



Beamont Collegiate Academy

TEACHING & LEARNING POLICY

Date approved by the Curriculum & Learning Committee	27.02.17
Signature of Chair to the Curriculum & Learning Committee	G Porter
Signature of Academy Principal	A Moorcroft
Date of Review	05.02.18
Date of review	4.02. 2019
Date of next review	Spring 2020

Contents

	Contents overview	P.3
1.	Baiscs	P.5
2.	Behaviour for learning	P.5
3.	Differentiation	P.7
4.	Literacy & Numeracy	P.8
5.	Roles & responsibilities	P.9

“Learning is driven by what goes on in the classroom”

Dylan Wiliam (Inside the Black Box)

Our vision:

BCA will become recognised as a highly successful learning community that provides outstanding education for young people of all abilities. Students will leave BCA as lifelong independent learners who have the creativity, adaptability, confidence and leadership skills to contribute to, and succeed in, our 21st century society.

Context

This policy will seek to provide a framework for high quality teaching and learning at the academy. This policy contains key information on how the school views teaching and learning and the roles and responsibilities of all staff to maintain excellent provision. Further guidance on specific aspects of teaching and learning such as Performance Management, Homework, CPD and Marking and feedback is contained within those individual policies.

The purpose of this policy is to:

- Realise the School’s vision of providing outstanding education for all students of all abilities
- Ensure that students are provided with high quality learning opportunities that lead consistently to high levels of achievement.
- Provide a common language and understanding of what contributes to outstanding learning at BCA
- Support Teaching staff in meeting the Teachers’ Standards and objectives set through Performance Management processes

1.0 The basics

Teaching and learning expectations are our most powerful tool to ensuring that effective learning can take place in the classroom (see teaching and learning expectations)

2.0 Behaviour for learning

Students make most progress when they are supported to learn in a positive climate where effective learning can take place. This is underpinned by classroom expectations and the staff and student charter. Engaging lessons should equip students with the skills

needed to become more enthusiastic and resilient learners who take pride in the work they produce.

3.0 Differentiation

Our classes are made up of individual learners with a variety of needs; teaching and learning should take account of students from different cohorts and with varied abilities. Through Classcharts teachers are provided with prior attainment information and the current progress of students so they can provide personalised planning for groups of students as well as individuals.

4.0 Literacy/numeracy

BCA is committed to raising the standard of literacy and numeracy for all students. Students should develop their literacy and numeracy skills effectively in all areas of the curriculum. These skills are necessary to cope with the demands of further education and future employment requirements. At BCA we regard these skills as fundamental in empowering students to reach their maximum potential.

5.0 Roles and responsibilities

At BCA we recognise that teaching and learning is the key driver of school improvement. As such all staff have a pivotal role in ensuring that teaching and learning enables all students to reach their potential.

1.0 Basics

Setting the tone for purposeful learning is critical. Our shared expectations are set out in Appendix 1

1.1 Seating plans

The seating of students is very important and must be at the direction of the teacher. Strategic seating can challenge underachievement and promote learning.

- Data rich seating plans should be devised via ClassCharts to ensure that students prior attainment is a critical part of planning lessons and assessing the progress of students.
- The teacher will consciously decide upon and plan the seating arrangements for students in order to maximise progress
- Seating arrangements should be changed to suit different activities and allow students to work independently and collaboratively as required
- Printed ClassCharts information should be annotated with specific strategies for key students and updated regularly
- Data rich setting plans should be provided to all visitors when entering the room when QA activities are taking place.

1.2 Key Questions allow students to engage with the process of learning:

- Teachers will make the Key Question explicit to all students by writing it on the board at the outset of the lesson.
- Teachers will ensure the Key Question to the lesson is open ended and avoid using closed questions.
- Teachers will refer back to the Key Question at regular intervals to develop student enquiry and check understanding as underpinned by Roshenshine's Principles of Instruction.

2.0 Behaviour for learning

When appropriate behaviour for learning is made explicit, students make most progress. Students should be taught to:

- listen to each other
- adopt various roles in groups
- be prepared to volunteer their thoughts and opinions
- respect the values, ideas, contributions and beliefs of others

- give honest and positive feedback to each other

2.1 Questioning to promote thinking & engage all learners

- When asking questions to the class, teachers should pause or give students a specific time to consider their responses
- A 'no-hands-up' rule contributes to a culture where all students are expected to contribute and avoids discussion being dominated by a minority
- Active strategies, including Kagan structures, should be utilised to ensure that group tasks are structured to ensure effective questioning
- Teachers should stretch student thinking and verbal responses by using a range of questioning strategies so that opportunities are provided for students to extend their thinking.

2.2 Students learn in different ways

Teaching and learning which incorporates a variety learning styles will engage a wider range of learners. We therefore encourage teaching and learning that is lively and takes risks – where students demonstrably learn. Recognising this and planning for it provides stimulus and is inclusive.

- Teachers should plan for and provide a range of engaging, challenging and imaginative activities to support a variety of learning styles.
- A range of activities should be used such as active learning approaches and those using Kagan structures.
- Students should have the opportunity to work in different ways, such as individually, in pairs, small groups, whole class situations
- Leadership, group work and teamwork should be promoted using effective models, such as Kagan structures, where students know their roles and which give students accountability, understanding of group dynamics, and opportunities to lead.

2.3 Preparing students for the demands of a knowledge rich curriculum

At BCA we recognize that cognitive sciences shows that 1) the battle against forgetting begins as soon as you learn something and 2) the best time to practice retrieving something from long-term memory is when you have started to forget it- the fact that you must work harder to retrieve it but then do so successfully causes you to build a stronger neural pathway (memory) of the thing you are trying not to forget.

Teaching and learning should therefore provide specific opportunities for knowledge retrieval and testing

- Teachers should begin each lesson with a focus on knowledge retrieval through well planned activities to recall prior learning.
- Knowledge organisers are provided and referred to throughout the lesson to support learning and the consolidation of key knowledge, facts, dates, events, characters etc. These will be given to all pupils at the start of each unit to help them remember what they're learning
- Micro testing, in the form of mini-whiteboard testing, 'no hands up' questioning and other forms of quizzing, that provide opportunities for routine and habitual knowledge recall, will be planned for within Schemes of Learning and individual lesson planning to check understanding and progress throughout the lesson.
- Opportunities for students to independently apply knowledge in the form of timed tests and exam practice will be routinely provided in lessons through the Modelling of skills and worked examples to support students' cognitive understanding.
- The best practice evident in meeting the demands of a knowledge based curriculum will be routinely modelled to staff in CPD time.
- The extent to which individual teachers ensure these aspects of teaching and learning are a regular part of lessons, as outlined in the teaching and learning expectations, will be monitored via QA activities in the PACE timeline.

3.0 Differentiation

Differentiation takes into account the needs of all learners and plans to ensure that all learners are set challenging goals and make expected progress. We recognise that:

- Different students have different needs, related to influences both within and beyond the classroom. Awareness of the needs of specific groups will enhance the provision for individuals. Prior attainment information for all students is accessed from ClassCharts and used to inform the planning of lessons to meet the needs of all learners.
- Teachers will be aware of the needs of specific groups such as SEN, EAL (English as an additional language), FSM (free school meals), Looked After children, HLL (Higher Level Learners) and Talented students and will provide the appropriate support. Teachers will be aware of the range of information that can help to support the learning of these groups.
- High expectations should be evident for students of all abilities. Extension/Challenge tasks should be clearly evident in books and folders.

3.1 Working with Teaching Assistants

- Teaching Assistants are most effectively deployed in the classroom when they are informed of, and involved in, the learning
- Teachers should give TAs the scheme of work, and or, any lesson plans in advance
- Regular discussion of student progress and wellbeing should take place
- Teachers should give TAs appropriate guidance on their role within the lesson or sequence of lessons
- TAs should share their in-depth knowledge of the student being supported, particularly if progress differs significantly in other lessons

4.0 Literacy/numeracy

4.1 Literacy

In order to ensure high quality literacy across the curriculum we will ensure that:

- A literacy co-ordinator and literacy team is in place to inform school literacy strategy.
- Literacy and numeracy builds on the work undertaken in feeder schools.
- Teachers and support staff are committed to supporting the literacy pledge
- The school marking for literacy codes are used to support students literacy skills
- The weekly literacy focus is shared with staff and explicitly taught in English lessons.
- CPD ensures that all staff are informed of the latest pedagogy and practice in supporting literacy
- Students reach expected progress in reading, writing and spoken language.
- The library is utilised and promoted to give students a love of reading and support reading interventions.
- Literacy events such as World Book Day are celebrated in school
- The 'Root of the Week' is displayed around the academy and referenced in lessons across the school.
- All students are tested for their reading age, this information is shared with teaching staff to inform teaching.
- Underachievement in literacy is identified at an early stage and intervention, such as Reading Plus, Lexia and peer reading are in place.

4.2 Numeracy

In order to ensure high quality literacy across the curriculum we will ensure that:

- All staff understand their role in supporting numeracy across the curriculum
- A designated staff member co-ordinates provision for numeracy guides school strategy.
- The maths programme of study builds numeracy into all areas of lessons to allow students to improve their skills and access all areas of the maths curriculum
- Mental Maths is used as a key component of provision in Maths
- Underachievement is identified at the earliest stage and intervention is provided to address this
- The numeracy co-ordinator will work with HODs across school to embed specific numeracy strategies
- CPD ensures that all staff are informed of the latest pedagogy and practice in supporting numeracy
- Social media is used routinely to ensure that excellence in numeracy is shared and celebrated.

5.0 Roles and Responsibilities

5.1 Classroom Teachers

Classroom teachers are responsible for the progress of students in their classes and the delivery of high quality lessons which enable students to make good to outstanding progress within lessons and over time. Classroom teachers are also responsible for the self-evaluation of their own professional development supported by the school's Performance Appraisal processes.

This is achieved through:

- Self-evaluation and reflection of their subject knowledge and understanding of educational initiatives
- Self-evaluation and reflection of the quality and effectiveness of their own teaching and classroom management
- Monitoring student progress and designing lessons that support students in achieving well against prior attainment and similar groups nationally
- Supporting and developing the ability of students to evaluate and take responsibility for their own learning utilising peer and self-assessment strategies.

- Diagnostic feedback that specifies 'what went well' and 'even better if' is evident in students' books/folders and ensure students respond to this during DIRT to guide student practice.

5.2 UPS Teachers and those on the leadership spine

These teachers will have demonstrated 'extensive knowledge and understanding of a range of teaching, learning and behaviour management strategies'. Their 'more developed knowledge and understanding of their subjects, related pedagogy and how learning progresses' provides them with the skills and knowledge base to 'contribute to the professional development of colleagues' including those new to the profession as NQT's or as trainee teachers. Alongside this, UPS teachers should 'contribute significantly, where appropriate, to implementing workplace policies and practice, promoting collective responsibility for their implementation'. To meet these professional expectations we would expect UPS teachers to employ their skills in their own, and across, curriculum areas.

5.3 Middle Leaders

Middle Leaders are responsible for the effective teaching of their subjects, monitoring and evaluating the quality of teaching, standards of student attainment and achievement, setting targets for improvement and leading the Performance management process in their curriculum area.

Middle Leaders are responsible for the effective teaching of their subjects, monitoring and evaluating the quality of teaching, standards of student attainment and achievement, setting targets for improvement and leading the Performance Appraisal process in their curriculum area.

This is achieved through:

- Leading teaching and learning across the team, role modelling outstanding practice and delivering/brokering appropriate CPD for all members of the team
- Monitoring and evaluating the teaching and learning in their curriculum area including by undertaking quality assurance in line with the PACE timeline.
- Ensuring curriculum coverage, continuity and progress for all students
- Supporting individual staff in meeting the expectations of this policy in regard to Teaching and Learning
- Analysing and interpreting student performance data against agreed targets/ estimates and comparative data; setting targets and implementing actions to

secure the achievement of individual students and identified key groups to ensure equality of opportunity and outcome for all learner groups

- Deploying staff to best support student progress and any identified need
- Fostering an open teaching and learning environment across their curriculum area and ensuring that best practice is disseminated.
- Leading teaching and learning across the team, role modelling outstanding practice and delivering/brokering appropriate CPD for all members of the team

5.4 Progress Leaders

Progress Leaders are responsible for the monitoring and evaluation of the overall experience of individuals and groups of students within their Year group.

This is achieved through:

- Monitoring the progress and potential of each year group within their Key Stage and using student data to identify and set targets for specific students, or identified groups of students, according to their needs and to ensure equality of opportunity and outcome for all learner groups
- Providing regular Progress Updates to SLT
- Monitoring 'attitudes to learning', including attendance and home learning and reporting these to SLT and Tutor Teams
- Monitoring the work of Tutors and the quality of tutor time

5.5 The role of the learning coach

The Principal has appointed dedicated learning coaches to raise the achievement of boys and enhance the provision of Higher level Learners.

These coaches work in the following ways:

- Working with teachers on an individual basis to improve provision.
- Providing INSET/CPD that demonstrates excellence within each area
- Providing opportunities for teachers to undertake deliberate practice that enables them to support these students and to practice specific strategies
- To raise the profile of each area and celebrate good practice in whole school CPD and social media