



SBL
SIR BERNARD LOVELL
ACADEMY

Teaching & Learning Policy

Ratified by: Intervention Board

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Rationale:

This policy clarifies what we see as best practice to develop teaching and learning across all Key Stages at SBL Academy, thereby improving levels of achievement and attainment. It also exists to establish our expectations to promote consistency of practice through Quality Assurance, within and between teams, in order to create consistently exceptional learning opportunities for students in every class, without stifling individual flair and creativity that so often distinguishes outstanding teaching

The Teaching and Learning policy lays the foundations for our curriculum intent and implementation, and is underpinned by the expectation all teachers will strongly deliver and uphold the Teachers' Standards in their own practice. This forms the context in which all other policy statements and guidance on classroom practice should be read. It is written for the benefit of all members of the school community to ensure that all adults working with students are aware of the fundamental principles underpinning our work and to strengthen partnerships with parents/ carers and other stakeholders. The impact of clear curriculum intent and its implementation in every classroom will be evidenced through good progress outcomes for all learners, irrespective of their starting point or any barriers to learning.

Vision:

Inclusive teaching and learning is central to our work as educators and our prime aim is to ensure that students and staff at Sir Bernard Lovell Academy are inspired and motivated by exciting and enjoyable learning delivered through a broad and balanced curriculum which caters to the needs of every individual student. Our coaching programme enables the very best practice to be shared across the academy. SBL Academy aspires to be a high quality learning environment, with learning and progress at the heart of our community. We promote care and respect and expect high standards in all aspects of school life. We strive to enable all members of our student community to leave school with the necessary skills and qualifications they will need to contribute to society and flourish in the 21st Century, as engaged, empathetic, independent young citizens, well prepared for global challenges and as confident lifelong learners. Our aim is that all students should fulfil their potential in their academic and creative achievements as well as their physical and emotional wellbeing.

In order to offer an outstanding education, all staff working with young people are responsible for providing a consistently excellent experience where all students are challenged to fulfil their potential. All teaching and learning is matched to the needs of individuals and groups of students and consistently high quality feedback is used to promote and ensure good or excellent progress.

Values and Beliefs:

Every student has unique strengths; deserving both an engaging and personalised learning experience that takes full account of individual needs, interests and aspirations within a rich learning environment where motivation is fostered and allows all students to flourish. Teaching should not simply teach knowledge, but empower students' independence by teaching them how to learn and providing a variety of quality feedback to allow all to make good progress. Modelling is an essential part of teachers' pedagogy and all adults working within the school have a duty to model clear communication, respectful behaviour and the values of the school, and to act as models of learning to all students. Emotional intelligence is crucial to building and maintaining positive relationships and to creating safe environments that allow students to learn most effectively.

Our ultimate aim is to produce students who are well rounded and are suitably prepared to take their place into our dynamic local, national and international community – wherever the future takes them.

Central to our ambition is the wish to meet the needs of young people in our region of the west of England and to prepare them for adult and working life in the 21st century with an ambitious learning experience that motivates and facilitates growth.

Curriculum Aims:

We want our curriculum to inspire and challenge all learners and prepare them for the future. Our aim is to develop a coherent curriculum that builds on young people's experiences in the primary phase and that helps all young people to become successful learners, confident individuals and responsible citizens who can contribute to their community into the future, wherever that might be locally, nationally or internationally.

SBL Academy's curriculum strives to:

- ✓ Progress, build and challenge from the primary school experience of our students, wherever possible.
- ✓ Help students understand the world in which they live.
- ✓ Help students develop lively, enquiring minds, an ability to question and argue rationally and an ability to use the knowledge they have and apply it to tasks and physical skills to show what is understood.
- ✓ Provide equal access for all students to a full range of learning experiences beyond statutory guidelines.
- ✓ Offer a diverse range of advice, inspiration, challenge and a healthy mix of success and failure to facilitate human growth and development for all students.
- ✓ Help students to develop personal values, respect for the faith of others and an acceptance that people in our own community, country and world community have a range of beliefs and different ways of life.
- ✓ Take into account each individual's potential, disadvantage and wider physical need.
- ✓ Develop a specific curriculum for Key Stage 3 (years 7, 8 and 9) which will build on the core skills of numeracy and literacy and develop the knowledge, understanding, character and skills of all students.
- ✓ Allow every student to follow a route that could lead to attending university or other higher education institutions through one of our KS4 pathways and post-16 experience. KS4 and KS5 experience will challenge students and meet the needs of the wider communities in our region and therefore the UK as a whole.
- ✓ Lead to qualifications that are valued by employers and by higher education as well as promote human growth and development.
- ✓ Ensure continuity and progression during each year and between phases therefore increasing students' choice and opportunity. Prepare students to make informed and appropriate choices at the end of KS3, KS4 and post-16.
- ✓ Design a post-16 curriculum, not constricted by the curriculum offer from the school alone but incorporating other schools/providers which may be in partnership with the school.
- ✓ Fulfil statutory requirements.

Specifically, we want our curriculum to help our students to:

- ✓ Be challenged and stretched to achieve their potential;
- ✓ Achieve high standards and make good progress as a minimum;
- ✓ Enable those not achieving expectation to narrow the gap and catch up with their peers;
- ✓ Have and be able to use high quality day-to-day skills, including spoken and written; literacy, numeracy and IT skills as well as providing practical opportunities to demonstrate skills and understanding;
- ✓ Enjoy and be committed to learning, to 19 and beyond.

Teaching and Learning – The Essentials:

Purpose

- ✓ If an exercise book or folder is being used, the date and title should be underlined
- ✓ Students know what they are learning and why, enabling them to reach and exceed expectations
- ✓ High quality feedback is given regularly and routinely in-line with the Assessment and Feedback Policy enabling students to make progress and improve their outcomes
- ✓ Self and peer-assessment will contribute to positive student outcomes

Active students

- ✓ Effective, targeted questioning will enable students to make progress

Challenge and support

- ✓ Mint Classroom is used by teachers to meet the needs of all students in a group
- ✓ Where possible, differentiated learning outcomes are shared with the students and relate to current assessed grades or targets. Students may have differentiated starting points for learning, and/or differentiated expected learning outcomes
- ✓ Lessons are carefully planned and tailored to ensure all students can meet or exceed differentiated learning outcomes
- ✓ Achievement Coaches are deployed effectively to contribute to and enhance the learning

Engagement

- ✓ Ready to learn is used effectively to ensure good classroom behaviour
- ✓ Using all available data/information, engaging activities are well-planned to create, challenge and extend curious learners

The Essentials

Tracking the progress of learners:

Progress data is tracked across the academic year, and used meaningfully by every teacher to inform planning, enabling them to tailor lessons and appropriately challenge and meet the needs of all learners.

- ✓ Each term, the most current assessment data will be used to inform the teacher's annotations of relevant information, including current assessed grades and any barriers to learning, on a printed Mint Class profile
- ✓ Other relevant information such as SEND strategies/pastoral information will be used to inform planning
- ✓ Other relevant data such as recently populated progress tracking spreadsheets used within the department, or SIMS or SISRA
- ✓ Best practice could include such additional student information as a pen portrait of learners
- ✓ Teachers will collate this information and be able to share it with their CTL and/or SLT link upon request.

The Learning Environment:

Meet and greet all students at the door

Purpose:

- ✓ Set the tone for the lesson
- ✓ Corridor supervision
- ✓ Check and challenge uniform
- ✓ Improve relationships
- ✓ Repair relationships
- ✓ Take opportunity to facilitate a fresh start for a student – if needed

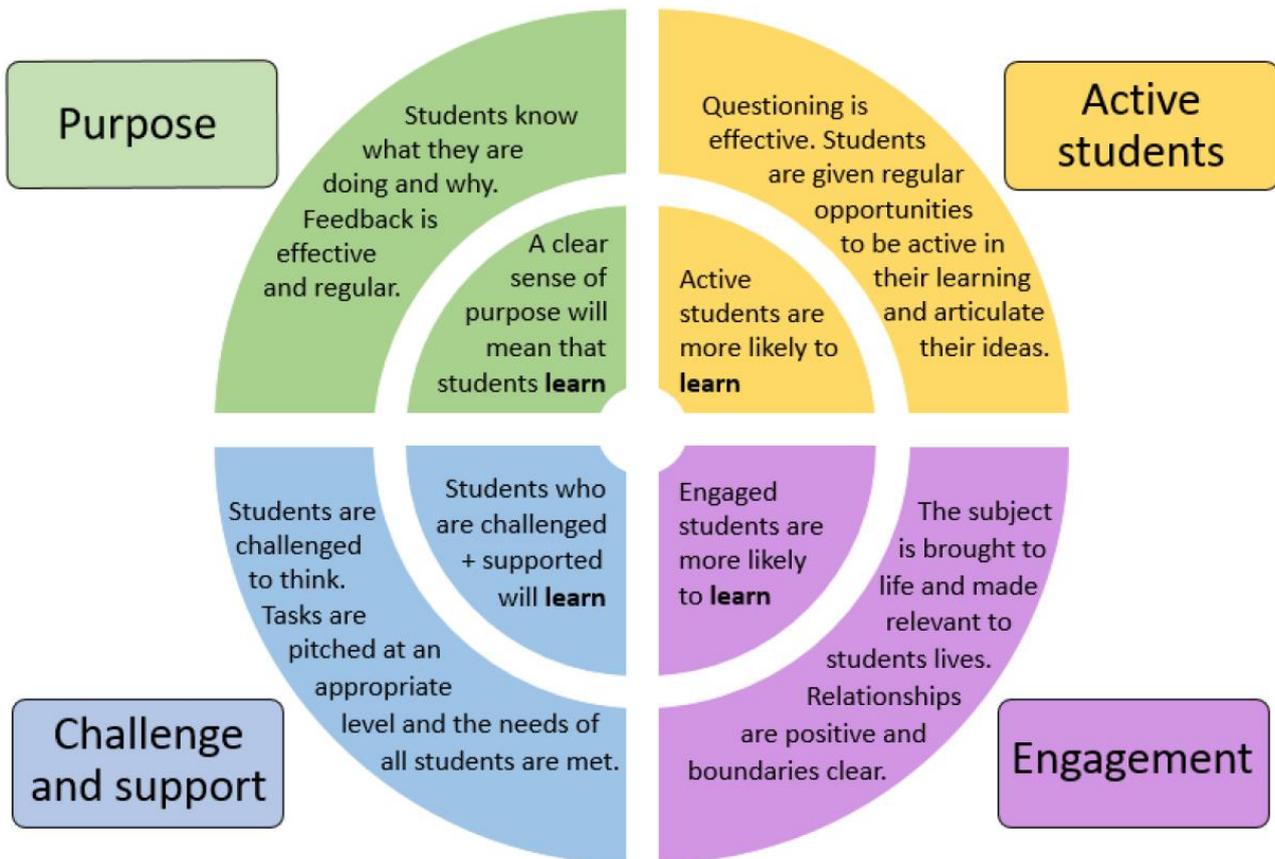
Routine:

- ✓ Reinforce Ready to Learn expectations
- ✓ Introduction: an overview/the BIG picture of the lesson[s]
- ✓ Lesson Objectives and Expected Learning Outcomes shared with the students if (possible displayed)

Starter:

- ✓ Do-Now/5 A Day etc. as appropriate to engage the learners and harness their interest in the lesson
- ✓ Short and succinct, if appropriate, to facilitate appropriate pace at the beginning of the lesson
- ✓ Recap on prior learning, if appropriate.

Teaching and Learning – The Wheel of Essentials:



Assessment and Feedback

Overarching Principles of Assessment and Feedback at SBL

Feedback is most effective when it is regular and students are routinely given opportunities to respond to it, leading to a positive impact on progress outcomes for all learners. Time for students to respond to high quality feedback must be clearly planned for in a lesson and the teacher will adapt subsequent lesson[s] accordingly.

Quality feedback will enable each student, irrespective of starting point or any barriers to learning to make progress, impacting positively on their outcomes, by targeting an area for development such as acquisition of skills or knowledge enhancement.

Evident in all books and folders:

- ✓ A tracking sheet inside the front cover of an exercise book or at the front of a folder, providing an overview of progress over the academic year, in relation to student performance tracked against Starting Points in KS3, GCSE targets in KS4 or course targets in KS5. The tracking sheet will include explicit reference to Starting Point or target.
- ✓ Success Criteria used regularly and routinely with students to facilitate progress and improvements in outcomes, before *and* after assessment opportunities.
- ✓ Meaningful green pen response to feedback opportunities by students.
- ✓ Red or purple pen marking and assessment by the subject teacher.
- ✓ Blue or black pen to contrast with the colour being used by the student if an AC is scribing. The AC will also sign their name in the margin to indicate they have scribed the work. The AC will use red or purple pen if they are marking or assessing the student work, and again sign their name in the margin to indicate they have marked the work.
- ✓ Neat and well-presented work in books and folders, evidencing students take pride in their learning.
- ✓ Literacy marking to improve the quality of written communication for all learners, particularly if it is evident poor literacy could have a detrimental effect on progress outcomes.

Each Curriculum Team will have a further one- page overview. This will outline in more detail what assessment and feedback will specifically look like in their subject and how these essentials have been implemented in their subject and will be consistently applied across the team.

SBL Home Study Policy 2018-19

The importance of Home Study

Home Study is work that students complete at home. At SBL, we believe that it is very important in helping a student to achieve their full potential. We also believe that Home Study, and the independent learning skills that it requires, have important roles in instilling a lifelong love of learning in our students. Over the course of a student's time here, we will help them to develop the organisation skills, discipline and independence that they need to take real ownership of their own learning. With the support and guidance of their teachers, they will then be able to prepare themselves effectively for their external exams in year 11 and beyond. From the moment a student gets a place at SBL, the expectations regarding work at home, its importance and how to do it effectively are made clear.

What does Home Study at SBL look like?

Curriculum teams work together to develop programmes of Home Study for students that enable them to learn effectively and make good progress. It is crucial that students can see the value in the work they are doing at home. Effective Home Study will look slightly different in different subject areas but will always meet one or more of the criteria set out below:

- Home Study that enables students to develop their numeracy and literacy skills
- Home Study that enables students to prepare for lessons or consolidate learning
- Questions that enable students to apply their learning and prepare for examinations
- Home Study that helps students to develop their revision skills (students should be given clear direction in how to do this and not simply told "to revise")
- Home Study that helps students to develop a love of learning

The recording of Home Study

All Home Study tasks are recorded on our parent communication portal Insight. Parents and carers are then able to see the work that students need to complete and help them to organise themselves. All tasks will be set along with any attached resources that are needed and a deadline for completion. Training is provided to ensure that all staff are able to use this system.

Some teachers choose to use Google Classroom as a mechanism of sharing and taking in work. It is a fantastic platform that makes it really easy for 'live' feedback to be given to students. Where Home Study is set for students on the Google Classroom, details of the work must also be recorded on Insight including a deadline for completion and either a link to the google classroom page itself or clear instructions as to the task and how it needs to be completed.

Sanctions

When a student fails to complete a Home Study task by the deadline or the Home Study they have completed doesn't reach the required standard, the teacher is required to record this on SIMS using a 'Y' code. 40 minute detentions are set centrally for students if the issue is repeated more than once within a 1 week period. Failure to attend this detention will then result in a 60 minute detention being set and failure to attend this re-arranged detention will result in a day spent in the Isolation Room. If a student misses 4 or more Home Study deadlines within a 1 week period they will be set a 60 minute detention..

If it is feasible and appropriate, students will be able to complete the Home Study task in question during the detention that is set for them. Where this is not possible, students will still be expected to complete the outstanding task in their own time although no further sanctions will be set regarding the piece of work.

Overcoming barriers to Home Study

We recognise that working at home can be easier for some than others. We are also conscious that our students will have different resources available to them at home. No Home Study tasks will be set that discriminate in any way or require resourcing for which some students don't have access. For example, alternatives will be provided for students who don't have access to the internet.

The Library will be open until 4.30pm on Tuesdays, Thursdays and Friday so that students can complete Home Study. There will be computers and iPads available for students so that they can access Insight and complete any tasks that require this technology.

The frequency and quantity of Home Study

All Home Study should be set in accordance with the Home Study timetable which is published at the beginning of each school year. Please see the section below 'flexibility in the timetable' which details the flexibility that needs to be built into the Home Study timetable, particularly with Key Stage 4 groups.

Key Stage 3

At Key Stage 3, students are expected to complete approximately 45 minutes to 1 hour of Home Study work per day. Each evening's Home Study will usually comprise of tasks in two different subjects, each being approximately 25-30 minutes in length. We strongly recommend that Home Study tasks are completed on the night they are set even if the deadline is some distance in the future. This will prevent Home Study tasks 'piling-up' and causing unnecessary stress for our students.

Different subjects set different amount of Home Study each week and these approximate guidelines are outlined in the table below:

1 approx. 25-30 minute activity/week
English
Maths
Science
French or German
Technology
English/Cross-curricular reading time
1 approx. 25-30 minute activity/fortnight
History
Geography
PE
Music
Info. Tech.
Performing Arts
Art
Values and Beliefs
Home Study not set
PSHE

Appendix:

Year	Subject	No of lessons per fortnight	Subject	No of lessons per fortnight
Year 7	Mathematics (set)	7	English	7
	Science	6	PE	4
	Technology	4	Art	2
	Languages	5	Geography	3
	History	3	IT	2
	Music	2	Performance	2
	PSHE	1	Values & Beliefs	2
Year 8	Mathematics (set)	7	English	7
	Science	6	PE	4
	Technology	4	Art	2
	Languages (set)	5	Geography	3
	History	3	IT	2
	Music	2	Performance	2
	PSHE	1	Values & Beliefs	2
Year 9	Mathematics (set)	7	English	7
	Science	6	PE	4
	Technology	4	Art	2
	Languages (set)	5	Geography	3
	History	3	IT	2
	Music	2	Performance	2
	PSHE	1	Values & Beliefs	2

Year	Subject	Per cycle	Core or Optional	Subject	Per cycle	Core or Optional
Year 10	Mathematics (set)	8	C	English Language & Lit	9	C
	Science (Combined)	10	C	Science (Triple)	3	O
	PE (non-examined)	3	C	Art & Design	5	O
	Computing	5	O	German	5	O
	Geography	5	O	French	5	O
	History	5	O	Engineering Manufacture	5	O
	Product Design	5	O	PE (examined)	5	O
	Performance Skills	5	O	Philosophy (RS)	5	O
	Business & Enterprise	5	O	Health & Social Care	5	O
	Hospitality & Catering	5	O	PSHE via tutor time		C
Year 11	Mathematics (set)	8	C	English Language & Lit	9	C
	Science (Combined)	10	C	Science (Triple)	15	O
	PE (non-examined)	3	C	Art (Fine Art)	5	O
	Computing	5	O	German	5	O
	Geography	5	O	French	5	O
	History	5	O	Engineering Manufacture	5	O
	Product Design	5	O	PE (examined)	5	O
	Business	5	O	Philosophy (RS)	5	O
	Food & Cookery	5	O	Health & Social Care	5	O
Art (Textiles)	5	O	PSHE via tutor time		C	

Teaching groups, class sizes and grouping by ability

Year 7: Students are placed in tutor groups of approximately 25-30 students and work in these groups for all subjects other than maths where students are grouped by ability to allow for appropriate support and challenge.

Year 8 & 9: Classes are set in Science, Maths and Languages. All other classes are mixed ability.

Year 10 & 11: Classes are set in Science, English and Maths.

The school day starts at 8.45 am and ends at 3.05 pm and consists of five 60 minute lessons split by two breaks one at 11.05am (20 mins) and one at 1.25 pm (40 mins).