THE **BOURNE** ACADEMY

# 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

**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 S:\A Teachers' Companion).

Support opportunities for cross-curricular collaboration through the

- ✓ UPS Support team,
- ✓ Subject Leader forum
- ✓ CPD programme including Initial Teacher Training, Early Career Framework, Middle Leader Development and Senior Leader Development Programmes. (S:\A Teachers' Companion\3. CPD)
- ✓ Use of IRIS Connect
- ✓ TBA Teachers' Companion (S:\A Teachers' Companion)

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# Responsibilities

**The Student**

- To engage in and take responsibility for their own learning by **participating fully** in their learning both in the classroom and beyond
- To come to class with their Planner and the essential equipment below.

Black/Blue pen(s)  Green pen  Sharpened pencil  Ruler  Scientific Calculator

Rubber  Sharpener  15cm ruler  Pencil case

*Students will receive a strike to their First Impressions Card if they do not have their essential equipment.*

- 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
  - 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 an after school 30 minute 'homework' detention so that work can be re-written.*

- Students will use Show My Homework to help them complete home learning to the required standard and to the deadline set.

**The Subject Teacher**

To support staff in ensuring that high quality teaching and learning takes place consistently across the curriculum, there needs to be a shared understanding of standards and a commonality of pedagogical approach across the Academy. 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, there are SIX key principles to consider and embed within the learning cycle, ('Making Every Lesson Count' – Shaun Allison and Andy Tharby)
. This may be a single lesson or a series of lessons.

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

❖ Feedback – so that students are able to reflect on, respond to and deepen their learning

**Knowledge Organisers'**

In the academic year 2021-2022, we will continue to routinely use Knowledge Organisers (KOs) with our Year 7 and Year 8 classes. We will continue to design KOs to reflect our curriculum intent, to support staff with implementation and both monitor and evaluate the impact they have on students' outcomes

We believe that effective design and delivery of Knowledge Organisers will support our students by

- ✓ Giving vital information that underpins learning – the 'must know'
- ✓ Reducing cognitive load – this is what they need to know automatically
- ✓ Supporting our disadvantaged students who may not have sufficient background knowledge/cultural capital
- ✓ Facilitating independent learning/revision
- ✓ Supporting our literacy strategy; helping students to master relevant Tier 2 and Tier 3 vocabulary.

**We will use knowledge organisers to enhance our retrieval practice by:**

- ▪ Making quizzing easy
- ▪ Ensuring cumulative retrieval practice to secure knowledge into long term memory
- ▪ Supporting self-checking and correcting
- ▪ Supporting cold-call questioning
- ▪ Students can highlight what they know on the knowledge organiser to gauge their learning and track their way through the curriculum
- ▪ Setting home learning tasks based on the content of the KO
- ▪ Allowing students to easily track their mastery of the curriculum content
- ▪ Enhancing the TA/LSA ability to support students' in mastering the curriculum content

**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 curriculum maps/programmes of study in advance
- Teachers should advise the TA / LSA what the students need to do to 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 implementation 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 activities 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 checks and the sharing of good practice during team briefings and meetings
- Ensure that the Academy policy is in operation through rigorous, high quality monitoring and evaluating of the impact of teaching on learning.

Ensure, with the Leadership Team, that

**Every LSA/TA** to receive an ongoing cycle of formative drop-ins from the line manager x 2 a term and a formative peer drop-in x 2 a term

**Every teacher** to receive an ongoing cycle of formative drop-ins from a linked member of LT x 2 a term and a formative peer drop-in x 2 a term. We will be supporting each other to consistently deliver highly effective and positively impactful

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

We will support each other by offering quality developmental feedback through the Teacher Takeaway documents kept in our red Teaching Folders.

**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 The leadership and peer development drop-in programme. Records of these to be held by the teacher and inputted to a central LT 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.

# Appendix 1

**All teachers will consistently apply The Bourne Academy Feedback Policy:**

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

P      Good

PP    Very good

___    Spelling or grammar mistake

O      Something's missing e.g. a comma

?      Doesn't make sense

O      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/redo', 'Rehearse and repeat', 'Revisit and respond', 'Relearn and retest', 'Research and record'

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 summative assessment to track students' progress.

Our feedback, whether 'whole class' or 'individual', MUST close the assessment loop by communicating-

- **What went well (www)-** how students met the success criteria/mark scheme (**challenge**)
- **Even better if (ebi)** – specific **feedback** on what they must do to improve their performance
- **Closing the gap** – teacher responding to misconceptions through re-teaching (**explanation, modelling**)**,** assessing whether students now grasp the concepts (**questioning, practice**). Students responding by completing corrections to demonstrate understanding. The teacher MUST check this has happened.

Performance should be tracked using Student Assessment 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.

# Appendix 2

## Making Every Lesson Count: TBA Planning, Reflecting & Developing

| Challenge | Explanation | Practice |
|---|---|---|
| <ul><li>Are learning objectives single and challenging for all?</li><li>Are all students expected to develop their knowledge and skills during the lesson?</li><li>Is formal, tier 2 and tier 3 language modelled by teachers and encouraged from students?</li><li>Is the bar of expectation high for all students?</li><li>Is appropriate support and scaffolding in place to enable all students to achieve high levels of expectation?</li><li>Are examples of excellence shared, discussed and deconstructed with the class?</li><li>Is subject content relevant and challenging?</li><li>Are assessment criteria referred to explicitly?</li></ul> | <ul><li>Do they build upon secure prior knowledge?</li><li>Do they take account of working memory and allow for the limited capacity of our memory?</li><li>Are new ideas introduced in short manageable increments?</li><li>Does the explanation focus on the key learning points, success criteria and key subject-specific knowledge and skills?</li><li>Are their opportunities to make the explanation more concrete and credible e.g., demonstration, visual, practical, appropriate use of analogy, etc.?</li><li>Does the explanation generate curiosity and so 'open up' the learning gaps?</li><li>Is explanation clear and concise, especially when subject matter is challenging?</li><li>Is teacher talk and gesture enthusiastic, kind and inclusive?</li></ul> | <ul><li>Once students have input from the teacher, are they given time to practise the new knowledge and skills.</li><li>Are mistakes observed, leading to intervention when necessary, to ensure that practise is perfect?</li><li>Are mistakes utilised as a key aspect of learning?</li><li>Is practice supported by scaffolds and support when necessary?</li><li>Are scaffolds and supports removed at the right time to allow for independence?</li><li>Is there evidence that key subject-specific knowledge and skills are practised regularly to improve retention?</li></ul> |
| **Feedback** | **Modelling** | **Questioning** |
| <ul><li>Is there a good mix of verbal and written feedback?</li><li>Are students encouraged to critique the work of their peers?</li><li>Is feedback kind, specific and helpful?</li><li>Is feedback designed to make students think – instead of giving them the answer?</li><li>Is feedback time long enough for students to 'struggle' forwards?</li><li>Are students expected to move towards 'closing the gap' by responding to feedback?</li><li>As a result, do students know what they have to do to achieve?</li><li>Are self-assessment strategies employed to aid metacognition?</li><li>Is teaching flexible, based on feedback from the performance of students?</li></ul> | <ul><li>Is practical work and other activities carefully modelled?</li><li>Are examples of excellent work shared and compared? 'This is great because…'</li><li>Are exemplary examples of subject-specific products, including writing, deconstructed with the students?</li><li>Is subject specific writing then modelled and co-constructed with the students?</li><li>Does teaching allow critique of models?</li><li>Is 'expert thinking' modelled by verbalising implicit thought processes?</li><li>Is modelling scaffolded to maximise the learning for all students?</li></ul> | <ul><li>Does questioning involve a wide range of students?</li><li>Does questioning both deepen and develop thinking and check for common misconceptions?</li><li>Are students' responses developed by further questioning?</li><li>Are reluctant respondents encouraged to respond by careful scaffolding?</li><li>Are students encouraged to respond and evaluate the responses of their peers?</li><li>Are students encouraged to ask questions?</li><li>Are students expected to rephrase answers in Standard English?</li></ul> |

# Appendix 3
## Learning Guide for Excellence at TBA

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|---|
| **Start of lesson: When meeting and greeting your classes model 'warm/strict'**. Enforce SLANT from the offset. Always model being enthused by the learning; inject pace, engagement and a love of your subject. Students behind chairs in your seating plan. Equipment and Planners on desks– check uniform is being worn correctly (**sweat the small stuff**). |
| **Keep slides simple and clutter free to avoid cognitive overload – ensure 'white space' on every slide** |
| **Do Now:** Homework recorded into Planner, to be checked during live marking time. Retrieval knowledge questions, using KOs for Year 7 & 8– students engage with knowledge questions immediately and silently if requested. Register is called. **Work the clock** – answers displayed on board – very quick self-assessment marking in green pen (scores recorded – make it count for the students) |
| **Intro slide:** Should include a challenging single objective that all students will aspire to achieve in the lesson – teach to the top, have high aspirations. Explain tier 2 and tier 3 vocabulary, quick cold calling, 'no opt out' questioning to check understanding. |
| **Lesson Content:** Use highest quality resources to ensure highest levels of knowledge and skills for students – content interleaved for mastery. Use Six Strategies for Effective Learning <br> **Challenge, Explanation, Modelling, Practice, Questioning, Feedback** |
| **Best practice to support your planning – it is not exhaustive or prescriptive** <br> ✓ Plan for 15- 20 minutes of silent work – deliberate **practice** to help 'grow' long term memory. <br> ✓ Use of electronic timer/every activity as a time limit to maintain pace <br> ✓ **Questioning**: Cold-calling, targeted and planned. Variety of questions to check for understanding – allowing for challenge and consolidation. Elaboration – make links and generate discussion (pairs/whole class) <br> ✓ Mini Whiteboards (MWB) for whole class questioning – use 321 and responsive teaching/further questioning <br> ✓ Allow thinking time (e.g., think, pair, share, use of MWB) <br> ✓ Use visualisers and classroom displays to show excellent examples of work/highlight errors or misconceptions. Give clear, crisp **explanations**. Co-construction and **modelling** of task/answers is ESSENTIAL– before students are asked to try it – expected standard should be crystal clear <br> ✓ Signpost to A Level/GSCE/BTEC/KPI grade descriptors and Assessment Objectives throughout lesson <br> ✓ Use the Warm/Strict approach and rewards policy throughout lesson – enforce SLANT, give reminders of discipline flowchart for non-attention. Use conditioning boards (☺ ☹) for a clear visual of rewards/discipline <br> ✓ Scaffolding as appropriate to support and **challenge** ALL to achieve highest expectations/outcomes <br> ✓ Plan for best use of Teaching Assistant (s) 'spread' of deployment across class' learning needs <br> ✓ Provide highest quality writing frames. Linked to mark schemes, AOs, and grade descriptors <br> ✓ Regular low stakes mini tests and quizzes. Take/give **feedback** through peer and self-assessment. |
| **Response to marking and feedback** <br> ✓ 'Mark live' expect students to make corrections in green pen <br> ✓ Plan time to feedback from the front, expect students to respond, check and correct in green pen <br> ✓ Insist on students redrafting of work if appropriate – must be of highest quality including SPaG |
| **Student Exit**: Pack students up with 10 mins to go, utilise students to set up for your next lesson or to ensure class is immaculate, ready for next teacher/class. Students behind chairs ready for EXIT card/questioning/reminders. Dismiss on the bell. |

# Appendix 4

| **Target Takeaway** | **Date:** |
| --- | --- |
| | **Previous target:** |

| Staff name | |
| --- | --- |

**Progress made from previous Actionable steps:**

| Target (please circle) | Actionable steps: |
| --- | --- |
| 1. Challenge<br>2. Explanations<br>3. Modelling<br>4. Practise<br>5. Feedback<br>6. Questioning | |

<br><br>

| **Target Takeaway** | **Date:** |
| --- | --- |
| | **Previous target:** |

| Staff name | |
| --- | --- |

**Progress made from previous Actionable steps:**

| Target (please circle) | Actionable steps: |
| --- | --- |
| 1. Challenge<br>2. Explanations<br>3. Modelling<br>4. Practise<br>5. Feedback<br>6. Questioning | |

I have read, understood, and I am able, to conduct my professional responsibilities, as outlined within this policy.

Name: _____ Date: _____

Signature: _____