



Bradfield School

Teaching and Learning Policy

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Bradfield School Teaching and Learning Policy – The Bradfield Way

At Bradfield School we recognise the most important thing we can do to enhance the life chances of our students is provide high quality first wave teaching each and every lesson. Our staff are professionals who decide how to teach their students, therefore we favour the 'tight but loose' approach advocated by the work of Shaun Allison and Andy Tharby in their work Making Every Lesson Count¹ and believe our principles and policies will support each and every student to fulfil their potential. We recognise the need for teachers to approach planning and teaching in a bespoke way for their classes and subjects but also understand that educational research such as Barak Rosenshine's Principles of Instruction² and the work of the Education Endowment Foundation clearly states there are effective ways of planning, teaching and giving feedback that will help our students succeed and achieve life changing outcomes.

Our agreed principles of effective teaching are:

1. High Expectations of all children and what they can achieve
2. Effective explanations that allow students to acquire new knowledge and skills
3. Modelling of learning so that students understand how to apply knowledge and skills
4. Targeted questioning that makes every student think really hard
5. Deliberate practice that allows students to grapple with new learning
6. Feedback which helps students think about and further develop their work
7. Positive relationships based upon mutual respect between staff and students

Effective routines support students and staff alike as they strive to deliver these principles in every lesson, every day. There are clear expectations of all colleagues to promote routines which support learning which are:

- Meet and Greet Students at the door
- Bags and coats off tables and on chairs/under the table
- No headphones to be on in lessons unless it is for pedagogical purposes
- Provide a starter activity to engage students in thinking as soon as they enter the classroom
- Use a seating plan to support learners
- Actively use the praise system to reward excellent learning
- Consistent and transparent use of the chance, warning and action behaviour system
- Dismiss students in a timely and orderly fashion

All staff at Bradfield are expected to work hard on behalf of the community they serve and it is important that students support their own learning and that of their peers by adhering to our 'Bradfield Expectations – All Day, Every Day' which are:

1. Arrive at lessons promptly and in the correct uniform
2. Follow all instructions first time
3. Be polite, kind and respectful to everyone
4. Question appropriately
5. 100% focus on learning with no distractions

It is also important students take pride in their work and at Bradfield we expect all students to meet our expectations of presentation which are:

P = Pen – write in black or blue ink

R = Ruler – for straight lines and to rule off work

O – Oops – put a single neat line through mistakes

U = Underline – titles and dates with a ruler

D = Draw diagrams and pictures in pencil

¹ Allison, S and Tharby, A, Making Every Lesson Count, (Carmarthen 2015)

² <https://www.aft.org/sites/default/files/periodicals/Rosenshine.pdf>

Our teaching and learning policy is underpinned by the Bradfield Marking Policy which is based upon GAP marking and offering high quality feedback that students always respond to in order to further develop their understanding. This policy can be found on the school website.

Excellence in the Classroom – Principles of Effective Teaching

Principle of Effective Teaching	Summary Explanation
1. High Expectations of all children and what they can achieve	Teachers must expect excellence from all of the students they teach. Teachers will encourage all students to struggle just outside of their comfort zone as this is where new learning and cognitive development will occur. Teachers will promote a growth mindset ³ amongst students encouraging them to strive for excellence knowing that intelligence can be developed and is not fixed.
2. Effective explanations that allow students to acquire new knowledge and skills	Teachers will make explicit what students need to know and how that links to prior learning. Explanations should be clear and use an understanding of metacognition to transform abstract ideas into concrete ones. Based on an understanding of the working memory it is important staff present new materials in small steps. Scaffolding may also take the form of effective explanations in worked examples, cue cards, sentence starters, modelling and checklists. (This is simply an indicative not exhaustive list.)
3. Modelling of thinking so that students understand how to apply knowledge and skills	Teachers must model thinking and the outcomes of a particular task as this will provide the cognitive support students need to succeed. Worked examples and teachers thinking out loud alongside our students will help clarify the steps of learning. Models of excellence should be provided for students so they can visualise what a high quality outcome looks like.
4. Questioning that makes every student think really hard	A range of closed and open questioning to test whether the new learning has been understood is essential in all classrooms. Teachers must use a range of techniques to ensure all students are required to think hard and contribute to this phase of the lesson. Questioning must deepen thinking whilst developing the breadth of thinking students are undertaking about a topic – this is a crucial method by which to promote the high expectations of learning we hold for all students.
5. Deliberate practice that allows students to grapple with new learning	Teachers should provide time for students to rephrase, apply, elaborate and summarise new material in order to aid its transfer into the long term memory. It is important students are challenged whilst continuing to enjoy a relatively high success rate to aid retention of new knowledge. Furthermore it is essential that students are clear about the success criteria against which this deliberate practice is to be evaluated.
6. Feedback which helps students think about and further develop their work	Teachers will give feedback to students in a variety of ways. Ongoing assessment and feedback throughout the lesson helps students make secure progress and address misconceptions in learning. Regular reviews of the knowledge students have retained will support longer term retention and summative and formative written marking will help students develop a clear picture of their current attainment, successes and areas for improvement. Students will always be given time to respond to the written feedback provided by their teachers. Peer and self-assessment will be taught to students so that feedback given in this form is specific, kind and helpful for all students. Teachers will adhere to the GAP Assessment Policy.
7. Positive relationships based upon mutual respect between staff and students	Teachers will ensure a purposeful and calm environment in lessons is supported by the clear and consistent use of the chance, warning, action behaviour system and the whole school praise system; the use of these will be systematic from the start of the lesson and their use publicly narrated to reinforce the high expectations of all students. Off task behaviour and/or a lack of commitment to learning is not tolerated. Teachers will publicly celebrate the achievements of their students and highlight excellence for the benefit of all students. Teachers will treat every individual with respect and never waver from their belief that every student can achieve excellence.

³ <https://www.epiconline.org/mind-sets-and-equitable-education/>

Lesson Planning

We expect teachers to plan all lessons using the agreed principles of effective teaching but there is no expectation that planning should take a particular form or be represented in a separate lesson plan. As professionals it is for our staff to decide how best to teach their subject utilising these principles and we do not expect to see every principle given equal weight/time in a lesson but would expect to see them all as part of a longer term sequence of learning.

Target Setting

We want all of our students to achieve excellent outcomes which in turn will enhance their life chances. In this context we set targets which are aspirational in nature and very challenging for our students; using the nationally recognised Fischer Family Trust software we select the target grade which would place a student in the fiftieth percentile nationally (based upon KS2 outcomes) and increase that grade by one. For example if a student had a Fischer Family Trust target of a grade 5 we would increase it by one to a grade 6 – the target grade of a 5 provided by the software is what on 'average' a student would achieve nationally and we want our students to aspire to achieve excellence so setting them a challenging target grade helps encourage this. We explain to students that targets are only one piece of the jigsaw in terms of their academic potential and they should not feel undue pressure or feel limited because of them.

Support and Quality Assurance

As our most important resource we believe teachers should be supported in an environment which provides a high level of challenge and an even higher level of support. At Bradfield School we reflect on our practice and continually seek to improve as we strive to provide the very highest quality of education for our community.

Support for staff is provided in the following forms:

- All staff have the right to a programme of CPD throughout the year which will seek to develop all teachers at all stages of their career
- All staff are provided with high quality and research informed INSET
- All staff are observed at least twice during the year and non-graded, developmental feedback provided
- All staff are given time to standardise what excellence looks like in their department helping to maintain high expectations across the curriculum
- All staff have the entitlement of support from Subject Leaders and Senior Leaders in helping them to develop their practice
- All staff are provided with up to date research that underpins our agreed features of effective teaching

Quality Assurance occurs in the following way:

- Regular learning walks by various stakeholders monitoring the quality of teaching and learning across Bradfield School
- SLT Link meetings and joint learning walks with Middle Leaders help evaluate the impact of this policy and
- A programme of work scrutiny examining the work of all students and providing developmental feedback occurs across the academic year
- Performance Management policies at Bradfield School place real value on staff engaging with CPD and seeking to develop their practice

SMSC and British Values

Teachers should ensure they take every opportunity to promote the fundamental British values of democracy; the rule of law; individual liberty; mutual respect for and tolerance of those with different faiths and beliefs and for those without faith. This is supported by the tutorial programme at Bradfield School and the whole school ethos.

Equal Opportunities

We will ensure all children, regardless of prior attainment, race, gender, sexuality or socio-economic background are given the same high quality first wave teaching based upon our shared principles. All teachers are expected to be aware of the pupils they teach who are identified as having SEND and as being in receipt of Pupil Premium funding and should, as with all students, carefully monitor their progress and intervene accordingly if required. Differentiation may be appropriate for some students and staff should take into account the needs of their students when planning lessons; differentiation does not require, but may include, that staff prepare alternative resources for different groups of students.

Responsibilities of All Parties

All Staff:

Plan, teach and give feedback in a way that is reflective of our agreed principles of effective teaching.

Be responsible for the quality of teaching and learning in their classroom.

Engage with INSET and other forms of CPD to refine and further develop our practice.

Continue to develop and deepen their knowledge of the subject areas they teach.

Senior Leadership Team:

Support all staff and students in understanding, implementing and embedding this policy.

Ensure all stakeholders have a mechanism by which to feedback regarding possible adaptations and changes to this policy.

Support all staff and students by ensuring a culture of excellence is instilled into every aspect of the behaviour and teaching and learning at Bradfield.

Provide a working environment where staff can rightly focus on the priority of teaching and learning.

Students:

Strive for excellence in all that they do.

Follow the Bradfield Expectations all day, every day.

Have pride in their work and take responsibility for their learning.

Engage with the challenge of learning and always seek to implement feedback given.

Parents:

Ensure children attend the School and are punctual.

Support the ethos and practices of this policy.

Share responsibility for their child's learning by supporting learning at home.

Governing Body:

Work in partnership with the School (staff, students and parents) to help promote the effective teaching and learning outlined in this policy.

Support staff and colleagues in helping to implement this policy.

Carry out monitoring of the impact of this Teaching and Learning Policy.

Review this policy on an annual basis to ensure it reflects current practice.

Approval by Governing Body and Review Date

This policy was adopted and approved by the Local Governing Body at a formally convened meeting.

Signed: T. Moody (Chair of Governing Body)

Date: 06.12.2017

Review Date: July 2018