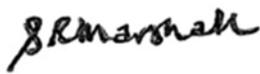




**BROADOAK**  
ACADEMY

*“Maximising students’ abilities, ambitions and academic potential”*

# Teaching and Learning Policy

Recommended by: Academy Council	
Date: February 2020	
Approved by the Academy Council:	
Signed: 	
Next review due: February 2022	

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

### 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.

### 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 Checklist 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.

### 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.

## 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 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 which 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, the Rosenshine question stems in the TL handbook will be a useful resource.
- 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:

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

## Differentiation

Teaching staff are required to meet the needs of all learners, including specific groups (SEN/PPG/Non-PPG/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.

## Teaching

Teaching at Broadoak Academy should:

- 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 **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.

## 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 Academy's Assessment and Feedback Policy.

## 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, title at the top of each piece of work (underlined).

## 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 Ready to Learn with the use of behaviour scripts to ensure rules are applied consistently and fairly.
- A clean and tidy space for learning.

### Extended Learning Opportunities and Homework

The curriculum will be enriched by the provision of high quality and appropriate homework which extends classroom learning. Homework 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, specifically in Language, Literature, and Performing Arts.

### Monitoring and Evaluation

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
- the progress of groups of students
- the implementation of the teaching and learning policy

Ongoing DDIs (developmental drop ins) will be conducted to provide staff with ongoing feedback about their Teaching and Learning. Further information can be found in the Appraisal Policy.

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.