



Outstanding for All - Borlase and Beyond

## **Teaching and Learning Policy**

Date Last Reviewed: September 2018

Next review: September 2021

Reviewed by: LGB

## **1. The Big Three**

We have developed three main priorities, known as 'The Big Three'. Under each of these, teachers at Borlase ask themselves the following questions when planning and observing learning.

### **Priority 1 : Quality of Learning**

- Is there a positive climate for learning?
- Are all students engaged in challenging learning?
- Are students encouraged to become independent?
- How effectively does the teacher manage behaviour?

### **Priority 2: Learner Progress**

- Are students able to explain their progress towards achieving targets?
- To what extent is learning structured to encourage students to apply existing learning to new contexts?
- Is appropriate support available to all students, including SEND, PP and other groups?
- Does feedback, both written and oral, drive progress?

### **Priority 3: Assessment for Learning**

- To what extent do students reflect on their learning to improve their work?
- Does student work show evidence of effective feedback?
- Is there evidence that students act on the feedback they receive?
- Does feedback show impact on learning progress?

## **2. High Performance Learning & CPD**

- 'The Big Three' priorities are developed through our CPD programme using the High Performance Learning framework (HPL).
- Teachers reflect on evidence-based strategies and develop practice as part of mixed-subject Teacher Learning Communities and in Department groups.
- Middle Leaders develop monitoring and quality-assurance strategies ensuring impactful practice.
- A group of four 'Learning Lead' teachers are engaged in action research and CPD delivery.
- The 'Lesson Study' model is used to evaluate the impact on targeted groups of students.
- Student voice will be integrated into department practice

## **3. Schemes of Work**

- All departments must have schemes of work which give clear sequential guidance to staff about the material to be covered in lessons and through home learning. This should then form the basis of each teacher's lesson planning.
- All Schemes of work must have progression built into them to ensure each Key Stage prepares pupils with the skills and knowledge required to start the next Key Stage.
- All Schemes of work should have appropriate challenge built into them.

- Key Stage 3 and 4 Schemes of work should be detailed, covering all aspects of the course enabling all teachers in the department to cover a standardised and consistent programme, including common assessments across teaching groups.
- Key Stage 5 Schemes can be more “high level” although sufficiently detailed to ensure standardisation across teachers.
- All schemes of work leading to public examinations should be fully informed by the examination specifications, including having revision and practice papers built into them.
- Schemes of work should be reviewed under the direction of the subject leader and modified as necessary.

#### **4. Lesson Planning**

- Lessons should be planned as part of a sequence (as laid out in the departmental scheme of work).
- Work and tasks set should encourage creativity, stimulate and challenge all pupils, in line with the school’s “teaching to the top” and HPL philosophy.
- Teachers should take account of the specific needs of pupils, including SEN pupils, those with particular medical needs, pupils with Pupil Premium and/or FSM, and those with English as a second language. Lessons should be differentiated accordingly.
- Teachers should have a record, either in mark books or in electronic spreadsheets, of target grades and assessment grades/marks given throughout the year. This should provide the context of planning.
- Aspirational Target grades are set using National Benchmarking Data. Heads of Department may adjust these with caution, taking into account the individual characteristics of the individual student, keeping in mind the whole school attainment goals.
- Material provided for cover lessons should consist of the appropriate level of challenge and rigour as part of the topic being studied by the class.

#### **5. Lesson Activity**

- Classroom strategies should be delivered thoughtfully creating opportunities for learners to engage with their learning with enthusiasm.
- Instruction and information should be delivered clearly, so that students understand what is being asked of them, and are able to engage with the lesson.
- Activities should be designed to ensure progress in learning and opportunities to practise learning should be built into lessons and home learning.
- Feedback is given regularly verbally, to individuals and classes. Pupils have time to act on verbal and written feedback in lessons.
- Work should challenge students to develop the characteristics as described in HPL framework
- Lesson should be paced appropriately and allow opportunities for differentiation.

- Teachers should make pupils aware of what equipment they are required to bring to lessons and should expect them to bring it and to prepare appropriately for lessons
- Pupils should be praised and encouraged when they do well.

## **6. Home Learning and Independent Learning**

- Home Learning is integral to student progress, providing reinforcement and extension of what has been learnt in the lesson and/or providing preparation for the next lesson and is part of the learning culture of the school.
- The purpose and frequency of homework is covered in the Homework Policy.
- All pupils are encouraged to engage in wider reading/ independent research.
- In the Sixth Form students are required to complete Homework, Consolidation and Extension Learning regularly within their independent study sessions as well as at home.

## **7. Marking and Feedback**

- The most effective feedback is regular and diagnostic, so that teachers and students have a secure understanding of what and how they can improve to move forward.
- Feedback can take a range of forms, including teacher-led summative and formative comments, peer and self assessment.
- Some marking may be cursory and simply recognise the completion of notes. Not all learning needs to be marked.

All teachers are expected to:

- Provide formative feedback on one standardised assessment per unit of work for each teaching group, and then:
  - give the student time in class to respond to the formative feedback and ask follow-up questions
- Set each of their teaching groups one standardised summative assessment per unit of work, and then:
  - provide to the student appropriate written formative feedback on the assessment against clearly defined success criteria;
  - give the student time in class to respond to the formative feedback and ask follow-up questions;
  - enter the mark or grade where relevant in a shared online markbook.

All Heads of Department are expected to:

- Take responsibility for summative assessments in their department, specifically by:
  - sharing a clear schedule of summative assessments with their team;
  - ensuring that there are mark schemes available against which summative assessments can be marked;
  - leading moderation, where appropriate, to ensure consistency of marking;

- co-ordinating the entry of marks or grades in the shared online markbook.
- Monitor the quality of formative feedback being given by their team by:
  - undertaking appropriate departmental reviews of marking and feedback, either through specific department book scrutinies or through a process of lesson drop-ins
  - maintaining an up-to-date record of when students have received formal, formative feedback in the shared online markbook.

## **8. Google & ICT**

- All teachers are expected to use appropriate ICT tools to support their teaching and learning. This use may consist of:
  - Use of department shared folders, database and markbook (mandatory)
  - PowerPoint
  - Visualiser
  - Google shared docs
  - Google classroom
  - Google sites

## **9. Roles, Responsibility and Accountability**

- All members of the Sir William Borlase community play an important role in promoting effective learning.
- The Local Governing body is responsible for approving, reviewing and supporting this policy.
- The Headteacher, working with the SLT, is responsible for ensuring that:
  - This policy is implemented across the school.
  - Teaching and Learning are of the highest standard possible.
  - Appropriate monitoring and evaluation are in place.

### **In practice:**

- Heads of Department are responsible for ensuring that this policy is implemented in their subject area.
- Teaching staff are responsible for ensuring that this policy is implemented with their classes
- Heads of Key Stage have a responsibility to work with Heads of Department, teachers and SLT to ensure that students in their Key Stage are provided with the necessary pastoral and academic support.
- Form tutors are responsible for ensuring that the key messages in this policy are shared during tutor time.
- Students are responsible for being well prepared for their learning and responding to feedback designed to support their learning.
- Parents/Guardians are responsible for supporting their children in their studies and development as independent learners.

## **10. Monitoring and Evaluation**

In monitoring the quality of teaching and learning we use a range of indicators, which include the following:

- External examination results: analysed by subject area, analysed for value added and compared with similar schools
- Individual student indicators: progress grades, internal exam results
- Destinations of school leavers
- Departmental best-practice and reviews
- Departmental review meetings
- Observations of learning and teaching minimum of two per year per member of staff.
- Learning Walks including book looks.
- Formal Book reviews (Book Looks) once per half term by SLT.
- Homework Diary and Planner reviews.
- Student engagement
- Parental consultation and feedback
- Reports to the Local Governing Body
- Department meeting minutes
- Department standardisation and moderation of work

## **11. Raising Standards**

- All departments are required to identify students who are underachieving in relation to their target grades.
- Students who are underachieving should be supported by the department to achieve their potential. In the first instance this should be provided in lessons by the classroom teacher. Examples of further support provided by the department include but are not limited to:
  - detailed action plans with clear steps to support achievement
  - providing mentors from older years
  - providing support work for use in afterschool supervised study sessions
  - study leave revision sessions
  - lunchtime support sessions.

The HoKS/ HoY will identify those students who are underachieving across the board and take the necessary steps to support them in organising their time to make the most of the opportunities available.

### **Review**

This policy will be reviewed by the Local Governing Body every three years.