

Bullers Wood School for Boys

Teaching and Learning Policy



Ethos and Values

Bullers Wood School for Boys is a school where every boy is able to enjoy and achieve success.

The School exists to provide all boys with high quality learning experiences delivered by teachers who are passionate and able to convey their knowledge effectively and enthusiastically within a stimulating, safe and supportive environment.

Our ultimate aim is to produce well rounded, confident and successful individuals who enjoy learning, make ambitious progress and achieve high quality and meaningful qualifications. We want them to become emotionally resilient and responsible citizens who make a positive contribution to society, including their local communities and the wider world in which they live.

Introduction

In order to achieve this, we recognise that teaching and learning is central to our work as educators and stems from our aims, ethos and vision. We expect all of our staff to deliver high quality, stimulating and dynamic lessons, where all boys are supported, challenged and stretched so that they make significant and rapid progress.

Boys 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, independence and allows all boys to flourish.

Aims:

- To provide a personalised learning experience for every boy that takes full account of their individual needs, interests and aspirations
- To ensure that our boys are active and independent learners who strive to achieve their best in every learning situation
- To ensure that boys are highly literate and numerate, able to apply their skills and knowledge to new and different situations, to achieve well in school and beyond.
- To focus upon continually raising standards of teaching and learning in the school, to inspire and motivate boys and staff.
- To identify and share good practice in teaching and learning across all curriculum areas.
- To provide guidelines for teaching and learning and establish clear criteria for best practice and consistency.
- To improve levels of achievement and attainment as a consequence.

Objectives of policy

This policy exists to clarify what we see as best practice and to clarify the expectations that the school has for staff and boys to ensure that all our boys learn well.

The Leadership Team will:

- Ensure that all boys receive a broad and balanced curriculum based on their individual needs and abilities
- Set priorities and targets for improvement for teaching and learning at whole school level via the School Improvement Plan

- Set high expectations for boys' progress and the quality of teaching
- Support and develop the capacity of staff so that they are empowered to deliver high quality teaching through the provision of effective and relevant CPD
- Be responsible for effective teaching across all subjects and for evaluating the quality of teaching
- Monitor standards of boys' achievements and set targets for improvement
- Analyse, interpret and evaluate data on boys' performance against targets and external comparative data for individuals and key groups
- Observe staff teaching, provide constructive and developmental feedback in a timely manner and provide a programme of support to improve the quality of teaching where appropriate
- Arrange opportunities for collaborative and developmental teaching practices including learning walks, work scrutiny, assessment standardisation and other practices and procedures that contribute to the continual improvement of high quality teaching and learning
- Evaluate and reflect on its own practice seeking the feedback of others

Staff will:

- Be committed to continuous improvement, the sharing of good practice and achieving the best outcomes for each boy
- Support, challenge and stretch boys to achieve their best
- Have a detailed understanding of the learning needs of each boy
- Model the behaviour expectations set out in the School's Behaviour Policy
- Establish and promote positive behaviour
- Use seating plans
- Provide high quality, dynamic and stimulating lessons
- Provide high levels of interaction for all boys
- Provide regular and meaningful home learning
- Provide opportunities and guidance to apply and develop literacy, oracy and numeracy
- Differentiate work, resources and engagement strategies for boys. This includes differentiation within lesson planning for boys in the same lesson
- Provide high quality feedback (see ARR policy)
- Work collaboratively to ensure consistency in skill development by identifying and sharing best practice in teaching and learning across all areas of the curriculum
- Develop a range of teaching and learning styles that establishes an exciting learning culture
- Listen to boys' views and be open to their opinions
- Evaluate and reflect on the quality and effectiveness of their own teaching

Learning Support Assistants will:

- Work collaboratively with the class teacher in planning for learning and teaching
- Support boys in specific aspects of their learning as agreed with the subject teacher
- Model the behaviour expectations set out in the School's Behaviour Policy
- Promote positive behaviour
- Evaluate and reflect on the quality and effectiveness of their own practice

Boys will:

- Arrive to lessons on time.

- Be ready to learn by bringing the correct equipment e.g. books and homework to support their learning.
- Ensure that mobile devices are 'off and away' unless specifically instructed otherwise by their teacher
- Be a good role model
- Participate fully in lessons
- Listen to others and expect to be listened to
- Look after the buildings, displays and equipment
- Follow instructions, first time
- Strive for continuous improvement
- Support each other (and their teacher) so that all learn effectively
- Take an active part in learning within and beyond the classroom
- Take pride in developing and applying their literacy, oracy and numeracy skills across the curriculum
- Be enthusiastic, resilient and responsible in learning and improving skills
- Respond positively to feedback and improve their work as a result of effective feedback
- Rise to challenges, working collaboratively and supportively

Parents and Carers will:

- Work in partnership with the School in all aspects of their sons' education
- Support school initiatives which involve collaborative working to raise boys' achievement
- Encourage and support their sons to meet their potential
- Attend consultation evenings and other events/meetings to discuss their sons' progress

Procedure

Lessons will only lead to the progress of boys if they have clear direction over time and will only meet the individual needs of boys if they are planned for. Therefore staff must provide evidence that lessons have been planned. Staff with responsibility for whole school literacy and numeracy must provide clear guidance and support on the topics, skills and concepts to be delivered and resources that meet the needs of all boys.

Lesson plan templates are available to assist staff and provide them with a structure and support for lesson planning that they can have confidence in. Staff are not directed to use these templates but where they do not use them, staff must be able to provide evidence of planning to at least an equivalent standard.

Completing lesson plans in advance will also give other staff involved in the lesson e.g. LSAs, the opportunity to familiarise themselves with their roles, the subject and the expected outcomes so that they can contribute more effectively.

Staff are encouraged to share their lesson plans and resources with others. Heads of Department are encouraged to prepare, in collaboration with others, skeleton lesson plans for schemes of work.

Staff should maintain exemplars of good and outstanding work, work showing clear progress, creativity or other positive features. They should also maintain data and records to inform planning and improving their own teaching practice.

Planning and Preparation:

- All lessons should be planned carefully and be part of an overall scheme of work that is accessible to all other staff in the subject area
- All lesson plans should demonstrate how lessons build on students' current knowledge, understanding and skills so that sustained progress can be made by boys
- Activities and tasks should be planned to reflect a well-balanced range of activities including a range of teaching and learning styles that takes into account the individual learning needs of boys
- Differentiation strategies must be evident
- The use of resources, including ICT, must be carefully planned to enhance learning
- A variety of active questioning techniques should be used and, where possible questions should be pre-planned
- All teachers should have an in depth knowledge and understanding of the scheme of work

Teaching

All staff should use a range of teaching strategies which:

- Make learning enjoyable, dynamic and stimulating leading to progress
- Takes account of different learning styles, as well as teaching boys how to learn in a variety of ways and recognise what they need to do when a teaching style is making it difficult for them to access and understand what is being taught
- Encourages boys to work collaboratively with others
- Equips boys with the skills to work independently
- Nurtures boys' creativity
- Use positive behaviour management strategies and encouragement, including praise and rewards so that boys achieve
- Takes account of individual targets and aims to ensure that boys make significant progress
- Includes regular opportunities for learners to demonstrate their learning, understanding and progress

Assessment, Marking and Feedback (see ARR policy)

Teachers should:

- Assess boys' work regularly, according to the schools Marking and Feedback framework
- Use the analysis of assessments and tracking data to inform and structure their planning, teaching and intervention strategies
- Provide clear formative and summative feedback to boys so that they know what to do to improve
- Use of data effectively to inform boys, parents and other staff of boys' progress towards their targets.

Effective lessons

Lessons are expected to:

- Support learning
- Be enjoyable and stimulating
- Be informed by prior learning to ensure boys make progress
- Have a clear structure
- Make success criteria explicit to all boys
- Make learning outcomes evident and clear to all boys
- Contain elements such as plenaries and mini-plenaries which allow boys to summarise their learning and teachers to assess their progress so that they can help boys to improve
- Allow boys to develop over time and practice higher order thinking skills such as creativity, problem solving, decision making and application
- Be differentiated for the individual needs of boys by task, resource and/or outcomes
- Use student voice
- Use stimulating resources which engage boys
- Use ICT to support and enhance learning where appropriate
- Provide pace and challenge
- Use effective questioning, feedback and reflection techniques to engage, challenge, encourage and develop boys understanding and progress
- Incorporate literacy, numeracy, ICT skills, British Values, SMSC where appropriate
- use other staff effectively

The Physical Environment

All teaching areas are expected to be kept to a high standard. Equipment necessary for learning activities should be set out and be available at the start of each lesson. Noticeboards, posters and displays should be kept up to date, relevant to the learning taking place and should where possible be used during lessons to help boys make better progress. Staff should use displays of boys' work as a reward and motivation tool.

Staff should make physical areas welcoming and interesting to boys. At the start of each lesson, boys should line up outside the classroom in an orderly fashion and the teacher should meet and greet them, promptly, at the door at the door. Boys should enter and stand behind their desks and wait to be instructed to sit down.

Transition areas such as corridors, are also effective places to support learning and staff are encouraged to make the most of these areas.

Missing, damaged or dangerous items or resources should be reported to line leaders as soon as they are noticed.

Quality Assurance

A robust quality assurance process will ensure that the quality of teaching is continually improving so that outcomes for boys also continually improves. Everyone involved in teaching is expected to contribute to this quality assurance process. Formally, this will be devolved

through the line leadership structure as part of the Performance Development cycle. It will also form part of department and developmental self-review process where teams will work collaboratively to improve the quality of their teaching and learning.

Through an ongoing cycle of Continuing Professional Development staff should:

- Update their subject knowledge regularly
- Explore new areas, skills and concepts that are relevant and could be used to engage and enable boys to make greater progress
- Keep their teaching practice and strategies up to date with current and proven educational thinking
- Actively discuss and share good teaching and learning practice
- Proactively contribute to their own CPD needs
- Actively engage and participate in staff training
- Contribute to the delivery of staff training where possible
- Support the development of other staff through collaborative planning, shared developmental learning observation, learning walk and work scrutinies

This policy should be read alongside the following documents:

School and Team Improvement Plans

Behaviour Policy

Marking and Feedback Framework

Assessment, Recording & Reporting Policy

Performance Development

CPD Protocols