



BOA

Teaching and Learning Policy

Date of Issue: September 2020
Date of Review: September 2021

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Purpose

We are a learning community. The purpose of this policy is to ensure that all students are supported through their learning.

Standards

At BOA, we agree to:

- A commitment to the four-part accelerated learning cycle including a connection phase, activation phase, demonstration phase and consolidation phase.
- Create a welcoming classroom and greeting students by name to build positive ethos.
- Ensure that every student is fully engaged in lessons.
- Ensure that there is a sense of purpose and pace in every lesson.
- Ensure that schemes of learning are accessible to all levels of ability and that they must reflect the academy's Improvement Plan.
- Differentiate learning outcomes to meet pupil's individual needs - building in challenge for all students and making clear links with assessment criteria and the national curriculum.
- Enable students to become self-governing, independent learners.

Monitoring, Evaluation and Review

Monitoring of this policy document will be conducted annually by SLT and governors to ensure compliance with new initiatives. Monitoring of practice against this policy will be done through Directors/Curriculum Leaders/SLT observing lessons, work sampling ~~by Curriculum leaders~~ and departmental reviews.

Knowledge Rich Approach

Knowledge provides a driving, underpinning philosophy: the specifics of what we want students to learn matter and subject traditions are respected. Skills and understanding are seen as forms of knowledge. Acquiring powerful knowledge is seen as an end itself.

The knowledge content is specified in detail: units of work are supported by statements that detail the knowledge to be learned. We want students to have more than a general sense of a topic through vaguely remembered knowledge encounters. Sharing and continually returning to 'big ideas' is essential.

Knowledge is taught to be remembered, not merely encountered: A good knowledge-rich curriculum embraces ideas from cognitive science about memory, forgetting and the power of retrieval practice. The curriculum is designed to be remembered in detail. Knowledge is sequenced and mapped deliberately and coherently and we understand the importance of building

connections between pockets of knowledge. Attention is also given to known misconceptions and there is an understanding of the tools needed to move students from beginner to expert in various subject domains.

The Four-Stage Accelerated Learning Cycle

Excellent teaching depends on effective planning by subject teachers using prior knowledge of students' attainment (informed by assessment for learning), and of the ability of teachers to ensure that low-attaining students are supported through their learning, as well as appropriate levels of challenge for gifted and talented students.

In lesson planning, teachers should make use of prior knowledge and the following information:

Previous year's end of key stage levels/ GCSE grades (where provided)

GCSE/A-level/Btec target grades

Estimated Grades (Previous years' national attainment grades for students with a similar starting point)

CAT scores (where provided)

KS2 National Curriculum levels

Baseline Test Results (progress tests in English, Mathematics and Science)

Spelling and Reading scores

The Four-Stage Accelerated Learning Cycle

All staff members are committed to the four-part lesson to ensure that all students receive high quality teaching and learning which allows all students to achieve their full potential and beyond. All staff members are expected to plan lessons thoroughly, using the lesson plan outline provided (see appendix 1).

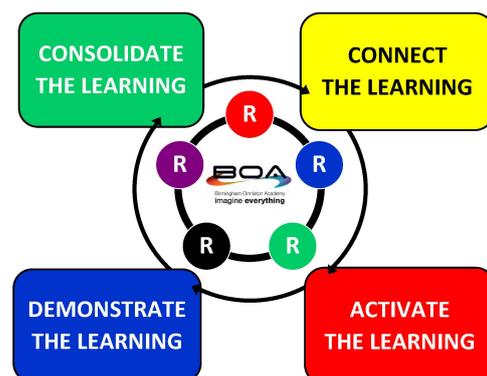
The principles behind the four-part accelerated learning cycle are as follows:

- create a welcoming classroom environment, greeting students to a build positive ethos;
- every student is fully engaged in the lesson;
- every student is engaged in thinking;
- thinking skills are developed;
- 'opting out' of the learning is minimised;
- lessons are challenging and are supported by a climate of high expectations;
- there is a sense of purpose, pace and challenge in every lesson.

Students can expect the following features in all of their lessons:

The Connection Phase should:

- connect with learners' prior learning (recall and retention);
- engage curiosity;
- draw out what is already known;
- agree the 'Big Picture';
- get learners to make links;
- share challenging learning objectives;
- include everyone.



The Activate phase should:

- engage learners with new information through multi-sensory experiences;
- encourage learners to find things out and work things out for themselves.

The Demonstration Phase should:

- provide opportunities for learners to demonstrate understanding.
- allow learners to make, write, act, draw or demonstrate to 'show they know'.
- provide educative feedback.

The Consolidation Phase should

- structure reflection around how we learn and what has been learned;
- ask how the learning and methods can be applied elsewhere;
- preview learning to come.

It should be noted that this is a framework in which effective teaching and learning can take place. It is designed to give all students at BOA the highest quality learning experience. Lesson evaluations continue to play a key role in the professional development of all teachers and therefore teachers are encouraged to evaluate constantly their performance in the classroom through the appraisal process and training provided through staff development time.

Bellwork

In addition to using the four-stage accelerated learning cycle to plan effectively, lessons should also begin with a 'bellwork' task that is available to students as soon as they enter the teaching space. This is to maximise learning time and ensure the climate for learning is set before the connection phase for all students. The bellwork activity should last no more than 5 minutes.

Assessment for Learning

Assessment for learning plays an integral part in the four-part accelerated learning cycle and is defined as 'improving learning through assessment'.

Marking and feedback is an integral aspect of assessment for learning. There is an expectation that all staff provide formative and summative feedback on a regular basis and in line with academy policy. Evidence of feedback should be recorded in all subject areas in line with their subject policy. Directors/Curriculum Leaders are required to monitor marking and the recording of feedback within their subject on a half termly basis in accordance with school directives. This will inform action planning and monitoring which should be discussed with the SLT links at least once every term.

At BOA we believe that AFL is of fundamental importance because:

- it is based on good understanding of how children learn;
- it helps learners do better and therefore attainment rises;
- it allows teachers to work 'smarter' not harder;
- it allows students to develop skills to take charge of their own learning.

In planning lessons, staff members are expected to plan explicitly for the use of AFL in their lessons.

There are four key ingredients:

Learning objectives:

- Engage learners with learning objectives.
- Show what 'good' work looks like.
- Use objectives as a basis for questioning.
- Refer back to objectives throughout the lesson.
- Link objectives to the 'bigger picture'

Questioning:

- Questions must be planned and worth asking.
- Questions should include extended 'think' time in order to enhance the quality of student responses.
- The 'No hands-up' rule will encourage all students to participate in teacher-student dialogues.
- Questioning should be used as a tool for enhancing learning, not just assessing learning.
- Bloom's Taxonomy or the SOLO taxonomy should be used to help plan higher order questioning opportunities.

Peer and self Assessment:

- Students should identify their own successes.
- Students must identify their own areas for improvement.
- Students should be able to self-assess against success criteria.
- Students should be able to peer-assess using clear frameworks.

Good Feedback:

- Should focus on success criteria (but not in the form of comparison).
- Aim to close the gap between students' current ability and target grades.
- Be specific to the students' needs.
- Incorporate time for students to use feedback into all lessons following formative feedback cycles.

High quality teaching must show evidence of planning, the setting of clearly-achievable learning outcomes (identifying the essential knowledge required) and demonstrating recall and retention opportunities that promote deep learning.

Schemes of Learning

Subject-specific schemes of learning are the responsibility of Directors/Curriculum Leaders. However, all staff may be asked from time to time to contribute to their subject's schemes of learning as part of their on-going professional development.

Schemes of learning must cover the relevant programmes of study for the age range and subject area(s), the National Curriculum and specifications. It should be made up of a progressive series of units of work, with signposted opportunities for assessment.

All departments will follow a standard framework, within which are certain principles. These must be incorporated into schemes of learning. There are templates provided but schemes can be individual to the department or pathway as long as they contain all key elements. Teachers must ensure that all pupils experience:

- Core skills development (for example, in writing, communication, numeracy, computing)
- Spiritual, moral, social and cultural (SMSC) development
- Individual, pair and small group work, as appropriate

All schemes of work must be planned and constructed in order to maximise continuity and progression. This will include cross-referencing to other schemes.

The following principles must be included and identified in schemes of learning:

- link clearly to the progression model (or curriculum map), as well as intent and the 'bigger picture';
- Clearly state the essential knowledge to be learnt including vocabulary and key words;
- raise achievement of all;
- make clear what is to be taught and when and also when it will be revisited;
- contain clear teaching/learning objectives;
- give clear links to rich and interesting activities and resources;
- make links to exam specification and the National Curriculum;
- highlight links to the teaching of literacy, communication, numeracy and ICT;
- develop the use of digital skills across the curriculum;
- indicate teaching approaches which will engage and interest the students;
- contain a schedule for various formative assessment in line with a departmental or whole-academy policy;
- reflect the department's vision/intent, academy and national priorities;
- the scheme must be accessible to all levels of ability; including the planning for SEND students;
- the scheme should take into account students with learning needs and should take account of EHCPs;
- schemes should clearly identify independent learning and follow the whole academy policy;
- schemes should describe how to develop knowledge and skills that apply across the curriculum;
- make reference to vocabulary and 'key words' that will be encountered during the unit and what approaches in the classroom develop learners' knowledge and use of them;
- Identify the criteria for success;
- where the learning activities include practical tasks, the scheme of work should cover health and safety issues, including risk assessment if necessary;
- if any trips are planned, the scheme of work should refer to the relevant academy policy;
- schemes should reflect cross-curricular links, including citizenship and personal, social and religious and health education.
- schemes should have respect for different cultural and ethnic groups.
- schemes should reflect British Values.
- schemes should reflect best use of resources within the department and around the academy;

- schemes of learning should reflect the academy's improvement plan targets

It is the responsibility of individual teachers to follow that scheme and develop his / her own lesson plans in line with specific schemes of learning.

Appendix 1