



BORDEN GRAMMAR SCHOOL

Teaching and Learning Policy

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Borden Grammar School Teaching and Learning Policy

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Borden Grammar School Teaching and Learning Policy

Our Vision

At Borden Grammar School, we believe that through rigorous planning, systematic monitoring and evaluation of each student's progress, and a willingness to modify the lesson in accordance with the latest pedagogy, teachers make a striking impact on all students' learning.

We encourage all staff to take an active interest in their own professional development and how it impacts on the classroom. We support teachers in seeking feedback from other teachers (in this school and other educational settings) and their students about the effectiveness of their teaching, to enable them to adapt and develop their professional practice.

We expect all of our staff to deliver high quality, stimulating and dynamic lessons, where every teacher is a good teacher or better. We expect all students to be supported and challenged to make good progress in their learning. We expect our staff to align with the ethos and expectations of academic challenge appropriate to a selective school setting and in doing so provide the scaffolding to support all learners to make at least good progress.

Students of all ability levels will be given equal opportunities to learn in order to achieve their full potential. Our purpose is to create a learning environment which fosters motivation and allows all students to flourish. We strive not to simply teach knowledge but to empower our students by teaching them how to learn.

Aims:

1. To provide a personalised learning experience for every student that takes full account of their individual needs', starting points and aspirations.
2. To ensure that our students are active and independent learners who strive to achieve their best in every learning situation and will continue to do so throughout their lives.
3. To ensure that students are highly literate and numerate, able to apply their skills and knowledge to new and different situations, to achieve well in school and beyond.
4. To focus upon continual raising standards of teaching and learning in the school, to inspire and motivate students and staff.
5. To identify and share good practice in teaching and learning across all curriculum areas.
6. To provide guidelines for teaching and learning and establish clear criteria for best practice and consistency.
7. To improve levels of achievement and attainment as a consequence.

Responsibilities for Teaching & Learning

Classroom Teachers

Classroom teachers are responsible for the progress of students in their classes and for self-evaluating their own professional development.

This is achieved by:

- planning and delivering challenging and effective lessons

- Regular self-evaluation of their subject knowledge and understanding of educational initiatives;
- self-evaluation of the quality and effectiveness of their own teaching and their classroom management;
- monitoring student progress to ensure they achieve well against prior achievement and similar groups nationally;
- self-evaluation of their contribution to the policies and aspirations of the school.

Form Tutors

Form tutors are responsible for contributing to, and monitoring the progression and well-being of individual students in their tutor group and for providing support and advice to those students, both socially and academically.

This is achieved by:

- monitoring the holistic progress and attitudes of individual students through academic tracking and reports
- encouraging and developing the ability of students to evaluate and take responsibility for their own learning;
- monitoring of behaviour, home learning, rewards and sanctions, uniform and attendance.
- building positive relationships with members of their tutor group in order that they are trusted to offer support and advice

Heads of Department

Heads of Department are responsible for the effective teaching of their subjects, evaluating the quality of teaching and standards of students' achievements and setting targets for improvement.

This is achieved by:

- evaluating and developing teaching of their subject area so that it is of the highest quality, and the planning of lessons, using this analysis to identify and share effective practice and to lead action for sustained improvement;
- creating a challenging curriculum that supports students to make effective progress in their subject area;
- establishing and implementing clear policies and practices for assessing, recording and reporting on student progress and setting targets for further improvement in line with whole school policies;
- analysing and interpreting data on students' performance against school expectations and other comparative data; setting expectations and targets and implementing actions for the achievement of individual students and key groups (e.g. disadvantaged, SEND, EAL and the most able);
- monitoring students' work through work scrutiny: regular sampling of homework, classwork, students' responses and attitudes in order to make a comparative evaluation of students' work against other classes and year groups to ensure quality, consistency and to implement strategies for improvement;
- observing teachers and giving constructive feedback to help maximise learning. This will also inform appraisal of teachers; and evaluating progress of teaching and learning targets in departmental development plans, in line with the School Improvement Plan.

Pastoral and Learning Managers (Year Heads)

Pastoral and Learning Managers are responsible for the monitoring and evaluation of the overall experience of groups and individuals in their year groups. This includes progress in learning as well as other aspects of students' well-being.

This is achieved by:

- monitoring the progress and potential of the year group, and using student data to identify and set targets for specific students according to their needs, e.g. underachievement, able students;
- maintaining an overview of the experience of students in their year group by e.g. monitoring the number of detentions, cross-curricular activities, exits;
- monitoring the work of tutors and quality of tutor time in order to build relationships and trust;
- monitoring attitudes to learning through e.g. attendance and homework; and reporting back to the Senior Leadership Group and to staff as requested.

Senior Leadership Group

The Senior Leadership Group sets priorities and targets for improvement at whole school level based on evidence gained from monitoring procedures. They track progress made on the School Improvement Plan. Monitoring and evaluation principally takes place through department reviews, classroom observations of teaching and learning and forensic analysis of data based on knowledge of the student and their starting points.


The Headteacher

The Head teacher is responsible for monitoring the performance of members of the School Leadership Group and plays a key role in the setting of priorities and targets together with the Board of Trustees as a whole. The Headteacher, as with other members of the Senior Leadership Group, is actively involved in the monitoring and evaluation of departments.

Students will:

1. participate fully in lessons.
2. strive for continual improvement.
3. support each other (and their teacher) so that all learn effectively.
4. take pride in their work through consistent expectations across the curriculum for neat and accurate presentation of their work;
5. take an active part in learning within and beyond the classroom;
6. take pride in developing and applying their literacy and numeracy skills across the curriculum.
7. be enthusiastic, resilient and responsible in learning and improving skills.
8. respond as appropriate to specific feedback to upgrade and develop their work.
9. rise to challenges, working collaboratively and supportively.
10. be prepared for lessons with the correct equipment .
11. ask for help if required.





Teaching to the Top

All teachers should plan lessons

1. which are high quality, dynamic and stimulating;
2. in line with the curriculum that are aimed at the highest attainers in the class;
3. which allow students to progress in their learning in line with their starting points using a range of strategies such as the scaffolding of material;
4. using a variety of learning activities, taking into account the individual needs of the student;
5. provide opportunities and guidance to apply and develop literacy, numeracy and other skills;
6. which are enjoyable, stimulating and have high expectations of all students.

Use teaching strategies which

1. develop high expectations
2. encourage and support in order to achieve an 80% success rate and check understanding (Rosenshine)
3. model the learning process, using a range of strategies, and put in place the necessary scaffolding to enable all students to achieve quality outcomes
4. embed reading, writing and communication and, where appropriate, mathematics across the curriculum
5. form good, positive working relationships between teachers and students



Curriculum Challenge

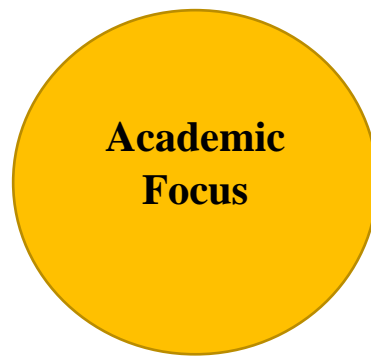
All teachers should plan lessons

1. which ensures that the ambitious curriculum which is followed and planned is built backwards to guarantee that the lesson meets the needs of the students;
2. which develops a wider and sophisticated understanding of the topic being studied and subject specific literacy;
3. which take into account the threshold concepts required for their subject area and use these threshold concepts to enhance future learning;

Use teaching strategies which

1. consider what kinds of teaching will lead to the kind of learning that is needed
2. show an understanding of how young people learn and evaluate the thinking behind students' own methods including identifying common misconceptions
3. review students' previous learning so that they have a secure base from which to develop their knowledge and understanding
4. use topics which are relevant and seek to engage students' interest;

5. make effective use of other support when it is available (e.g. Learning Support Assistant and outside speakers);



All teachers should plan lessons

1. using a variety of active deep questioning techniques and focussed dialogue for instant formative assessment and feedback to challenge students
2. which provide opportunity for students to use and become familiar with academic language thus improving their oracy skills.
3. which model academic excellence which supports and challenges students to achieve their best;

Use teaching strategies which

1. develop the skills of scholarly enquiry which extends beyond the material taught within the classroom environment
2. promote wider reading which challenges students in the subject area;
3. encourages students to use academic language and subject specific technical vocabulary (rephrase to amaze).



All teachers should plan lessons

1. which enable progression by identifying opportunities for regular assessment and review of learning both within and beyond the classroom;
2. which take into account details of assessments undertaken; to consolidate progress and triangulate assessment in line with feedback undertaken via marking;

Use teaching strategies which

1. lead to challenging lessons that make our students think hard
2. make use of skilful questioning techniques which direct and challenge students' thinking and identify gaps in knowledge
3. use formative assessment to identify strengths and weaknesses in students' knowledge, understanding and skills and provide incisive feedback about what they can do to improve.

Undertake assessment which

1. is carried out regularly and is of high quality according to the school and department's assessment policy
2. supports student learning enabling timely and strategic high quality interventions to take place in order to accelerate progress;
3. uses analysis of assessments and tracking data to inform teaching and to structure intervention strategies.
4. uses data to inform students, parents and other staff of pupil progress towards targets;
5. not only measures but secures progress;
6. students respond to and act upon in subsequent learning (MRI);
7. uses data to ensure students are working at their full potential and enables them to set targets to achieve this;
8. informs parents and appropriate staff within school of students' progress or underachievement.

Teachers at Borden Grammar School should strive to ensure that their planning allows for the following criteria to be met each lesson		
1	Set high expectations which inspire, motivate and challenge pupils	Progress data should be used to set tasks that are matched to students' prior attainment. Students should be highly challenged and may have a range of starting points as a result. – Teaching to the Top
2a	Promote good progress and outcomes by pupils WITHIN LESSON	Lessons should be designed so that students make at least good progress in their learning relative to their ability and starting points, and demonstrate full understanding of this via deep questioning and the use of key academic language
2a	Promote good progress and outcomes by pupils OVER TIME	Evidence should be available to show that progress is sustained over a period of time e.g. pupil voice, student work, data etc. The curriculum is challenging with a focus on developing wider understanding; enabling students to thrive and excel.
3	Demonstrate good subject and curriculum knowledge	Teachers must draw upon their subject knowledge and keep up to date with curriculum changes and phase expertise so that they can address misunderstandings and maintain students' interest shown.
4a	Plan and teach well-structured lessons	Planned and structured lessons using deep questioning and metacognition techniques should lead to a depth of learning, thus allowing students to make rapid and sustained progress.
4b	Use of home learning as part of a well-structured lesson/scheme of work	Home learning should be an integral part of the lesson that extends or consolidates learning or re-visits prior learning.
5	Adapt teaching to respond to the strengths and needs of all pupils	Work for individual students should be adapted in the light of any misconceptions that are brought to light through deep questioning or checks on pupils' work including their review of mri's.
6	Make accurate and productive use of assessment	Marking should be regular and follow guidance from the assessment policy so as to provide pupils with very clear guidance on how work can be improved. Students should be engaged in the process (www, ebi and mri).
7	Manage behaviour effectively to ensure a good and safe learning	Strategies and tasks should be designed to enthuse students so that they persevere when faced with difficult problems and are keen to succeed and to learn more.
8	Fulfil Wider Professional Responsibilities	See teacher standards document for further details.

Schemes of Work

It is important that teachers plan schemes of work and deliver lessons that enable students to work towards their learning objectives and make progress towards the success criteria. It is acknowledged that different teachers have their own preferred styles of teaching but it is imperative that the agreed criteria are followed to ensure the best outcomes for all students in all lessons. The ultimate aim is to ensure that thorough planning and focussed lesson implementation aids students in their quest to make progress over time.

Scheme of work will meet the criteria set out below.

1. Represent the whole school approach to pedagogy (see above), working alongside a challenging curriculum
2. Clarify objectives, including success criteria based on assessment outcomes from Level 2 & Level 3 qualifications;
3. Include reference to what we want students to remember long after finishing the unit, (knowledge and/or skills) and Identify prior learning to ensure clear progression;
4. Include reference, if applicable, to where or how learning will be re-visited to ensure we are developing the long term retention of knowledge in our students
5. Identify clearly the subject knowledge to be taught;
6. Build on the intent of the challenging curriculum
7. Include suggested learning activities that can be adapted by teachers to suit their teaching style and the learning preferences of their students;
8. Include references to differentiated work to ensure all students are challenged in line with their ability;
9. Provide opportunities for developing independent and collaborative learning;
10. Detail literacy, numeracy and communication opportunities and how they will be taught;
11. Detail how the unit will be assessed and include opportunities for a variety of assessment for learning strategies throughout;
12. Include SMSC considerations and opportunities to develop student aspiration;
13. Identify relevant and challenging opportunities for home learning;
14. Include links to real life contexts when appropriate.

Continuous Professional Development (CPD)

We will support a wide portfolio of CPD approaches in order to facilitate school improvement, assist teachers to meet the Teachers' Standards and the Professional Standards for Teachers Post Threshold and increase its accessibility to staff.

As far as possible, CPD is personalised and takes into account the needs and career aspirations of the individual member of staff alongside the needs of the School.

The School acknowledges that successful professional development involves working in partnerships and should support a culture of trust, respect and scholarship. It should:

1. have a focus on improving and evaluating pupil outcomes;
2. be underpinned by robust evidence and expertise;
3. include collaboration and expert challenge;
4. be sustained over time.

Therefore, CPD approaches may include:

1. attending a course or a conference;
2. completing online training;
3. attending internal training using the expertise available within the School, e.g., pedagogic practices for different subjects and contexts, coaching skills, pastoral skills; leadership development.
4. practical experience, e.g. external examination marking, delivering INSET and external training, ITT subject mentoring, presentations to school governors.
5. action research opportunities and opportunities to participate in award bearing work from higher education institutions and other providers such as the National College for Teaching and Leadership;
6. school-based collaboration, e.g. learning study triads, department meetings, Heads of Department meetings, pastoral meetings, standardisation and moderation, working parties to research and develop aspects of learning and teaching;
7. external collaboration, e.g. contributing to and delivering a training programme, school visits to observe or participate in outstanding practice, participation in the KMGSMA forums
8. school-based work overseen by an external consultant, adviser or relevant expert;

Reviews/Monitoring of Teaching and Learning – Quality Assurance

Review of teaching and learning is on-going and regular, and will involve:

1. management of performance over time in line with the Teacher Standards, by their Line Manager.
2. lesson observations conducted by members of the Senior Leadership Team and/or line manager/performance reviewer.
3. learning walks on a regular basis.
4. work scrutiny within lessons, samples requested for monitoring within the guidance of the marking and assessment framework.
5. student voice within lessons or as part of a sub group to capture voice and provide evidence for T&L audit.
6. deep dives of all curriculum areas
7. appraisal
8. peer observations
9. line manager meetings
10. staff voice

The aim is to:

1. to make secure judgements of teaching and learning across the school
2. to monitor and evaluate the progress of students during a lesson and over time
3. to evaluate the performance of individual teachers against the Teacher Standards and check that high standards of professional performance are established and maintained
4. identify and support teachers who do not consistently meet the expectation of teaching good or outstanding lessons.
5. to identify group and individual training needs across the teaching and support staff and drive the CPD programme
6. to enable identification of strengths and aspirations for succession planning.
7. identify and share good practice
8. ensure the curriculum is challenging and meets the needs of students
9. reduce the variance within and across departments
10. test the validity of internal data and ensure that the progress of key groups is monitored and evaluated

Department Reviews & Line Management Meetings

Members of the Senior Leadership Group meet Heads of Department with the aim of:

- monitoring the effectiveness of leadership and management of their curriculum area
- analysing performance data and setting targets for improvement
- giving support and arranging training for development
- ensuring quality of standards and verifying judgements of middle leaders
- ensuring the quality of teaching and learning.