

| CAMBOURNE VILLAGE COLLEGE: TEACHING AND LEARNING PROCEDURE | |
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| Responsible Officer: | Deputy Principal |

Teaching and Learning Procedure 2024-2025

In Cambourne Village College, we have high expectations and a shared understanding of what constitutes good classroom practice. We recognise that the ‘intent’ of our curriculum planning can only result in the highly positive ‘impact’ we want for all of our students, if it is ‘implemented’ effectively.

This procedure sets out our intention as to what could be seen in an excellent lesson. The structures we have in place around line management, Performance Review, and CPD will therefore draw on this, in our ambition to monitor, enhance and secure teaching and learning of the highest quality across the school.

While there is no expectation that all lessons will have the same structure or constituent parts, and while we acknowledge that approaches to teaching and learning will vary according to discipline, we nevertheless consider the following elements to sit at the heart of excellent classroom practice (drawing on Danielson’s Framework for Learning).

An environment of respect and rapport:

Classroom interactions between the teacher and students, and among students, are highly respectful, reflecting genuine warmth, caring, and sensitivity to students as individuals.

This is an environment where all students feel valued and are comfortable taking intellectual risks.

A culture of learning:

The classroom culture is a cognitively busy place, with a shared belief in the importance of learning. The teacher conveys high expectations for learning for all students and insists on hard work; students assume responsibility for high quality by initiating improvements, making revisions, adding detail, and/or assisting peers.

Carefully planned and engaging learning:

There is a robust rationale both for the long-term curriculum structure, the lesson sequence, and the planning designed to secure learning within the lesson.

The lesson has a clearly defined structure, and the pacing of the lesson provides students the time needed not only to intellectually engage with and reflect upon their learning but also to consolidate their understanding. Students are able to remember and build on previous learning.

Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and activities that require complex thinking by students. The teacher provides suitable scaffolding and challenges students to explain their thinking. Learning and resources are appropriately and sensitively differentiated to meet all students’ needs. Students may initiate enquiry and contribute to the exploration of important content; they may serve as resources for one another.

It is clear that the teacher has expert subject knowledge, skilfully handling questions and discussions, and places value on their own pursuit of learning.

Well-managed behaviour and routines:

Student behaviour is entirely appropriate, and students self-regulate. The positive approach to relationships means that students want to behave well. The teacher monitors behaviour subtly, and as such, escalation of unhelpful behaviour is prevented. The response to misbehaviour respects students' dignity, and is fair and consistent, while also sensitive to individual students' needs

Classroom routines are managed effectively so that learning time is maximised, especially at transition points; students take responsibility and initiative, and there is a shared understanding of routines.

Effective communication and questioning:

Clear, thorough and engaging explanations of tasks and content prevent or anticipate misunderstanding, develop conceptual understanding, and spark students' interest. Links are made to the broader arc of the curriculum.

Students contribute to extending and developing the learning. The teacher uses questions or prompts to challenge students cognitively, advance their thinking and discourse, and promote metacognition.

Students themselves formulate questions, initiate topics and challenge one another's thinking; discussions between students are meaningful, and involve many voices being heard.

The teacher finds opportunities to extend students' vocabularies, both within the discipline and more widely (especially Tier 2 vocabulary); students contribute to the correct use of expressive and academic vocabulary in their speaking and writing.

Purposeful assessment:

Assessment is integrated and formative. Questioning and assessment are used to gauge learning, and to advance learning. Students self-assess, understand the criteria for improvement, and engage with their own progress. The teacher successfully differentiates instruction to address individual students' misunderstandings.

Flexibility and responsiveness:

The teacher seizes an opportunity to enhance learning, building on a spontaneous event or students' interests, or successfully adjusts and differentiates instruction to address individual student misunderstandings. Using a repertoire of instructional strategies, and with the guidance and expertise of the school or community, the teacher persists in seeking effective approaches for students who need help.