



## Teaching and Learning Policy

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## **Teaching and Learning Vision Statement**

At Bristnall Hall Academy we resolutely believe that there is a direct correlation between possessing a growth mindset and excellent progress and maximised attainment. We are relentless in instilling highly effective learning behaviour and signposting what that looks like through our ethos, our planning, our delivery, our assessment and our feedback in our drive towards excellence for all. Excellent learning experiences are ones where students make excellent progress because of carefully planned learning activities that position the teacher as facilitator and students as active participators, leading their own learning to the best of their ability. For the lesson to be at its most effective, the progress of every learner has to be planned for and maximised; learning at a higher intellectual or skill level is planned for and expected and full exploitation of any potential for active learning is evident throughout sequences of learning. We are an academy who recognise that excellence and first class learning experiences are fluid concepts and not a destination. We do not stand still in our pursuits to deliver the very best for young people at our academy.

## **Aims and Objectives**

Both the teaching standards and academy aims have guided the following aims and objectives:

1. Set high expectations which inspire, motivate and challenge pupils
2. Demonstrate excellent subject and curriculum knowledge
3. Plan and teach well-structured lessons that promote excellent progress and outcomes by pupils
4. Adapt teaching to respond to the strengths and needs of all pupils
5. Plan and teach lessons that fully exploit the potential for active learning
6. Make accurate and productive use of assessment
7. Manage behaviour effectively to ensure a high-quality and safe learning environment.

## **Roles and Responsibilities**

### **Governors**

- To ensure the effective and rigorous implementation and monitoring of the policy.
- To support the quality assurance of the policy.

### **Leadership Team**

- To provide appropriate support, training and resources for faculties, subject areas and individual staff;
- To monitor and evaluate the delivery and impact of the policy;
- To modify and update the policy in the light of ongoing developments and the changing needs of the academy and its priorities.

### **Lead Practitioner**

- To provide appropriate support, training and resources for faculties, subject areas and individual staff;
- To monitor and evaluate the delivery and impact of the policy;
- To provide appropriate support to team members by providing training materials or advice and guidance.
- Support staff to take risks in new teaching methods.

### **Area Leaders and Subject Leaders**

- To be responsible for the co-ordination of long, medium and short term planning of schemes of learning, taking into consideration the aims and objectives of the policy;
- To monitor and evaluate consistent delivery of the policy at Faculty and subject level;
- To provide appropriate support to team members by providing training materials or advice and guidance.
- Support staff to take risks in new teaching methods.

### **Teaching staff**

- To ensure that their own teaching meets the national Teachers Standards, ensuring teaching and learning is the best it can be;
- To implement this policy by planning and delivering high quality learning experiences;
- To have a growth mindset; to be willing to take risks;
- To actively seek to reflect on their practice using strategies shared through, for example, secondary research, CPD and WAGOLL (What a Good One Looks Like) Wednesdays;
- To work collaboratively with colleagues to share best practice and improve teaching.

### **All staff**

- To be aware of the principles of the policy and how they can contribute to it.

### **Students**

- To work positively within lessons to enable staff to implement the policy effectively;
- To have a growth mindset; to be willing to take risks;
- To engage with learning experiences outside the classroom by ensuring completion of the learning tasks set as independent learning activities.

### **Those with parental responsibility**

- To support the policy of the School, in line with the Home-School Agreement, by providing support for their child at home, allowing them to continue to develop their learning effectively.

### **Planning for Learning**

All lessons are planned carefully to maximise the progress and attainment of every individual. Staff plan their lessons using 'The Big 5 Learning Questions' which are designed to stimulate teacher reflection during the planning process with a focus on planning for rapid progress:

- 1. What is the ultimate high order concept/skill/knowledge students must acquire? (Pitched at highest target grade in the class)**
- 2. What must they already know/understand/be able to do?**
- 3. What are the steps along the way?**
- 4. What might they find difficult? How might I pre-empt this?**
- 5. How will I know, at each stage, that progress is being made?**

Both teachers and support staff make use of Class Charts to be aware of the individual needs of students they teach and support. Staff must be aware of and plan for the target grades of all students they teach. Staff will always be aware of and plan for:

- Special Educational Needs and/or Disabilities
- High Attainers and those additional learners who are identified as having 'High Potential' (see High Potential Policy)
- Children Looked After
- Pupil Premium
- English as an Additional Language
- MAPs
- LAPs
- Any other vulnerable group, identified in the Academy Improvement Plan.

Whilst it is crucial that staff must plan activities for the aforementioned groups of learners, we believe that the needs of students are often more effectively met at an individual level. 'The Big 5

Learning Questions' (see appendix) encourage teachers to plan for the needs of individuals who may require personalised differentiation, intervention, challenge, support and scaffolding, depending on the learning activities planned for.

Staff also use the Growth Mindset Standards to plan activities that position learners as active participators in the learning process. The standards are written to promote growth mindset behaviours through planning, delivery and assessment. The Growth Mindset Standards are written in strands, organised by learner behaviours (see appendix).

### **The learning**

Using the Growth Mindset Standards as guidance, it is expected that the following learner behaviours are planned for, signposted and nurtured across a sequence of lessons:

- Risk-taking (high levels of challenge)
- Resilience (appropriate levels of support and scaffolding, including effective deployment of other adults)
- Flexibility (independence and homework)
- Engagement (active participation in the learning and collaboration with each other)
- Determination (rapid progress)
- Relentless (students working at their full capacity)
- Seek and use feedback (marking and feedback as per the Marking and Feedback Policy)
- Curious (high order questioning)
- Effective communicators (Literacy and Numeracy)
- Making connections (Depth of knowledge and links to prior/cross-curricular learning)
- Proud (Behaviour for Learning (see Behaviour for Learning Policy)

### **Evaluating the Learning**

The Growth Mindset Standards are used to quality assure teaching and learning which is also triangulated with student outcomes. Please read the Quality Assurance Policy for further information.

The monitoring and evaluation of the Teaching and Learning Policy is linked directly to the following school documents:

Teaching and Learning Policy

Marking, assessment and feedback Policy

Performance Management Policy

Independent Learning Policy

Behaviour for Learning Policy

## Quality Assurance Policy

### **Appendix 1**

#### Lesson Routines

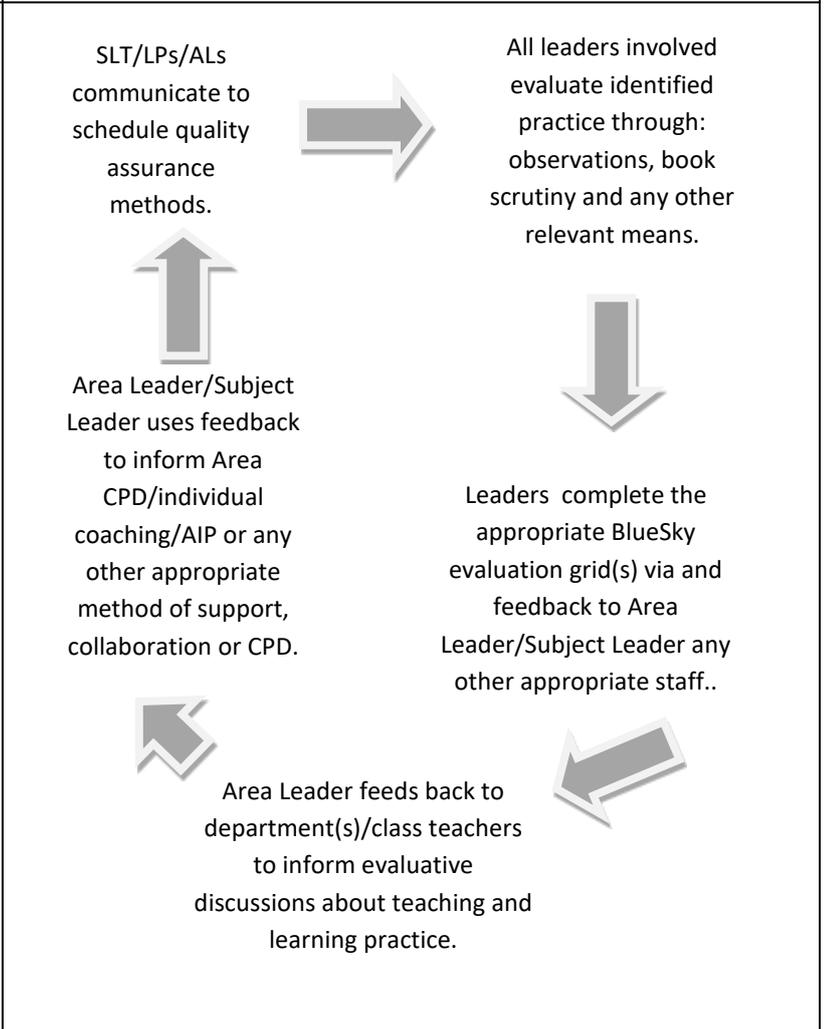
- Punctuality. Teachers should be present to meet and welcome the students, creating a positive and enthusiastic start to the lesson.
- Entering room, entry should be calm and sensible and a preparation for learning.
- Students will enter the room as soon as invited to do so by the teacher. They will:
  - 
  - a. Get out their equipment (including planners).
  - b. Students should place bags under the desks or in designated spaces (not in aisles or on backs).
  - c. Students who are sat one to a desk must be sat on the seat closest to the aisle.
  - d. Students will be set engaging starters so that learning starts immediately.
- Register at the start of the lesson (within the first 10 minutes).
- Seating Plan. All staff should have a seating plan for a group, using ClassCharts. Using ClassCharts intelligence data, students will be seated to take account of behaviour for learning, progress and/or target grades, with suitable modifications for students in vulnerable groups e.g. SEND, Pupil Premium if required.
- Late arrivals – Give the students a C3, but do not allow their late arrival to disturb the flow of the lesson.
- Homework setting and collection should be at an appropriate point in the lesson.
- Leaving the room should be orderly.
- Check work space to ensure it is tidy.
- Teacher stands at the door to ensure an orderly dismissal onto the corridor and to check uniform as students leave.

## Appendix 2

### The Learning Environment

- Welcoming – no barriers between students and teachers.
- Stimulating.
- Clearly stated rules and expectations.
- Technology should be used to enhance learning.
- Rooms should be tidy and learning resources readily available as appropriate.
- Displays should:
  1. Be referred to in the lesson.
  2. Be informative.
  3. Be relevant.
  4. Be stimulating / inspirational / motivational.
  5. Be tidy / maintained and changed at least bi-annually.
  6. Include students work – levelled/grades.
  7. Include level grade descriptors in student speak.
  8. Key words, literacy / numeracy etc.
  9. Celebrate students' learning.
- Relationships – mutual respect should be the theme, and teachers should praise students where possible both verbally and using Class Charts. Teachers should lead by example.
- Language used should emphasise mutual respect and learning.
- Create a learning environment where students can take risks in their learning and feel safe.
- The ratio of praise to consequence should be at least 3:1.

**Appendix 3**

| Date | Leads | Monitoring and Evaluation Review Cycle  |
|------|-------|---|
|      |       |  <p>SLT/LPs/ALS communicate to schedule quality assurance methods.</p> <p>All leaders involved evaluate identified practice through: observations, book scrutiny and any other relevant means.</p> <p>Leaders complete the appropriate BlueSky evaluation grid(s) via and feedback to Area Leader/Subject Leader any other appropriate staff..</p> <p>Area Leader feeds back to department(s)/class teachers to inform evaluative discussions about teaching and learning practice.</p> <p>Area Leader/Subject Leader uses feedback to inform Area CPD/individual coaching/AIP or any other appropriate method of support, collaboration or CPD.</p> |



## Appendix 4: The Big 5 Learning Plan

The following should be available as part of everyday teaching (including lesson observations)

- Overview of the lesson which could include: PowerPoint presentation, resources, notes
- Data sheet that includes latest Progress Review Data
- Seating plan
- Overcoming Barriers Support Plan (if applicable)

**THE BIG 5 (PLANNING FOR RAPID PROGRESS)** To be completed prior to the lesson

1. What is the ultimate high order concept/skill/knowledge students must acquire? (Pitched at highest target grade in the class)
2. What must they already know/understand/be able to do?
3. What are the steps along the way?
4. What might they find difficult? How might I pre-empt this?
5. How will I know, at each stage, that progress is being made?

## Appendix 5: Growth Mindset Standards

| Challenge  | RISK TAKING  | Support<br>RESILIENCE   | Independence<br>and homework<br>FLEXIBILITY                         | Engagement<br>ENGAGED  | Progress<br>DETERMINED  | Pace<br>RELENTLESS  | Marking and<br>Feedback<br>SEEK AND<br>USE<br>FEEDBACK   | Questioning<br>CURIOUS  | Basic skills<br>COMMUNICAT<br>ION SKILLS  | Subject<br>knowledge/depth<br>of learning<br>MAKING<br>CONNECTIONS                                | Behaviour for<br>learning<br>PROUD |
|--|--|---|---|--|---|---|--|---|---|---|------------------------------------|
| C1: Students are challenged throughout the lesson by accessing work that is pitched at where they need to be which allows them to maximise their progress. | S1: Students are on different learning journeys (where appropriate) but aspire to outcomes pitched at where they need to be. | I1: Students work as independently as possible at points/throughout the lesson.                         | E1: Students remain on task and enjoy engaging in challenging work. | P1:1: Students take steps that allow them to make the expected, or better, progress during the lesson and over time. | P1: Students remain focused which allows them to work at their full capacity throughout the lesson.                                   | M1: Students respond meaningfully to teacher marking in green pen.  | Q1: Students answer questions during the lesson that helps them to progress their learning and develop higher order thinking skills. | B1: Students make use of available resources to improve their literacy and numeracy skills.   | D1: Students use subject specific terminology verbally and in their written work.                                       | BL1: Students show respect to all and recognise that others have different beliefs and attitudes. |                                    |
| C2: Students complete work that is pitched correctly to allow them to make maximum progress.   | S2: Students make use of support available to them and know the steps they need to take to succeed.                          | I2: Students are resourceful; they make use of information, other learners and the teacher effectively. | E2: Students participate and know that there is nowhere to hide.    | P2:1: Students understand the learning outcomes and know what steps they need to take to meet them.                  | P2: When students have finished tasks they move on to more challenging activities, ensuring that there are no breaks in the learning. | M2: Students, when referring to their work, can discuss areas of strength; targets for improvement and their next steps to make progress. | Q2: Students ask thoughtful questions to add, develop, challenge and deepen (ACDC) their learning.                                   | B2: Students are proactive in correcting literacy and numeracy errors in their work and ensure that the same errors are not made again. | D2: Students make use of opportunities to revisit prior knowledge, making appropriate links across topics and subjects. | BL2: Students value learning; they strive to do their best.                                       |                                    |
| A M S NE NA  | A M S NE NA  | A M S NE NA   | A M S NE NA   | A M S NE NA  | A M S NE NA   | A M S NE NA   | A M S NE NA  | A M S NE NA   | A M S NE NA   | A M S NE NA   | A M S NE NA                        |

| Challenge   | Support  | Independence and homework                                    | Engagement   | Progress  | Pace  | Marking and feedback   | Questioning   | Basic skills   | Subject knowledge/depth of learning  | Behaviour for learning   |   |  |   |   |   |
|---|--|--|--|---|---|--|---|--|--|--|---|--|---|---|---|
| <b>RISK TAKING</b>  | <b>RESILIENCE</b>  | <b>FLEXIBILITY</b>   | <b>ENGAGED</b>   | <b>DETERMINED</b>   | <b>RELENTLESS</b>   | <b>SEEK AND USE FEEDBACK</b>   | <b>CURIIOUS</b>   | <b>COMMUNICATION SKILLS</b>  | <b>MAKING CONNECTIONS</b>  | <b>PROUD</b>   |   |  |   |   |   |
| C3: Students, where appropriate, can use high order thinking skills to complete activities and to answer questions. | S3: Students make at least the expected progress because they use all available support as a bridge to their learning. | I3: Students think creatively to find solutions to problems. | E3: Students work confidently and with others, taking responsibility for their part. | P3: Students demonstrate their understanding (through regular learning checks) in the lesson and over time. | M3: Where appropriate, students engage in self and peer assessment against marking criteria and use this to set realistic targets for themselves. | B3: Students are aware of the zero tolerance words and strive to learn the correct spelling. | D3: Students build on their knowledge during each activity. | BL3: Students approach learning with the understanding that determination and hard work can improve abilities. | C4: Students feel confident taking risks and learning from mistakes because there is a positive atmosphere created through stretch, challenge and collaboration. | S3: Students welcome and complete challenging homework and hand it in on time. | P4: Students are 'busy' learning in the lesson and make constant steps towards meeting learning outcomes in the lesson and over time. | M4: When a second attempt at learning is made, students use feedback effectively to make improvements. | B4: Students speak and write in full sentence | D4: Students deepen their knowledge and understanding through activities that involve high order thinking (using Bloom's Taxonomy). | BL4: Students arrive punctually and are prepared for learning with the correct equipment. |
| A M S NE NA   | A M S NE NA  | A M S NE NA  | A M S NE NA  | A M S NE NA   | A M S NE NA   | A M S NE NA  | A M S NE NA   | A M S NE NA  | A M S NE NA  | A M S NE NA  |   |  |   |   |   |
| A M S NE NA   | A M S NE NA  | A M S NE NA  | A M S NE NA  | A M S NE NA   | A M S NE NA   | A M S NE NA  | A M S NE NA   | A M S NE NA  | A M S NE NA  | A M S NE NA  |   |  |   |   |   |

| Challenge    | Support     | Independence and homework   | Engagement  | Progress    | Pace        | Marking and feedback  | Questioning | Basic skills          | Subject knowledge/depth of learning                                | Behaviour for learning   |
|--------------|-------------|---|-------------|-------------|-------------|-----------------------|-------------|-----------------------|--|--|
| RISK TAKING  | RESILIENCE  | FLEXIBILITY   | ENGAGED     | DETERMINED  | RELENTLESS  | SEEK AND USE FEEDBACK | CURIIOUS    | COMMUNICAT ION SKILLS | MAKING CONNECTIONS   | PROUD  |
| A M S NE NA  | A M S NE NA | A M S NE NA   | A M S NE NA | A M S NE NA | A M S NE NA | A M S NE NA           | A M S NE NA | A M S NE NA           | D5: Students offer detailed explanations by expanding their ideas. | BL5: Students take pride in the presentation of their work, meeting the expectations of the BHA presentation poster. |
|              |             | IS: Where opportunities arise, students lead their own learning, planning how to go about it. |             |             |             |                       |             |                       |  |  |
| Observations |             |   | Strengths   |             |             | Areas for Development |             |                       |  |  |
|              |             |   |             |             |             |                       |             |                       |  |  |