



## **TEACHING AND LEARNING PROCEDURE 2024-2025**

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| <b>Recommended by</b>       | Teaching and Learning Committee |
| <b>Approved by the FGB:</b> | 18 <sup>th</sup> September 2024 |
| <b>Date of next review:</b> | Autumn 2025 or as appropriate   |
| <b>Responsible Officer:</b> | R Lawrence                      |

### **Aims and Principles**

At Comberton Village College, we aim to ensure that every pupil attains standards of achievement that are the highest of which they are capable, by providing teaching of the highest possible standard.

We believe that our individual teachers and leaders are best placed to determine the specific strategies which will ensure powerful teaching and learning for all our pupils.

Our Teaching and Learning Procedure follows the broad principles of the CAM Academy Trust and should be read in conjunction with our Curriculum Procedure and Quality Assurance Procedure.

#### **1. The CAM Academy Trust Excellence Principle - Education must be of the very highest standard.**

We provide teaching and learning which promotes excellent achievement by focusing on using strategies so that pupils commit what they have learnt to memory. We aim to stimulate, intrigue and motivate our pupils and ensure that they remember over time the content that they have been taught.

This will encompass a variety of approaches, which are likely to include:

- *Clarity about what constitutes the key learning intentions for the lesson and how it fits into the wider learning journey*
- Providing opportunities during the lesson for retrieving knowledge acquired in previous lessons and units of work. This may include, but will not be limited to, the previous individual lesson's work.
- Skillful questioning of previous learning.
- On-going assessment of learning via quizzes and other forms of low-stakes testing.

Our pupils are taught effectively to become well-rounded learners, who also achieve highly and make the strongest progress. We ensure that every individual pupil makes the most rapid progress in their learning and, as a result, progress is well above that which is made on average by pupils nationally. We use FFT5 targets for all our pupils in all examined subject areas at Key Stage 4 and closely monitor the progress that pupils make against these targets. We intervene rapidly when they fail to make the excellent progress they should.

We have Quality Assurance procedures to monitor the quality of teaching (see separate Quality Assurance Procedure).

#### **2. The broad education principle – Education must incorporate a broad range of subject areas and personal development.**

Our curriculum is broad and aspirational. We want our teaching to help create curious, interested learners who seek out and use new information to develop, consolidate and deepen their knowledge, understanding and skills. We offer pupils in Key Stage 4 the opportunity to follow GCSE courses after school if they wish and

have a pastoral curriculum which covers a wide range of themes, developing pupils' knowledge year on year.

Our pupils have a huge number of opportunities to extend their learning through our wide extra-curricular programme, which includes many sporting, drama, musical and art clubs, as well as social opportunities for year groups to enjoy and a large number of residential trips and visits in this country and abroad. We always have a high uptake for our Bronze and Silver Duke of Edinburgh Award programmes.

We aim that these will engender important learning skills and a love for learning which will help our pupils to become lifelong learners.

We create multiple opportunities for pupil leadership both within and outside the classroom, including leaders in different subject areas, our school council and Green Group. We strive to develop 'Caring, Confident and Capable' individuals who play a proactive role in providing support for their peers, whilst also representing the school in opportunities where they may tour / interview / debate with attending visitors. Through the Comberton Extra scheme, pupils are able to log their own contributions both in school and in the local community.

### **3. The comprehensive principle - Education must be for all kinds and abilities.**

Our pastoral leaders, SENCo and Head of The Cabin ensure that all teachers have accurate, comprehensive and detailed information about the characteristics and learning needs of every pupil they teach. Teachers use this information to inform their planning and to implement strategies which ensure every pupil makes strong progress. We work together to ensure that the progress of all pupils is strong and monitor the progress made by all key groups, identifying and responding to any notable variation in gender, ethnicity, disadvantage, SEN, EAL or prior-attainment groups.

Our pastoral leaders identify and communicate any barriers to learning which pupils experience and teachers ensure that they prioritise in their planning what strategies will overcome them most effectively to ensure that these disadvantaged pupils also make strong progress.

Our SENCo and Teaching Assistants work with pastoral leaders and teaching staff to ensure that pupils with special educational needs and/or disabilities not only receive the highest quality care and support, but also have access to high quality teaching so they can make the greatest progress of which they are capable. We provide strong support for pupils who join the school with English as an additional language, including having a member of staff who oversees these pupils.

Our leaders ensure that all pupils receive highly effective teaching, whatever their starting points, so that pupils who join the school with all levels of prior attainment make strong progress.

In years 7 and 8, pupils are taught in their mixed ability form groups for most lessons; they are set in Maths and Modern Foreign Languages. In year 9, pupils' form groups are rearranged into teaching groups to prepare pupils for key stage 4.

From December 2020, all teaching staff have had access to an iPad device to prepare resources and gain confidence, prior to using these to enhance their teaching. From September 2023, all pupils in years 7 to 11 have had their own 1-2-1 digital device to enhance their learning.

### **4. The community principle - Every Academy must be at the heart of its local community and serve it well.**

Effective teaching and learning requires the highest standards of conduct in the classroom. Teachers use praise and rewards through BromCom, our on-line management information system. We aim to equip pupils with the behaviours and attitudes necessary for success in their next stage of education, training or employment and for their life within the wider community.

Induction and transition to the school are overseen by a member of the Senior Leadership Group and include a range of activities to ensure pupils are well prepared for when they join the school. A dedicated member of staff leads the post-16 transition process, which includes individual meetings with members of the Senior Leadership Group to ensure that pupils are well supported to follow their chosen pathway.

Our school is highly inclusive, with high quality teaching and learning for those under the umbrella of the Cabin, Centre and KS3 and 4 Support. Those who need to access an alternative curriculum are provided for through a variety of bespoke provisions.

The partnership principle - Each Academy must seek to work positively in partnership with others for mutual benefit.

We believe that effective teaching is a partnership between teachers and pupils. Teachers provide pupils with incisive feedback, in line with our assessment procedure, about what pupils can do to improve their knowledge, understanding and skills. Pupils are given the opportunity to use this feedback effectively.

Teachers provide opportunities for pupils to undertake paired, group and other forms of collaborative working so they develop the skills needed to learn effectively in partnership with others.

Our leaders ensure that they create an environment in which teachers can learn effectively from each other and work together to plan and deliver lessons. They foster an ethos of openness in which systems for sharing best practice are coherently embedded. This occurs within the school, across the Trust, through local subject specific networks and beyond.

Excellent learning involves an effective partnership between teachers and parents/carers. Parents are provided with up-to-date information on how well their child is progressing through BromCom and guidance about how to support their child to improve is provided through individual contact and calendared events. Parents / carers of disadvantaged pupils are individually supported to make parents' evening appointments with staff before all other pupils.

Heads of Department / Subject who have a responsibility for particular curriculum areas ensure that where appropriate all teachers delivering their subject have access to coherent and detailed schemes of work which embody effective progression. Teachers within such teams have the flexibility to modify these sequences of lessons so they are personalised for the pupils they teach.

Our teachers and leaders work collaboratively with teachers from other Trust schools so that all pupils make the progress they should. From 2020, resources and materials have been shared across the Trust through the CATalogue, our on-line library.

We encourage all teachers to investigate other appropriate networks for strengthening their practice, including national educational organisations (for example SSAT, Leading Edge, FASNA) and relevant subject associations.

## **5. The international principle - The curriculum inside and outside the classroom must have a clear international dimension.**

If teachers are to ensure world-class learning, they need to investigate developments in teaching and learning to identify and exploit both national and international best practice.

Our leaders encourage all teachers to demonstrate depth and breadth in their knowledge and understanding of the subjects they teach. This subject knowledge can only be sufficiently wide and deep when it incorporates global perspectives on each subject area.

Excellent teaching creates global citizens. Our resources and teaching strategies reflect and value the diversity of international culture and provide pupils with a comprehensive understanding of people and communities beyond their immediate experience. Our teachers promote tolerance and are quick to challenge stereotypes and the use of derogatory language in lessons and around the school.

Our leaders and governors ensure that we offer a broad, aspirational curriculum which incorporates the humanities and linguistic, mathematical, scientific, technical, social, physical and artistic learning. We believe that the development of skills in one or more foreign languages is implicit within this framing of a broad and balanced curriculum and our expectation is therefore that the vast majority of pupils maintain language learning until the end of Key Stage 4.

We ensure that learning within the classroom is supported by a wide a range of trips and visits. These include opportunities to experience international cultures at first hand via language immersion visits, exchanges and foreign work experience. We also integrate foreign trips and visits to enrich the curriculum in other subject areas, for example, our History trip to Munich and Nuremburg and our Geography trip to Iceland. Our Educational Visits Coordinator works with trip leaders to ensure that such opportunities are accessible to all pupils regardless of background and that participation in trips and visits is monitored and encouraged.