

Bromley Beacon Academy

Teaching and Learning Policy

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| Responsible post holder | Executive Headteacher |
| Approved by / on | 1 st September 2017 |
| Next Review | 1 st September 2018 |

1. Aims

We believe that every student in our school is entitled to the best possible education that we can provide. We ensure that all our students achieve their full potential and gain the skills and knowledge necessary to become successful citizens in the future.

We believe that high quality teaching and learning is key to achieving this aim and this policy reflects our high expectations of all staff and students who work in our school.

The purpose of this policy is:-

- To ensure that high quality learning takes place in every lesson, which results in high standards of student achievement
- To embed an agreed range of good or better practices across the school
- To ensure consistency throughout the school
- To provide new staff with a clear framework of the school's expectations
- To provide agreed focus for monitoring learning and classroom practice.

2. School Expectations for Students

- We Take Care of Ourselves
- We Take Care of Each Other
- We Take Care of Our Learning
- We Take Care of Our School, Our Community and Our World
- We Take Care for Our Future

3. Teaching

We expect to see a range of the following from lessons:

- Staff to have secure subject knowledge and understanding – when support is needed teachers can seek advice from Senior Leaders or other subject specialists
- Staff to plan appropriately for all groups of students and access high quality resources
- That every lesson has clear Learning Objectives
- LOs are explained to the individual student and class and remain on display throughout the lesson and that these LO are clearly linked to half termly assessment targets
- lessons to include or promote the use of the focused literacy and a numeracy targets
- 'What's the Point' is embedded within the SOL
- Lessons follow the 4:2 PiXL classroom model to ensure quality intervention (Teach Boost Teach model)
- That all lessons demonstrate key elements of good AfL practice (Learning Cycle Model)

- That activities are differentiated to ensure that students explore, develop and practice new skills/concepts, SMSC and SEAL Principles
- That staff cater for a range of differing learning styles and cultural diversity thus ensuring student participation and understanding e.g. the use of visual stimuli and practical activities, ability groupings, peer and teacher modelling, visual support, repetition, emphasis on Speaking & Listening, scaffolding, talk partners
- Staff to provide appropriate resources which support and challenge More Able students
- That time targets are set within lessons to ensure pace is maintained
- That staff have high expectations of presentation, quality and quantity of work
- Staff to assess students' learning regularly and gather evidence against Teacher Standards
- That staff are not chair / desk bound in lessons. Furniture is flexible and can be moved for purpose
- PPs to be fully involved in lessons and are part of the planning process
- Staff mark students' work regularly and a summative progress comment is offered each week to be completed by the teacher - pupil during DIT
- Staff encourage students' independence and interdependence
- All lessons include a plenary. The learning during the lesson should be reviewed and assessed against the Success Criteria

4. The Learning Environment

Classroom walls should include:

- Examples of student work – with written feedback / praise (to be referred to in teaching)
- Literacy and numeracy strategies eg. lists of key words for your subject
- Commonly used literacy symbols / words
- Curriculum levels / Assessment Criteria
- SEAL links to your subject
- Consider use of Assessment tracking, interclass competitions and/or subject rewards

All corridors should include:

- Photographs of enrichment activities (trips / clubs etc.)
- More able provision – such as details of competitions
- Displays of inspirational figures in your subject or careers in your subject
- Promotion of subject / Rewards given and/or opportunity
- Pathways of subject choice KS3 to KS5 and beyond

Other good ideas for departments to consider:

- An "Any Questions " wall
- Thunking wall to encourage higher order thinking
- Model answers (with teacher annotation)
- Class boards with the class name at the top and the class help to display the work as well as create it
- Key pages from text books or exam specifications blown up and laminated

- Help desk – to assist in making pupils more independent.

Avoid:

- Messy areas and random books left lying around
- Small unreadable messages for learners
- Making it too complicated

5. The Curriculum

The whole curriculum should enable learners to:

- Acquire knowledge, skills, understanding and practical abilities with the motivation to use them
- Develop qualities of mind, body, feeling and imagination
- Extend the effective use of language
- Develop the effective use of number
- Appreciate human achievement in all areas of activity including art, music, science, literature, mathematics and [construction](#)
- Acquire an understanding of the social, economic and political nature of society
- Help develop the full potential in individuals for their lives at home, at work, at leisure, in the community and as active empowered participants in society
- Develop a sense of self-value and self-respect and to understand and respect the right to social and cultural differences amongst others
- Develop British Values within all our students

With the help of the whole school community, Bromley Beacon Academy has developed a curriculum which we feel is relevant and exciting and addresses the aims above. It is a skill based curriculum which aims to draw curriculum links in a meaningful way and takes into account the new national curriculum introduced in September 2014.

6. Assessment

We share the belief that consistent use of assessment for learning should:

- Enable student to demonstrate what they know, understand and can do using the core components of our Assessment Model – Beginning, Developing, Secure
- Make students' aware of the level at which they are working
- Ensure students are aware of the learning outcomes and success criteria to support their means of achieving success (I can half termly targets) see appendix for proforma.
- Give students positive reinforcement that celebrates their achievements
- Provide useful information that enables teachers to plan differentiated work that addresses the learning needs of each student through the use of Personal Learning Checklists (PLC). PLCs are a list of skills and knowledge that the pupil is to secure as part of the curriculum offer. The PLC will map out performance using BRAG. This informs both formative and summative assessment monitored by both the teacher and pupil to decide if the pupil is making progress or needs intervention. The PLC links to Pupil Asset and the half termly targets in the cover of students books.

- Involve students in recognising what needs to be done to improve their work based on 'I Can Statements' that frame our assessment model
- Use DIT lessons/tasks/activities to embed knowledge, build on knowledge or secure knowledge.
- Inform the target setting process by identifying areas that will support the progress of individuals and groups using the Smith Pro-forma
- Be used to provide information for parents during consultations and inform homework tasks to support their child's learning at home
- Provide information to inform whole school evaluation and strategic planning

Assessment Statements used to judge student progress

Progress targets are set each academic year at whole school level. Targets for each class are set at 80% of all students achieving '3 Steps of Progress' as measured from the baseline assessment. These targets are then personalised for each student to ensure they make at least 3 steps of progress at an appropriate age equivalency. The 'I Can' statements that are set cover a whole scheme of work therefore providing challenge, high aspirations and clear direction on where the students learning journey should take them.

Teachers and Progress Partners use the following Statements to judge Progress

Beginning - Red

New learning - the student has been introduced to the skill however they cannot grasp the concept at this time or the student is at a pre learning state and not accessing the skill or curriculum at present.

Developing - Amber

The student is starting to develop their understanding of the concept and is starting to use the skill in their work. This may not be done independently.

Secure - Green

The student is able to use the skill independently and accurately overtime.

Forms of assessment

We recognise the importance of formative, summative and diagnostic assessment and plan opportunities for all three to take place.

At the start of the year or when a new pupil/s arrives, it is vital that the student takes a baseline test to gauge where their starting point is.

Formative assessment involves both student and teacher celebrating successes that have been achieved as well as identifying areas for development so that next steps can be carefully planned to meet individual learning needs. When formative assessment, or assessment for learning, is embedded in our daily classroom practice, it provides information that can be used to inform planning for teaching and learning that is well matched to students' needs. This will give individual students the opportunity to make good progress and achieve their potential.

Assessment for learning involves sharing learning goals, effective questioning and use of oral and written feedback. For further details about Assessment for Learning (AFL) see below.

Summative assessment involves making a judgement of a students’ attainment at a point in time in order to assess their performance in terms of a particular standard.

Moderation exemplars are used throughout the school to level samples of work and are overseen by members of the SLT as well as the school working with Schools Learning Partnership – a collective of six special schools who come together four times per year to validate assessment, feedback and marking of pupil work. Teachers discuss students’ assessments with parents on a termly basis. Teachers also have Student performance meetings with the SLT called Progress Meetings after each cycle of assessments to ensure gaps are identified early and intervention is immediate to support all learners achieve expected in year progress.

Diagnostic assessment is used when a student is identified as not meeting age related expectations. The assessments identify a student’s learning strengths and difficulties so that the appropriate help and guidance can be provided. This may be in the form of additional interventions. This is organised and led by the school’s SENCo and may involve consultation with agencies working in partnership with the school to support individual student. This often informs the process of setting individual IEP targets for students. The SENCo is responsible for deploying staff and planning an overview of intervention programs to meet the needs of student that require additional SEND support.

Internal and External Moderation

To ensure accuracy of assessments carried out by teaching staff, internal moderation will take place at least on a half termly basis across the school. As well internal moderation, the school will ensure external moderation is carried out on a termly basis with other schools from the Special Learning Partnership. As well as this form of external validation, the school will also bring external moderators to look at specific areas and request review reports of the marking and assessment. Following moderation events data leads will report back to school leaders on the number of samples taken, the number agreed, the number downgraded and the number upgraded

During the year teachers will also be able to make use of electronic copies of works that have been moderated at SLP so that they can self-moderate their student's work.

Literacy and numeracy Assessment

All students are assessed on entry using the Central Assessment Package (CAP).

The package consists of:

| Assessment Type | Assessment Used |
|------------------------|---|
| Single word reading | Single Word Reading Test (6-16) |
| Single word reading | WRAT 4 (16+) |
| Reading comprehension | Accelerated Reader – Star Early Literacy ?? |
| Reading comprehension | Access Reading Test (7-19) |
| Single word spelling | Graded Word Spelling Test |
| Learning style | VAK Questionnaire |
| Visual stress | Visual Stress Screener |
| Dyslexia Screener | Lucid Rapid |
| Mathematics | Access Mathematics Assessment |

All data from the CAP is reported in standardised score (SS) format and used inform planning and intervention. Dependent on outcomes, assessment data is shared with all staff and informs whole class planning, our Rising Star Program, In-class intervention or 1:1 / 1:2 or small group interventions as detailed below:

Standardised Scores

| | |
|-----------------------|--|
| SS 115 or more | Rising Star Program + Watch List |
| SS90 or more | Watch List |
| SS 89-85 | In-class Intervention – Teacher led – classroom based. Informed through CAP data |
| SS 84 or less | 1:1 / 1:2 or small group intervention – withdrawn where possible. Informed through CAP data |

Students with a standardised score less than 90 are tested twice per year, mid-January and mid-July. Students with a standardised score of 90 or above are supported with the safety net of the ‘Watch List’, which ensures that any drop in attainment is quickly identified and addressed, re-testing if necessary.

This testing will inform the half termly literacy and numeracy targets that will be on the front of the students’ books alongside the SEMH targets.

| <u>Autumn 2 targets</u> | | Beginning | Developing | Secure |
|--------------------------------|--|------------------|-------------------|---------------|
| SEMH target 1 | | | | |
| SEMH target 2 | | | | |
| Literacy target | | | | |
| Numeracy target | | | | |

Access Arrangements

All students are assessed for access arrangements to support them during their exams. Assessments are carried out by specialist personnel and submitted to the Joint Council for Qualifications (JCQ) as required. These arrangements will be used to inform staff on how best to support a student in an exam and what the rules and regulations are.

Feedback – See separate policy

Verbal and/or written feedback will focus on the students’ main learning objective rather than constantly correcting technical inaccuracies.

If there are too many comments or annotations the student may find it overwhelming which may affect their motivation and self-esteem.

Teachers therefore use their professional judgement to correct errors, e.g. spellings, grammar, punctuation, calculations and factual inaccuracies.

We believe it is important to emphasise the positive aspects of a student's work to maintain their motivation.

Work must be marked weekly and discussed with the student in DIT each week.

Students need to understand the marking criteria so they know what the teacher's expectations are.

Students need opportunities to read their teacher's feedback in subsequent lessons and be given the opportunity to respond and improve work in DIT. Comments should be written in language which is easily understood by the student.

It is not always appropriate or useful to mark every piece of work in depth but it is essential that the teacher acknowledges that the work has been viewed.

We utilise two types of lesson planning systems;

1.

Standard lessons should contain a range of these AfL strategies:
(All staff MUST plan using the 'Accelerated Learning Cycle Model')

At the planning stage :

- Use assessments from the plenary of the last lesson assessment related to success criteria
- Are student secure/require further differentiation? Peer / self-assessment
- Generate open ended questions, differentiated to assess understanding of the more able to provide further challenge in next lesson during plenary
- Use information from marking - responses from students to teacher's comments

During the Introduction

- If appropriate, spend time re-visiting feedback from the last piece of work marked
- Recap on previous learning—What did you learn in our last lesson?
- Share LO for the lesson. What does this mean? What do you know already?
- Introduce Success Criteria - older students can generate their own - what will make this a good piece of work? How will know I have been successful in this lesson?
- Model the activity
- Use focussed questions to check understanding
- Ensure activities are engaging and varied

Main Activity

- Identify in the planning individual students to work with for the duration of the main activity (Rotate this between students during the week)
- Use mini plenaries for example to revisit LO and Success Criteria to share a good example - have they achieved all elements of the learning objective?

- Consider extension activities for those who complete early and also means for students to be independent/self-checking whilst support staff are working with other individuals/groups

Plenary

- Revisit LO and Success criteria - what have we been learning about today? Have we achieved all the success criteria?
- Peer/ self-assess work against success criteria—make an improvement
- Visual signs e.g. use of thumbs up / thumbs down
- Use of Talk Partners

2.

Intervention lessons

Using the PIXL Classrooms Model we will be following the 4:2 ratio of 4 'normal lessons' and 2 intervention lessons. The intervention lessons are based on the DTT (diagnosis, therapy, testing) system. The 'normal' lessons are where a teacher would diagnose a student's weakness and the intervention is the therapy. It is vital that after the intervention (therapy), that the teacher tests the student/s on that I can statement to gauge if more intervention is needed. The intervention lessons should follow this structure using the Pixl classroom app:

- Differentiated starter
- Teacher input
- Instant feedback
- Testing

| | | | |
|--|----------------|----------------|----------------|
| | Date achieved: | Date achieved: | Date achieved: |
| | Date achieved: | Date achieved: | Date achieved: |
| | Date achieved: | Date achieved: | Date achieved: |