



BROADSTONE MIDDLE SCHOOL

POLICY :

Teaching and Learning

Author: Head Teacher

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BROADSTONE MIDDLE SCHOOL
Teaching and Learning Policy

At Broadstone Middle School, our aim is to prepare children for ‘**a life well lived**’. Four pillars underpin all of the actions and decision we take when designing and developing our practice.

Knowledge Acquisition – The disciplinary and substantive knowledge to make sense of the world around us

Preparation for Work – Being ready to successfully contribute to the economy

Self-Agency – The feeling of being in control of our actions and the consequences they have on our lives

Taking Positive Action – Understand our place and impact on the world

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1. Policy Aims

This policy aims to enable teachers and classroom based support staff to:

- ✓ Ensure that pupils are provided with high quality learning experiences that lead to consistently high levels of pupils learning and achievement
- ✓ Apply the principles underpinning how pupils learn most successfully in every lesson plan and scheme of work
- ✓ Provide a foundation for much of the school's work in establishing consistency, continuity/progression and high expectations
- ✓ Provide a common language and understanding of what makes outstanding teaching within a personalised learning framework.

2. Principles of Learning

The principles are:

- ✓ Based upon John Hattie's research of Visible Learning
- ✓ Piagetian Theories
- ✓ The impact of solo taxonomy in the classroom

John Hattie believes in 4 key principles of learning:

- ✓ Understand impact of mind-set (challenging teacher perceptions, growth mind-set)
- ✓ Understand impact of relationships (student centered approach – warmth, trust, understanding)
- ✓ Understand impact of feedback (TIP's, feedback to teacher, verbal feedback, pupil conferencing)
- ✓ Understand how we learn (metacognition, solo, Piaget)

Piaget proposes three major phases to how student thinking develops. To achieve cognitive acceleration through these stages you need to ensure:

- ✓ The intervention must provide some cognitive conflict (we will use success criteria to plan and challenge trackers to confirm this conflict)
- ✓ The intervention must encourage students to be metacognitive (we are explicitly developing metacognition)
- ✓ The intervention must encourage social construction (we use pedagogical approaches including worthwhile classroom dialogue)

Solo Taxonomy explains the cognitive developmental stages within the learning process (we are explicit about pupils being novice, capable, confident and proficient)

3. Effective and Highly Effective Teaching and Learning

We believe effective and highly effective teaching and learning is dependent upon the following pedagogical approaches:

- ...building on what pupils already know
- ...regular and effective verbal feedback
- ...higher-order activities that challenge thinking
- ...high quality questions from adults and pupils
- ...pupils being clear on 'what' and 'why'
- ...explicit development of metacognition
- ...pupils having a chance to construct their own learning

...variation in strategies during the process
...worthwhile classroom dialogue

All conversations around learning are related to these pedagogical approaches. Teachers performance will be aligned with these processes.

4. **Planning**

In order to maximise pupil progress, teaching needs to be responsive with teachers planning activities in the light of how far pupils got with their previous learning and how many pupils understood the learning intentions. Subsequent lessons need to build upon this professional knowledge. Pupil data is also of paramount importance to ensure ALL pupils are achieving as much as their potential suggests every lesson.

Our expectations of planning are:

- ✓ We plan collaboratively
- ✓ Agree a collective view of what constitutes Developing ARE (Catching Up), ARE (Keeping Up) and Greater Depth (Broadening Out)
- ✓ Planning builds on what pupils already know
- ✓ The focus of planning is to support the learning process and therefore should not be task orientated
- ✓ We plan to meet all levels of cognition and carefully consider scaffolding, as well as students who require a fully differentiated curriculum
- ✓ Planning should be reflective of feedback from pupils (via the challenge tracker and used as research material to continually assess our impact on learning)
- ✓ Critique our planning to assess its impact upon learning

5. **Behaviour for learning**

Research is very clear about the impact of relationships on learning. As such, we must manage behaviour to ensure a highly effective learning environment. We encourage a 'student centred approach' which has, warmth, trust, empathy and positive relationships at its core.

This can be achieved by:

- ✓ Establishing routines and promoting positive behaviour in and around the classroom
- ✓ Ensure a calm and orderly entry and departure
- ✓ Using positive behaviour management strategies
- ✓ Following the school behaviour policy to ensure consistency
- ✓ Establishing and maintaining good relations with pupils
- ✓ Using positive praise, sanctions and rewards fairly and consistently
- ✓ Getting to know each child as an individual
- ✓ Supporting and encouraging pupils to embrace the whole learning experience, including fulfilling wider responsibilities and engaging in further opportunities

6. **Assessment and Feedback**

In order to provide pupils with effective assessment feedback, which supports improvement and progress, teachers need to provide formative feedback and facilitate pupils' understanding and development towards the set target. This can be achieved by having learning intentions that:

- ✓ Are shared and understood by all pupils
- ✓ Are referred back to and reinforced as the lesson progresses
- ✓ Are measured in terms of the degree that they are met, with teaching which is adapted accordingly
- ✓ Have clear success criteria which supports the students to achieve the learning intention

This can be achieved by providing feedback that:

- ✓ Is regular, positive and acknowledges the learning achieved
- ✓ Provides next steps to improve learning through the yellow TIP box process
- ✓ Is individualised to meet pupils' needs
- ✓ Allows children to reflect upon their learning and strategies applied
- ✓ Allows peer and self-assessment so pupils can measure their own, and other's progress against learning intentions and set targets for improvement
- ✓ Feed forward forms

At Broadstone Middle school a measure of achievement is:

A pupil has achieved a standard of Age Related Expectation (Keeping Up) when they have achieved the learning intention and shown they are keeping up with the curriculum.

Equality Impact Assessment

This policy has been reviewed with the equality impact considerations as laid down in the school's Equality Policy.