

# **TEACHING AND LEARNING POLICY**

## **THE BUCKINGHAM SCHOOL A SPECIALIST SPORTS COLLEGE**



**NAMED PERSON:  
NAMED COMMITTEE:**

**D FOX  
CURRICULUM**

**DATE ADOPTED:  
REVIEWED:  
REVIEW CYCLE:  
NEXT REVIEW DATE:**

**SEPTEMBER 2018  
OCTOBER 2020  
1 YEAR  
OCTOBER 2021**

## **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 Looking at Learning Standardisation (appendix A)
- 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.
- 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 (Quality Assurance)

Teaching and learning is our core business. It is the responsibility of the senior leadership team (SLT), extended leadership team (ELG), curriculum leaders (CLs) and those who hold a TLR for academic standards to monitor and quality assure teaching and learning across the school.

At The Buckingham School, the quality of teaching and learning is regularly monitored through our rigorous quality assurance (QA) processes. These include:

- Looking at learning snapshots
- Work scrutiny
- Formal observations (where necessary)
- Departmental review
- Personalised CPD

### Looking at learning snapshots

Teaching and learning is our core business. It is the responsibility of the senior leadership team (SLT), extended leadership team (ELG), curriculum leaders (CLs) and those who hold a TLR for academic standards to monitor and quality assure teaching and learning across the school.

Looking at learning snapshots are carried out daily. They are completed on a rota basis so that all areas of the school are seen at all times of the day. The snapshot consists of a five-minute snapshot of a lesson, in which the member of staff conducting the snapshot will make a judgement on the quality of the following key performance indicators within the lesson:

1. Challenge
2. Depth of Learning
3. Engagement
4. Questioning
5. Feedback
6. Relationships
7. Quality of work
8. Environment

The judgement is based upon the standardisation document - appendix A. Members of staff will make a judgement on whether the parameter is deemed to be 'good enough', using the parameters outlined in the standardisation document.

This information is recorded digitally onto the appropriate Google Form which generates real-time data for all leaders to access. It is then for the line manager to undertake any further actions based on the trends within the data.

This method is designed to focus on learning trends. It provides data at whole school level, curriculum area level and individual level.

### Work Scrutiny

Work scrutiny is calendared to take place throughout the year, using the proforma found in appendix B. This is to be conducted by CLs on a routine basis (as calendared) and by other

leaders in the school to gather evidence about a particular student, class, year group, teacher or curriculum area.

### Formal Observations

Formal observations will be conducted under two methods:

- Where staff request one as part of their own CPD
- Where staff are on either Wave 2 or formal capability support plans

The formal observation will take between 30 and 60 minutes, focusing on the areas outlined within appendix A. The observer should meet the observed within 24 hours to discuss the findings and use a coaching method to decide on which areas for improvement should be focused on.

### Departmental Review

Where deemed necessary, a departmental review may be conducted over a week. This will involve multiple lesson observations, work scrutiny across a range of different classes and year groups and meetings with the CL, lead practitioner (if applicable), ACL (if applicable), teachers and students.

### Career Stage Expectations

When making judgements based on learning snapshots and the trends that are generated within the data, it is important to factor the teacher's career stage into any decision making process. The below table should be used in conjunction with the standardisation document (appendix A).

Career stage	NQT	RQT	3-4 years' experience	5+ years' experience	Upper Pay Range (UPR)	Leadership
Minimum expectations	At least 3 areas 100% good enough, 5 areas good enough at least 50% of the time	At least 4 areas 100% good enough, 4 areas good enough at least 50% of the time	At least 6 areas 100% good enough, 2 areas good enough at least 50% of the time	All features 100% good enough	All features 100% good enough	All features 100% good enough

Because the number of snapshots that each individual colleague will receive is low, the percentage data for "good enough" is volatile. All teachers can have a lesson that, with the best of intentions, does not go well. This method of monitoring performance is merely a potential trigger for further investigation in the case of concerns.

Where the data shows trends that are not in line with the above career stage expectations, it is the responsibility of the line manager to investigate this further. In the first instance, wave 1 should be implemented:

**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.

Following Wave 1 intervention, at the discretion of the DHT curriculum (due to other contributing factors), it may be deemed prudent to support the member of staff through a six-week cycle of coaching. This will be held with one of the lead practitioners. If there is no improvement after the period of coaching or it is not deemed appropriate to provide this intervention, wave 2 should be implemented:

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

- Access to a lead practitioner for coaching or mentoring
- 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

**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 of 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, ELG, curriculum leaders and those with a TLR for academic standards identify areas for development and gaps in subject knowledge through conducting looking at learning snapshots, work scrutiny and data analysis.
- SLT, ELG, curriculum leaders and those with a TLR for academic standards 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, ELG, curriculum leaders and those with a TLR for academic standards 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.
- Curriculum 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 students 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

## Links with other policies

This policy links to the following policies and procedures:

- Curriculum Policy
- Assessment and Feedback Policy and departmental marking procedures
- Behaviour For Learning Policy
- SEND Policy and Information Report
- Equality and Community Cohesion Policy



## Appendix A - Looking at Learning - Standardisation

The Buckingham School's Way	As a consequence:
<p><i>Challenge</i> <b>We teach to the top and scaffold down</b></p>	<ul style="list-style-type: none"> <li>• Students are pushed to reach their full potential</li> <li>• There is a logical and justifiable approach to challenge in every lesson</li> <li>• All students leave every learning episode knowing substantially more and/or being substantially better at a skill that has been focused on</li> <li>• All students make progress from their individual starting point</li> </ul>
<p><i>Questioning</i> <b>Is targeted and tailored to all students</b></p>	<ul style="list-style-type: none"> <li>• Every student has an equal chance of being asked the same number of questions and at a level suitable to them</li> <li>• Questions aim to assess and stretch the students' understanding of topics being covered</li> <li>• Questioning is used as an effective inter-leaving tool to test all material covered and/or skills developed on a regular basis</li> <li>• When students need help questions are used to guide their thinking, using scaffolding rather than being told the solution</li> </ul>
<p><i>Feedback</i> <b>Students understand how to improve and actively respond to this positively</b></p>	<ul style="list-style-type: none"> <li>• Students know their minimum expected grade and their current progress</li> <li>• Students know their strengths and areas for development</li> <li>• Students are guided to respond to feedback and make improvements as a direct response to feedback</li> </ul>
<p><i>Depth of learning</i> <b>Students can remember, consider and reflect on their personal learning</b></p>	<ul style="list-style-type: none"> <li>• Students understand why they are learning what they are learning</li> <li>• Work shows links to prior learning</li> <li>• Misconceptions are challenged</li> <li>• Students are curious and want to know more about topics and subjects</li> <li>• There is evidence of evaluation in exercise books signalling self-reflection</li> <li>• Students are wanting to learn more about the concepts and are applying their learning</li> </ul>
<p><i>Engagement</i> <b>Every student, every day, every lesson is engaged</b></p>	<ul style="list-style-type: none"> <li>• All students actively engaged (or being challenged if not)</li> <li>• Students engage in the same manner regardless of the task, subject, teacher and department</li> <li>• Students are willing to try something new in order to make more progress</li> </ul>
<p><i>Relationships</i> <b>Respectful and encourage learning to constantly occur</b></p>	<ul style="list-style-type: none"> <li>• Relationships between peers are strong and supportive</li> <li>• Positive atmosphere/climate/environment</li> <li>• Mutual respect between all</li> <li>• Good manners are evident between all</li> </ul>
<p><i>Quality of work</i> <b>Is the best that it can be for every student</b></p>	<ul style="list-style-type: none"> <li>• Students apply themselves fully to every task and commit to doing their best on every task</li> <li>• There have pride in their work and the presentation of their work reflects it</li> <li>• They have a disciplined approach to their own standards and are guided and supported when these fall short</li> </ul>
<p><i>Environment</i> <b>Is professional, purposeful and safe</b></p>	<ul style="list-style-type: none"> <li>• High expectations are evident, rooms are tidy, clutter free and highly professional and efficient</li> <li>• Positive, safe, encouraging learning environment fostered by teacher</li> <li>• Routines and systems evident and consistent</li> <li>• Support staff deployed effectively</li> <li>• Classrooms are places where people would want to spend time</li> </ul>



# Curriculum Area Work Scrutiny

To be completed by CLs for KS3 terms 1, 3 and 5 and for KS4/5 terms 2, 4, 6

One Template per Year Group. No individual Students named at this level.

To be completed throughout each half term

To be shared with ELG via DFO last week of each half term and to inform ELG's subsequent support and challenge

Subject: \_\_\_\_\_ Year Group: \_\_\_\_\_

BOOK SCRUTINY MONITORING FORM	
Area of Focus	Look for.....
<b>Curriculum Map</b> <i>To check students' work over time reflects what's published within the curriculum intents on the website</i>	Is published SoL being followed? Is students' work sequenced to build on knowledge, skills and understanding?
<b>Progress</b> <i>To check that student progress is evident</i>	Evidence of revisiting tasks? Re-doing work? Evidence of refinements - proof-reading and editing? Building on skills? Are students using models provided to improve?

<p><b>Feedback</b></p> <p><i>To check that staff are providing quality feedback and assessment in line with department policy</i></p>	<p>Are marking comments included to indicate how students need to improve?</p> <p>Are students challenged if incomplete or inadequate?</p> <p>Are students acting on teacher feedback?</p> <p>Curriculum Area Marking Policy followed?</p> <p>Are models provided to indicate how to improve?</p>
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<b>ACTIONS FROM PREVIOUS WORK SCRUTINY (IF APPLICABLE)</b>

Complete with a 1 (MEETS EXPECTATIONS) or 0 (REQUIRES DEVELOPMENT)

AREA	CLASS: TEACHER:	CLASS: TEACHER:	CLASS: TEACHER:	CLASS: TEACHER:	CLASS: TEACHER:	CLASS: TEACHER:	EVIDENCE AND NOTES
Curriculum Map							
Progress							
Feedback							

**SUMMARY OF GOOD PRACTICE TO SHARE WITH TEACHER(S)**

**ACTIONS FOR DEVELOPMENT (TEACHER, SUBJECT OR SCHOOL)**

Be sure to include comments about how to improve, and make sure these are clearly linked to targets

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## TEACHING AND LEARNING POLICY

Adopted: Sept 2018  
Reviewed: October 2020  
Next Review Date: October 2021

Dr Matthew Watkins  
Chairman  
Governing Body

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

Signed: Date: 12<sup>th</sup> October 2020