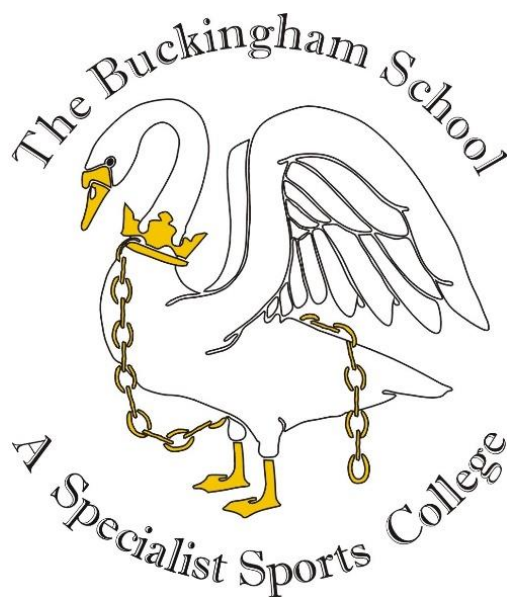


TEACHING AND LEARNING POLICY

THE BUCKINGHAM SCHOOL A SPECIALIST SPORTS COLLEGE



NAMED PERSON:

D FOX

NAMED COMMITTEE:

PERFORMANCE

DATE ADOPTED:

SEPTEMBER 2018

REVIEWED:

OCTOBER 2018

REVIEW CYCLE:

2 YEARS

NEXT REVIEW DATE:

OCTOBER 2020

Introduction

This policy aims to reflect the teaching standards experienced by students in all classrooms and learning experiences at The Buckingham School, and our intention to offer the highest quality of teaching and learning.

Vision

At The Buckingham School, we are determined that our pupils succeed and leave us as confident, articulate and aspirational young people, fully equipped for life and work in the 21st century. We have high expectations for our pupils and have created forward-thinking, dynamic learning environments where each individual is supported and challenged to achieve their full potential, both inside and outside the classroom. At the heart of everything are our core values: knowledge, leadership, growth and diversity and these run through all aspects of school life and are a central part of pupils' learning experiences at Buckingham. This is our journey towards our ultimate aim of becoming an outstanding school of choice in the local community and teaching and learning of the highest quality is fundamental to us achieving this goal.

Aims

- To share and understand a common meaning of high quality teaching and learning; and the importance of typicality, as outlined by The Buckingham Standard 7 Key Features (appendix 1).
- To recognise that it is the responsibility of all teaching staff to provide the highest quality teaching and learning experiences for our pupils, thus raising pupils' achievement.
- To provide personalised CPD opportunities for all staff involved in teaching and learning based upon their individual needs, requirements and future development.
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- To ensure learning activities are planned to meet the specific needs of individuals and groups of students as identified by regular feedback and assessment.
- To ensure that high quality of teaching over time will raise the quality of learning and progress over time. Progress is actively planned for and reviewed in every lesson. Effective feedback strategies should be considered as per the guidance in the feedback section of the policy.
- To monitor the quality of teaching and learning through a thorough, robust and transparent policy of quality assurance.
- To promote opportunities for pupils to widen their spiritual, moral, social and cultural development.

Monitoring procedures

The quality of teaching and learning is regularly monitored by curriculum through learning walks. Curriculum leaders provide feedback to individual teachers and the department as a whole in order to constantly strive for teaching and learning excellence in their teams. This information is used to ensure support is in place, best practice is shared and that the department improvement plan is up to date.

Lesson observations take place termly, using the 'Buckingham Teaching Standard 7 Key Features' document (appendix one). Seating plans and current data for the group should be available for observers. Lesson plans should be used to ensure key elements of a TBS lesson have been carefully reflected on. Books and assessment folders for the group should also be available.

Observers, made up of the SLT team, curriculum leaders and members of staff with a TLR, stay for between 20 - 30 minutes in the lesson, have discussions with students, explore the lesson design and consider the effectiveness of feedback.

Within 48 hours of the observation, feedback will be provided to discuss the lesson with the member of staff. This will be recorded on Bluesky and will include one agreed area for development and date for completion. The lesson observation questions document attached (appendix two) gives some suggestions as to the nature of the discussion which may take place in the feedback session.

Individual and curriculum area analysis of teaching and learning will be provided to curriculum leaders and line managers termly.

Where teaching and learning falls below expectations, a 3 wave model of support will be implemented as outlined below:

Career stage	NQT	RQT	3-4 years' experience	5-6 years' experience	7+ years' experience	Upper Pay Range (UPR)	Leadership
Minimum expectations	All 7 key features partially evident. No non-evident features	At least 2 fully evident key features, 5 partially evident. No non-evident features	At least 4 fully evident key features, 3 partially evident. No non-evident features	At least 5 fully evident key features, 2 partially evident. No non-evident features	All 7 key features fully evident	All 7 key features fully evident	All 7 key features fully evident

Wave 1: After a lesson observation, the observer and teacher will sit down to discuss the lesson through a coaching model. An area of improvement will be highlighted and a strategy chosen to help improve this. The teacher will be re-observed with the same class within a 2-week window to check if performance has improved. Other information should be gathered at this stage – progress data, CL information, students' books and assessment folders for example.

Wave 2: Staff who do not make the necessary improvements will be placed on an informal package of support for an initial 6-week period. The support could include, but is not limited to, the following:

- Access to the lead practitioner for coaching or mentoring
- CL support with lesson planning, assessment and feedback and behavior management
- Peer observation
- Opportunities for external CPD
- SMART targets that seek to make realistic and achievable improvement
- Additional support staff
- Additional PPA time

Wave 3: Staff who do not make the necessary progress in wave 2 will go onto formal capability procedures.

Schemes of Work and progress Over Time (Medium and Long Term)

It is the responsibility of curriculum leaders to ensure that appropriate schemes of work for any given unit or topic have progression over time built in. It is the teacher's responsibility to personalise this to suit the learners in their care. Teaching staff plan for progression and learning effectively through the use of medium and long term strategies.

Planning of schemes of learning include the core basic skills of reading, writing, communication and mathematics and lesson delivery practises the core basic skills or reading, writing, communication and mathematics.

Subject knowledge

Students learn best when teachers are knowledgeable and confident in what they are teaching. The use of curriculum planning, expert curriculum leaders, lead practitioners, sharing of best practice, observing colleagues and collaborative planning ensures that all learning is led by staff with excellent subject knowledge. Effective teachers are devoted to developing curriculum expertise and constant improvement.

In order to achieve this, we adhere to the following principles:

- Performance management identifies areas for development and gaps in subject knowledge amongst individual staff and appropriate CPD is agreed.
- Teachers demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English.
- SLT and curriculum leaders identify areas for development and gaps in subject knowledge through conducting learning walks, work scrutiny and data analysis.
- SLT and curriculum leaders ensure that opportunities to develop subject knowledge are created through the use of in-house training, mentoring and coaching and external sources, such as PiXL and support from other schools/educational organisations.
- SLT and curriculum leaders discuss strengths and areas for development in subject knowledge through line management and are proactive in finding solutions and sharing best practice amongst all curriculum teams.

- Subject leaders identify gaps in knowledge or areas for development in the delivery of content in topics at a whole department level and ensure that time is allocated in subject meetings and collaborative planning sessions for staff to have the opportunity to address these areas.
- Curriculum leaders feedback key messages and materials to ensure that all members of departments are kept up-to-date with curriculum changes and promote the value of scholarship.
- Departments engage in Joint Practice Development (JPD) where the opportunity arises.

Planning

Planning is based on systematic and accurate assessment of students' prior learning. Teaching strategies are selected creatively and imaginatively based on knowledge of the students' needs. Tasks are designed and adapted to ensure that they will challenge all students, whatever the level at which they are working.

In order to achieve this, we adhere to the following principles:

- Learning objectives and outcomes are shared with the students – short term (lesson), medium term (topic/unit) and long term (course objectives). In every lesson, students should be able to articulate:
 - What they are learning
 - Why they are learning it
 - How to be successful in meeting the objective
- Seating plans include information regarding all student's current working grades, end of key stage target grade, professional predicted grades, SEN status, LAC, prior attainment band, EAL and PP information and are in place for every lesson.
- Lesson plans are differentiated to challenge all groups of students within a class.
- Lesson planning includes stimulating resources, which are differentiated as appropriate to the students, and provide pace and challenge for all.
- Lesson planning is moderated in departments to ensure quality.
- Schemes of learning are clear and show the progression of skills and knowledge, including the core basic skills.
- Curriculum areas are familiar with students' prior learning before teaching new tasks.
- Key questions are explicit in the planning, promoting higher order thinking.
- Lesson plans require students to work both independently and collaboratively.
- Lesson planning is informed by the reflection and evaluation of previous lessons and performance data.
- Teaching ensures that all student make good progress.
- Planning allows individual students to excel, be creative and develop a passion for the subject.
- Variety within and across lessons makes use of a wide range of resources and exposes students to a range of activities that support and enhance motivation and engagement.
- Learning objectives and success criteria are planned carefully to ensure that learning is visible to the student and the teacher.

Feedback

Teachers use a range of techniques to systematically check students' understanding throughout lessons and units of study. Whilst teachers may anticipate the most likely areas of misunderstanding and prepare planned interventions and supports to address these, teachers are also ready to spontaneously adapt approaches when unexpected misconceptions or difficulties arise. Feedback is sharply focused on the learning, skills and understanding that need to be improved.

In order to achieve this, we adhere to the following principles:

- Teachers assess students' knowledge and understanding regularly throughout the lesson and not just at the end.
- Teachers frequently refer to learning objectives and success criteria at relevant points in the lesson.
- Teachers should ensure that they are responsive to emerging student needs, using opportunities to explore misconceptions, encourage students to ask and answer questions, watch and listen to student thinking and form a sense of the progress being made. Learning conversations, one to one feedback and check ins/mini plenaries are used to ensure that learning is visible to the teacher and the student.
- Teachers use active questioning techniques to support differentiation and address misconceptions.
- Teachers ensure that summative assessments are carried out regularly using departmental standardised mark schemes. The marking of these, at KS3 and KS4, is moderated regularly through department meetings.
- Verbal and written feedback shows excellent subject knowledge.
- Teachers give clear feedback regarding which areas of the success criteria and learning objectives have been met, next steps on how to improve and assessment grades are given when marking summative assessments.
- Students have opportunities to act on written feedback and improve their work accordingly.
- Peer and self-assessment is encouraged and students are taught how to carry out these tasks effectively.
- The presentation of student work is moderated to ensure that it shows pride in their work

Appendix One: Looking at Learning – The Buckingham Standard 7 Key Features

Coach:

Coachee:

Activity:

Date:

7 x Key Features	Fully evident	Partially evident	Not evident	Evidence / Notes
<p>1. Clear learning objectives and outcomes <i>These should be differentiated to ensure all students work and learn at an appropriately challenging level.</i></p>				
<p>2. Plan & teach a well-structured lesson informed by progress data and students' needs <i>Including some or all of the following: -starter, plenary, a range of activities, teacher modelling and opportunities for reflection.</i></p>				
<p>3. Appropriate pace <i>Which ensures that all students are both challenged and engaged</i></p>				
<p>4. Appropriate challenge and support for all students</p>				
<p>5. A clear focus on feedback and responsive teaching</p>				
<p>6. A high level of pupil engagement & positive recognition <i>There are few incidents of disruptive behaviour. Any behaviour issues in the lesson should be dealt with appropriately.</i></p>				
<p>7. Good organisation of resources and classroom environment <i>This would include deployment of additional staff to support learning.</i></p>				

Appendix Two: Questions posed from Looking at Learning using The Buckingham Standard 7 Key Features

Teacher:	Date:	Class:	Subject:
The key features that were particularly evident were.....		EBI : Key feature identified _____ Question posed.....	
Ideas / Options		What idea will be developed? When will this be implemented? Agreed time & date:	
Signed		Signed	
<i>Teacher</i>		<i>Observer</i>	
Follow up comment			
Signed		Date	

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Adopted: Sept 2018
Reviewed: October 2018
Cycle: 2 Years
Next Review Date: October 2020

Dr Matthew Watkins

Chairman

Governing Body

A handwritten signature in black ink, appearing to read 'M. Watkins', with a long horizontal stroke extending to the right.

Signed: Date: October 2018