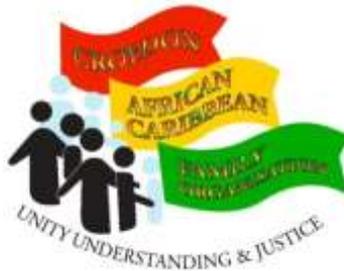


# CACFO UK EDUCATION CENTRE



## Teaching and Learning Policy

<b>Approved by:</b>	Governing Body	<b>Date:</b> 8 June 2021
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<b>Signature:</b>	<i>Debra Douglas</i>
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<b>Last reviewed on:</b>	April 2021
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<b>Next review due by:</b>	April 2022
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## **Introduction**

“CACFO Education Centre aims to provide an inclusive and diverse place of learning that allows young people to overcome challenges, fears and lack of confidence and excel in their academic and personal development.” CACFO Vision Statement

The following protocol is designed with our school vision in mind along with the following principles of teaching and learning which guide the work in the school:

- To challenge and raise standards
- To encourage pupils to become responsible and independent learners

The aim of this document is to set out a clear set of high expectations and a common approach to teaching and learning at CACFO so that teachers, parents/carers and pupils are aware of and can work towards the highest possible standards of education. It is designed in such a way that the teaching staff are encouraged to adopt their own style of teaching (but with a common goal) with regular monitoring of teaching and learning which takes place to ensure that high standards are always met which will result in the best outcomes for pupils.

This policy exists to clarify what we see as best practice and to clarify the expectation the school has for staff and pupils to ensure that all our pupils learn well in every lesson.

## **Planning and implementation of learning activities**

It is imperative that teachers plan schemes of work and deliver lessons that enable pupils to work towards the learning objectives and make progress towards the success criteria. Whilst teachers may have their preferred style of teaching, it is important that the agreed range of practices are followed to ensure the best outcomes for all pupils in all lessons.

## **Schemes of Work**

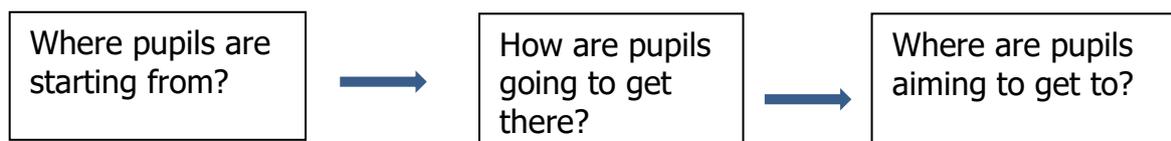
The available template (see appendix 1) is the preferred format at CACFO and these schemes of work will meet all of the criteria set below.

- Clarify objectives, including success criteria based on the agreed assessment as well as what we want pupils to remember long after completing the unit, (knowledge and/or skills);
- Identify prior learning to ensure clear progression;
- Where applicable make reference to where or how learning will be re-visited to ensure we are developing long term retention in our pupils.
- Identify clearly the subject knowledge to be taught;
- Include suggested learning activities that can be adapted by teachers to suit their teaching style and the learning preferences of their pupils;

- Include references to differentiated work to ensure all pupils are challenged in line with their ability;
- Provide opportunities for developing independent and collaborate learning
- Include literacy, numeracy and communication opportunities and how they will be taught;
- Detail how the unit will be assessed and include opportunities for a variety of assessment for learning strategies throughout;
- Include spiritual, moral, social and cultural (SMSC) considerations and opportunities to develop pupils' aspirations;
- Identify relevant and challenging opportunities for home learning;
- Include links to real life contexts when appropriate;
- Include a knowledge organiser (appendix 10)

### **Lesson Planning**

Lessons should be planned to keep focus on the learning objectives and intended outcomes so that pupils move forward and make progress in the learning every lesson relative to their starting points. Teachers are strongly advised to use the agreed lesson plan in appendix 2.



Teachers should strive to ensure that their planning allows for the following criteria to be met in each lesson:

1. Planned lessons allow all pupils to progress in their learning
2. Learning objectives should be evident and clear to all pupils.
3. Learning outcomes should be made clear and success criteria shared with all pupils
4. A variety of learning activities should be planned, taking into account the individual needs of the pupil
5. The use of resources, including ICT, must be carefully planned to enhance learning
6. A variety of active questioning techniques should be used and, where possible questions should be pre-planned
7. Incorporate a variety of assessment for learning (AFL) techniques to check for understanding and test if learning objectives have been met.
8. Use responses to inform subsequent lesson planning

## **Teaching:**

1. Teachers should encourage individual, small group and whole class activities; all of which promote independent learning
2. Positive behaviour for learning strategies should be used with a classroom ethos of praise and encouragement. Appropriate school behaviour policy should be followed for behaviour management.
3. Teachers are responsible for self-evaluating their own subject knowledge and understanding of changing educational initiatives
4. Teachers should self-evaluate the quality and effectiveness of their own teaching and classroom management (appendix 4)

## **Assessment and marking**

Effective use of data is critical to inform pupils, parents and other staff of pupil progress towards targets.

1. Teachers should assess pupils' work regularly, according to the school's assessment marking and feedback framework.
2. Teachers should make use of AFL techniques in every lesson to check for understanding and identify gaps in pupils' knowledge and understanding
3. Teachers should use analysis of assessments and tracking data to inform their teaching and to structure intervention strategies.

## **Tracking pupil progress**

All teachers have the responsibility to regularly and accurately assess each pupil's achievement and to track their progress made against individual target grades. This is reported to the parents termly. All teachers will identify all pupils in their subject area in need of additional support. Interventions put in place will be recorded on the pupil's IEP document and will be used to inform planning.

## **Monitoring and evaluation of Teaching and Learning**

Review of teaching and learning is on-going and regular.

Our aim is to ensure that:

- we make secure judgements of teaching and learning across all subjects
- we monitor and evaluate progress of pupils during a lesson and over time
- we identify group and individual training needs across the teaching and supporting staff

These will be achieved by:

- conducting regular multi-focus learning walks (appendix 8)
- conducting full lesson observations one per year (appendix 3)
- conducting book scrutiny (appendix 5)

- behaviour learning walk (Appendix 9)

### **Support for teachers**

Staff are supported in improving their teaching in the following ways:

- Observing good practice from colleagues
- Teachers working together at INSET and other sittings to enhance their own practice
- One-to-one session with team leader
- CPD sessions
- External courses when necessary

### **Pupil and parent involvement**

Students' views about lessons will also be sought as part of the whole lesson evaluation. Pupils will use scripted text or one of their own to give their views at the end of a lesson. As part of the marking and feedback system, pupils will also use the, 'What Went Well' (WWW) and 'Even better If' (EBI) to reflect on marked work. They will also have the opportunity in our weekly review to share their views on lessons in general.

Parents are asked to monitor the home learning according to the home learning timetable and to check their child's planner regularly. They are also asked to enable home learning to be completed at home but, if this is not possible, for them to encourage their child to utilize the after school home learning club which they can access one day per week.

### **Home learning**

Home learning is being encouraged as an essential part of a successful education to help support pupil's ability to learn in a variety of context and to enable their successful return to mainstream education. It helps to promote our intent for pupils to become 'responsible and independent learners'.

There is a home learning timetable designed to make home learning enjoyable, manageable and help to consolidate what was taught and provide a link to the sequencing of lessons to be taught. It is targeted to ensure pupils get to work on areas of weakness. The home learning timetable will change to reflect the timetable whenever there is a change so that there is continuity with how pupils make association in their learning.

We aim to make home learning purposeful, and that it enhances the pupils' learning journey. Home learning can be completed in home learning exercise books, work sheets, or on learning platforms such as Microsoft teams and Seneca.

Completion of home learning is part of the reward system which takes into consideration, completion, individual efforts made to complete and using own initiative. Equally, parents will be contacted if pupils regularly do not engage with home learning.

### **Marking, assessment and feedback**

It is important to provide constructive feedback to pupils, focusing on success and what is needed to improve against learning intentions. This enables pupils to become reflective learners which then helps them to become responsible and independent learners which then close the gap between what they can currently do and what we would like them to do. The ultimate aim is to ensure that the marking and assessment process aids pupils on their journey to make progress over time and enjoy what success looks and feels like.

### **Marking and feedback should:**

- Be manageable for teachers and accessible to pupils;
- Relate to the learning objective and success criteria;
- Give recognition, praise and rewards for achievement, effort and presentation;
- Offer clear strategies for improvement;
- Be regular and returned to pupils promptly in order for feedback to be relevant;
- allow specific time for pupils to read, reflect and respond to marking;
- inform future planning;
- use consistent codes across the school, particularly for literacy and numeracy where appropriate;
- ultimately, be seen by pupils as a positive approach to improving their learning

Valuable evidence of effective marking and feedback will be gathered during the book scrutiny process and provide an opportunity to promote pupil progress. (Appendix 5)

### **Editing/Marking codes**

Teachers are encouraged to use a standardized set of codes when marking as well as stamps and stickers. At the end of each piece of completed work, teachers will also use the teacher feedback and pupil reflection to provide positive comments and guidance on how to improve. It includes: what went well, even better if, vocabulary and punctuation and any concepts to recheck. The pupil reflection allows the pupil to identify what went well for them and what they could have done better.

## Below is a list of codes used:

General codes			
HL	Home Learning	WWW	What went well
SA or PA	Self-assessed or Peer- assessed	EBI	Even better if...
Pres.	Presentation issues	VF	Verbal Feedback
Literacy codes			
Sp.	Spelling	//	New Paragraph
P	Punctuation	?	Not clear
C	Capital letter	^	Something is missing
CL	Misuse of capital letter	Gr.	Grammar
SS	Sentence structure	H	Homophone
SxV	Subject and verb do not agree		
Numeracy codes			
Acc.	Accuracy (e.g. rounding numbers)	Units	When units are not shown
SW	Show working		

## Marking pupils' work

- Pupils' work is marked in a colour that can be clearly seen.
- Not all work has to be graded. Formative marking is marking that helps the pupil to improve. Assessment for learning best practice recommends comment only as one of the best ways to encourage students to engage with the assessment dialogue between teacher and pupil.
- Summative feedback and marking is associated with work where grades can be linked to the numbered GCSEs. Teachers will be expected to mark two graded pieces of work within the half-term.
- Pupils will at times be encouraged to self-assess. In this case this is indicated by either SA as stated above or a self-assessed stamp.
- Peer assessment is also encouraged where pupils can develop critical skills. This is indicated with PA or with a peer-assessed stamp.
- At times, verbal feedback will be given and this is indicated with VF or with a verbal feedback stamp.
- Literacy is marked in all subjects and emphasis is placed on the spelling of subject terminology.
- Teachers are encouraged to mark for presentation of work regardless of the subject area.

We aim to improve the reading, writing and communication of our pupils and as such have put these steps in place:

- Ensure that all teachers share the responsibility for developing and supporting literacy and feel confident to do so within their subject area.

- Ensure that all teachers have their list of vocabulary for each lesson which pupils write in their vocabulary books and are continually tested on for accuracy and meaning.
- A literacy catch-up programme which is delivered by the English teacher as part of the literacy timetabled session and is available for those pupils identified as needing some kind of intervention.
- Teachers will provide opportunities for pupils to verbally express ideas, develop their listening skills and speak for a variety of purposes and in full sentences.
- Teachers will use the reading age data in addressing reading aloud in class for example.
- Teachers will encourage pupils to read for pleasure and as such encourage them to borrow books from the library.
- Teachers will provide the opportunity to read and follow instructions and interpret written questions.
- Most lessons require pupils to write notes etc. and as such teachers will provide the opportunities for pupils to communicate in writing using a range of techniques and vocabulary and present their work with pride.
- Ensure that pupils are provided with the opportunity to use the computer effectively by using a variety of applications and producing work.



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## LESSON PLAN

<b>Subject:</b>	<b>Tutor:</b>	<b>Date + Time:</b>	<b>Ability range:</b>
<b>Topic:</b>		<b>Learning objectives:</b> (Could be posed as a question to arouse interest)	
<b>Learning Outcomes:</b> (linked to assessment criteria)		<b>Links to previous learning and assessments</b> (how does this lesson fit into your current scheme of work?)	
<b>Differentiation and challenge:</b>			
<b>Contextual learning in Literacy / Numeracy / ICT:</b>			
	<b>Teaching strategies</b> (including methods of assessment to demonstrate progress)		<b>SMSC considerations</b>

	<b>Starter:</b> (Could be reflecting on feedback or finding out what they know)	<b>Presentation of work</b>
	<b>Learning activities</b> (underline or highlight any new learning) and AfL opportunities	<b>Use of resilience time:</b>
		<b>Resources:</b>
	<b>Plenary:</b> (used to review lesson objectives and consolidate learning)	<b>Home learning:</b>



<h2>Lesson Observation Form</h2>
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Teacher			
Subject		Date & Time	
Lesson Theme			

1 Set high expectations which inspire, motivate and challenge pupils
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2 Promote good progress and outcomes by pupils
--

3 Demonstrate good subject and curriculum knowledge
---

4 Plan and teach well-structured lessons
--

5 Adapt teaching to respond to the strengths and needs of all pupils
--

6 Make accurate and productive use of assessment

7 Manage behaviour effectively to ensure a good and safe learning environment

8 Fulfil wider professional responsibilities

Targets/Areas for development

Observer's signature

Teacher's signature



Lesson Evaluation		
<b>Subject:</b>	<b>Lesson Title:</b>	
<b>Teacher:</b>	<b>Year groups:</b>	<b>Date:</b>

General Overview:
<b>What went well?</b>
<b>What went less well?</b>

Learning:
<b>What evidence do you have that shows which pupils have achieved the learning outcomes?</b>
<b>What evidence do you have that shows which pupils have <u>not</u> achieved the learning outcomes?</b>

Management and control:

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<b>Plans for next lesson:</b>
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<b>Additional Comments:</b>
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## BOOK SCRUTINY

<b>Subject:</b>	<b>Teacher:</b>	<b>Date:</b>	<b>Completed by:</b>
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Features Observed	Much evidence	Some evidence	Little evidence	No evidence	Other relevant information
<b>Work is marked and comments are appropriate to the learning objective and supportive of the pupils' needs</b>					
<b>Marking makes it explicit what the pupils have done well/ identifies strengths e.g. highlights success</b>					
<b>Provides explicit guidance on HOW to improve. A closing the gap prompt has been used.</b>					
The pupils have responded to feedback e.g. redrafting, corrections, spellings etc.					
Teachers have used 'literacy marking symbols' to improve pupils' literacy					
There is evidence of self and peer assessment					
Work shows evidence of pupils acquiring their targets					
Differentiation takes account of different needs of the pupils, e.g. extension activities for more able					

There is evidence of progression through a unit of work and units can be tracked in a pupil's book					
Opportunities for extended writing are evident					
Work is well presented and teacher has picked up on poor presentation					
<i>Comments are often negative and do not point direction for the pupil e.g. 'not good enough' / 'you must try harder'</i>					
<i>Comments are largely giving unfocused praise e.g. 'well done' / 'lovely' / 'good work'</i>					
<i>Comments are often only focusing on presentational features, e.g. handwriting, tidiness, neatness</i>					
Evidence of home learning is clearly identifiable and marked.					
Books are marked up-to-date within the past two weeks					

Criteria in **bold** has the greatest impact on pupil learning

Criteria in *italics* tends to have a negative impact on learning

<b>General Comments:</b>

<b>Areas for Development:</b>
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1.

2.

3.

*Use the following statements to help you evaluate your learning*

The most difficult part of today's lesson was ...

To help me understand better, I would like to repeat the bit about ...

With the information that I learnt today, I will now be able to ...

I would like the answer to the following question:

Today, I was able to make progress because ...

After today's lesson, I can now explain ...

I was surprised to learn that ...

The part of the lesson I found the easiest to understand was ...

If I had to set a test based on today's lesson, I would ask the question:

If I were to set homework to build on today's learning, I would tell the students to ...

The biggest obstacle I overcame today was ...

I am proud of myself today because ...

I could have improved my work by ...

I think I am becoming an expert on this topic because ...

I think it is important to remember what I learnt today because ...

If I were to teach this lesson to somebody else, the part I would change would be ...

One thing I think I did really well today was ...

Next time, I would like to learn ...

At the end of the lesson, my confidence level is now ...

I feel that the most important thing I learnt today was ...

If I had to explain this lesson to someone who was absent, I would say ...

**CACFO Education Centre Homework Timetable 2020 – 2021**

Monday	Tuesday	Wednesday	Thursday	Friday
MATHS Homework Return Homework	MATHS Homework Return Homework	ENGLISH Homework Return homework	Computer Science Homework Return Homework	PSHE /CITIZENSHIP Homework Return homework
BREAK	BREAK	BREAK	BREAK	BREAK
SCIENCE Return homework	SCIENCE Homework	Personal/Social Development Homework Return Homework	ENGLISH Homework	ENGLISH Return Homework
LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
	P.E. Homework	CREATIVE ARTS Homework Return homework	P.E. Return Homework	CREATIVE ARTS Homework Return homework

# Multi-focus Learning walk



LEARNING WALK EVIDENCE			
Member(s) of staff observed			
Observer (s)			
Date and time			
Subject		Year/class	

FOCUS OF WALK / KEY QUESTIONS
<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>

QUESTIONS WITH PUPILS	
Pupil(s) spoken to	e.g. 3 boys 2 girls
<ul style="list-style-type: none"> <li>• Pupils are positive about this subject</li> <li>• Pupils are motivated to learn</li> <li>• Pupils know what they are learning about, not just what they are doing</li> <li>• Pupils are aware of their strengths / weaknesses in this subject</li> <li>• Pupils feel they get helpful feedback from their teacher</li> </ul> <p>Additional comments:</p>	

### LEARNING ENVIRONMENT

- The environment is uncluttered and there is nothing to impede learning
- The seating arrangement enables all pupils to see the teacher
- Displays reflect current topics and support learning
- Displays reflect the work of all pupils
- Scaffolds and prompts for learning are clearly visible in the classroom
- Resources to support learning are readily available (e.g. dictionaries, number lines)

Additional comments:

### DIFFERENTIATION AND CHALLENGE

- The pace is suitable to ensure maximum progress for all pupils
- All groups in the class are engaged
- Planning explicitly demonstrates material/ strategies to stretch more able pupils and support pupils with special educational needs (SEN)/ English as an additional language (EAL)
- Different groups of pupils such, such as disadvantaged pupils are working at age-related expectations

Additional comments:

### MARKING AND ASSESSMENT

- Praise and verbal feedback is used effectively and in line with the school's marking and assessment policy
- There is a range of assessment types, including peer-to-peer feedback, self-assessment, teacher- led assessment, quality questioning etc.
- It is clear how learning objectives and success criteria are being applied to promote pupils' learning

Additional comments:

### BEHAVIOUR

- Pupils' behaviour is managed well
- There are clear rules that are consistently enforced

Additional comments:

### BOOK SCRUTINY

- Pupils are making progress and their work in improving
- Marking adheres to school's policy

Additional comments:

**SUMMARY OF LEARNING WALK**

What went well

Even better if



# Behaviour: learning walk

LEARNING WALK EVIDENCE			
Member(s) of staff observed			
Observer(s)			
Date and time			
Subject		Year/Class	

FOCUS OF WALK/KEY QUESTIONS
e.g. behaviour policy is being applied consistently, girls' behavior

BEHAVIOUR	
<ul style="list-style-type: none"> <li>➤ Incidents of poor behaviour are well managed</li> <li>➤ Pupils understand and respect classroom rules</li> <li>➤ Sanctions are appropriate</li> <li>➤ Sanctions are applied consistently</li> <li>➤ The school's behaviour rules are clearly displayed</li> <li>➤ Pupils feel secure, safe and valued</li> <li>➤ The teacher actively fosters positive attitudes and behaviours</li> <li>➤ Pupils' rewards are displayed</li> <li>➤ Pupils are learning to monitor and discuss their own behaviour for learning</li> <li>➤ Successes are celebrated</li> <li>➤ There is evidence that pupils show care and respect for each other, their environment, and any materials or resources</li> <li>➤ Pupils' basic physical needs are met (they are not hungry, thirsty, tired, cold etc.)</li> <li>➤ Pupils collaborate well with others</li> </ul>	<p><u>Notes:</u></p>

## BEHAVIOUR

Pupils' behaviour demonstrates that they:

- Are on task
- Can see the relevance of what they are doing
- Know what outcome is intended
- Can link what they are doing to other experiences

**Additional comments:**

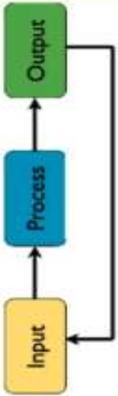
## SUMMARY OF LEARNING WALK

**What went well**

**Even better if**

**What is a computer?**

A computer is any device that takes an input, processes it and then outputs information.



**CPU (Von Neumann)**

The CPU has two main parts: ALU & CU

**Arithmetic and Logic Unit**

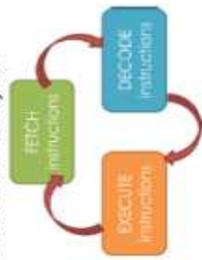
The ALU carries out all of the arithmetic and logical operations including addition, subtraction and comparisons (for example, equal to, less than, greater than).

**Control Unit**

The Control Unit uses electrical signals to direct the system to execute the instructions in stored programs.

**Fetch, Decode, Execute**

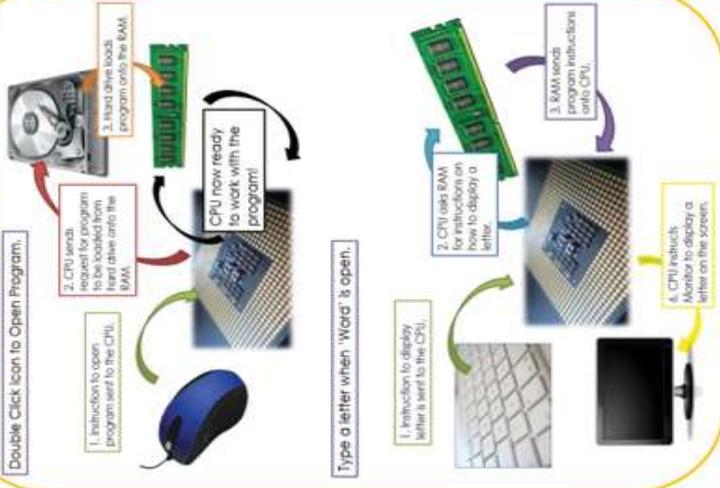
The main function of the CPU is to run an endless fetch-decode-execute cycle.



The speed of the FDE cycle is measured in cycles per second (hertz). This is known as the **clock speed**.

Processors are usually measured in **gigahertz (GHz)**  
**1GHz = 1 billion instructions processed.**

**Lesson 4--How it all Works**



**Components**

Computer components are all the different internal parts of a computer system that help it to operate. Each component has its own purpose and functions.

**Central Processing Unit**

The CPU is the brain of the computer. It does all the processing and calculating for the computer.



**Heat sink**

A heat sink is used to draw heat away from important components such as the CPU that can get quite hot. If a component gets too hot then it won't be able to perform its job as well.



**Motherboard**

The motherboard is what connects all the other components. It helps keep them secure and allows the components to communicate.



**Power Supply**

A power supply helps to convert electricity to a suitable voltage to power the computer safely.



**Hard Drive**

A Hard Drive is where all the computers long term data is stored i.e. data you want to keep for in the future, such as your own documents, music, films and games.



**Random Access Memory**

RAM is where temporary data is stored while the computer is currently being used. Once a computer is switched off this data is lost.



**Network Interface Card**

A network interface card (NIC) enables a computer system to connect to a network. Some allow access wirelessly.



This policy is written in conjunction with the curriculum policy and the assessment policy and support from the Key for Leaders data base.

The senior leaders and teaching staff are responsible for applying the school's teaching and learning policy and procedures to provide high quality learning experiences for all pupils.

The policy will be developed through consultation with staff, students and governors and will be reviewed by the governors in accordance with the school's review cycle.

The End