



Cabot
Learning
Federation

Teaching & Learning Policy

Date Approved: October 2023
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History of most recent Policy changes

Date	Page	Change	Origin of Change e.g. TU request, Change in legislation
July 2019	Whole document	Created	As part of the CLF & Broadoak Academy T&L policy
February 2020	Whole document		Annual review
January 2021	Whole document		Annual review
February 2023	Whole document	2 Broadoak Checklist of effective teaching replaced with Broadoak Principles of Effective Teaching. 4.1 MINT seating plan replaced with Class Charts seating plan. 5 Homework replaced with Independent Study. 7 Ready to Learn replaced with Behaviour Policy. 8 Looking out for learning (LOFL) replaced with book looks.	Annual Review

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1 Rationale and aims of this policy

- 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.

2 Key Principles

- The Academy will make every effort to provide the highest possible standard of education for all students. This requires teaching staff, support staff, students, parents and Academy Councillors to work in collaboration.
- Staff will be consistent across the school in applying the Broadoak Principles for Effective Teaching.
- Personalisation of learning, progression and challenge for all are key priorities of the Academy and staff will use the information they gather about the students to teach responsively, meeting needs.
- Staff and students will continually strive to raise standards in teaching and learning by being professional and reflective learners.

3 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 / 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.
- Academy Councillors have a statutory duty to monitor that processes are in place and that the Academy is addressing students' needs.

4 Teaching and Learning

4.1 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.

Teachers should:

- Ensure the curriculum intent is understood along with what matters most.
- Ensure that lessons are planned in advance.
- Ensure that planning takes into account the starting points of students; for example by using recent and prior assessment data and feedback.
- Ensure that in class interventions are planned for those students who are identified as under achieving in a range of measures (including ongoing formative assessment).
- Ensure that lessons contain a reference to the learning journey and that lesson outcomes are clearly linked to the overall learning journey.
- Ensure that lessons are planned to challenge all learners.
- 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..
- Plan appropriate opportunities for ongoing formative Assessment for Learning (AfL) and build in time for reflection, review and development. Complete summative assessments in line with the faculty schedule and close learning gaps identified by these assessments.
- Take responsibility for promoting high standards of literacy and numeracy and undertake to teach literacy and numeracy skills when appropriate.

All teaching staff are required to have the following information to support them to monitor and manage their classes:

- Class Charts class seating plan
- Relevant SEND teacher guidelines / passport / information
- Relevant PP data / passport / information
- Assessment data (usually held on SIMS)

4.2 Differentiation

Teaching staff are required to meet the needs of all learners, including specific groups (SEN/PP/Non-PP/EAL/CLA), through quality first teaching by referring to individual teacher guidelines, passports and behaviour plans.

Differentiation could be achieved by adapting the task, outcome or level of support. Whatever form of differentiation is used, it should allow students to access the learning *at the most challenging level*. Differentiation occurs most commonly within a typical lesson when the teacher moves between guided and independent practice, providing models and scaffolding for students as appropriate.

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.

4.3 Teaching

Teaching at Broadoak Academy will:

- Demonstrate 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** within the **learning journey**.
- Feature a clear **instruction** phase so that students know what they have to do and why they need to do it as well as introducing new learning.
- Include the strategies of exposition: **modelling, explaining** and **questioning** which are adjusted to ensure they are effectively delivered and understood.
- 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 (**responsive teaching**).
- Be suitably paced to maximise learning.
- Promote students' spiritual, moral, social and cultural development (SMSC) and deepen understanding of fundamental British Values.
- Demonstrate **high expectations** of all work produced by students, especially handwriting and presentation.

4.4 Presentation of 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 and title at the top of each piece of work (underlined).

Books/learning should:

- Demonstrate 'Do Now' tasks to demonstrate planned spaced practice (previous lessons and units).
- Show where students retrieve learning through spaced practice.
- Have a title and date which is underlined and is free of graffiti.
- Demonstrate that the quality of work is equally matched in all books.
- Demonstrate teaching and learning is appropriate to the needs of the student. For example, they may work through the stages in the learning journey at a different pace to their peers.
- Show students have access to models (WAGOLL) of work at Grade 9 / 5 / age related expectations that students have utilised to improve their work.
- Show **coverage** and **development** over time that builds on previous learning (demonstrates a linked journey)

- Show evidence of teachers working with them in a responsive way, such as providing written instructions or supporting writing through sentence stems.
- Student work is marked for encouragement (for example, double green tick)
- Provide evidence of where a student has responded to teaching or feedback, with students responding in red pen.

5 Extended Learning Opportunities and Independent Study

The curriculum will be enriched by the provision of high quality and appropriate independent learning which extends classroom learning. Homework, referred to as Independent Study should be set regularly on SMHW and where possible utilise quizzes to test recall and build knowledge. Opportunities to participate in additional activities which extend learning will be offered to students, such as after school clubs and opportunities to grow their talents.

6 Monitoring and Evaluation

Monitoring and evaluation will 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
- the progress of groups of students
- the implementation of the teaching and learning policy

Ongoing LDIs (lesson drop ins) will be conducted to provide staff with ongoing feedback about their Teaching and Learning.

It is the responsibility of all teachers to seek feedback and engage in professional dialogue with the member of staff who conducted the lesson drop in. This will ensure practice develops and teachers have opportunities for professional dialogue.

7 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 as well as timely and organised ends of lessons which include a uniform check.
- The application of the Behaviour Policy with the use of behaviour scripts to ensure rules are applied consistently and fairly.
- A clean and tidy space for learning.

8 Assessment and Reporting

A variety of assessment methods will be used to enable all students to demonstrate their knowledge, understanding and skills. In all areas of learning students will be challenged to build towards mastery, be self-reflective and teachers will be responsive in their actions to ensure students eventually become independent. A learning centred approach will be taken focused on spaced retrieval practice, quality of work, extended work and deliberate practice.

This will be supported by book looks which involve the teacher. They may be present while examining books and part of the process of self-reflection, examination of the books and the creation of actions to follow the process. Staff will be encouraged to avoid looking for proxies for learning, and instead concentrate on the evidence of learning.

Reporting will occur where appropriate in relation to assessments undertaken. This will occur for all years and subjects at least twice a year. This will include DOYA reporting at Key Stage 3 and GCSE progress reporting at Key Stage 4.

9 Marking and Feedback

A variety of marking methods will be used to enable all students to understand their progress including self, peer and teacher led. Marking will include relevant and timely interventions which match pupils' needs (**responsive teaching**) as well as regular points linked to academy wide reporting.

Feedback will be also include a variety of methods predominantly peer or teacher led, where teacher feedback is provided it will be in green pen. Feedback will provide encouragement, specific actionable steps for improvement and given time for students to reflect and action.

It is the responsibility of all teachers to provide regular marking and feedback that allows students to understand their current working level and how to improve. This will ensure learning develops and teachers have opportunities to understand student attainment and progress.

10 Curriculum

The curriculum offer at Key Stage 3 is created, curated, and disseminated through the Multi-Academy Trust (CLF) to medium term plan level in all subjects. It is then the responsibility of each subject to understand, plan and deliver in the home academy context. The intent and what matters most of the curriculum is the responsibility of all student teaching colleagues to understand. At Key Stage 4 there is also alignment regarding exam specification, providing a wealth of opportunity for support, planning, standardisation and moderation.

Each subject has a network of subject experts and support on hand, as well as, dedicated allocations for professional dialogue and training on how best to deliver this equivalent or better than national curriculum offer.