



Boroughbridge
High School

Teaching and Learning Policy

Policy last reviewed	May 2023
Policy ratified by Governors	May 2023
Next Policy review due	May 2025
Due for review by Governors	May 2025
Staff Lead	Deputy Headteacher

Principles

Teaching and Learning is the core business of our school. Our aim is to engage, enthuse and inspire all students to secure at least expected progress with an increasing proportion exceeding expected progress. At the heart of this is our desire to create a learning environment where positive Attitudes to Learning ensure that students and teachers work in partnership to secure high quality learning within a positive Climate for Learning. We aim to ensure consistency in quality whilst celebrating varied approaches.

We recognise that students learn in different ways but believe that all students should develop core skills such as literacy and numeracy which will ensure that they are equipped to move confidently into the next phase of their lives, viewing learning as a lifelong process.

Policy and practice

The key to creating high quality teaching and learning is to have purposeful teacher-student relationships where teachers have high expectations of all students and engender the same. Within this framework we recognise that key characteristics of lessons to secure student progress for all both within a lesson and over a longer period of time are

- learning well matched to all students' needs (effective differentiation) based upon knowledge of students and effective use of data
- secure subject knowledge and pedagogical understanding used to create challenging sequences of learning
- strategic seating of students (with plan)
- TAs supporting the progress of students
- students knowing the purpose of their learning and understanding how it fits into their learning over time
- an appropriate and engaging pace of learning

- effective questioning used to provoke thinking and deepen understanding with focused and timely intervention
- a combination of 'no hands up' so that students can be strategically selected to give responses and 'hands up' when students have meaningful contributions to make
- student responses that are longer than one word
- opportunities for students to take risks and develop their independence thereby making progress on the Attitude to Learning ladder
- verbal feedback which is positive, regular, personalised and helps students to understand what to do next, how to modify their work, or find alternative solutions. (see Feedback and Assessment Policy)
- a systematic approach to retrieval practice including the use of retrieval grids
- the development of skills in Reading, Writing, Communication and Mathematics
- meaningful homework which is an integral part of the learning (see Homework Policy)
- opportunities for students to reflect on their learning

Therefore teachers plan to secure progress for all students in lessons

When planning we recognise that it is vital for teachers to take into account the needs of each student within their class. Using appropriate data with specific strategies for students they consider the following three key questions

- How will all students be active and engaged?
- How will all students be challenged at an appropriate level?
- How will all students make progress and how will I know?

Class teachers may capture this on the Boroughbridge High School 5 minute lesson plan or in a format of their choice along with a strategic seating plan. This will be informed by a prior data sheet with strategies identified for students with specific needs. Also, following each progress tracking point teachers will identify which boys and girls of prior high, middle and lower ability are on, below or above target. Strategies will be identified for students who are below target.

Consequently, all teachers can evidence student progress over time from planning and student outcomes.

Within a Subject area, high quality learning takes place where carefully planned, thoughtful schemes of learning are in place to support teachers in their planning and are considered to be a working document with a process of monitoring and evaluation to inform review.

Monitoring the quality of teaching and learning

When evaluating the quality of teaching and learning, there are three areas of focus, planning, learning during the lesson and wider skills.

This policy should be read along with the policies on Feedback and Assessment and Homework.