

Bromley Beacon Academy Orpington Campus

Teaching and Learning Policy

Responsible post holder	Executive Headteacher
Approved by / on	1 st September 2016
Reviewed on	1 st September 2017
Next Review	1 st September 2018



1. Aims

We believe that every student in our school is entitled to the best possible education that we can provide. We ensure that all our students achieve their full potential and gain the skills and knowledge necessary to become successful citizens in the future.

We believe that high quality teaching and learning is key to achieving this aim and this policy reflects our high expectations of all staff and students who work in our school.

The purpose of this policy is:-

- To ensure that high quality learning takes place in every lesson, which results in high standards of student achievement
- To embed an agreed range of good practice across the school
- To ensure consistently good or better teaching throughout the school
- To provide new staff with a clear vision of the school's expectations
- To provide areas for monitoring learning and classroom practice so that teachers feel empowered to take ownership of classroom practice, areas or strengths and areas for improvement

2. School Expectations for Students

Whole school expectations: Think, feel, do!

- I can work towards my five targets
- I can make healthy choices about my physical, emotional and mental wellbeing
- I can respect myself, other people and the school environment

Class expectations:

- To be actively engaged in learning
- To act on assessment, marking and feedback
- To ask appropriate questions or for support from staff and students meaning that there is collaboration within the classroom
- To take part in self and/or peer assessment using success criteria to support
- To take an active part in setting and assessing 'I can' targets
- To develop own initiative and independent learning alongside learning resilience

3. Teaching

We expect:

- Staff to have secure subject knowledge and understanding – when support is needed teachers can seek advice from Senior Leaders or other subject specialists
- Staff to plan appropriately for all groups of students and access high quality resources
- That every lesson has clear Learning/Lesson Objectives which are explained to the individual student and/or class and remain on display throughout the lesson and that these LO are clearly linked to half termly assessment targets
- That all lessons demonstrate key elements of good AfL practice
- That activities are differentiated to ensure that students explore, develop and practice new skills/concepts and SEAL Principles



- That staff cater for a range of differing learning styles and cultural diversity thus ensuring student participation and understanding e.g. the use of visual stimuli and practical activities, ability groupings, peer and teacher modelling, visual support, repetition, emphasis on Speaking & Listening, scaffolding, working in pairs talk partners
- Staff to provide appropriate resources which support learning outcomes and provide challenge for the more able students
- That time targets are set within lessons to ensure pace is maintained
- That staff have high expectations of presentation, quality and quantity of work
- Staff to assess students' learning regularly and gather evidence against Teacher Standards
- That staff are not chair / desk bound in lessons. Furniture is flexible and can be moved for purpose
- PP's to be fully involved in lessons and having significant impact on learning
- Staff follow marking policy for different subject areas
- Staff encourage students' independence
- All lessons have a plenary when the learning during the lesson can be reviewed and assessed against the Success Criteria/Lesson Objectives
- All teachers to have a subject specific and/or class folder to follow set school format

4. The Learning Environment

All classroom/classroom walls should include:

- Examples of student work – with written feedback / praise (to be referred to in teaching)
- Literacy and numeracy strategies eg. lists of key words for your subject
- Commonly used literacy symbols / words (see marking and feedback policy)
- Curriculum levels / Assessment Criteria
- SEAL links to your subject
- Subject/class specific literacy box
- Class/key stage timetables
- Consider use of Assessment tracking, interclass competitions and/or subject rewards

Corridors ideas to include:

- Photographs of enrichment activities (trips / clubs etc.)
- Displays of famous graduates in your subject or careers in your subject
- Promotion of subject / Rewards given and/or opportunity

Other good ideas include:

- An "Any Questions " wall
- Model answers (with teacher annotation)
- Class boards with the class name at the top and the class help to display the work as well as create it
- Key pages from text books or exam specifications blown up and laminated
- Working walls

Avoid:

- Messy areas and random books left lying around
- Small unreadable messages for learners
- Making it too complicated



5. The Curriculum

The whole curriculum should enable learners to:

- Acquire knowledge, skills, understanding and practical abilities with the motivation to use them
- Develop qualities of mind, body, feeling and imagination
- Extend the effective use of language
- Develop the effective use of number
- Appreciate human achievement in all areas of activity including art, music, science, literature, mathematics and design technology
- Acquire an understanding of the social, economic and political nature of society
- Help develop the full potential in individuals for their lives at home, at work, at leisure, in the community and as active empowered participants in society
- Develop a sense of self-value and self-respect and to understand and respect the right to social and cultural differences amongst others
- Develop British Values within all our students

With the help of the whole school community, Bromley Beacon Academy has developed a curriculum which we feel is relevant and exciting and addresses the aims above. It is a skill based curriculum which aims to draw on cross curricular links in a meaningful way and takes into account the new national curriculum introduced in September 2014.

6. Assessment – (Please see separate Assessment Policy)

We share the belief that consistent use of assessment for learning should:

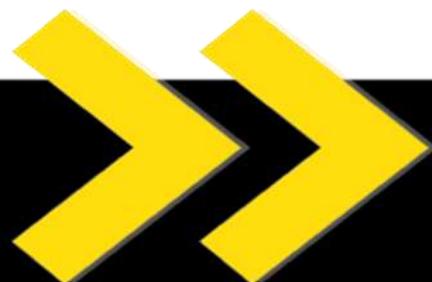
- Enable students to demonstrate what they know, understand and can do using the core components of our Assessment Model – Beginning, Developing, Secure
- Be used to make students' aware of the level at which they are working
- Ensure students are aware of the learning outcomes and success criteria to support their means of achieving success (5 Target Assessment Model)
- Give students positive reinforcement that celebrates their achievements
- Provide useful information that enables teachers to plan differentiated work that addresses the learning needs of each student
- Involve students and teachers in recognising what needs to be done to improve their work based on 'I Can Statements' that frame our assessment model
- Inform the target setting process by identifying areas that will support the progress of individuals and groups
- Provide information to inform whole school evaluation and strategic planning

Feedback – (Please see separate Marking and Feedback Policy)

All staff to follow the Marking and Feedback Policy which outlines both whole school expectations and subject/class specific expectations

Baseline Literacy and Numeracy Assessment – (Please see separate Assessment Policy)

We recognise the need for, and importance of, different forms of assessment so during the baseline process we take into account previous schools data, teacher's formative assessment in class and summative diagnostic assessment in literacy and numeracy.



Planning

Medium term and daily planning

Whole school half termly planning documents should be completed to plan for lesson objectives, tasks, resources, assessments, 'I can' statements etc. The following should consider at this stage:

- Use assessments from the plenary of the last lesson assessment related to success criteria
- Differentiation in all lessons to cater for and stretch all students
- Self/peer assessment opportunities give using success criteria and/or exemplars to model expectations
- Generate open ended questions, differentiated to assess understanding of the more able to provide further challenge
- Use information from marking - responses from students to teacher's comments
- How are opportunities for developing literacy, numeracy, SMSC, ICT and cross-curricular element going to be included?
- Lessons planned with clear aims and lesson/learning objectives, structure and challenge
- Planning is linked to assessment opportunities
- Planning allows for a variety of learning styles, opportunities for students to develop independent learning strategies and opportunities for developing a wide range of thinking skills
- Staff should make use of all available information, both statistical and personal, to set clear, realistic, yet challenging targets
- Effective use of PPs to be planned for
- Stimulating resources prepared and in place before lessons
- Groups and seating to be considered; can be changed dependent on need and task
- Constructive movement of students to be considered and planned for e.g. walk the line tasks

During the Introduction

- Students to line up and enter when asked. Positive greeting at start of lessons by all staff (if room change)
- Classroom expectations to be modelled by staff and reminders to be given to students
- Engaging activities to start the lesson – these can directly relate to the lesson, previous lesson, to capture imagination or focus and/or support students to start thinking more deeply
- Sharing of lesson/learning objectives and success criteria/link to half termly 'I can' targets must happen in every lesson (does not have to be at the start). Possibility of students creating own success criteria and/or active involvement with targets
- If appropriate, spend time re-visiting feedback from the last piece of work marked
- Recap on previous learning—What did you learn in our last lesson?

Main Activity

- Active learning to be encouraged throughout
- Group, paired and independent learning to be promoted
- Staff to model expectations and work expected and/or exemplars of work to be assessed with students
- Differentiated questioning, teaching approaches, resources and learning activities to support and stretch all students learning.
- Use mini plenaries for example to revisit LO and Success Criteria to share a good example - have they achieved all elements of the learning objective?
- Consider extension activities for those who complete early and also means for students to be independent/self-checking whilst support staff are working with other individuals/groups.
- Possible use of subject/class literacy boxes.

- Opportunities to self and peer assess. Students then encouraged to refine their work (can be through explaining, re writing small amounts etc)
- Active speaking and listening modelled and promoted through all lessons
- Staff to be flexible and adapt/deviate lesson plan depending on need, understanding, interest etc

Plenary

- Revisit LO and Success criteria - what have we been learning about today? Have we achieved all the success criteria?
- Peer/ self-assess work against success criteria—make an improvement
- Visual signs e.g. use of thumbs up / thumbs down
- Celebrate success
- Links to future lesson
- End of lesson to be prompt and orderly, allowing for efficient transition between lessons

