Bromley Beacon Academy

Bromley Campus
Teaching and Learning Policy

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Approved by / on	P. Tagoe
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'Shining light on potential'

Contents

1. Aims

We believe that every learners in our school is entitled to the best possible education that we can provide. We ensure that all our learners 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 learners who work in our school.

At BBAB, our Teaching and Learning Policy is underpinned by our Core Values – RIHTT as we encourage:
Relationships: We value positive **R**elationships with each other.
Integrity: we are **H**onest with each other's and ourselves.
Honesty: We have **I**ntegrity in all we do.
Trust: We work together as a **T**eam.
Teamwork: We build **T**rust with each other.

The purpose of this policy is:-
- To ensure that high quality learning takes place in every lesson, which results in high

  standards of learners achievement

- To embed an agreed range of good or better practices across the school

- To ensure consistency throughout the school

- To provide new staff with a clear framework of the school's expectations

- To provide agreed focus for monitoring learning and classroom practice.

- To provide opportunities for learning through a blended curriculum, for example, using Showbie as a platform or show my homework.

2. School Expectations for Learners

- To be engaged in their learning;

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- To work effectively and purposefully in a range of contexts;
- To be prepared to share their learning and ideas in an atmosphere of trust;
- To ask questions where appropriate – of each other and the teacher;
- To support one another, working collaboratively, recognising the contributions of all;
- To undertake self-assessment or peer assessment with some confidence, becoming increasingly able to apply the criteria for success and to set appropriate targets for improvement;
- To know where to go for help and recognise that further progress can always be made;
- To develop resilience in approaching problems and new learning challenges;
- To act on all assessment, marking and feedback;
- To use initiative and develop more independent learning.
- To attend school every day and be on time for each lesson
- To complete work and work to the best of their ability at all times
- To follow instructions as requested
- To treat everyone, including self, with respect including each other's cultures and beliefs
- To have a helpful attitude towards staff and others to help me to learn.
- To engage in online learning

3. Teaching

Teachers are required to keep a 'Teacher Folder' that includes the following:
1. Whole school timetable
2. Schools vison and values and school priorities
3. Whole school calendar
4. Seating plans
5. Class lists and registers (new proforma)
6. Curriculum maps
7. Schemes of work
8. PLCs
9. Learners Passports and Behaviour support plans
10. Data
11. Progress review document
12. Subject reviews and action plans
13. Records of learning walks/lesson observation and outcomes of these.
14. Copy of feedback and marking policy, assessment policy and T&L policy

We expect to see a range of the following from lessons:
- All lessons underpin the schools values and vison
- **DR ICE** is used as a planning tool to support deeper and profound thinking
- Staff to begin every lesson with a **BBAB7** retrieval task
- Knowledge organisers ae use to support learner's retention of knowledge and to support scaffolding the learning.
- 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 learners and access high quality resources

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- That every lesson has clear Learning Objectives and success criteria that link to the 'I Can' statements and PLCs.
- LOs are explained to the individual learners and class and remain on display throughout the lesson and that these LO are clearly linked to half termly assessment targets
- lessons to include or promote the use of the focused literacy and a numeracy targets
- 'What's the Point' is embedded within the SoW along with careers links being made through the lesson and in the classroom environment
- That all lessons demonstrate key elements of good AfL practice
- That activities are differentiated to ensure that learners explore, develop and practice new skills/concepts, SMSC Principles and British values.
- That staff cater for a range of differing learning styles and cultural diversity thus ensuring learners participation and understanding
- Staff to provide appropriate resources which support and challenge all learners including the More Able learners
- That staff have high expectations of presentation, quality and quantity of work
- Staff to assess learners' learning regularly though the BBAB7 retrieval task as well as throughout the lesson through a range of AfL approaches.
- That staff are not chair / desk bound in lessons. Furniture is flexible and can be moved for purpose
- PPs to be fully involved in lessons and are part of the planning process
- Staff mark learners' work regularly and a summative progress comment is offered each week to be completed by the teacher/learners during DIT
- Staff encourage learners' independence and interdependence
- All lessons to include a clear beginning using the BBAB7 and a clear end.
- Teachers to keep up to date mark books of learners progress and ensure that Learners Asset multi-ticks is kept up to date through learners conferencing.
- PLCs are used weekly and updated alongside the learners I can statements to support effective and timely intervention.
- Staff to work with teachers across the Trust in order to share good practice and moderate.
- Blended learning is fully immersed in the existing curriculum and schemes of work, it is expected that at least two core subject lessons per week will incorporate digital learning (e.g. Socrative, Showbie or show my homework).
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Planning

The half termly planning documents should be completed which plan for the LOs, task, resources, assessments and the Learners Asset I can statements.

- **DR ICE** is used as a planning tool to support and embedded shallow, deep and profound thinking.
- All planning includes a **BBAB7** task which focus on retrieval practice to enhance the long term memory.
- Curriculum Maps are planned around the core skills required for the subjects and to ensure that there are cross-curricular links and practical activities embedded.
- Half-termly plans are written to show a sequence in lessons, skills that will taught, and the link to the "I can" assessments taken from Learners Asset as well as the PLCs.

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- Knowledge organisers are used to support the learning journey of the learners.
- Use assessments from the plenary of the last lesson assessment related to success criteria
- Differentiation in all lessons to cater for and stretch all learners
- 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 learners to teacher's comments
- Lessons planned with clear learning objectives and success criteria, structure and challenge
- Planning is linked to assessment opportunities
- 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 learners to be considered and planned for e.g. walk the line tasks

3a. Assessment for Learning

All lessons will contain one or more of the following AfL elements:

At the planning stage:
- Use assessments from the **BBAB7** and plenary of the last lesson and assessment related to success criteria.
- use **DR ICE** as a planning tool to support shallow, deep and profound thinking.
- Are learners secure/require further differentiation?
- Peer / self-assessment.
- knowledge organisers
- Generate open-ended questions, differentiated to assess understanding of the more able to provide further challenge in next lesson during plenary.
- Use information from marking - responses from learners to teacher's comments.

During the Introduction
- If appropriate, spend time re-visiting feedback from the last piece of work marked DIT.
- Recap on previous learning—**BBAB7** task
- Share learning objectives for the lesson. What does this mean? What do you know already?
- Introduce Success Criteria - what will make this a good piece of work? How will know I have been successful in this lesson?
- Model the activity (demonstrating process, shared writing etc.).
- Use focussed questions to check understanding.
- Ensure activities are engaging and varied.

Main Activity
- Identify in the planning individual learners' to work with for the duration of the main activity

- Use mini plenaries for example to revisit learning objective and Success Criteria to share a good example - have they achieved all elements of the learning objective? Can learners identify which elements of the success criteria they have followed?
- Consider extension or challenge activities and means for learners to be independent/self-checking whilst support staff are working with other individuals/groups.
- Digital learning will be used to promote independence and provide opportunities for self-assessment.

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

- Enable learners to demonstrate what they know, understand and can do using the core components of our Assessment Model – Beginning, Developing, Secure
- Make learners' aware of the level at which they are working
- Ensure learners are aware of the learning outcomes and success criteria to support their means of achieving success (I can half termly targets). This will be put into the learners' book and/or folders.
- Give learners positive reinforcement that celebrates their achievements
- Involve learners in recognising what needs to be done to improve their work based on 'I Can Statements' that frame our assessment model
- Use DIT lessons/tasks/activities/BBAB7 to embed knowledge, build on knowledge or secure knowledge.
- Inform the target setting process by identifying areas that will support the progress of individuals
- Provide information to inform whole school evaluation and strategic planning

3b. Observations

Formal observations, learning walks and work scrutiny (including digital platforms and e-folders) will take place throughout the year to ensure that teachers are well prepared and trained to deliver high quality, blended learning lessons and get the best outcomes for their learners.

At BBAB, as part of our observation cycle, we have also adopted the triad lesson observation approach, which takes place once during our academic year. Teachers are placed into groups of three and will observe each other teach, giving timely and constructive feedback and support as well as providing opportunities to share best practice.

 OVERVIEW
The triad lesson observation approach:
- Groups three teachers together from different subjects
- Encourages teachers to plan collaboratively
- Teachers can focus on their own personal areas of development, and advise each other on strategies for improvement
- Lesson observations are conducted as a supportive measure and are used to inform performance management

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Continuing Professional Development (CPD):

Teachers have a responsibility to reflect on their practice, enhance and update their professional knowledge and skills. This is to ensure that consistently high standards of teaching and learning are maintained and national Teacher Standards are met. Bromley Beacon Academy's CPD programme will provide opportunities for staff to participate in a variety of activities in order to support the individual professional needs of staff and build whole school capacity.

4. The Learning Environment

Classroom walls should include:

- Examples of learners' 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 / word of the week
- Curriculum levels / Assessment Criteria
- SMSC and British values links to your subject
- A copy of the whole school TT should be made visible
- The schools values (RIHTT) and vison to be displayed at all times
- Links to careers and 'What's the Point?'

All corridors should include:

- Photographs of enrichment activities (trips / clubs etc.)
- More able provision – such as details of competitions
- Promotion of subject / Rewards given and/or opportunity
- Pathways of subject choice KS3 to KS5 and beyond

Other good ideas for departments to consider:

- Model answers (with teacher annotation)
- Working walls
- Pictures of learners learning and being successful
- 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
- Help desk – to assist in making learners' more independent.

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
- Incorporate cognitive science which allows for retrieval practice to support the development of the long term memory.
- 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 construction
- 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 learners
- The curriculum is underpinned by the schools RIHTT values
- Have access to and confidently use technology to extend their learning experiences and prepare them for the wider world. Technology should also be used to bridge the gap between disadvantaged and non-disadvantaged learners' and work towards removing barriers to learning.

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 curriculum links in a meaningful way and takes into account the new national curriculum introduced in September 2014.

6. Assessment

Assessment Statements used to judge learners progress

Progress targets are set each academic year at whole school level. Targets for each class are set at 80% of all learners achieving '3 Steps of Progress' as measured from the baseline assessment. These targets are then personalised for each learner to ensure they make at least 3 steps of progress at an appropriate age equivalency. The 'I Can' statements that are set cover a whole scheme of work therefore providing challenge, high aspirations and clear direction on where the learners learning journey should take them.

Teachers and Progress Partners use the following Statements to judge Progress

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Beginning - Red
New learning - the learners has been introduced to the skill however they cannot grasp the concept at this time or the learners is at a pre learning state and not accessing the skill or curriculum at present.

Developing - Amber
The learners is starting to develop their understanding of the concept and is starting to use the skill in their work. This may not be done independently.

Secure - Green
The learners are able to use the skill independently and accurately overtime.

Forms of assessment

We recognise the importance of formative, summative and diagnostic assessment and plan opportunities for all three to take place.

At the start of the year or when a new learners/s arrives, it is vital that the learners takes a baseline test to gauge where their starting point is.

Formative assessment involves both learners and teacher celebrating successes that have been achieved as well as identifying areas for development so that next steps can be carefully planned to meet individual learning needs. When formative assessment, or assessment for learning, is embedded in our daily classroom practice, it provides information that can be used to inform planning for teaching and learning that is well matched to learners' needs. This will give individual learners the opportunity to make good progress and achieve their potential.

Assessment for learning involves sharing learning goals, effective questioning and use of oral and written feedback. For further details about Assessment for Learning (AFL) see below.

Summative assessment involves making a judgement of a learners' attainment at a point in time in order to assess their performance in terms of a particular standard.

Moderation exemplars are used throughout the school to level samples of work and are overseen by members of the SLT as well as the school working with Schools Learning Partnership – a collective of six special schools who come together four times per year to validate assessment, feedback and marking of learners work. Teachers discuss learners' assessments with parents on a termly basis. Teachers also have Learners performance meetings with the SLT called Progress Meetings after each cycle of assessments to ensure gaps are identified early and intervention is immediate to support all learners achieve expected in year progress.

Diagnostic assessment is used when a learners is identified as not meeting age related expectations. The assessments identify a learners' learning strengths and difficulties so that the appropriate help and guidance can be provided. This may be in the form of additional interventions. This is organised and led by the school's SENCo and may involve consultation with agencies working in partnership

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with the school to support individual learners. This often informs the process of setting individual EHCP targets for learners. The SENCo is responsible for deploying staff and planning an overview of intervention programs to meet the needs of learners that require additional SEND support.

Internal and External Moderation
To ensure accuracy of assessments carried out by teaching staff, internal moderation will take place at least on a half termly basis across the school. As well internal moderation, the school will ensure external moderation is carried out on a termly basis with other schools from the Special Learning Partnership. As well as this form of external validation, the school will also bring external moderators to look at specific areas and request review reports of the marking and assessment. Following moderation events data leads will report back to school leaders on the number of samples taken, the number agreed, the number downgraded and the number upgraded

During the year teachers will also be able to make use of electronic copies of works that have been moderated at SLP so that they can self-moderate their learners' work.

Literacy and numeracy Assessment

All learners are assessed on entry using the Central Assessment Package (CAP).
The package consists of:

Assessment Type	Assessment Used
Single word reading	Single Word Reading Test (6-16)
Single word reading	WRAT 4 (16+)
Reading comprehension	Accelerated Reader – Star Early Literacy ??
Reading comprehension	Access Reading Test (7-19)
Single word spelling	Graded Word Spelling Test
Learning style	VAK Questionnaire
Visual stress	Visual Stress Screener
Dyslexia Screener	Lucid Rapid
Mathematics	Access Mathematics Assessment

All data from the CAP is reported in standardised score (SS) format and used inform planning and intervention. Dependent on outcomes, assessment data is shared with all staff and informs whole class planning, our Rising Star Program, In-class intervention or 1:1 / 1:2 or small group interventions as detailed below:

Standardised Scores

SS 115 or more	Rising Star Program + Watch List
SS90 or more	Watch List
SS 89-85	In-class Intervention – Teacher led – classroom based. Informed through CAP data
SS 84 or less	1:1 / 1:2 or small group intervention – withdrawn where possible. Informed through CAP data

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Learners with a standardised score less than 90 are tested twice per year, mid-January and mid-July. Learners with a standardised score of 90 or above are supported with the safety net of the 'Watch List', which ensures that any drop in attainment is quickly identified and addressed, re-testing if necessary.

This testing will inform the half termly literacy and numeracy targets that will be on the front of the learners' books alongside the SEMH targets.

Access Arrangements
All learners are assessed for access arrangements to support them during their exams. Assessments are carried out by specialist personnel and submitted to the Joint Council for Qualifications (JCQ) as required. These arrangements will be used to inform staff on how best to support a learners in an exam and what the rules and regulations are.

Feedback – See separate policy
Verbal and/or written feedback will focus on the learners' main learning objective rather than constantly correcting technical inaccuracies. If there are too many comments or annotations the learners may find it overwhelming which may affect their motivation and self-esteem. Teachers therefore use their professional judgement to correct errors, e.g. spellings, grammar, punctuation, calculations and factual inaccuracies.

We believe it is important to emphasise the positive aspects of a learners' work to maintain their motivation. Work must be marked weekly and discussed with the learners in DIT each week. PLCs to be updated weekly and discussed with learners to ensure know where they are at I their learning journey.

Learners need to understand the marking criteria so they know what the teacher's expectations are. Learners need opportunities to read their teacher's feedback in subsequent lessons and be given the opportunity to respond and improve work in DIT. Comments should be written in language which is easily understood by the learners. It is not always appropriate or useful to mark every piece of work in depth but it is essential that the teacher acknowledges that the work has been viewed.

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