Belfairs Academy



Teaching and Learning Policy

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Belfairs Academy Teaching and Learning Policy

The implementation of the curriculum is the key to its success. The Belfairs Academy has a shared set of principles, alongside the teacher standards, with which the curriculum is implemented.

- Every pupil is entitled to experience, and enjoy, the challenge presented by a variety of learning and teaching styles and achieve their full potential.
- All staff are responsible, collectively and individually, to deliver lessons where both the teaching and learning are of the highest quality and the learning needs of all pupils are met.
- We recognise that continued professional development and coaching at whole school, department and individual level is essential to enable all colleagues to develop and improve the quality of their teaching and deliver the highest quality learning experiences for our pupils.
- There is no explicit requirement for teaching staff to teach in any specific way.
- We aim to develop the whole child and enable our pupils to become lifelong learners.

1. Curriculum Implementation

Learning Environment

The Academy places great value in creating an environment where all pupils flourish and progress. An environment that is conducive to learning is essential for success. In this regard we believe that teaching and learning can be most effective when:

- The environment is safe, stable and stimulating.
- Pupils' self-esteem is high.
- Pupils understand the purpose of the learning and see relevance to their own experience.
- Learning builds on prior knowledge and understanding.
- Success criteria are explicit, and models are provided.
- Independent learning and thinking are facilitated and encouraged.
- Questioning, reflection, problem solving, and discussion are encouraged.
- Opportunities exist for creativity and utilising different learning styles.
- Feedback provides incisive comments that support progress in pupils.
- Pupils can self and peer-assess and know what they need to do to improve and are able to set appropriate targets.
- Opportunities exist for all students to be stretched and challenged.
- Students are encouraged to take an active part in their learning.

Online Learning Environment

Technology is an undeniable part of everyday life and learning. At Belfairs Academy, we are constantly seeking the best way to ensure that students have online access to appropriate resources for their learning in a safe and secure manner.

We have our online Revision Centre where pupils log in to Office 365's SharePoint to access material uploaded and updated by their teacher/subject leads.

The Revision Centre should be:

- safe and secure with no method of communication that cannot be monitored by the school.
- resourced in an organised fashion with relevant material for the course or exam board; □ monitored and updated regularly.

We have developed the use of TEAMS to ensure that there are opportunities for Blended Learning and all students can access the curriculum.

Bromcom is used to record and monitor homework sent across the Academy.

Generative artificial intelligence (AI)

Please refer to our AI policy for guidance.

Classroom Expectations

"We follow instructions without question."

- When a teacher instructs or requests a pupil to do something, they should do it without challenge or question.

"We listen with respect".

- When anyone in the classroom is speaking, pupils are silent, and they listen carefully and attentively.

"We start and end our lessons calmly".

When a pupil enters a classroom, the following should happen:

- Pupils are positively greeted at the door with the three-step rule. • Immediately get out their book and equipment
- Sit down and complete the task on the board.
- If there is no task displayed, pupils either revise notes from their last lessons or read their reading book.

At the end of the lesson, pupils should do the following:

- Pack away on the teacher's instruction.
- Stand behind their desk in silence.
- Leave in single file when instructed.

"We are organised for learning".

- Pupils must have all their equipment out on the desk, every lesson.
- They must meet all deadlines for homework and classwork.

"We speak appropriately and politely".

- When pupils speak, it must be appropriate for the classroom. They should try to answer questions in a formal and academic manner. Pupils should respect all and therefore speak to staff and peers politely.

Assessment

Assessment, marking and feedback is a key part of teaching and learning. If we are to maximise pupil progress it is essential that assessment and feedback is used within lessons to support both teacher and pupil in maximising progress over time.

- As stated within the Marking and Assessment Policy, regular summative and formative feedback are inextricably linked to progress. When looking at the role of formative assessment it is expected that within lessons:
- Pupils receive regular incisive feedback in a variety of ways to enable them to progress (refer to Marking and Assessment Policy and use of Success and Target.)
- Feedback will include quality written comments which recognise the strengths of a piece of work and identify targets for improvement in a constructive, personalised way.
- Pupils are able to act upon the advice they are given to improve their performance.
- Frequent opportunities are taken within lessons to provide immediate verbal feedback.
- Pupils are encouraged to judge the success of their own work and set themselves targets for their own improvement.
- Pupils are made aware of the criteria for progression between levels or grades and are enabled to interpret these criteria in a meaningful way.
- Levels of work are modelled through display and explanation.
- Within departments there are opportunities for marking to be standardised across a year group.

2. Evaluating the Curriculum Implementation

We evaluate the quality of teaching and learning through Lesson Visits, Book Looks and Lesson Observations (For further detail on Lesson Observations please see the Policy for Review of Professional Practice.)

Lesson Visits

Lesson Visits are used by senior and middle leaders and are designed to have the following impact:

- the concepts being delivered are explained effectively
- Tasks and activities match the learning intentions and are well explained
- AFL strategies are being used to check on pupils' understanding and learning
- AFL strategies are being used effectively to adapt learning where needed
- look at trends as to where aspects of teaching and learning are being successful and where they can improve.
- identify best practice

Book Looks

Book Looks are carried out regularly for every year group. They are designed to check the following:

- Curriculum expectations are being met.
- Presentation expectations are being met.
- Students are receiving feedback on their learning regularly.
- Students are given the opportunity to respond to the feedback given.
- Students are given opportunities to apply learning in increasingly complex ways
- Students are well supported to access the learning with increasing success

3. Roles and Responsibilities

Governing body

- To ensure the effective and rigorous implementation and monitoring of the Teaching and Learning Policy and to review the policy annually.

Senior Leadership Team

- To provide appropriate support, training and resources for subjects and individuals to improve the quality of teaching and learning.
- To monitor and evaluate the delivery and impact of the policy.
- To modify and update the policy in the light of ongoing developments and the changing needs of the Academy.

Subject Leads

- To be responsible for the coordination of long-, medium- and short-term planning of schemes for learning taking into consideration the aims and objectives of the policy.
- To monitor the quality of Teaching and Learning within their subject.
- To support departmental colleagues in developing the quality of Teaching and Learning.

Coaching Team

- To co-ordinate and deliver bespoke coaching and CPD to promote improvement in pedagogy, assessment and student outcomes.
- To support, monitor, and be accountable for the progress of individual teachers through their coaching role.

Teaching Staff

- To implement this policy by ensuring a consistent delivery of high-quality learning experiences.
- To be responsible for short term planning, in conjunction with department teams.

This policy is reviewed annually