

## TEACHING AND LEARNING POLICY

This policy must be read in conjunction with The Bourne Academy Appraisal & Capability Procedure

### VISION


Our central belief is that everyone is a learner and everyone is a teacher.

### PURPOSE

At The Bourne Academy we develop literate, numerate global citizens who ASPIRE:

**A**mbitious, **S**elf-confident, **P**hysically Literate, **I**ndependent Learners, **R**esilient, **E**motionally Literate

### RATIONALE



Learning is about  
**thinking**,  
not remembering

Learning is a process of discovery  
in which **the learner** is the main person,  
not the teacher

**Learning is not  
a spectator sport**

persevering

### Aims and intentions

Our aims are:

- That all colleagues understand the importance of varied teaching and learning strategies and how best to implement them in the classroom;
- To constantly seek to raise standards and assist students' personal and academic development by supporting them in becoming more independent and resilient learners.
- To ensure that a 100% of teaching at the Academy has a 'Good' impact on our students' outcomes with an ever increasing percentage of 'Outstanding' learning experiences.
- To make sure that up-to-date knowledge of both the curriculum and pedagogy are accessible, and in use, thus creating outstanding learning opportunities.

The Academy will:

Ensure the provision of high quality staff training (see Teachers' Companion);

- Support opportunities for cross-curricular collaboration through the
  - ✓ UPS Coaching team,
  - ✓ T&L Strategy Group
  - ✓ Subject Leader forum
  - ✓ CPD programme including PGCE, RQT, NQT, Action Research Circles (ARCs), Middle Leader Development Programme and Senior Leader Development Programme. (see Teachers' Companion);
  - ✓ Use of IRIS Connect
  - ✓ TBA Teachers' Companion (s drive/Professional Training/Learning/Teachers' Companion)

## **Responsibilities**

### **The Student**

To engage in and take responsibility for their own learning by participating fully in learning activities in the classroom and beyond

- To come to class with their Planner and essential equipment.

#### **Essential equipment**

- Black/Blue pen(s)
- Sharpened pencil
- Ruler
- Tutors will check students for equipment during tutor time. LOST will be issued for those students without essential equipment and the missing equipment loaned to the student. This should be returned at the end of the day into the Equipment Drop Box.
- If a student arrives to lesson without a Planner/Planner Report Sheet or essential equipment, the teacher will email Lucy Dawson to check they have been put into LOST.
- If students do not attend their LOST a Directors' Detention will be issued and home informed. If students do not attend their Directors' Detention, they will be isolated the following day.
- To adhere to the Academy Presentation Policy
  - To use a pencil to draw lines, drawings, graphs and tables.
  - To write in blue or black ink.
  - To write the title starting with a capital letter.
  - To write the date every lesson.
  - To underline my title and dates with a ruler
  - To not graffiti on books or folders.
  - To glue any loose sheets into my book or file them neatly in my folder.  
To make sure handwriting is to the best of ability, and as neat as I possible.
  - To cross out mistakes with a single line; there will be no scribbles in work.
  - To start writing against the left hand margin. To neatly draw a margin on each page if a book does not have one
  - To not leave spaces, and use both sides of the pages in exercise books or on loose paper.
  - To use my green pen to respond to my teachers' feedback.

If students deliberately do not adhere to the Presentation Policy, their classroom teacher will set a Break/Lunch DT and record on Progresso. If students do not attend their Break/Lunch DT, a Directors' Detention will be issued and home informed. If students do not attend their Directors' Detention, they will be isolated the following day.

- To reflect upon their own progress towards long term targets and set up shorter steps towards achieving these.
- To complete home learning to the required standard and deadline.

**Working with LSAs and Teaching Assistants** -Teaching Assistants are most effectively deployed in the classroom when they are informed of, and involved in, the learning.

As such, where possible,

- Teachers should give LSAs/TAs the scheme of work in advance
- Teachers should advise the TA / LSA what the students need to do to make progress / progress to the next level of learning.
- TA / LSAs should be encouraged by teaching staff to work holistically in the classroom.
- Regular discussion of student progress and wellbeing should take place.
- Teachers should give LSAs/TAs appropriate guidance on their role within the lesson .
- LSAs/TAs should share their in-depth knowledge of the student being supported, particularly if progress differs significantly across the curriculum.

### The Subject Teacher

- Will plan lessons which take into account prior attainment, specific learning needs and different learning styles in order to allow all students to access the curriculum
- Will consistently apply the colour coding pink to indicate 'Working At' and purple for those 'Working beyond'. To further differentiate within 'Working At' we will use 'Mild' and 'Medium' outcomes and we will refer to 'Hot' tasks to reflect Higher Orders Thinking outcomes.



- Will have the highest expectations of student conduct, application and outcomes this includes. This includes
  - Checking that students have their Planners and 'Essential Equipment'
  - Insisting the Academy Presentation Policy is adhered to.
  - Rewarding and sanctioning in line with TBA policy.
- **All lessons** will start with a low stakes recap to test for misconceptions, to practise learned concepts, to apply learned concepts.
- **All lessons** will include DIRT (Dedicated Improvement and Reflection Time) reflective opportunities within the lesson in order to allow students to consolidate their learning and to reflect upon the cognitive process
- **All teachers** will reinforce the Academy aim of improving our students' literacy. Every time students give

a verbal answer and before they are asked to write anything, the teacher will relentlessly request they re-form their initial responses into well-constructed sentences using the key words and phrases discussed. E.g. What does the graph tell us?

First attempt: *"It goes up"*.

Second attempt: *"The speed on impact increases as the mass of the trolley increases."*

- All teachers will ensure that students make progress over time using accurate and appropriate responsive and summative assessment techniques.
- All teachers will use questions which provide stretch and challenge to all learners. Teachers routinely use 'hands down' instead of 'hands up', asking students to discuss their answers in pairs for a short period before calling individuals to respond, reporting back on their discussion. The teacher then engages in a dialogue with the respondent, exchanging three or four responses to probe more deeply.
  - *What were you saying in your pair? (Reporting back a rehearsed answer or state of confusion)*
  - *Why do you think that might be the right answer?*
  - *Can you link that to what James said earlier?*
  - *Does that happen all the time or just in this case? And so on.*
- To make sure students work collaboratively and independently to problem solve and use higher order thinking skills. (See Teacher's Companion for HoT planning strategies).
- All teachers will set homework in line with TBA Policy. Subject teachers will direct students to record the homework setting day(s) in their Homework Timetable document during the first lesson of the academic year.
  - 15-20 minute weekly homework activity per subject for Yr7-8
  - 30-40 minute weekly homework activity per subject for Yr9
  - 40-60 minute weekly homework activity per subject for Yr10-11
  - A minimum of 4 hours weekly independent learning for Yr12-13

This must be recorded in the students' Planner and physically checked by the teacher or nominated person. **This is not optional**; research shows that great teachers set homework as Guided Study. Homework at TBA should be giving students the tools to learn to study independently. In addition to questions for practice and consolidation, activities such as pre-learning, making notes and research are all valid, helpful homework tasks. Activities that link into the next lesson are useful too.

- All teachers will actively participate in their chosen Action Research Circle as a commitment to their own learning and as reflective practitioners who strive to keep up to date with knowledge and pedagogy.
- All teachers will manage student behaviour to ensure that the learning environment is safe and fit for learning. To support each other and our students, teachers will **consistently** refer to the expectations of **excellent Bourne Behaviours**. As such, we will adopt the SLANT strategy; SLANT" is an acronym that stands for 'Sit up, Listen to the Speaker, Ask and answers questions, Note key information and Track the speaker.' It is a simple technique to encourage and remind students about being attentive and active in class. All classrooms will have a SLANT poster clearly displayed that teaching staff must refer to.
- All teachers will consistently apply The Bourne Academy Marking & Feedback Policy:

Teachers use these presentation and literacy symbols to help students develop their writing skills.

- ✓ Good
- ✓✓ Very good
- Spelling or grammar mistake

- O Something's missing, e.g. a comma
- ? Doesn't make sense
- x Incorrect
- ^ Word/s or phrase missed out

Incorrect spellings should be written out three times by students in **green pen**.

Both teacher and student verbal and written feedback is based on learning objectives and outcomes. Both teacher and student verbal and written feedback will use the instructional feedback prompts below.

**Redraft and/or redo**

**Rehearse and repeat**

**Revisit and respond**

**Relearn and retest**

**Research and record**

Students will use verbal and written feedback to help create their **own targets**. If we use the **Verbal Feedback Stamp**, the student should write **their response** to show what they have learnt.

The verbal and written praise we give students will be **specific** and will **reward effort**.

We will plan to include DIRT time (Dedicated Improvement and Reflection Time) in every lesson.

At least twice a half term (Core) or once a half term (non-Core) we will use the 'Deep Marking' stickers (or equivalent) to support assessment work.

Teacher Assessment	Year: ATL:	Target: Working at:
<b>WWW</b> (what, went, well)	The student will use their feedback and the success criteria provided by the teacher to identify what they have done well. They complete this box and hand their book/paper back to the teacher.	
<b>EBI</b> (even better if)	<b>Redraft/redo</b> <b>Rehearse &amp; repeat</b> e.g. <b>Revisit &amp; respond by using and explaining at least two quotes or scriptural references to support your arguments.</b> <b>Relearn &amp; retest</b> <b>Research &amp; record</b>	
<b>Close the gap</b>	It is <b>VITAL</b> that students then complete their corrections to demonstrate they have understood their target and have actioned it. The teacher <b>MUST</b> check this has happened.  E.g. Jesus taught that we should 'love our neighbour as we love ourselves', this love is 'agape' unconditional love to all people. Jesus told the Parable of the Good Samaritan to illustrate this point; this was particularly powerful because Jews and Samaritans were traditional enemies. Yet the Jews ignored the injured man whilst the Samaritan offered all that he had to help. This is agape in action.	

Performance **MUST** be tracked using Student KPI sheets and KS4 and KS5 subject trackers. These should include GCSE, BTEC or A Level grades and be updated in line with data entry points to give students a clear quantitative and qualitative overview of their progress. A log of interventions should be in place for KS4 and KS5 underperforming students.

**NB. Please see strategies to support lesson planning, behaviour management and assessment and progress tracking in the TBA Teacher's Companion, saved in S drive/Professional Development/Learning/**

### **Areas of Learning**

- To identify the teaching and learning strategies that best suit the delivery of curriculum content and material
- To plan schemes of work which incorporate opportunities for learners to access the curriculum through the planned use of questions, different learning styles and reflective opportunities
- To use display to promote, reinforce and support teaching and learning strategies.

### **Subject Leaders/Area of Learning Leaders/Directors**

- To ensure that the Academy policy is in operation through high quality, rigorous monitoring and evaluating of teaching and learning through a continuous cycle of lesson drop-ins, book-looks, learning walks and student consultations. Records of these to be inputted to Lessons Learned and used diagnostically to inform individual and team CPD.
- If a subject teacher is not adhering to the TBA T&L Policy, the line manager will minute the concerns on the Line Management form
- Support will be put in place where needed, this will be recorded and reviewed
- The line manager will monitor the teacher to ensure the policy is now being effectively implemented  
If the concern(s) continues it will be dealt with through The Bourne Academy Appraisal & Capability Procedure
- To make sure that whole Academy priorities are shared through Subject/AoL Plans.
- To encourage and make time for necessary training, moderation, quality assurance, formative book looks and the sharing of good practice during team briefings and meeting
- To ensure that quality developmental feedback is given to subject teachers after any monitoring systems have happened. Ideally, this should happen on the same day as the monitoring event, if not a mutually convenient time must be arranged in the first possible instance.

### **The Leadership Team**

- To provide and evaluate the provision of staff training to enhance our practice in using effective teaching and learning strategies
- To ensure there is high quality, rigorous monitoring and evaluating of teaching and learning through a continuous cycle of lesson drop-ins, book-looks, learning walks and student consultations. Records of these to be inputted to Lessons Learned and used diagnostically to inform individual, team and whole-Academy CPD
- To facilitate the sharing and dissemination of resources and good practice including moderation of students' work, across different curriculum areas
- To ensure that parents are kept informed of how they might support their children in developing their learning skills
- To support liaison between feeder primary schools and The Bourne Academy to allow progression in learning from year 6 to year 7.