THE **BOURNE** ACADEMY

TEACHING AND LEARNING POLICY

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

VISION

Our Vision is to develop literate, numerate, global citizens who ASPIRE, i.e., they are: Ambitious, Self-confident, Physically literate, Independent, Resilient, Emotionally literate.

Introduction

At The Bourne Academy, we are committed to fostering an inclusive and diverse learning environment that respects and values the differences among our students, staff, and the wider community. Our Equal Opportunities, Diversity, and Inclusion (EDI) policy outlines our commitment to promoting equality, eliminating discrimination, and ensuring fairness in all aspects of academy life.

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 that is centred around research based pedagogical strategies designed to support excellent classroom practice (see Teachers' Companion S:\A Teachers' Companion).

Support opportunities for cross-curricular collaboration through the

- ✓ Directors of Learning forum and peer review programme
- ✓ Subject Leader forum
- ✓ CPD programme including Initial Teacher Training, Early Career Framework, Leadership Development Programmes. (S:\A Teachers' Companion\3. CPD)
- ✓ Peer drop in programme
- ✓ TBA Teachers' Companion (S:\A Teachers' Companion)

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 Knowledge Organiser (Yr7 & 8) and the essential equipment below.

Black/Blue pen(s)	Green pen	Sharpened pencil	Ruler	Scientific Calculator (Y9 onwards)
Rubber	Sharpener	15cm ruler	Pencil case	Reading Book (Y7 & 8)

Students will receive a strike on 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 and the date at the start of a lesson
    - To underline title and dates with a ruler
    - To not graffiti on books or folders.
    - To glue any loose sheets in to books or file them neatly in folders.
      To make sure handwriting is to the best of their ability, and as neat as possible.
    - Not leave spaces and use both sides of the pages in exercise books or on loose paper.
    - To use green pen to respond to teachers' feedback.

If students deliberately do not adhere to the Presentation Policy, they will be reminded of expectations and asked to correct. Failure to comply will result in the teacher applying the sanction policy for the student failing to follow an instruction.

- Students will use Satchel One 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 and staff 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 application of learning looks like

❖ Practice – so that students can fully engage in the learning process and are given the time to master the knowledge and skills they are learning
❖ Effective questioning – so that students are made to think hard with breadth, depth and accuracy and staff are able to effectively check for understanding and address misconceptions
❖ Feedback – so that students are able to reflect on, respond to and deepen their learning
❖

We have developed a 'Teaching & Learning Overview Place Mat' to support teacher planning and development.

Knowledge Organisers'
In the academic year 2025-26, we will continue to routinely use Knowledge Organisers (KOs) with our Year 7 and Year 8 classes including the Bourne Scholar KOs. Additionally, subject leaders will make sure that all Key Stage 4 students have access to an in-class subject KO. The KS4 KOs will be exam board specific and support students with the foundational knowledge required for their GCSE or vocational courses. Homework tasks, in KS3 foundation subjects, will routinely be set around learning and applying the content of these KOs, this will be practised through 'Do Now' interleaved, retrieval activities at the start of every lesson.

We believe that effective design and delivery of Knowledge Organisers supports our students by
✓ Giving vital information that underpins learning – they '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 continue to design KOs to reflect our curriculum intent, to support staff with implementation and we will continue to both monitor and evaluate the impact they have on students' outcomes.

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

Developing Literacy
To further support our students' ability to decode Tier 2 and Tier 3 vocabulary, we will use Lexonik Vocabulary to facilitate the explicit teaching of vocabulary. Subject word lists will be broken down to syllable level, to aid students' reading accuracy, reading fluency and spelling. Lexonik Vocabulary will provide the subject specific definition of each keyword. This analysis of vocabulary will promote and provide opportunities for cross curricular learning and the standardisation of key terms.

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, ensuring it aligns with whole school T&L strategies
- Will plan programmes of study which incorporate opportunities for learners to access the curriculum through the planned use of questions, different learning activities, assessment and feedback opportunities.
- Will use display to promote, reinforce and support teaching and learning strategies.
- Make sure that whole Academy priorities are shared through Subject action Plans.
- Use the curriculum time provided by the Academy for necessary training, moderation, quality assurance, formative book checks and the sharing of good practice during team briefings and meetings
- Ensure that the Academy Teaching and Learning 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. Practice
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.

Tick   Good

Double tick   Very good

___   Spelling or grammar mistake

O   Something is missing e.g., a comma

?   Does not make sense

X   Incorrect

^   Word/s or phrase missed out

Student corrections should be completed 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 act 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**. Students will experience a minimum of two summative, formal assessments per year. The summative assessments will be used to track students' progress and attainment. Feedback will be provided that informs students of their areas of strength and development. The expectation is that Question level analysis (QLA's) will be utilised to support and direct responsive teaching, alongside formative assessment. These will be completed a minimum of twice per year following summative assessments. The feedback will be used by teaching staff to plan lessons that close gaps, improve attainment and progress. Additional summative assessment within subjects will be based on individual subject needs and written into the curriculum map. The department leads will determine whether

QLA's are required for any additional summative assessment to support feedback. All summative and formative assessment will be used by teachers to support planning of lessons that close knowledge gaps.

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 by the subject lead using an appropriate data entry template. These should include GCSE, BTEC or A Level grades and be updated in line with data entry points. Where subjects use student trackers, these must give students a clear quantitative and qualitative overview of their progress.

Appendix 2
Learning Guide for Excellence at TBA

Structure of lesson	Teacher expectations
Before start of lesson	If time allows display the date, title, LO and retrieval practice questions on the board before student arrival and hand out folders. Homework task and deadline on screen/board, having been shared on Satchel One.
Start of lesson: Students greeted at door and sent in to stand behind chairs in your **seating plan**. Equipment, KO's (Y7&8) and planners on desks. Waiting for instruction to be seated by teacher. If not already taken place, selected students to hand out folders.	**Meet and greet your classes at the door**. Always model being happy to see them, while also checking the students are adhering to uniform and equipment expectations. **Check uniform and equipment** is on the desk.
Do Now: Students copy down the date and title into their books and underline. Students then complete 'do now' task, consisting of retrieval knowledge questions (approx. 5), using KOs and interleaving from previous learning/units. This should be planned based on class need and informed by QLA's and AFL– students engage with knowledge questions immediately and silently if requested. **Feedback** – answers displayed on board –self-assessment marking in green pen.	Students directed to write date & title and underline these. Then complete the retrieval practice task. **Start timer for approx. 7 mins.** While completing the do now, register should be taken. Then track the class to check for misconceptions and that students are meeting expectations. Display the answers on the board (all at once) for green pen self-assessment. Quick afl poll to identify the focus questions to go through.
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. This may have been included on your 'do now' slide.	
Lesson Content: Use highest quality resources to ensure highest levels of knowledge and skills for students – content should be chunked, so that new content can be introduced, explained, modelled and practiced, before further content is introduced. This approach will support mastery and prevent	

cognitive overload. Introduce and explain tier 2 and tier 3 vocabulary for the lesson using lexonik, quick cold calling, 'no opt out' questioning to check understanding. Use Six Strategies for Effective Learning **Challenge, Explanation, Modelling, Practice, Questioning, Feedback**

Best practice to support your planning – it is not exhaustive or prescriptive
- ✓ Use signal, pause, insist to ensure listening prior to direct instruction
- ✓ During direct instruction give clear, concise **explanations**. Co-construction and **modelling** of task/answers is ESSENTIAL– before students are asked to try it – expected standard should be crystal clear
- ✓ During explanation and modelling, ensure any tier 2/tier 3 vocabulary is introduced using lexonik
- ✓ **Questioning**: Cold-calling, targeted and planned. Variety of questions to check for understanding – allowing for challenge and consolidation. Elaboration – make links and generate discussion, this could involve think-pair-share (pairs/whole class). Questioning techniques such as no opt out and right is right should be used to ensure all students are **challenged** to reach the standard required
- ✓ Mini Whiteboards (MWB) for whole class questioning to support 'I do, we do, you do' **modelling**, checking the majority of students are secure before moving to independent **practice** – use 3,2,1 show me and responsive teaching/further **questioning** to address any misconceptions
- ✓ Allow thinking time (e.g., think, pair, share, use of MWB)
- ✓ Scaffolding as appropriate to support and **challenge** ALL to achieve highest expectations/outcomes
- ✓ Plan for 15- 20 minutes of deliberate **practice** to help mastery of content/skills.
- ✓ Track the class to support **feedback** and responsive teaching. Identifying class misconceptions that need addressing with additional **modelling**, **explanation** or scaffolding that may be needed or directing to extension to ensure students continue to be **challenged**
- ✓ Use polling to gather **feedback** following independent practice to support responsive teaching
- ✓ Use of timer for every activity as a time limit to maintain pace. Timings can be adapted if tracking suggest more/less time is needed
- ✓ Use visualisers and classroom displays to **feedback** excellent examples of work/highlight errors or misconceptions.
- ✓ Take/give **feedback** through peer and self-assessment.

Points to consider to support T&L:
- ✓ Use close reading technique when sharing text with the class to support literacy
- ✓ Signpost to A Level/GSCE/BTEC grade descriptors and Assessment Objectives throughout lesson
- ✓ Apply the rewards and sanctions policy consistently, along with low level behaviour strategies to support positive learning environment. Use conditioning boards (☺ ☹) for a clear visual of rewards/discipline)
- ✓ Plan for best use of Learning Support Assistant (s) 'spread' of deployment across class learning needs
- ✓ Provide highest quality writing frames, linked to mark schemes, AOs, and grade descriptors

Response to marking and feedback
- ✓ 'Mark live' while tracking the class and expect students to make corrections in green pen
- ✓ Plan time to feedback to the class, expect students to respond, check and correct in green pen
- ✓ Insist on students redrafting of work if appropriate – must be of highest quality including SPaG

Student Exit: Pack students up with 5 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 **row by row**.

Target Takeaway

THE BOURNE ACADEMY

Date:

Previous target:

Teacher:

Feedback from:

Progress made by previous actionable steps:

Target: (Please circle)
1. Challenge
2. Explanation
3. Modelling
4. Practice
5. Feedback
6. Questioning

Teacher reflection on feedback

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

Name: _____ Date: _____

Signature: _____