



## **Teaching and Learning Policy**



**Aspiration, Innovation, Motivation.**

**Draft: June 2019.**

# Learning and Teaching: Why We Exist as a College

## Introduction

This policy reminds us of the reasons for the existence of the College and the criteria by which we are judged. It is focused on the needs of students. The policy is revised each year to incorporate newly learnt good practice and is reflected in the college's strategic plan.

The policy is driven by our **Vision Statement**: it is our vision to be an outstanding school and the Learning Hub for the locality.

Our **Mission Statement** is also a driving factor behind this policy:

- To ensure every student develops their potential to flourish and be successful.
- To have high expectations of all staff and students
- To respect those in our community locally, nationally and internationally.

With this in mind, our Teaching and Learning is based on **three core principles** which have paramount importance to student progress in our College: **Aspiration, Resilience, Challenge**.

## Key Learning Principles

- **Aspiration**: There is no limit to achievement and learning – intelligence can be developed.
- **Resilience**: Our curriculum is based on building up a set of knowledge and skills which are key to the personal development of our students.
- **Challenge**: We have high expectations of our students and we understand that each student must know what to do in order to improve and how to do it.

## Key Teaching Principles

- **Aspiration**: Using questioning effectively to help students aspire to develop their responses. Develop independence in learning through well-designed, supportive lesson activities.
- **Resilience**: Quality and timely intervention and feedback to support students to continually improve their practice. Use differentiated approaches as necessary to scaffold, allowing all students to achieve.
- **Challenge**: Planning for progress using progress bars as a guide for all learning activities. Teach to the top and have high expectations that students will aim for this.



## **Key Teaching and Learning Initiatives**

### **Progress Bars**

Progress Bars should be displayed in all lessons. They are a way of breaking down success criteria into phases which show the learning journey of the lesson. The criteria on the Progress Bar should be based on curriculum skills and knowledge. Students and staff should refer to these at key points in the lesson to assess their progress so far.

### **Assessment for Learning**

Assessment for Learning (AfL) should be a feature in all lessons throughout the college. It is the way in which teachers informally assess the progress of the students in their classroom to ensure they are achieving in line with the progress bar. One key way to carry out AfL is quality questioning and discussion. We ask questions in order to develop students' knowledge and understanding and to gather information about where further support or input may be required.

### **Wave One Intervention**

Wave One Intervention should be used as a result of AfL. This is the way in which we challenge misconceptions, drive progress forward and support students who may not be making rapid progress in line with the Progress Bars. Wave One Intervention can be individualised, group-based or whole-class.

### **Quality feedback**

Feedback to students is highly important. This is the way in which they know how far they are making progress in line with success criteria and how this relates to their individualised target grades for the subject. Students should get a balance of written and verbal feedback from all subjects. Our Feedback and Assessment Strategy outlines the expectations for this in further detail. Students are expected to act on the feedback they are given and time is provided for this.

### **Summative Assessment**

At three points in the year, teachers are expected to input a Current Grade, a Forecast Grade plus an Attitude to Learning grade to Go4Schools, our online data platform. Departments have summative assessment opportunities written into Programmes of Study which contribute evidence towards the input grades. Departments are responsible for ensuring Go4Schools markbooks reflect timely and appropriate assessments taking place over the school year. Our Feedback and Assessment Strategy outlines the expectations for this in further detail.

## Supporting Learning

### Structure of lessons

- Whilst we do not have a mandatory way in which we expect to see lessons structured, we are a TEEP school and recognise the strengths of the TEEP learning cycle:



Source: TEEP (SSAT)

- All learning time should be used to maximise student progress and teachers should plan lesson time using a Progress Bar to ensure this.

### Metacognition and Growth Mindset

- We encourage students to think explicitly about their learning and the processes they are undertaking in order to learn content or skills.
- We provide the tools to encourage students to become self-regulated learners.

### Homework

- We are a homework school. We regularly set and check homework in line with our policy (see appendix 1).
- Home learning is a vitally important way that students can embed or pre-learn the knowledge and skills they are introduced to in lessons.
- Support with homework is available for students who need it. Students should speak with their subject teacher a reasonable time before the homework is due in in order to gain advice on the support available.
- Non-submission of homework will result in negative behaviour points and detentions will be set according to our behaviour policy. Likewise, submission of good homework will be rewarded with achievement points.

### Cross Curricular Learning and Transferable Skills

- We regularly review our curriculum offer to ensure it is as suitable, challenging and engaging as possible for our students.
- We have a cross-curricular map which is shared amongst departments. This should be utilised when planning in order to maximise on cross-curricular opportunities.
- Transferable skills such as Literacy, Numeracy and ICT should be referred to explicitly across the curriculum and opportunities to encourage students to develop these should be planned into lessons as appropriate.

### Students with Special Educational Needs (SEN) and the More/Most Able

- We have high expectations of all of our pupils.
- As detailed in our SEN Policy, All pupils benefit from 'Quality First Teaching': this means that teachers expect to assess, plan and teach all pupils at the level which allows them to make progress with their learning.

- In addition, we implement some focused interventions to target particular needs and skills. The SEN Policy outlines this in further detail.

### **Recognising achievement**

- We believe that when a student achieves well, they should be celebrated and, if appropriate, rewarded.
- We have clear guidelines for student rewards as outlined in our Behaviour for Learning Policy. Teachers should be adding positive points to our SIMS learning platform. As these accumulate, students will receive certificates for reaching certain goals.
- Alongside this, we run Celebration Assemblies and Awards Evenings within the school year.

### **Learning Environment**

- It is everyone's responsibility within our school to maintain a positive learning environment. Staff should set guidelines for, model and insist upon a respectful environment for all and students should uphold this.
- Guidelines for student behaviour for learning are outlined in our Behaviour for Learning Policy. Guidelines for staff behaviour are outlined in our Staff Behaviour Policy.

### **Quality Assurance**

- We carry out regular Quality Assurance checks of standards of Teaching and Learning in line with our Quality Assurance Policy.

### **Continuing Professional Development (CPD)**

- All staff are expected to partake in and contribute to their own CPD. We aspire to provide all staff appropriate and inspiring opportunities for CPD externally and internally.
- Staff are expected to engage in peer observation, feedback and professional conversations as appropriate in order to develop their own practice.

**Reviewed:** July 2019

**Next Review Date:** January 2020

**Person Responsible:** Alice Hardwick

## Appendix One: Homework Allocation Guidelines

At Bourne Community College we recognise the importance of out of class study to consolidate our students' learning and develop their skills as independent learners. All students are expected to participate in out of class learning either at home or in school through the morning, lunchtime and after school sessions and homework clubs we run.

### Key Stage Three Homework

Subjects will set one or a combination of the following:

- Integrated Learning Tasks (ILT) – Half Termly projects designed to consolidate learning in the subject and encourage independent learning e.g. a topic study or project in RE.
- Specific weekly/fortnightly tasks – designed to consolidate the current topic learning e.g. learning additional vocabulary in MFL.

### Key Stage Four Homework

Subjects will set one or a combination of the following:

- Subject specific homework activities designed to consolidate the current topic learning.
- Continuation of subject coursework specific to the stage they have reached.
- Revision for forthcoming module tests or full GCSE exams. Past papers or revision questions may be issued.

Students should plan their own homework workload with guidance from school staff. All homework will be recorded on Go4Schools and it is the responsibility of the students to check this to ensure they meet deadlines.

The following is a **guideline** for the amount of time students should be spending on each subject:

<b>Curriculum Area</b>	<b>KS3</b>	<b>KS4</b>
English	30 minutes per week + 2 hours of AR reading (in & out of school).	40 minutes to 1 hour per week.
Maths	30-45 minutes per week.	1 hour per week.
Science	30 minutes per week.	1 hour per week.
Geography	30 minutes per fortnight.	1 hour per week.
History	30 minutes per fortnight.	1 hour per week.
Religious Education	30 minutes per fortnight.	1 hour per fortnight.
Technology	3 x 30 minutes per fortnight.	1 hour 30 minutes per week.
Art	3 x 30 minutes per fortnight.	1 hour 30 minutes per week.
Physical Education		30 minutes to 1 hour per week.
ICT	3 x 30 minutes per half term.	1 hour per fortnight
Modern Foreign Languages	30 minutes per week.	1 x 30 minutes and 2 x 1 hour per fortnight
Music	30 minutes per week.	

PSHE	3 x 30 minutes per half term.	
Business Studies		1 hour per fortnight
Computing		1 hour per week