

Broadoak School Teaching and Learning Policy

Vision

At Broadoak School we seek excellence for all our pupils, within the context of a caring and mutually supportive partnership between governors, staff, pupils and parents.

We fully recognise that, by its complex nature, teaching and learning must take account of prior learning experiences, assessment, behaviour and special educational needs. This policy must be read in conjunction with the following policies:

- Assessment Policy
- Behaviour Policy
- Performance Management policy
- Special Needs Policy
- Target Setting Policy

Aim

The purpose of this policy is to ensure that:

- All pupils are set aspirational targets that they are encouraged and supported to reach through high quality teaching and learning.
- The learning experience of the pupils is tailored for their individual needs and abilities.
- All pupils are engaged in their learning.
- Staff are provided with opportunities to share outstanding practice in order to plan, deliver and evaluate the learning experience in the classroom.
- Staff are supported in, and take ownership of, their own CPD.

Practice

To realise the school's vision, teaching and learning is expected to:

- Provide carefully structured activities that are matched to the needs of all learners.
- Give pupils the opportunity to respond to teachers marking and feedback.
- Develop well planned, prepared and paced lessons that maintain high levels of engagement with and between pupils.
- Maintain high levels of learner involvement in tasks.
- Create a positive and purposeful atmosphere in the classroom through excellent relationships and a stimulating environment.
- Incorporate high levels of praise and encouragement for all pupils of all ages.
- Allow pupils to be able to obtain Faculty Badges as a reward for working consistently on or above target in each of their subject areas.

- Use homework effectively to reinforce and extend what is learnt in school, which is clearly recorded on whiteboards in classrooms, in pupil planners and on Moodle via half-termly Learning Plans.
- Provide feedback according to whole school policy, where pupils are given clear strengths and targets which they can act upon in 'MAD time' or 'Make A Difference time'.
- Assess pupils as a minimum half termly to provide pupils with a level or indicator as to whether they are working below, towards, on or above target.

All staff adhere to a set of 'non-negotiable' standards, which reflect the *minimum operating standards* expected in each and every lesson. However we do not confuse consistency with conformity. We encourage all teachers to be creative, innovative and empowered as skilled classroom practitioners.

The pupils are central to our pursuit of quality learning, which is reflected by:

- Pupils who are engaged and enthusiastic by what they are learning.
- Learning which is linked to prior knowledge and where pupils understand the 'Big Picture'.
- Support by both the teacher and other learners, which involves not only teacher assessment but self and peer assessment.
- Collaboration through co-operation, dialogue and creating knowledge with others.
- Pupils taking responsibility for their own learning and being resilient.
- Pupils loving the 'Challenge of Learning'.
- Pupils making at less expected progress and in many cases considerably better progress than may be expected.
- Pupils displaying a strong desire to contribute the effort and concentration required to match the teacher's passion for learning.

Improving the Quality of Teaching and Learning (IQTL)

There is a rigorous process of IQTL which is based on a commitment to ensure that all teachers are given the opportunity to develop and share best practice. The annual academic calendar is designed to ensure that teaching and support staff engage in a cycle of constant monitoring, review and support where it is required.

This IQTL cycle is supported by a rigorous Performance Management schedule. As a result, staff set and review academic and personal targets for themselves. All training for Teaching and Learning is based on these continuing professional development targets, consisting of whole staff Professional Development days, selected Twilight sessions, the Teaching and Learning Programmes, external courses and collaboration within the Teaching School Alliance.

Roles and Responsibilities

The **Headteacher/Principal** will ensure that:

- The Teaching and Learning Policy is readily available and actively promoted

- All staff understand their role in promoting effective Teaching and Learning and receive appropriate support and training through the Teaching School programmes
- The policy and its procedures are followed

The **Assistant Principal for Teaching and Learning** will ensure that:

- Practice in school supports the vision and procedures outlined in the policy
- Appropriate training is undertaken in order to support staff in carrying out their teaching responsibilities
- Termly work scrutinies and drop ins are carried out with a full report produced for staff informing of the findings and the action points raised.
- Minimum Operating Standards are reinforced through weekly corridor drops by SLT and sent out to staff via email to show RAG ratings of each corridor.
- Monitoring and assessment of the impact of this policy takes place
- An annual report is prepared for governors outlining the action taken within the preceding year and evaluating the impact of that action
- Staff, governors, parents and students are kept up to date with relevant information relating to the Teaching School programmes
- The effectiveness of the Teaching School Programmes have a positive and effective impact on teaching and learning across the school
- All staff have the opportunity to develop CPD needs through external courses and those provided by the Teaching School.

All staff will ensure that:

- They have read the policy and understand their responsibilities
- They promote the core values outlined by the policy

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