



## TEACHING AND LEARNING POLICY

This policy must be read in conjunction with The Bourne Academy Appraisal & Capability Procedure

### VISION

Our Vision is to develop literate, numerate, global citizens who ASPIRE, i.e., they are: Ambitious, Self-confident, Physically literate, Independent, Resilient, Emotionally literate.

### Introduction

At The Bourne Academy, we are committed to fostering an inclusive and diverse learning environment that respects and values the differences among our students, staff, and the wider community. Our Equal Opportunities, Diversity, and Inclusion (EDI) policy outlines our commitment to promoting equality, eliminating discrimination, and ensuring fairness in all aspects of academy life.

### RATIONALE

#### Aims and intentions

Our aims are:

That all colleagues understand the importance of varied teaching and learning strategies and how best to implement them in the classroom;

- To constantly seek to raise standards and assist students' personal and academic development by supporting them in becoming more independent and resilient learners.
- To ensure that a 100% of teaching at the Academy has a 'Good' impact on our students' outcomes with an ever-increasing percentage of 'Outstanding' learning experiences.
- To make sure that up-to-date knowledge of both the curriculum and pedagogy are accessible, and in use, thus creating outstanding learning opportunities.

The Academy will:

Ensure the provision of high-quality staff training that is centred around research based pedagogical strategies designed to support excellent classroom practice (see Teachers' Companion S:\A Teachers' Companion).

Support opportunities for cross-curricular collaboration through the

- ✓ Directors of Learning forum and peer review programme
- ✓ Subject Leader forum
- ✓ CPD programme including Initial Teacher Training, Early Career Framework, Leadership Development Programmes. (S:\A Teachers' Companion\3. CPD)
- ✓ Peer drop in programme
- ✓ TBA Teachers' Companion (S:\A Teachers' Companion)

## Responsibilities

### The student

- To engage in and take responsibility for their own learning by **participating fully** in their learning both in the classroom and beyond
- To come to class with their planner and Knowledge Organiser (Yr7 & 8) and the essential equipment below.

Black/Blue pen(s)	Green pen	Sharpened pencil	Ruler	Scientific Calculator Y9 onwards)
Rubber	Sharpener	15cm ruler	Pencil case	Reading Book (Y7 & 8)

*Students will receive a strike on their First Impressions Card if they do not have their essential equipment.*

- To adhere to the Academy Presentation Policy
  - To use a pencil to draw lines, drawings, graphs and tables.
  - To write in blue or black ink.
  - To write the title and the date at the start of a lesson
  - To underline title and dates with a ruler
  - To not graffiti on books or folders.
  - To glue any loose sheets in to books or file them neatly in folders.
  - To make sure handwriting is to the best of their ability, and as neat as possible.
  - Not leave spaces and use both sides of the pages in exercise books or on loose paper.
  - To use green pen to respond to teachers' feedback.

*If students deliberately do not adhere to the Presentation Policy, they will be reminded of expectations and asked to correct. Failure to comply will result in the teacher applying the sanction policy for the student failing to follow an instruction.*

- Students will use Satchel One to help them complete home learning to the required standard and to the deadline set.

### The Subject Teacher

To support staff in ensuring that high quality teaching and learning takes place consistently across the curriculum, there needs to be a shared understanding of standards and a commonality of pedagogical approach across the Academy. This policy, therefore, outlines the expectations surrounding the planning and delivery of lessons at The Bourne Academy. Every teacher has individual ideas and styles and that is what makes them effective. This individuality is a key part of delivering effective teaching and learning across a range of subjects within a school. The intention of this policy is to ensure that there is a consistent core standard that promotes the progress of all our students.

When planning, reflecting and developing our teaching, there are six key principles to consider and embed within the learning cycle, ('Making Every Lesson Count' – Shaun Allison and Andy Tharby)

This may be a single lesson or a series of lessons.

- ❖ Challenge – so that the students and staff have high expectations of what they can achieve
- ❖ Explanation – so that students know how to achieve this high level of challenge
- ❖ Modelling – so that students know what effective application of learning looks like

- ❖ Practice – so that students can fully engage in the learning process and are given the time to master the knowledge and skills they are learning
- ❖ Effective questioning – so that students are made to think hard with breadth, depth and accuracy and staff are able to effectively check for understanding and address misconceptions
- ❖ Feedback – so that students are able to reflect on, respond to and deepen their learning
- ❖

We have developed a 'Teaching & Learning Overview Place Mat' to support teacher planning and development.

### **Knowledge Organisers'**

In the academic year 2024-2025, we will continue to routinely use Knowledge Organisers (KOs) with our Year 7 and Year 8 classes including the Bourne Scholar KOs. Additionally, subject leaders will make sure that all Year 9 and 10 students have access to an in-class subject KO.. The KS4 KOs will be exam board specific and support students with the foundational knowledge required for their GCSE or vocational courses. Homework tasks, in KS3 foundation subjects, will routinely be set around learning and applying the content of these KOs, this will be practised through 'Do Now' interleaved, retrieval activities at the start of every lesson.

We believe that effective design and delivery of Knowledge Organisers supports our students by

- ✓ Giving vital information that underpins learning – the 'must know'
- ✓ Reducing cognitive load – this is what they need to know automatically
- ✓ Supporting our disadvantaged students who may not have sufficient background knowledge/cultural capital
- ✓ Facilitating independent learning/revision
- ✓ Supporting our literacy strategy; helping students to master relevant Tier 2 and Tier 3 vocabulary.

We will continue to design KOs to reflect our curriculum intent, to support staff with implementation and we will continue to both monitor and evaluate the impact they have on students' outcomes.

### **We will use Knowledge Organisers to enhance our retrieval practice by:**

- Making quizzing easy
- Ensuring cumulative retrieval practice to secure knowledge into long term memory
- Supporting self-checking and correcting
- Supporting cold-call questioning
- Students can highlight what they know on the knowledge organiser to gauge their learning and track their way through the curriculum
- Setting home learning tasks based on the content of the KO
- Allowing students to easily track their mastery of the curriculum content
- Enhancing the TA/LSA ability to support students' in mastering the curriculum content

### **Developing Literacy**

To further support our students' ability to decode Tier 2 and Tier 3 vocabulary, we will use Lexonik Vocabulary to facilitate the explicit teaching of vocabulary. Subject word lists will be broken down to syllable level, to aid students' reading accuracy, reading fluency and spelling. Lexonik Vocabulary will provide the subject specific definition of each keyword. This analysis of vocabulary will promote and provide opportunities for cross curricular learning and the standardisation of key terms.

**Working with LSAs and Teaching Assistants** -Teaching Assistants are most effectively deployed in the classroom when they are informed of, and involved in, the learning.

As such, where possible,

- Teachers should give LSAs/TAs curriculum maps/programmes of study in advance
- Teachers should advise the TA / LSA what the students need to do to progress to the next level of learning
- TA / LSAs should be encouraged by teaching staff to work holistically in the classroom
- Regular discussion of student progress and wellbeing should take place.
- Teachers should give LSAs/TAs appropriate guidance on their role within the lesson.
- LSAs/TAs should share their in-depth knowledge of the student being supported, particularly if progress differs significantly across the curriculum.

### **Subject Leaders/Area of Learning Leaders/Directors**

- Will identify the teaching and learning strategies that best suit the implementation of curriculum content and material, ensuring it aligns with whole school T&L strategies
- Will plan programmes of study which incorporate opportunities for learners to access the curriculum through the planned use of questions, different learning activities, assessment and feedback opportunities.
- Will use display to promote, reinforce and support teaching and learning strategies.
- Make sure that whole Academy priorities are shared through Subject action Plans.
- Use the curriculum time provided by the Academy for necessary training, moderation, quality assurance, formative book checks and the sharing of good practice during team briefings and meetings
- Ensure that the Academy Teaching and Learning Policy is in operation through rigorous, high-quality monitoring and evaluating of the impact of teaching on learning.

Ensure, with the Leadership Team, that:

**Every LSA/TA** to receive an ongoing cycle of formative drop-ins from the line manager x 2 a term and a formative peer drop-in x 2 a term

**Every teacher** to receive an ongoing cycle of formative drop-ins from a linked member of LT x 2 a term and a formative peer drop-in x 2 a term. We will be supporting each other to consistently deliver highly effective and positively impactful

1. Challenge
2. Explanations
3. Modelling
4. Practice
5. Feedback
6. Questioning

We will support each other by offering quality developmental feedback through the Teacher Takeaway documents kept in our red Teaching Folders.

### **Support & Accountability**

If a subject teacher is not adhering to the TBA T&L Policy:

- The line manager will record the concerns on the Line Management form
- Support will be put in place where needed, this will be recorded and reviewed

- The line manager will monitor the teacher to ensure the policy is now being effectively implemented .

If the concern(s) continues it will be dealt with through The Bourne Academy Appraisal & Capability Procedure.

### The Leadership Team

- Will provide and evaluate the provision of staff training.
- Will ensure there is high quality, rigorous monitoring and evaluating of teaching and learning through The leadership and peer development drop-in programme. Records of these to be held by the teacher and inputted to a central LT log to diagnostically inform individual, team and whole-Academy CPD.
- Will facilitate the sharing and dissemination of resources and good practice including moderation of students' work, across different curriculum areas
- Will ensure that parents are kept informed of how they might support their children in developing their learning skills
- Will support liaison between feeder primary schools and The Bourne Academy to allow progression in learning from Year 6 to Year 7.

## Appendix 1

### All teachers will consistently apply The Bourne Academy Feedback Policy:

Teachers use these presentation and literacy symbols to help students develop their writing skills.

Tick Good

Double tick Very good

\_\_\_ Spelling or grammar mistake

O Something is missing e.g., a comma

? Does not make sense

X Incorrect

^ Word/s or phrase missed out

Student corrections should be completed in **green pen**.

Both teacher and student verbal and written feedback is based on learning objectives and outcomes. Both teacher and student verbal and written feedback will use **instructional** feedback prompts to ensure students act on this feedback. The 'R' commands below are helpful tools **but not exhaustive**.

**'Redraft/redo', 'Rehearse and repeat', 'Revisit and respond', 'Relearn and retest', 'Research and record'**

The verbal and written praise we give students will be **specific** and will **reward effort**. Students will experience a minimum of two summative, formal assessments per year. The summative assessments will be used to track students' progress and attainment. Feedback will be provided that informs students of their areas of strength and development. The feedback will be used by teaching staff to plan lessons that close gaps, improve attainment and progress. Additional summative assessment within subjects will be based on individual subject needs and written into the curriculum map. All summative and formative assessment will be used by teachers to support planning of lessons that close knowledge gaps.

Our feedback, whether 'whole class' or 'individual', **MUST** close the assessment loop by communicating-

- **What went well (www)**- how students met the success criteria/mark scheme (**challenge**)
- **Even better if (ebi)** – specific **feedback** on what they must do to improve their performance
- **Closing the gap** – teacher responding to misconceptions through re-teaching (**explanation, modelling**), assessing whether students now grasp the concepts (**questioning, practice**). Students responding by completing corrections to demonstrate understanding. The teacher **MUST** check this has happened.

Performance should be tracked by the subject lead using an appropriate data entry template. These should include GCSE, BTEC or A Level grades and be updated in line with data entry points. Where subjects use student trackers, these must give students a clear quantitative and qualitative overview of their progress.

## Appendix 2


### Learning Guide for Excellence at TBA

<p><b>Start of lesson: Meet and greet your classes at the door.</b> Always model being happy to see them and being enthused by the learning; inject pace, engagement and a love of your subject. Students behind chairs in your seating plan. Equipment and Planners on desks– check uniform is being worn correctly</p>
<p><b>Keep slides simple and clutter free to avoid cognitive overload – ensure ‘white space’ on every slide</b></p>
<p><b>Do Now:</b> Homework task and deadline on screen/board, having been shared on Satchel One. Retrieval knowledge questions, using KOs for Year 7-10– students engage with knowledge questions immediately and silently if requested. Register is called, then track the class to check for misconceptions and expectations are being met. <b>Work the clock</b> – answers displayed on board – very quick self-assessment marking in green pen, quick afl poll to identify the focus questions to go through.</p>
<p><b>Intro slide:</b> Should include a challenging single objective that all students will aspire to achieve in the lesson – teach to the top, have high aspirations. Explain tier 2 and tier 3 vocabulary using lexonik, quick cold calling, ‘no opt out’ questioning to check understanding.</p>
<p><b>Lesson Content:</b> Use highest quality resources to ensure highest levels of knowledge and skills for students – content interleaved for mastery. Use Six Strategies for Effective Learning  <b>Challenge, Explanation, Modelling, Practice, Questioning, Feedback</b></p>
<p><b>Best practice to support your planning – it is not exhaustive or prescriptive</b></p> <ul style="list-style-type: none"> <li>✓ Plan for 15- 20 minutes of deliberate <b>practice</b> to help mastery of content/skills.</li> <li>✓ Use of electronic timer/every activity as a time limit to maintain pace</li> <li>✓ Use signal, pause, insist to ensure listening prior to direct instruction</li> <li>✓ <b>Questioning:</b> Cold-calling, targeted and planned. Variety of questions to check for understanding – allowing for challenge and consolidation. Elaboration – make links and generate discussion (pairs/whole class)</li> <li>✓ Mini Whiteboards (MWB) for whole class questioning – use 321 show me and responsive teaching/further questioning</li> <li>✓ Allow thinking time (e.g., think, pair, share, use of MWB)</li> <li>✓ Use visualisers and classroom displays to show excellent examples of work/highlight errors or misconceptions. Give clear, crisp <b>explanations</b>. Co-construction and <b>modelling</b> of task/answers is ESSENTIAL– before students are asked to try it – expected standard should be crystal clear</li> <li>✓ Signpost to A Level/GSCE/BTEC grade descriptors and Assessment Objectives throughout lesson</li> <li>✓ Apply the rewards and sanctions policy consistently, along with low level behaviour strategies to support positive learning environment. Use conditioning boards (😊 😞) for a clear visual of rewards/discipline</li> <li>✓ Scaffolding as appropriate to support and <b>challenge</b> ALL to achieve highest expectations/outcomes</li> <li>✓ Plan for best use of Teaching Assistant (s) ‘spread’ of deployment across class’ learning needs</li> <li>✓ Provide highest quality writing frames. Linked to mark schemes, AOs, and grade descriptors</li> <li>✓ Regular low stakes mini tests and quizzes. Take/give <b>feedback</b> through peer and self-assessment.</li> </ul>
<p><b>Response to marking and feedback</b></p> <ul style="list-style-type: none"> <li>✓ ‘Mark live’ expect students to make corrections in green pen</li> <li>✓ Plan time to feedback from the front, expect students to respond, check and correct in green pen</li> <li>✓ Insist on students redrafting of work if appropriate – must be of highest quality including SPaG</li> </ul>

**Student Exit:** Pack students up with 5 mins to go, utilise students to set up for your next lesson or to ensure class is immaculate, ready for next teacher/class. Students behind chairs ready for EXIT card/questioning/reminders. Dismiss on the bell row by row.



### Appendix 3

 <p>THE BOURNE ACADEMY</p>	<h1>Target Takeaway</h1>	Date:
		Previous target:
Teacher:		
Feedback from:		
Progress made by previous actionable steps:		
<b>Target: (Please circle)</b> <ol style="list-style-type: none"> <li>1. Challenge</li> <li>2. Explanation</li> <li>3. Modelling</li> <li>4. Practice</li> <li>5. Feedback</li> <li>6. Questioning</li> </ol>		
Teacher reflection on feedback		

I have read, understood, and I am able, to conduct my professional responsibilities, as outlined within this policy.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Signature: \_\_\_\_\_