate and work collaboratively as learners.

BE BASED ON A FOUNDATION OF HIGH QUALITY PEDAGOGY

Learning should be driven by the strong subject knowledge of teachers, providing engaging learning opportunities that inspire. Teachers' planning should reflect good understanding and application of a range of pedagogical approaches that enable students to think critically and creatively.
Learning should be appropriately challenging, accounting for students' starting points and progress so far and be paced to reflect students' needs.
Students should be encouraged to question, explore, investigate and be reflective about the world and their own learning. Questioning should create opportunities to assess, challenge and support students in making progress.
Feedback (using a range of opportunities) should be regular, and equip students with the skills to reflect, revise and make considered next steps.
Lessons should foster a love of learning, challenge students' thinking and reflect the foundation that all students can succeed.

DEVELOP CORE SKILLS

Learning opportunities should allow students to develop core literacy and numeracy skills to allow them to access the wider curriculum. There should be opportunities for students to problem solve, reason, collaborate and be flexible in their approach to learning.

Teaching should be flexible and adaptive, responding to students needs, interests and questions. Teachers should aim to build independence and resilience in learners, supporting students in acquiring the skills that they need to become work and life ready.

Home learning opportunities should be promoted to support students in learning and revising independently, alongside providing challenges to explore, enquire and discover for themselves.

PROMOTE REFLECTION

Students should be able to be critical thinkers, through questioning, investigating and creative expression.

Learning should equip students with the skills to become confident learners who are conscious of their own learning approaches, can seek help when required and articulate their understanding.

Teachers should model good learning habits, by developing their own practice through wider learning.

Teachers should be reflective practitioners who actively engage in opportunities to promote their own professional development.

CORE EXPECTATIONS OF TEACHING AND LEARNING

- Meet and greet students at the start of lessons whenever possible.
- A purposeful, prompt start to the lesson such as a Do Now task.
- Learning Objective or Success Criteria shared with students.
- Differentiated challenge to enable all students to meet targets.
- High expectations of all students.
- Structured dismissal at the end of lessons.
- Explicit delivery of core literacy skills using school strategies.
- Quality feedback (both written and verbal).
- Green for Growth.
- Positive behaviour for learning strategies including praise, IRIS points and Above and Beyond tickets.
- C System consistently applied in line with school policy.
- Teaching Assistants deployed effectively.