

Teaching and Learning Policy

2022-23



Brookvale Groby Learning Campus



Model for Expert Teaching



METACOGNITIVE THINKING (PLAN, MONITOR, EVALUATE); LITERACY SUPPORT

Knowledge recall

So that...

Memory is developed through regular testing of knowledge

Challenge

So that...

Students have high expectations of what they can achieve

Explanation & Modelling

So that...

Students acquire knowledge and skills and know what to do with it

Students engage in deliberate practice

Questioning

So that...

Students are made to think with breadth, depth & accuracy

Feedback

So that...

Students know how they are doing & how to achieve excellence

SCAFFOLDING

STAR TIME

A Type

80%

Flow Diagram

B Type

20%

Other lesson formats

Our Vision Statement

Valuing Everyone, Achieving Excellence



Our Motto

Work Hard, Be Kind

Our vision and motto are underpinned by our **values which drive our attitudes towards Teaching and Learning:**

- Community** - Being part of something bigger than the individual
- Aspiration** - Having high ambition which motivates you to work hard
- Resilience** - Bouncing back from difficulties or challenges
- Excellence** - Surpassing the ordinary, being the best you can be

Our culture of Teaching and Learning

Our approach to teaching and learning is driven by:

- The latest evidence-informed research and practice, both at subject level and in a wider pedagogical context
- Our vision, motto and values
- The Principles and Features of the Brookvale Groby Learning Campus Curriculum
- Our desire for all of our students to achieve their full potential as a result of consistently outstanding learning experiences in every classroom

Structuring learning

Whilst we recognise that no two lessons will be the same, we understand the importance of structuring the majority of lessons in a particular manner in order to maximise learning and to meet the individual needs of all students. Hence, we have developed our **Model for Expert Teaching**, which draws heavily from the work of Rosenshine's *Principles of Instruction*, Sweller's *Cognitive Load Theory*, and Dunlosky's *Strengthening the Student Toolbox*. As a result of this research, lessons will typically include the following features:

- A focused start (Do Now activity) that will involve a short **review of previous learning**, and may link to the content of Knowledge Organisers
- A clear focus on the **intended learning** and **success criteria** of the lesson, including reference to how the lesson and learning fit into the **sequence of lessons** and the **bigger picture**
- Clear and logical **explanations and modelling**, with opportunities to reflect and ask questions
- Purposeful and guided learning activities which **embed knowledge and skills**, and which offer opportunities to **challenge all learners**
- **Literacy support**, through the explicit teaching of vocabulary, reading and writing skills
- Regular use of appropriate **assessment for learning and feedback strategies** in order to review **learning, thinking, and understanding**, and to tackle **misconceptions**.
- An awareness of the **needs of all learners**, including **SEND and PP students**, in order that they can achieve the best possible outcomes.

Model for Expert Teaching at BGLC - Typicality in Teaching and Learning

1. Retrieval practice, memory, metacognition	
<p>Typical features...</p> <ul style="list-style-type: none"> A. Retrieval practice, including Do Now activities B. Teachers reference how to make learning stick C. Teachers encourage metacognition ('thinking about thinking') D. Reference to Knowledge Organisers and curriculum documents 	<p>So that students...</p> <ul style="list-style-type: none"> → <i>begin the lesson in a calm and productive manner to set the tone for the lesson</i> → <i>students are asked to recall information from their long term memory and build on prior learning & knowledge</i> → <i>think about the strategies they can employ to help them to learn</i>
2. Objectives, context & challenge	
<p>Typical features...</p> <ul style="list-style-type: none"> A. Lesson put into a wider curriculum context/learning journey B. Challenging lesson objectives and success criteria shared and referred to during lesson C. Students are made to think hard D. Students are signposted to additional challenges/problems 	<p>So that students...</p> <ul style="list-style-type: none"> → <i>can confidently talk about what they are learning and why</i> → <i>can say how their learning fits into the "bigger picture" of their curriculum</i> → <i>can be pushed out of their comfort zones in order to learn and make progress</i>
3. Modelling, explanation & deliberate practice	
<p>Typical features</p> <ul style="list-style-type: none"> A. New information presented in small, logical chunks B. Links made to prior knowledge/learning C. Teachers and students narrate the thought process (metacognitive talk) D. Teachers break down worked examples; WAGOLs; exam technique; offer scaffolds E. Misconceptions anticipated and addressed F. Students given ample opportunity to practise G. Literacy and oracy support, inc. the explicit teaching of vocabulary, reading and writing 	<p>So that students...</p> <ul style="list-style-type: none"> → <i>are able to process new learning in a logical way</i> → <i>feel satisfied they can put into practice the knowledge they have been given</i> → <i>have constant reinforcement within lessons that practice drives improvement</i> → <i>are clear what they need to do to produce high quality work</i> → <i>are better at self-assessing their own work</i> → <i>can understand and use tier 2 and 3 vocabulary confidently in order to access learning</i>
4. Feedback, questioning & assessment	
<p>Typical features</p> <ul style="list-style-type: none"> A. Culture of praise and encouragement B. Appropriate Formative assessment, incl. PLCs, used to gauge progress and gaps in knowledge C. Appropriate questioning techniques employed D. Feedback is supportive and considers strengths and targets for improvement E. Live marking (esp. for SEND and PP students) 	<p>So that students...</p> <ul style="list-style-type: none"> → <i>feel comfortable in making mistakes and correcting them</i> → <i>are aware of where they are at and what they need to do to improve</i> → <i>can immediately address misconceptions</i> → <i>can have a deeper understanding of what they are studying</i> → <i>PP/SEND pupils make as much progress as possible</i>
5. Personal development, behaviour & welfare	
<p>Typical features</p> <ul style="list-style-type: none"> A. Teacher and students show mutual respect B. Prompt start to learning C. Teachers challenge low-level disruption D. Students enter/exit rooms and behave in accordance with school rules and values E. LSA/TA deployed to maximum effect 	<p>So that students...</p> <ul style="list-style-type: none"> → <i>begin the lesson in a purposeful manner</i> → <i>develop positive mindsets</i> → <i>develop respect for themselves and others</i> → <i>enjoy their experience at BGLC</i> → <i>are able to access the learning and curriculum as easily as possible</i>



Model for Expert Teaching at BGLC - Guidance for Work Sampling

6. Classwork, books, assessments, folders

<p>Typical features...</p> <ul style="list-style-type: none"> A. 'Deep marking' is evident (approx. 1 per half-term) B. Strengths and Targets are used C. STAR time is built into the feedback process and students respond to and act upon teacher feedback – Purple pen of progress D. Students set their own targets for improvement E. Students track their grades/progress F. Opportunities for Peer and Self-assessment G. Literacy issues are addressed <p>Presentation</p> <ul style="list-style-type: none"> H. Books and folders are kept neat and tidy, are free of graffiti and notes are presented clearly and in an organised manner <p>Personalised Learning</p> <ul style="list-style-type: none"> I. Evidence that work is being personalised to ensure challenge at all levels J. Personalised Learning Checklists are used where appropriate K. Disadvantaged, SEND and priority students receive additional support through 'live marking.' L. BRAG sheets are up-to-date with clear actions for underachieving students and DS students 	<p>So that students...</p> <ul style="list-style-type: none"> → receive regular written feedback in order to make progress → receive recognition as well as clear guidance for next steps → reflect and act to make improvements on their approach to learning → Identify gaps in knowledge and misconceptions → students are aware of the bigger picture of their learning → students understand the importance of using vocabulary accurately, can construct well-written responses and have good spelling and punctuation → take pride in their work and themselves → have organised notes to refer to and assist revision → receive an appropriate amount of challenge and are made to think hard → are aware of their gaps in knowledge, skills and understanding → PP/SEND/Target groups make as much progress as possible → all target students receive the maximum support possible in order to make progress
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7. Homework

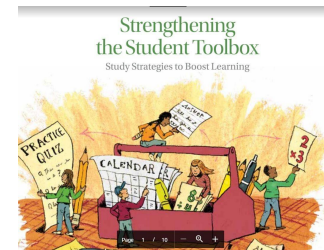
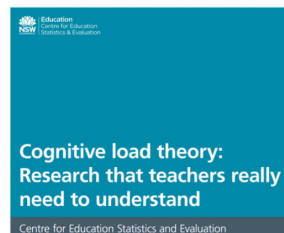
<p>Homework (7-11)</p> <ul style="list-style-type: none"> A. Students are set weekly learning from their Knowledge Organisers and other relevant tasks, communicated via Google Classroom and in lessons B. Students are quizzed weekly in lessons on KO content <p>Homework (P16)</p> <ul style="list-style-type: none"> C. Weekly homework activities are set for P16 students appropriate to the demands of the curriculum D. Clear guidance offered to students on how to use and monitor their independent study time, including use of Independent Learning Logs 	<p>So that students...</p> <ul style="list-style-type: none"> → are aware of the key knowledge for a particular topic → have opportunities to be quizzed on a regular basis, which will help to reduce anxiety for high-stakes assessments and will help memory recall → can consolidate their learning → take responsibility for working hard and complete approximately 1 hour of homework/independent study per lesson → are given tasks that will complement their learning
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Typicality in Teaching and Learning



Our Typicality in Teaching and Learning documents have been developed as an extension of our Model for Expert Teaching. The documents are designed to:

- Support developmental drop-ins (DDIs) and **work sampling**
- Make it clear what we consider **good teaching** to typically look like, following the **best available evidence**
- emphasise the **benefits** to the **learner**
- help leaders to **celebrate** and **share** what is going well and **respond** to emerging needs
- promotes a **culture of trust**, where **developmental conversations** can take place using a **shared vocabulary**



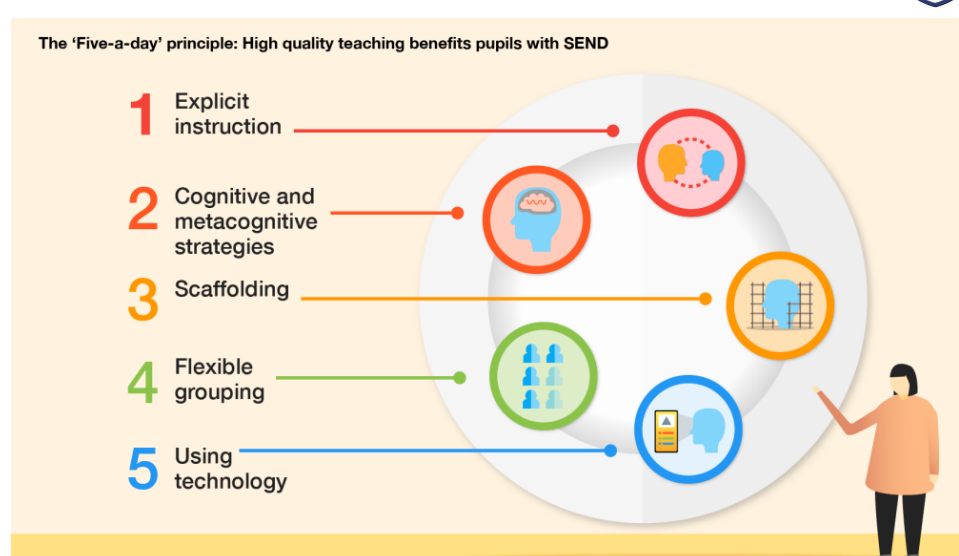
Consistency, not prescription

Although our **Model for Expert Teaching** is the backbone of Teaching and Learning across the campus, we do expect teachers in different faculties and subject areas to engage with the wider subject network and develop the subject-specific pedagogy and content knowledge required to deliver the highest quality lessons in their area. We expect teachers to be learners and have a thirst for finding new, exciting and creative ways of developing learning experiences appropriate to the needs of the curriculum and the students. Learners should always be actively engaged in the lesson, empowered to lead their own learning, and should be given opportunities to reflect through metacognitive approaches on how to achieve more.

Every teacher as a teacher of SEND



We believe that every teacher has a responsibility to prioritise SEND. When planning for the teaching of SEND students we refer to our Model for Expert Teaching. We also expect that our teachers refer to the strategies in students' **One Page Profiles** and apply the **'5-a-day'** strategies referenced in the EEF SEND Guidance.



General responsibilities of teachers

In addition to the application of the Model for Expert Teaching, and in order to support our learners we expect all teachers to:

- apply the Campus **Behaviour and Standards** policy and the Campus **Praise and Reward** policy
- have the highest aspirations for all learners
- develop a positive climate for learning based on mutually respectful relationships, our vision, motto and values
- establish routines, in accordance with Campus policy, quickly so that students know how to behave, act and respond to the lesson
- develop sequences of learning experiences which emphasise the role of powerful knowledge and are based upon a coherent scheme of learning
- teach lessons in accordance with the curriculum journey established by the faculty leader
- plan for and make proactive use of additional adults (e.g. TA / LSA)
- be mindful of the impact of Covid and the Cost-of-living crisis on our learners
- meet the educational needs of all students and use information and data to plan learning (prepare differentiated resources where appropriate.) Staff are expected to ensure that they are meeting the needs of all students in every lesson, including target groups:

Special Educational Needs Disabled (SEND); Disadvantaged Students e.g. Pupil Premium (PP), Free School Meals (FSM), Child Looked After (CLA); Higher Prior Attainment (HPA); English as an Additional Language (EAL); White Disadvantaged Boys (WDB); Services Child (SC)

- all staff are responsible for promoting British Values, literacy, numeracy, personal and social development and ICT to enhance learning
- set relevant homework tasks and guide students (via the Google Classroom) to the relevant sections of their Knowledge Organisers to work on for homework
- refer to and actively use Knowledge Organisers in lessons. Students should be quizzed on the content from Knowledge Organisers on a weekly basis
- create seating plans for every lesson (including Tutor Period) using MINT Class/Arbor with preferential seating for vulnerable students
- engage fully in the Growth Management process, selecting a narrow teaching and learning focus on which to work
- engage fully with Teaching and Learning Communities in order to collaborate with peers and improve practice

Feedback to students at BGLC



"The first fundamental principle of effective classroom feedback is that feedback should be more work for the recipient than the donor." Dylan William

We understand that feedback is one of the most effective tools that a teacher can employ to improve the progress of learners. At the same time, we recognise the need for teachers to sustain an achievable workload and consequently we do not expect that teachers routinely mark all pieces of work. Our approach to (marking and) feedback is therefore built on the following characteristics:

Key principles at BGLC:

- Feedback can take **various forms**: written (paper or electronic), verbal, whole-class, self-assessment and peer-assessment
- Feedback will take the form of **Strengths and Targets**
- Students should be given opportunities to review feedback during **STAR time** and written responses by students should be in **purple pen, on purple paper or electronically**.
- All students are entitled to receive **feedback from assessments** (feedback should be within 2 weeks of the assessment, although this may be longer for mock exams)
- Teachers must record data on **BRAG sheets**, including personalised learning
- Assessments and feedback should be filed in an **organised manner** for quick future reference
- Students should routinely **track their scores, grades and feedback** in order to understand how to make progress
- Employ **Personalised Learning Checklists**, known as PLCs, (at least KS4 and KS5) so that students can self-assess their level of knowledge, skills and understanding

Recommendations:

- Students should ideally **apply feedback** from one piece of work to the next, in order to build progression
- Teachers should use results, trends and misconceptions from marking/assessments to inform STAR time and future teaching (think: **Diagnose - Therapy - Test - Revisit**)
- Teachers should routinely support the **literacy needs** of students and are expected to 'live mark' the work of disadvantaged students.
- As per recommendations from the **Education Endowment Foundation**, feedback has most impact when it is:

Task Specific, where students are offered specific advice on how to improve.

Subject Specific, where students can apply advice to other subject tasks.

Focused on the **self-regulation of learners**, so students can improve their 'approach' to a task or learning.

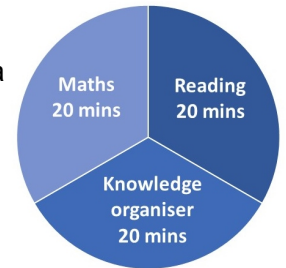
Homework

KS3

In Years 7 - 9, we expect every student to engage in at least an hour of homework each day of the school week. As a minimum, students will engage in **20 minutes of Maths, 20 minutes of Reading and 20 minutes of a Knowledge Organiser self-testing activity** per school day. There may also be additional tasks depending on the needs of your subjects.

Maths: Students will be set a minimum of one Hegarty Maths task per week in addition to a section to revise from their Knowledge Organisers. Additional tasks will be set by the class teacher to further support learning.

Reading: Each week students will need to record details of their personal reading in their Student Organiser. Teachers, tutors and librarians are expected to support students with reading material.



Knowledge Organisers: Every subject will equip students with Knowledge Organisers and they will use these everyday in school and at home. We expect every student in Year 7 to 11 to do at least 20 minutes of revision per weekday. The Knowledge Organiser is a summary of the key knowledge students need in order to make sense of the topic being studied. We expect every student to learn this knowledge in small chunks, over time and commit it to their long-term memory. Once this information is in the long-term memory they will be able to draw on it for future reference and when answering questions.

To do this we will expect every student to do the following:

- Keep written notes of self-testing in their organisers which their Tutor checks every Monday in tutor time
- Students should organise their time so that they cover the full set of subjects. Teachers will normally guide students on which areas to learn
- Students should expect to be quizzed on the content of Knowledge Organisers on a weekly basis
- Students are encouraged to supplement their homework with other forms of subject revision including the use of revision guides and exam questions (especially when in Year 11)
- Students will need to complete practical skills based homework, in addition, as required by their teachers
- Students will ideally need an A4 Ring Binder for Knowledge Organisers. The ring binder will be kept at home for the students to store individual copies of their knowledge organisers
- Each student will be issued with a student organiser at no charge. However, if it is lost, they will be charged for the replacement

KS4

In KS4, students will be expected to build on the routines established in KS3 with 20:20:20 homework. Each subject will specify weekly tasks and expectations are published on the BGLC website. Students are still expected to evidence their homework in their student organisers, but they may wish to show supplementary evidence to their tutors.

Years 12-13

- Students will be expected to build up to completing at least 20 hours of out-of-lesson work across their three subjects

- Teachers are responsible for setting and marking specific homework tasks each week
- Beyond teacher-led tasks, students will be expected to complete independently-chosen activities. All subjects will provide clear written and verbal guidance as to the types of independent activities suitable for their course
- Students in Year 12 will need to account for and therefore record the independent work completed for at least the first term. Teachers and Tutors will plan in time to review independent activities with individual students
- Teachers and tutors are expected to review independent work approximately once per half term.
- Teachers will produce Knowledge Organisers for students in Year 12 and 13 and students should expect to be quizzed on the content of Knowledge Organisers on a regular basis.

Monitoring and evaluation

The Teaching and Learning policy will be monitored through:

- Faculty Leader termly monitoring and quality assurance processes which include: Developmental Drop-ins (DDIs), lesson visits (for new members of staff, Early Years Teachers), work sampling, Student Voice, monitoring of BRAG sheets and planning
- Regular faculty Teaching and Learning meetings (pedagogical and content knowledge) and Progress, Intervention and Review (PIR) meetings
- SLT and Faculty Leader monitoring of quality assurance (QA) processes through line management meetings, termly work sampling, DDIs and learning walks, Growth Management impact, TLC impact, and lesson visits
- SLT reporting to governors
- Student voice feedback
- Parent voice feedback
- Governor link visits/engagement days
- External review processes led by OfSTED and/or HMI
- Examination results

Where standards are below those expected within this policy then intervention in the first instance will be handled by Faculty Leaders.

Updated September 2022