SIR WILLIAM BORLASE'S GRAMMAR SCHOOL

TE DIGNA SEQUERE

Teaching and Learning Policy

Senior Leader Review Lead :   Assistant Head, Ben Parsons

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For review by: ACL&P

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Borlase Aspiration Framework

Quality first teaching & learning is at the heart of our school culture. As a teaching staff we have worked to develop a Borlase Aspiration Framework for Teaching and Learning. This document (Appendix 1) sets out eight elements of effective teaching. For each element, the framework establishes the relevant core national standards and provides a description of how we aspire for Borlase teachers to build on and surpass these national expectations. Our whole-school approach to quality assurance and professional development references these aspirations and we expect our teachers, as self-reflective, independent practitioners, to seek to develop and improve their skills in each of these elements. The eight key elements we identify are:

- Knowing the group
- Student engagement
- Developing metacognitive strategies
- Delivering the curriculum
- Expectations
- Questioning
- Home learning
- Feedback

Teaching & Learning CPD

- In designing a CPD programme we have considered the evidence-based recommendations of EEF (Education Endowment Foundation 2021). Delivery is based on a TLC (Teacher Learning Community) model, where pedagogical research and strategies are contextualised for our school, and individual teachers consider the impact on student learning of changes to their practice.
- Teaching & Learning CPD has focused on evidence-based research from Cognitive Psychology and Neuroscience on how all students can learn best, understand knowledge and skills, remember, practice, and apply their learning.
- CPD has used Cognitive Load Theory as a starting point to explore how learning is moved into long-term memory using structured learning and deliberate practice in the classroom. Teachers consider strategies linked to models of Deliberate Practice and Rosenshine's Principles of Direct Instruction.
- Subject leaders for each Department have considered how subject-specific pedagogy and strategies can support students. This is focused in training and during Professional Development feedback after learning walks. This includes planning and provision for SEND learners.

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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.

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.
- Teachers should take account of the specific needs of pupils, including SEND pupils, those with particular medical needs, pupils with Pupil Premium and/or FSM, and those for whom English is a second language. Lessons should be differentiated accordingly. The school has a SENDCo and a SEND team , who support subject leaders and teachers.
- 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 initially set using National Benchmarking Data. Heads of Department may adjust these, 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.

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 with appropriate modelling, 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.
- Verbal feedback is given regularly to individuals and classes. Pupils have time to act on verbal and written feedback in lessons.
- Lessons should be paced appropriately and allow opportunities for differentiation, including in scaffolded modelling and questioning.
- 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.

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.
- 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.

The purpose and frequency of homework is covered in the Homework Policy.

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.

The full approach to marking and feedback, including use of Google Classroom and other online apps, can be found in the Marking and Feedback policy.

Google & Digital Learning

- All teachers are expected to use appropriate Digital tools to support their teaching and learning. Online learning platforms must be agreed with SLT and IT department, ensuring that data protection policy is followed.
- All teachers should ensure that each of their classes has a Google Classroom shared with them and that this is used as the key means of sharing resources and information with their classes.
- In the event of students needing to engage in learning from home, systems developed to support Borlase@home will be fully reinstated to ensure face-to-face remote lessons and feedback. The Google Meet links within the Google Classrooms are the means by which this shall be achieved. All teachers, including new teachers, have received training in using various online teaching tools and pedagogy.
- Good practice in using Google Classroom and other online platforms (including audio/visual) is included in the Marking & Feedback Policy.
- Teachers should plan lessons and home learning activities that enable students to develop effective ICT skills, including appropriate and safe use of the internet for research.

Supporting Aspiration & Progress

- 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 after school study sessions run by Key Stage learning support teams
  - study leave revision sessions
  - lunchtime support sessions.

- 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.
- Where a student needs specific, targeted support because of a particular learning need, teaching staff refer to learning needs provision map (SEND/PP/EAL) and SEND profiles. Regular training is given on specific needs. The SEND co-ordinator is supported by an in-house Specialist Teacher and trained SENDCo.

Attitude to Learning

- We have developed a profile of skills, and attributes linked to learning, known as Attitude

to Learning (ATL):
  - Focus
  - Preparedness
  - Contribution in class
  - High quality work
  - Goes beyond the curriculum
  - Quality home learning
  - Working with others
  - Independent learning
  - Self-reflective
  - Perseverance and resilience

- ATL underpins student work in the assembly, tutor programme and PSHE curriculum on metacognition and developing learning skills.
- ATL is understood and contextualised at subject level and student progress is captured at reporting points
- A programme exists to support students to develop ATL and independent learning skills throughout their time at the school. This is known as *Borlase Learn to Learn.* It comprises activities linking student reflection following key assessments, developing study skills, and metacognition, as well as parent workshops for particular year groups.

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.

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
- Learning Walks including book looks.
- Formal Book reviews (Book Looks)
- 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

Review

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

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Appendix 1: Borlase Teacher Aspiration Framework

Descriptor	Core Standards: Teacher actions	Borlase Aspiration: Teacher actions	Borlase Aspiration: Student actions
Engagement	-Teachers manage behaviour effectively to ensure a positive and safe learning environment, in line with the School and Department policy. -Teachers set goals that stretch and challenge all students. -Teachers select and develop imaginative resources that support student learning.	- Teachers manage behaviour highly effectively with clear rules that are consistently enforced - Teachers are using resources that inspire engagement - Teachers demonstrate an energy and passion for their subject that inspires and engages students - Teachers engage learners using strategies that inspire intellectual curiosity, creativity, independent and collaborative thinking, grappling with complex problems	- Borlase students are **ambitious to learn** - Mutual respect between students is evident. - No disruptive behaviour is visible. - Students have come equipped with all necessary resources, including planner. - Students are engaged and on task; rapt in the flow of learning and inspired. - Students love the challenge of learning and are resilient to failure. - They are curious, interested learners who seek out and use new information to develop, consolidate and deepen their knowledge, understanding and skills.
Expectations	- Teachers encourage students to try hard and recognise their efforts -Teachers demonstrate positive attitudes, values and behaviours -Teachers set high expectations to motivate and challenge students. -Teachers encourage students to structure and prioritise their workload and model this behaviour in their own practice. -Teachers reflect systematically on the effectiveness of lessons.	- Teachers ensure that students take pride in all aspects of their work. - Teachers have established a culture of ambition and challenge; at Borlase we teach to the top. - Teachers express consistently high expectations of all students' attitudes to learning and potential to achieve - Teachers hold themselves to the highest standards, demonstrating a keen desire to develop their teaching practice through engagement with CPD - Teachers are consistently self-reflective and are willing to experiment and innovate in their practice	- Students are **hard working** and should be clearly aiming to do their best, rather than just enough. - Students should have relentlessly high aspirations and should see barriers to high achievement as things that they can overcome: Borlase learners are **optimistic and resilient.** - Students are prepared to take risks in their learning, understanding the value in mistakes.
Delivering the curriculum	-Teachers have secure subject knowledge of the subject(s) they teach -Teachers demonstrate clear understanding of subject developments, both in terms of wider subject knowledge and current pedagogy -Teachers demonstrate a clear understanding of literacy and articulacy in their subject(s) -Teachers follow a well-planned scheme of work and assessment schedule -Teachers contribute to curriculum design and scheme of work planning -Teachers set challenging learning objectives and scaffold and make use of modelling approaches appropriately so that all students are able to achieve them	- Teachers demonstrate deep knowledge and understanding of the subject(s) they teach. - Teachers plan lessons very effectively, making maximum use of lesson time - Where relevant, teachers provide students with a comprehensive understanding of people and communities beyond their immediate experience. - Over the course of a lesson and a scheme of work, teachers plan for adequate and appropriate time for review and embed through practice. -Teachers take a lead in curriculum design. -Teachers take opportunities to develop learning outside the classroom in co-curricular projects and external visits.	- Students have clear confidence in their teachers' subject knowledge. They appreciate that excellent teacher subject knowledge is not there simply to be transmitted to them but rather enables a teacher to stretch and challenge them more effectively. - Students working towards external exams should be able to articulate what material they have covered and what they still have left to learn. They should have access to materials that allow for ongoing interleaved recall testing.

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Knowing the group	-Teachers maintain good relationships with students -Teachers know when and how to differentiate their practice to adapt to the needs of students, including for students with higher prior attainment, SEND, EAL. -Teachers track attainment and progress Teachers use formative and summative data to track students who are falling behind, and enable most to catch up.	- Teachers should know their groups thoroughly. This should be apparent in planning and in lessons. - Teachers swiftly identify students' common misconceptions and act to ensure they are corrected. - Teachers identify and support any student who is falling behind, and enable almost all to catch up.	- Students are **optimistic and resilient** because they feel safe and comfortable in their learning environment, confident that their teacher knows them and is working to ensure they are able to achieve as highly as possible.
Developing meta-cognitive strategies	-Teachers are aware of metacognitive theory -Teachers plan and deliver activities which explicitly require students to know how and why they are learning.	- Teachers routinely refer to the language of metacognition in their lessons - Where appropriate, teachers are explicit in their use of the language and principles of direct instruction and the six strategies of learning from The Learning Scientists -Teachers create opportunities for students to reflect on and articulate their understanding of learning	- Borlase students **understand how to learn, problem solve, and create** and are able to demonstrate an understanding of the language of metacognition. In their self-reflection, students are able to fluently articulate the effectiveness of learning strategies on their learning. - Students are able to make effective use of the six strategies of learning from the Learning Scientists
Questioning	- Teachers plan for AfL questioning of students in order to assess progress. -Teachers understand how questioning can be used to develop more extended critical thinking in their subject. -Teacher questioning is linked to relevant specification/exam styles of questioning	- Teachers use questioning highly effectively and demonstrate an understanding of the ways students think about subject content. - Teachers check students' understanding systematically and effectively in lessons, offering clearly directed and timely support.	- Classroom dialogue and questioning engages all the students and serves to move their understanding on. Students are encouraged to become involved and are willing to share ideas and responses.
Feedback	-Teachers understand and use best-practice in giving regular formative and summative feedback in their subject, according to school and department policy. -Teachers use data to monitor progress, set targets, and plan	- Teachers provide students with incisive feedback, in line with the school and department marking and feedback policy	- Students are **optimistic and resilient** when they engage directly with feedback, be it written or oral, in order to make progress. - With written feedback specifically, there should be clear evidence of student response to feedback.
Home learning	- Teachers set challenging homework that consolidates learning, deepens understanding and prepares students for work to come. -Teachers ensure that students record their homework in planners, including noting any key terms. - Teachers make effective use of Google Classroom to share resources and home learning tasks	- Where appropriate, teachers set differentiated homework tasks that encourage students towards independence. -Teachers use homework as opportunities for AfL and are able to plan teaching in response.	- Students should make appropriate use of planners to record homework. Key terms such as consolidation and extension should be used with 6th form students. - Students should understand the value of homework and engage with it in a responsible and diligent manner.

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