

Teaching and Learning Policy

(Non-Statutory)

Last approved by Trustees' Education Committee on: 15/06/2023

Review Cycle: Every Three Years

Next Review Date: Summer Term 2026

1. Aims

This policy aims to:

- Deliver high-quality teaching which has a long-term positive effect on students' life chances, particularly for children from disadvantaged backgrounds.
- Promote high teacher expectations which positively affect student outcomes; setting goals that challenge and stretch students.
- Set clear expectations for Quality First Teaching (QFT) and to communicate shared values that improve classroom and school culture.
- Ensure effective teaching which can transform students' knowledge, capabilities, and beliefs about learning.
- Ensure effective and high-quality teaching with a learner focussed approach based on latest research of how students, including those with additional needs and of different abilities learn.
- Promote active and experiential learning through design, game, inquiry, nature, project, phenomenon, and service (community) learning.
- Improve teaching and learning across the curriculum through a tailored staff training programme.

What does success look like?

- Staff fully adopt the new Teaching & Learning (T&L) policy as evidenced by lesson observations, work scrutiny learning walks and student voice. LT/HoDs regularly evaluate the success of the strategy and plan for further improvement. Values are evident in school culture. Trustees can discern strategy and values in meetings with senior leaders.
- T&L across the school is of a consistently high standard, evidenced through lesson observations, work scrutiny learning walks and student voice. High-quality teaching has a

long-term positive effect on students' life chances, particularly for children from disadvantaged backgrounds. Effective teaching transforms students' knowledge, skills, and their enthusiasm for learning.

- Teacher expectations positively affect student outcomes: students make better than expected progress. Feedback regarding the learner experience across the school (through audits/questionnaires) from students and parents is positive. Students enjoy their learning and are happy to be at school and so attendance is 96% plus. Students are appropriately challenged and stimulated by their lessons and so there is positive student behaviour in all lessons. Students 'thrive'.
- Teachers are self-improving. They are knowledgeable and skilful practitioners and are constantly seeking ways to improve further.

Improving Teaching and Learning

Successful, consistent teaching practice derives from the use of the Burgate Blueprints. Principally, the T&L Blueprint guides teachers in how to plan and execute their lessons so that students are stretched and challenged appropriately and make good progress from any starting point despite any barriers to learning that may exist. There are also Blueprints specifically for the Restorative System, Marking and Feedback (SIR Blueprint), Stretch and Challenge, Presentation and for the Classroom Environment.

Cover Supervisors are guided and supported in their delivery of cover lessons through the TA Blueprint.

In addition, we ensure that cover lessons provide good learning opportunities by standardising how the work is set using the Cover Lesson Template which sets out clear expectations for cover work and gives cover supervisors an opportunity to feedback to the teacher so that they can improve how they set cover work in the future.

Inspired by the latest research teachers actively seek ways to improve the quality of T&L in their lessons. They use their Performance Management (PM) targets to focus research each year on one strand of pedagogy and implement this in their lesson, whilst sharing the good practice they are developing within their departments through a standing item on department agendas.

These pedagogical strands are:

- Instructing, explaining and modelling.
- Active and participatory learning.
- Metacognition and self-regulation.
- Behaviour for learning.
- Questioning, assessment and feedback.

These pedagogy improvement objectives allow us as a school to acknowledge that quality teaching is multidimensional: a profile of multiple, independent but complementary strategies. Deliberate teacher practice and the outcome of improved student memory will necessarily bridge these strands.

We have identified tight areas for improvement using a robust diagnostic process – informed by the SEF, DIPs/PIPs, Department Reviews, school research/surveys, school data and outcomes from lesson observations as well as wider recent national research such as that from the Education Endowment Foundation (EEF).

The quality of teaching practice and the impact on student outcomes is monitored through termly department audits. These triangulate information from exam analysis, learning walks, book scrutinies, progress scores and student voice to gauge how well each department is doing and to set targets for the upcoming term for improvement. Lesson observations will be reflected upon to determine the focus of the following observation in order to facilitate further improvement.

3. Roles and responsibilities

Teaching and learning in our school is a shared responsibility, and everyone in our school community has an important role to play.

3.1 Teachers

Teachers at our school are expected to:

- Follow the expectations for teaching and professional conduct as set out in the Teachers' Standards:
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1040274/Teachers_Standards_Dec_2021.pdf
- Uphold the Values and Expectations of the school and act as positive role models.
- Use the Burgate Blueprints to support lesson planning and implementation.
- Inform and improve their practice through CPD, including choosing one of the pedagogical strands identified by the Leadership Team as a focus each year.
- Be engaged in the most up to date research to inform best practice in the classroom.
- Take part in classroom observations as both observers and observees to help improve T&L across the school.
- Ensure that they have the most recent information about each of their student's needs and that they use this information so that barriers to learning can be overcome.
- Utilise support staff effectively so that the needs of the class are best met.

3.2 Support staff

Support staff at our school are expected to:

- Know students well and differentiate support to meet their individual learning needs.
- Support teaching and learning with flexibility and resourcefulness.
- Feedback observations of students to teachers.
- Ask questions to make sure they have understood expectations for learning.
- Identify and use resources to support learning.

- Have high expectations and celebrate achievement.

3.3 Subject leaders

Subject leaders at our school are expected to:

- Work with their LT lead to ensure that the SIP is delivered through the DIP within their department.
- Help to create well-sequenced, broad and balanced curriculum plans that build knowledge and skills. This includes cross curricular “Explorations” delivered throughout the three-year programme of study in Years 9-11.
- Sequence lessons in a way that allows students to make good progress from their starting points.
- Drive improvement in their subject/phase, working with teachers to identify any challenges, using termly departments reviews.
- Timetable their subject to allocate time for students to:
 - achieve breadth and depth.
 - fully understand the topic.
 - demonstrate excellence.
- Moderate progress across their subject/phase by systematically reviewing progress against a range of evidence and reviewing qualitative and quantitative performance data.
- Encourage teachers to share ideas, resources, and good practice.
- Provide extra-curricular opportunities for students that build cultural capital and love for the subject.
- Use their budget effectively to resource their subject, providing teachers with necessary resources for learning.

3.4 Senior leaders

Senior leaders at our school are expected to:

- Have a clear and ambitious vision for providing high-quality, inclusive education to all.
- Celebrate achievement and have high expectations for everyone.
- Hold staff and students to account for their teaching and learning.
- Plan and evaluate strategies to secure high-quality teaching and learning across the school.
- Manage resources to support high-quality teaching and learning.
- Provide support and guidance to other staff through coaching and mentoring.
- Input and monitor the impact of continuing professional development (CPD) opportunities to improve staff’s practice and subject knowledge.

- Promote team working at all levels, for example by buddying teachers up to support one another where appropriate.
- Address underachievement and intervene promptly.

3.5 Students

Students at our school are expected to:

- Take responsibility for their own learning and support the learning of others.
- Meet expectations for good behaviour for learning, respecting the rights of others to learn.
- Attend lessons on time and be ready to learn, having the necessary equipment for the lesson.
- Be curious, ambitious, engaged, and confident learners.
- Know their targets and how to improve.
- Put maximum effort and focus into their work.
- Complete home learning activities as required.

3.6 Parents

Staff and Trustees at The Burgate are expected to encourage parents of students to:

- Value learning.
- Encourage their child as a learner.
- Make sure their child is ready and able to learn every day.
- Support good attendance.
- Participate in discussions about their child's progress and attainment.
- Communicate with the school to share information promptly.
- Provide resources as required to support learning.
- Encourage their child to take responsibility for their own learning.
- Support and give importance to home learning.

3.7 Trustees

Trustees at our school are expected to:

- Monitor that resources and funding are allocated effectively to support the school's approach to teaching and learning.
- Monitor the impact of teaching and learning strategies on students' progress and attainment.

- Monitor the effectiveness of this policy and hold the headteacher to account for its implementation.
- Make sure other school policies promote high-quality teaching, and that these are being implemented.

4. Differentiation and setting

We believe in stretch and challenge for all students. On entry to the school in Year 7 students are taught predominantly in mixed ability teaching groups with one high ability class on each side of the year group to ensure stretch and challenge for all. In Mathematics students are set according to their ability in every year group. Once the students embark on their GCSE courses most subjects continue with mixed ability teaching, though the core subjects of English, Maths and Science continue with their setting arrangements.

Teaching and learning at our school will take the backgrounds, needs and abilities of all students into account. We will differentiate learning to cater to the needs of all our students, including:

- Students with special educational needs and disabilities (SEND). SEND students have an ILP which is updated annually. Teachers use these to inform how best to teach SEND students.
- Students with High Needs.
- Students with English as an additional language (EAL).
- Disadvantaged students.

5. Home learning

There are two aspects to home learning, and each has their own policy:

- Homework.
- Remote learning.

Homework will support students to make the link between what they have learnt in school and the wider world. Tasks should be set regularly according to the homework timetable that is produced each year and can be found in the Staff Handbook. Homework is set on MS Teams.

Homework tasks should give students the opportunity to augment or practice what they are learning in lessons. The work completed at home must be utilised in a future lesson.

Remote learning will be used if the school is closed during term time. Teachers will use MS Teams to either set work or, if directed by LT, teach lessons remotely. In either circumstance, lessons will be of a high quality and use the same principles as set out in the T&L Blueprint.

6. Feedback, Marking and Assessment

There is a separate policy for Feedback, Marking and Assessment.

Feedback has a vital role to play in helping students make progress. The most useful feedback is given during or immediately after a learning task. We therefore promote the use of “live” marking wherever possible. Not only is this more helpful for students, but it also cuts down on teacher workload. Improvements that students make to their work should be completed in green pen.

Assessments, known as Learning Landmarks, are set, and marked each half term. The written feedback will take the form of SIR (Success, Improvement and Response) and students will make their improvement in green pen in dedicated lesson time. Students are not given an exam grade for individual assessments as this can be misleading and a distraction. Instead, the focus is on what the student can learn so that their knowledge, understanding and skills are improved for the future.

Assessments are moderated either within a department or with other schools where necessary. Grade are recorded on SIMS and HoDs are responsible for using this information to inform strategies within their departments that will overcome any progress gaps.

7. Monitoring and evaluation

We will monitor teaching and learning in our school to make sure that all our students make the best possible progress from their starting points. Termly department audits as well as regular reviews conducted through LT/HoD 1:1 fortnightly meetings will be the main driver for this. Monitoring will be predominantly conducted through:

- Learning walks.
- Book scrutiny.
- Data analysis.
- Student voice.
- Parent voice.

8. Review

This policy will be reviewed every three years by the Assistant Headteacher: Teaching and Learning. At every review, the policy will be approved by the Trustees’ Education Committee.

9. Links with other policies

This policy links with the following policies and procedures:

- Restorative policy.
- Curriculum policy.
- SEN/SEND policy and information report.
- Feedback, Marking and Assessment policy.
- Homework policy.
- Remote Learning Policy.