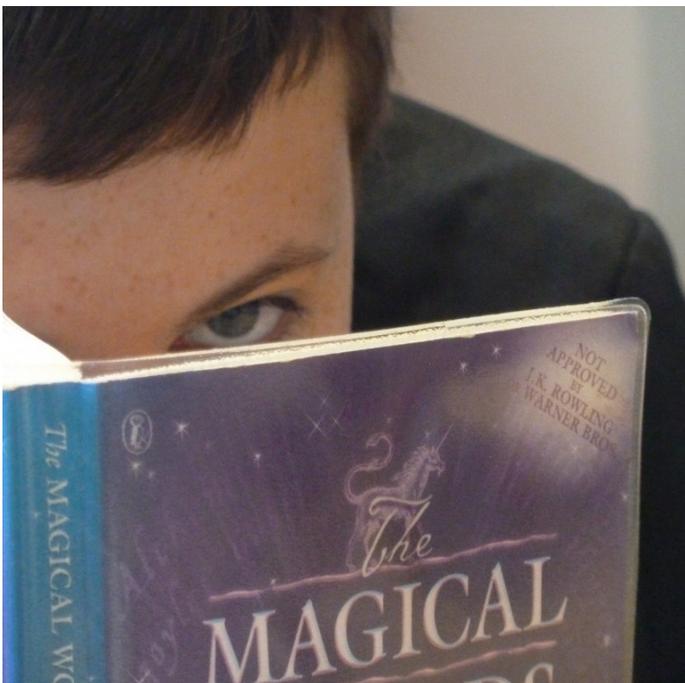




HAYGROVE SCHOOL

Teaching & Learning Charter

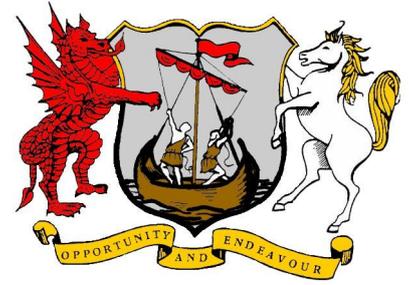


At our school we believe that every person matters and it is important that everyone:

- Aspires to be the best that they can be.
- Is challenged and empowered to take risks, show initiative and be enterprising in a secure environment.
- Recognises, supports and celebrates achievement.
- Respects diversity.
- Promotes and models mental, physical, spiritual, social and emotional wellbeing.

This Teaching and Learning Charter has been created with, by and for teachers and students alike. It sets out a clear template for excellent teaching and learning at our school which is supported by rigorous Performance Management and Continuing Professional Self Development programmes. Staff and students have been involved at each stage of the drafting of this charter and the core principles of good practice set out in this document are visible:

- In each classroom on our charter posters.
- In staff and student planners.
- In the revised Performance Management documentation.
- In the new Haygrove lesson plan template.
- In the clear provision of CPSD opportunities within school.



We believe that when learning it is essential that all students:

1. Are engaged in a personalised curriculum which meets current needs, future aspirations and equips them to become flexible and adaptable lifelong learners
2. Will become responsible citizens who make an active contribution to the school, local and wider community.
3. Are encouraged to enjoy active learning with and from each other.

It is not our intention that this document is ever 'finished' – it will always be a work in progress. As new research in the development of teaching and learning both within and beyond the school comes to light, we will endeavour to continually seek to improve our practice for the benefit of our students' learning. The charter outlined below deliberately focus both on practice and principles. It features clearly defined observable indicators which are framed by our core principles recently agreed with staff and students.

CORE PRINCIPLES



At our school we believe that everyone should aspire to

Be The Best That They Can Be.

This means:

Students who ...

1. Participate fully.
2. Take responsibility for their learning and behaviour.
3. Are organised, ready to learn, listen and engage.
4. Attempt all tasks to the best of their ability.
5. Are positive, calm and co-operative.
6. Respect others and are respected.

Adults who ...

1. Provide a calm environment where students feel safe.
2. Know their students and offer support and challenge.
3. Are fair, encouraging and helpful.
4. Mark work regularly giving constructive feedback.
5. Make learning relevant and engaging.
6. Respect others and are respected.

Learning is our core business and advances in the fields of pedagogy and neuroscience have established that learning is an active process and that the state, style and structure of learning are key to the process.

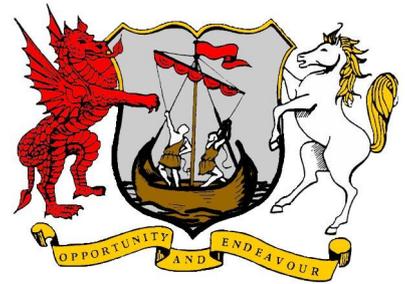
These findings demand a structured approach to delivering lessons that actively engage students in the learning process with the emphasis on helping students explore and make sense of information rather than being passive receptors in the classroom.

The broad template of an excellent 'Haygrove Lesson' set out within this charter should not preclude spontaneity, creativity and imagination. Teachers are individuals and bring their own knowledge, experience and character to the classroom that is of immense value.

Students respond to the way teachers make them feel, as well as what they teach and it is important to remember that the structure provided below is a flexible framework. It is neither prescriptive nor restrictive, it is neither an unattainable 'gold standard' nor a reductive 'minimum baseline' but establishes our own 'Haygrove Standard'.

The Haygrove Standard

When these aims have been met and our charter is embedded, the school will be characterised by:



CLASSROOMS WHERE...

- Students are encouraged to voice opinions
- Teachers meet, greet and smile
- There is a culture of mutual respect
- Teachers lead by example
- Resources are readily available
- Seating is flexible
- Everyone feels safe
- Wall displays enhance learning and regularly changed

LESSON PLANNING THAT...

- Takes individual and group needs into account
- Involves Learning Support Assistants
- Links with prior and future learning
- Is mindful of flow, pace and purpose
- Means that aims match outcomes
- Is mapped to a scheme of work
- Allows for the WHAT and the HOW of learning
- Allows time for clear homework explanations

LESSONS THAT START...

- Promptly and positively
- With a meet and greet on the door
- With an activity that gets students thinking
- With objectives explained and visible
- With well established routines
- Calmly and purposefully
- With students ready to learn
- Resources prepared and a clear seating plan

LEARNING OBJECTIVES THAT...

- Are visible, shared and achievable
- Are differentiated, eg. 'All will.../Most will.../Some will....
- Are questioned and revisited throughout the lesson
- Are stimulating and offer challenge
- Are measurable against outcomes
- Focus on the short, medium and long term learning
- Use higher order words to promote thinking
- Involve collaboration between students and teachers

RESOURCES THAT...

- Are current, relevant and interesting
- Are more than worksheets and textbooks
- Have the WOW factor
- Feature games to stimulate and engage
- Are colourful, engaging and multi-sensory
- Are human resources, eg. Visitors, experts, older students
- Make use of LSA expertise
- Are shared across and within Departments

ACTIVITIES THAT...

- Are fun and engaging where possible
- Allow for collaboration, movement and discussion
- Are planned but open to spontaneity
- Offer choices
- Allow PLTS to be developed and STRIPES signed off
- Can be student led
- Linked directly to the learning objectives
- Are timed, brisk and allow time for reflection

DIFFERENTIATION THAT...

- Offers support and challenge for those that need it
- Helps all students achieve the learning objectives
- Is well thought out, varied and interesting
- Is supported by communication between LSA and teacher
- Is planned and not just accidental or 'by outcome'
- Includes a print out of slides for LSAs where possible
- Is shared within and between departments
- Is mindful of font size and paper colour

CLASSROOM MANAGEMENT THAT...

- Starts at the door with meet and greet
- Treats students fairly and consistently
- Is based on positive and professional relationships
- Uses praise and rewards to motivate and encourage
- Uses clear and consistent sanctions
- Students understand
- Involves humour to diffuse potential conflict
- Is linked to learning

QUESTIONING THAT...

- Uses Blooms to promote higher order thinking
- Is planned, differentiated and appropriately pitched
- Is open ended and prompts debate and discussion
- Allows wait time for thinking and reflection
- Involves the whole class
- Requires 'no hands up'
- Is led by students and teachers
- Widens horizons

ASSESSMENT THAT...

- Promotes that we learn from 'mistakes'
- Is done by teachers, students and their peers
- Makes use of the green pen
- Is supported by dialogue between teacher and student
- Identifies WWW & EBI (ie Next steps)
- Happens regularly, is planned and staggered

HOMEWORK THAT...

- Has a point and extends learning
- Allows for consolidation and practise of skills
- Helps prepare for future learning
- Is well explained during the lesson and not rushed
- Is varied and interesting
- Promotes independence and enquiry
- Develops Personal Learning and Thinking Skills
- Generates questions

LESSONS THAT END WITH...

- A sense of achievement
- A planned, well timed plenary that reviews learning
- Positive interactions as students leave the room
- With praise, encouragement and thanks
- A 'hook' into the next lesson – what's coming next?
- Any behaviour issues resolved and followed up
- Promptly and calmly
- Equipment and resources tidied away

These observable indicators of good practice at our school are supported by a comprehensive Personal Professional Development Programme of masterclasses; weekly T&L bulletins; the 'Success for All Haygrove Handbook'; INSET; coaching and mentoring; AST provision; the Team Review process; Department Meetings; the Haygrove lesson plan template; the work of the staff and student T&L champions; the STRIPES award scheme and any additional external training provision which is then shared with colleagues.