



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:

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

RATIONALE

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 Support team,
- ✓ Subject Leader forum
- ✓ CPD programme including PGCE, RQT, NQT, 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

- | | | | |
|---------------------|-----------|------------------|-------------|
| o Black/Blue pen(s) | Green pen | Sharpened pencil | Ruler |
| o Rubber | Sharpener | 15cm ruler | Pencil case |

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.

- To adhere to the Academy Presentation Policy
 - o To use a pencil to draw lines, drawings, graphs and tables.
 - o To write in blue or black ink.
 - o To write the title starting with a capital letter.
 - o To write the date every lesson.
 - o To underline my title and dates with a ruler
 - o To not graffiti on books or folders.
 - o 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.
 - o To cross out mistakes with a single line; there will be no scribbles in work.
 - o To start writing against the left hand margin. To neatly draw a margin on each page if a book does not have one
 - o To not leave spaces, and use both sides of the pages in exercise books or on loose paper.
 - o 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.

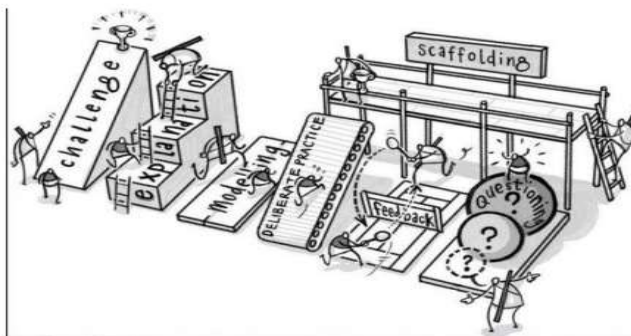
Students will complete home learning to the required standard and deadline using Show My Homework.

The Subject Teacher

To support staff in ensuring that high quality teaching and learning takes place consistently within and across all lessons, there needs to be a commonality of approach across the school. This policy therefore, outlines the expectations surrounding the planning and delivery of lessons at The Bourne Academy. Every teacher has individual ideas and styles and that is what makes them effective. This individuality is a key part of delivering effective teaching and learning across a range of subjects within a school. The intention of this policy is to ensure that there is a consistent core standard that promotes the progress of all our students.

When planning, reflecting and developing our teaching and learning, there are SIX key principles to consider and embed within the learning cycle. This may be a single lesson or a series of lessons.

- ❖ Challenge – so that the pupils have high expectations of what they can achieve
- ❖ Explanation – so that pupils know how to achieve this high level of challenge
- ❖ Modelling – so that pupils know what effective learning looks like
- ❖ Practice – so that pupils can fully engage in the learning process
- ❖ Effective questioning – so that pupils are made to think hard with breadth, depth and accuracy
- ❖ Feedback – so that pupils are able to reflect on, respond to and deepen their learning



(Reproduced from 'Making Every Lesson Count' – Shaun Allison and Andy Tharby)

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.

Subject Leaders/Area of Learning Leaders/Directors

- Will identify the teaching and learning strategies that best suit the delivery of curriculum content and material
- Will plan programmes of study which incorporate opportunities for learners to access the curriculum through the planned use of questions, different learning styles and reflective opportunities.
- Will use display to promote, reinforce and support teaching and learning strategies.
- Make sure that whole Academy priorities are shared through Subject/AoL Plans.
- Encourage and make time for necessary training, moderation, quality assurance, formative book looks and the sharing of good practice during team briefings and meetings
- Ensure that the Academy policy is in operation through high quality, rigorous monitoring and evaluating of teaching and learning.

Ensure, with the Leadership Team, that

Every teacher and LSA/TA is seen every day via a senior teacher's learning walk

Every teacher and LSA/TA to have a paired drop-in x 2 per half term and given one development point to be practised and reviewed at next drop-in. We will look for evidence of high, effective and deliberate

1. Challenge/expectations
2. Explanations
3. Modelling
4. Practise
5. Feedback
6. Questioning

Ensure that quality developmental feedback is given to subject teachers after any monitoring and the teacher's CPD log updated. Ideally, feedback should happen on the same day as the drop-in.

Support & Accountability If a subject teacher is not adhering to the TBA T&L Policy,

- The line manager will record 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

The Leadership Team

- Will provide and evaluate the provision of staff training.
- Will ensure there is high quality, rigorous monitoring and evaluating of teaching and learning through **Every teacher and LSA/TA** being seen every day via a senior teacher's learning walk.

Every teacher and LSA/TA having a paired drop-in x 2 per half term and given one development point to be practised and reviewed at next drop-in. Records of these to be held by the teacher and inputted to a central log to diagnostically inform individual, team and whole-Academy CPD.

- Will facilitate the sharing and dissemination of resources and good practice including moderation of students' work, across different curriculum areas
- Will ensure that parents are kept informed of how they might support their children in developing their learning skills
- Will support liaison between feeder primary schools and The Bourne Academy to allow progression in learning from year 6 to year 7.

Making Every Lesson Count: TBA Planning, Reflecting & Developing

Challenge	Explanation	Practice
<ul style="list-style-type: none"> ❖ Are learning objectives single and challenging for all? ❖ Are all students expected to develop their knowledge and skills during the lesson? ❖ Is formal, tier 2 and tier 3 language modelled by teachers and encouraged from students? ❖ Is the bar of expectation high for all students? ❖ Is appropriate support and scaffolding in place to enable all 	<ul style="list-style-type: none"> ❖ Do they build upon secure prior knowledge? ❖ Do they take account of working memory and allow for the limited capacity of our memory? ❖ Are new ideas introduced in short manageable increments? ❖ Does the explanation focus on the key learning points, success criteria and key subject-specific knowledge and skills? 	<ul style="list-style-type: none"> ❖ Once students have input from the teacher, are they given time to practise the new knowledge and skills. ❖ Are mistakes observed, leading to intervention when necessary to ensure that practise is perfect? ❖ Are mistakes utilised as a key aspect of learning?

<p>students to achieve high levels of expectation?</p> <ul style="list-style-type: none"> ❖ Are examples of excellence shared, discussed and deconstructed with the class? ❖ Is subject content relevant and challenging? ❖ Are assessment criteria referred to explicitly? 	<ul style="list-style-type: none"> ❖ Are their opportunities to make the explanation more concrete and credible e.g. demonstration, visual, practical, appropriate use of analogy, etc.? ❖ Does the explanation generate curiosity and so 'open up' the learning gaps? ❖ Is explanation clear and concise, especially when subject matter is challenging? ❖ Is teacher talk and gesture enthusiastic, kind and inclusive? 	<ul style="list-style-type: none"> ❖ Is practice supported by scaffolds and support when necessary? ❖ Are scaffolds and supports removed at the right time to allow for independence? ❖ Is there evidence that key subject-specific knowledge and skills are practised regularly to improve retention?
Feedback	Modelling	Questioning
<ul style="list-style-type: none"> ❖ Is there a good mix of verbal and written feedback? ❖ Are students encouraged to critique the work of their peers? ❖ Is feedback kind, specific and helpful? ❖ Is feedback designed to make students think – instead of giving them the answer? ❖ Is feedback time long enough for students to 'struggle' forwards? ❖ Are students expected to move towards 'closing the gap' by responding to feedback? ❖ As a result, do students know what they have to do to achieve? ❖ Are self-assessment strategies employed to aid metacognition? ❖ Is teaching flexible, based on feedback from the performance of students? 	<ul style="list-style-type: none"> ❖ Is practical work and other activities carefully modelled? ❖ Are examples of excellent work shared and compared? 'This is great because...' ❖ Are exemplary examples of subject-specific products, including writing, deconstructed with the students? ❖ Is subject specific writing then modelled and co-constructed with the students? ❖ Does teaching allow critique of models? ❖ Is 'expert thinking' modelled by verbalising implicit thought processes? ❖ Is modelling scaffolded to maximise the learning for all students? 	<ul style="list-style-type: none"> ❖ Does questioning involve a wide range of students? ❖ Does questioning both deepen and develop thinking and check for common misconceptions? ❖ Are students' responses developed by further questioning? ❖ Are reluctant respondents encouraged to respond by careful scaffolding? ❖ Are students encouraged to respond and evaluate the responses of their peers? ❖ Are students encouraged to ask questions? ❖ Are students expected to rephrase answers in Standard English?

All teachers will consistently apply The Bourne Academy Feedback Policy:

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

- ✓ Good
- ✓✓ Very good
- Spelling or grammar mistake
- Something's missing, e.g. a comma
- ? Doesn't make sense
- ✗ 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 **instructional** feedback prompts to ensure students acts on this feedback. The 'R' commands below are helpful tools **but not exhaustive**.

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 a **Verbal Feedback Stamp**, the student should write **their response** to show what they have learned.

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

At least twice a half term (Core) or once a half term (non-Core) we will use the 'Deep Marking' stickers (or the team's equivalent) to support assessment work. Please see an example below.

Teacher Assessment	Year: ATL:	Target: Working at:
WWW (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.	
EBI (even better if)	Redraft/redo Rehearse & repeat e.g. Revisit & respond by using and explaining at least two quotes or scriptural references to support your arguments. Relearn & retest Research & record	
Close the gap	It is VITAL that students then complete their corrections to demonstrate they have understood their target and have actioned it. The teacher MUST 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 should 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.

Monitoring, Evaluation and Review

The Governing Body will review this policy at least every two years and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the Academy.

Reviewed by the Principal and Assistant Principal June 2019 and approved by Governors 3.7.19

To be next reviewed by July 2021