



Teaching and Learning Policy

“Maximising students’ abilities, ambitions and academic potential”

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| Recommended by: Teaching and Learning Committee | |
| Date: February 2017 | |
| Approved by the Full Governing Body | |
| Signed: |  |
| Next review due: February 2019 | |

Broadoak Mathematics and Computing College is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Rationale

The core business of the College is to provide high quality teaching and learning. This will allow students to maximise their abilities, ambitions and academic potential. We aim to achieve this by meeting the individual needs of each student and by having high expectations of all learners.

We also aim to create a secure, focused and calm environment so students may grow into independent thinkers and life-long learners. As a result, Broadoak students will lead safe and healthy lives and will be able to play a full and productive part in the local community and wider society in which we live.

Aims

- To demonstrate an ambitious vision and to have high expectations of staff and students in order to challenge underachievement and promote progress for all.
- To ensure consistent high quality teaching and a personalised learning experience for every student.
- To provide guidelines for teaching and learning and to establish clear criteria for best practice.
- To ensure that assessment supports and promotes learning and progress.
- To ensure that students are highly literate and numerate, able to apply their skills and knowledge to new situations and to achieve well in school and beyond.
- To ensure opportunities for delivering British Values through spiritual, moral, social and cultural development are fully explored.
- To maximise opportunities for students to become life-long learners and to become active participants by developing positive relationships with others.

Key Principles

- The College will make every effort to provide the highest possible standard of education for all students. This requires teaching staff, support staff, students, parents and governors to work in collaboration.
- Staff will be consistent across the school in applying the principles of the teaching and learning policy in order to promote progress for all.
- Personalisation of learning, progression and challenge for all are key priorities of the College and there will be strategies and support for all students to allow them to achieve their 'personal best'. To this end, the College values and celebrates achievement.
- Staff will ensure that teaching and learning is interactive, innovative and challenging in order to engage and actively develop the knowledge, understanding and skills of all learners.
- Staff and students will continually strive to raise standards in teaching and learning by being professional and reflective learners.

Responsibilities

- It is the responsibility of all teachers to provide the highest quality teaching, care, guidance and support for our students. They must ensure the key principles are upheld.
- It is the responsibility of the Faculty Leader and Subject leader to monitor the quality of the teaching and learning within their department, and to provide support where it is required

- The Senior Leadership Team is responsible for monitoring the quality and standards across the school, and for identifying where development and support is needed.
- Governors have a statutory duty to monitor that processes are in place and that the college is addressing students' needs.

Planning

Effective planning and preparation is the starting point of quality first teaching and is essential for effective teaching and learning. All teaching staff must plan for the needs of all students and there should be different levels of planning: short, medium and long term as specified in the College's Scheme of Learning Policy.

Teachers should:

- Ensure that lessons are planned in advance and that resources are ready and relevant.
- Ensure that planning takes into account the starting points of students; for example by using recent and prior assessment data and feedback (see Appendix 1 for Broadoak Mathematics and Computing College's Learning Plan).
- Ensure that planning enables students to reach their expected levels of progress by identifying the stages of development needed to build successfully on prior attainment and experience.
- Ensure that interventions are planned for those students who are in danger of not making necessary progress and that these interventions are identified in Closing the Gap documents.
- Ensure that lessons contain a learning objective and differentiated lesson outcomes which are clearly linked to assessment data and long term objectives. There should be a clear reference to big picture learning.
- Ensure that lessons are planned to include challenge for all and that this is clearly signposted and supported.
- Work collaboratively with colleagues both prior to and in lessons to make effective and appropriate use of all adults in the classroom.
- Ensure that questioning is planned so that it develops high order thinking skills such as problem solving and analysis (see Appendix 2: Questioning using Bloom's Taxonomy for examples). Lessons could contain a big question to challenge students' thinking.
- Plan appropriate opportunities for Assessment for Learning (AfL) and build in time for reflection, review and development.
- Take responsibility for promoting high standards of literacy and numeracy and undertake to teach literacy and numeracy skills when appropriate.

Teaching and Learning Folders

All teaching staff are required to have teaching and learning folders. These should contain:

- Recent and prior attainment information
- Relevant SEND or MAAT teacher guidelines
- Closing the Gap interventions
- Seating plans

These folders support the planning process and allow teachers to reflect on the efficacy of the selected approaches. These are working documents which should be annotated and amended across and throughout the teaching year.

Differentiation

Teaching staff are required to meet the needs of all learners, including specific groups (MAAT/SEN/PPG/Non-PPG/EAL/LAC), through quality first teaching by referring to individual teacher guidelines, passports and behaviour plans. This is to ensure that all students can enjoy success and make progress in lessons. The success of the approaches adopted should be reviewed regularly and amended accordingly.

Differentiation can be achieved by adapting the task, text or outcome. Whatever form of differentiation is used, it should allow students to access the learning at an appropriate level. Differentiation may be decided, therefore, by referencing students' starting points; for instance, are they recognised as high attaining (HAPS), middle attaining (MAPS) or low attaining (LAPS) students. It can also be decided by understanding students' barriers to learning. Consequently, successful differentiation allows teaching to be adjusted in order to meet the different learning needs of students.

Teaching staff should contact the SENCO and relevant key workers if they require additional support for particular students or help in adjusting planning or resources to meet learners' needs.

Teaching

Teaching at Broadoak Mathematics and Computing College should:

- Contain strong subject knowledge and an understanding of the needs of an examination specification.
- Be based on knowledge and understanding of students' needs, abilities and potential through effective and thorough planning.
- Provide opportunities to bring together skills and understanding from different parts of the schemes of learning and the wider curriculum as well as prior learning.
- Enthuse and inspire students.
- Start with a shared understanding of the learning that is to take place with a clear explanation of the lesson structure and progression route.
- Feature clear explanations so that students know what they have to do and why they need to do it.
- Include the strategies of modelling, explaining and questioning which are adjusted to recognise the skills, interests and prior learning of individual students.
- Develop higher thinking and problem-solving skills through apt and appropriate use of questioning approaches (see Appendix 2: Questioning using Bloom's Taxonomy for examples).
- Challenge students so that they grapple with content and concept.
- Deepen students' knowledge, understanding and skills.
- Promote a positive ethos and a 'can-do' approach.
- Include relevant and timely interventions which match pupils' needs.

- Be suitably paced to maximise learning.
- Include a range of active learning strategies where appropriate.
- Include paired, group and individual tasks where appropriate.
- Include opportunities to develop students' skills in reading, writing, communication and maths (RWCM), as well as providing opportunities for extending wider skills such as research and co-operative working.
- Promote students' spiritual, moral, social and cultural development (SMSC) and deepen understanding of fundamental British Values (see Appendix 3: How can teachers promote SMSC in their lessons?).
- Demonstrate high expectations of all work produced by students, especially handwriting and presentation.

Assessment for Learning

A variety of assessment methods will be used to enable all students to demonstrate their knowledge, understanding and skills. Assessment and feedback should be presented and structured as specified in the College's Assessment and Feedback Policy.

The purpose of assessment is to help all students develop their own critical judgement and values and to enable staff and students to measure progress and identify targets for development. Good Assessment for Learning ensures:

- Progress is monitored through regular and suitable assessment and marking is recorded appropriately.
- All students are aware and understand the assessment criteria.
- Assessment is directly linked to success criteria identified for learning objectives.
- Verbal and written comments are used to inform students about how they are progressing and suggest next steps in their learning.
- Students understand feedback.
- Work for examination courses is assessed according to guidelines provided in the specification.
- An on-going process that is embedded into all lessons to ensure progress and challenge under achievement.
- Students know their current level/grade and what they specifically need to do to improve.

Classroom Environment

All staff will create a secure, focused and calm learning environment which engenders a keenness for learning and supports high expectations. This is reflected in the physical learning environment provided for students. An effective classroom environment should provide:

- A motivating, safe and positive place of learning where staff meet and greet students at the door.
- Quality relationships between members of staff and between staff and students.
- High expectations, including through the appropriate use of praise and constant expectations of progress.
- Opportunities to develop a growth mind set and develop resilience.
- Good use of time, with a prompt start to lessons.
- Clear rules which are applied consistently and fairly.

- A clean and tidy space for learning.

Presentation of Work

Students are expected to produce 'Personal Best' work. Written work in exercise books and folders should:

- Be written in blue or black ink.
- Be legible and neat.
- Have diagrams and lines drawn in pencil with the aid of a ruler.
- Have the full date, title and code (h/w or c/w) at the top of each piece of work.
- Homework should be produced to the same quality as classwork.

Extended Learning Opportunities

The curriculum will be enriched by the provision of high quality, safe and appropriate extended learning experiences which:

- Reinforce and extend classroom learning.
- Develop skills and attitudes needed for successful lifelong learning.
- Involve parents/carers/guardians and other family members in the students' work to their mutual benefit e.g. Educational Visits, clubs, study support, sports fixtures, music tuition, Drama/musical productions, Duke of Edinburgh and public speaking competitions.

Monitoring and Evaluation

All monitoring and evaluation should be developmental and lead to improved practice.

It is the responsibility of all teachers, led by middle and senior leaders, to monitor and evaluate:

- the quality of teaching and learning
- the progress of individual students (including CTG)
- the progress of groups of students (including CTG)
- the implementation of the teaching and learning policy

Where there is insufficient progress there will be further monitoring, support and intervention. A range of strategies for monitoring and evaluation will be used:

- Classroom visits
- Learning walks
- Work scrutiny
- Subject Review
- Appraisal
- Data analysis (including examination performance analysis)
- Student voice
- Parental feedback and involvement
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This range of measures allows for triangulation which ensures that improvement targets for all staff are relevant and robust.

Monitoring and evaluation will inform:

- School Improvement and Development Plan
- Faculty and Team action plans
- Raising Achievement Plans
- Curriculum development
- Continued Professional Development (CPD)
- Intervention Strategies
- Target setting

The implementation of identified strategies should contribute to the raising of student attainment, progress and personal development.

Linked policies:

- Scheme of Learning policy
- Assessment and Feedback policy
- CPD policy
- SEND policy

Appendix 1: Learning Plan



Learning Plan

Teacher:

Class:

Date:

The following documents need to accompany the Learning Plan:

Seating plan with student information e.g. FSM, PP, SEND etc

Up-to-date teacher guidelines

Closing the Gap document

Copy of Power Point and resources, including the medium term plan

Information about class:

Lesson Objective:

Lesson Outcomes:

All

Most

Some

Big Picture/Context

Shape and Structure/Learning Activities

Assessment of Progress and Skills

Adaptations and Differentiation

Homework and how it links to lesson objectives

Appendix 2 – Questioning using Bloom’s Taxonomy

| Category | Useful stems to consider when asking questions | Some examples |
|---------------|---|---|
| Knowledge | Name Identify Recall State | Name the parts of Identify the main parts of What happens when you? Give me the equation for |
| Comprehension | Describe Compare (events and objects) Classify Explain | Tell me what you observed when you What is the difference between? What can you tell me reacts the same as? How can you classify these? How can you use the idea of to explain? |
| Application | Interpret Relating Solve problems Applying ideas | What does the graph of tell you about the ...? What happens when I? How does the? How are you going to find out how and why? How might your knowledge of? From what you know about the work of, how can you explain the difference between the? Using your ideas about explain why? |
| Analysis | Prioritising Inferring Logical Reasoning Critical Reasoning Drawing Conclusions | Can you put these statements in order? Explain the shape of the graph. From what you know can you explain? From what you know about can you prepare a presentation either for or against? Explain, using your knowledge of, what happens when |
| Synthesis | Reflecting Designing Predicting Speculating | Rachael says Do you agree? Give your reasons. How are you going to design? Using what you know about, explain what happens Where would you find the information to support your prediction? Do you think will change as? From the evidence, present the possible hypotheses with the evidence that led to each one (could also be in evaluation)? |
| Evaluation | Summarising Judging Evaluating | What reasons can you give for? Which ideas gave you the most information? How good were your results? How well do they support your conclusions? If repeated what would you improve? |

Appendix 3: How can teachers promote SMSC in their lessons?

| What students might demonstrate | How teachers can promote this |
|--|---|
| Spiritual Development | |
| <ul style="list-style-type: none"> • An ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values • A sense of enjoyment and fascination in learning about themselves, others and the world around them • Use of imagination and creativity in their learning • A willingness to reflect on their experiences. | <ul style="list-style-type: none"> • Encouraging students to reflect and learn from reflection e.g. responding to feedback, how can you do better next time? • Developing a climate or ethos which encourages all students to join in and asks students about their different experiences or beliefs • Encourages students to ask questions and give them space for their own thoughts, ideas and concerns • Encouraging students to relate their learning to a wider frame of reference – for example, asking 'why?', 'how?' and 'where?' as well as 'what?' • Providing students with a range of ways to complete work, that encourages them to be creative |
| Moral Development | |
| <ul style="list-style-type: none"> • An ability to recognise the difference between right and wrong, readily apply this understanding in their own lives and, in so doing, respect the civil and criminal law of England • An understanding of the consequences of their behaviour and actions • An interest in investigating and offering reasoned views about moral and ethical issues, and being able to understand and appreciate the viewpoints of others on these issues. | <ul style="list-style-type: none"> • Actively promoting the Personal Best expectations, with clarity about why they are in place and challenging any of breaches of the expectations– for example, in the press, on television and the internet as well as in school • Encouraging students to take responsibility for their actions; for example, respect for property, care of the environment • Use opportunities to reflect on any legal or moral issues in relation to topics covered (e.g. abortion in science, sexual relationships in English, internet safety in ICT/Computing Science) • Asking questions which encourage students to reflect on an issue e.g., <ul style="list-style-type: none"> ○ do you agree, ○ what are your views, ○ why would someone think that, ○ what is the impact |

| What students might demonstrate | How teachers can promote this |
|--|---|
| Social Development | |
| <ul style="list-style-type: none"> • Use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds • A willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively • An acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs • Skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain. | <ul style="list-style-type: none"> • Planning groups carefully to reflect a mix within the class (not letting students choose) • Use strategies to encourage wide participation e.g., <ul style="list-style-type: none"> ○ No hands up questioning ○ Lucky Dip ○ Stamps for answering ○ 'phone a friend' if stuck • Use questioning to develop understanding of British values; <ul style="list-style-type: none"> ○ Why is that good? ○ What is the impact? ○ How might that happen elsewhere? |
| Cultural Development | |
| <ul style="list-style-type: none"> • An understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others • An understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain • A knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain • A willingness to participate in and respond positively to artistic, sporting and cultural opportunities • An interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity | <ul style="list-style-type: none"> • Use different languages from within the school in your starters – can students guess what the lesson is about today? • Ensure PPTs/displays have a mix of images to reflect differences within Broadoak and the wider community • Use art, poetry, music during lessons which link to the topic covered; encourage students to reflect on it through questions such as; <ul style="list-style-type: none"> ○ How does it make you feel? ○ What is the artist/writer/singer trying to say? ○ Are they successful? • Ensure students understand changes to topics covered e.g. marriage, genetic engineering, and link to role of parliament in making laws • Ensure that tasks, where appropriate, provide students with an opportunity to investigate a range of views or experiences |

