



Teaching and Learning Procedure

This procedure serves all school aims but notably the following aims for students:

- *Challenges and inspires students to achieve beyond their initial expectations.*
- *Promotes an enjoyment of learning that stays with us for life.*

This procedure is a statement of how learning and teaching should take place at Bradon Forest School. Its aim is to create consistency, coherence and continuity in the quality of teaching and learning expected in our school. This document reflects what Bradon Forest values and what it believes is important to deliver an inclusive education to all students.

The procedure is covered in six key sections:

1. Introduction
2. Learning
3. Teaching
4. Translating Procedure into Practice (Ten Observable Indicators)
5. Roles and Responsibilities
6. Monitoring, Evaluation and Review

Section 1. Introduction

Bradon Forest School is a community with learning at its heart. We believe that:

- Everyone is capable of learning effectively.
- Learning is the shared responsibility of teachers and students, supported by parents/carers.
- Effective learning is where students make progress and achieve at least in line with their potential, and take responsibility for themselves as learners.
- Effective teaching is that which facilitates at least expected progress for the full range of learners within teaching groups.

This procedure aims to ensure that all students routinely experience high quality learning and teaching, enabling all to achieve their full potential. All students are entitled to learn and achieve in lessons, regardless of attainment, gender, ethnic origin, socio-economic status, disability and special education needs.

This procedure sets out what constitutes:

Objectives

- An appropriate classroom climate within which effective learning and teaching can take place.
- Provides a framework for teachers and support staff within which to develop excellent strategies, techniques and skills.
- An outstanding lesson (in terms of both learning and teaching).
- Monitoring and evaluation procedures to ensure that all students make at least expected levels of progress, are challenged at all times and consistently experience high quality lessons.

Outcomes/Objectives

- Students experience a consistent standard of quality in lessons.
- All staff and students have an understanding of what outstanding lessons look, sound and feel like.
- All staff are accountable for quality learning and teaching.



Section 2: Learning

'Learning is a messy business. Children do not learn in easy linear steps' Sir Ron Dearing.

Learning is a dynamic process incorporating exploration, practice, application of new knowledge and skills, and the exploration of a range of attitudes and values.

Bradon Forest is a school which recognises the importance of teaching students how to learn effectively. All teachers, tutors, teaching assistants and staff interacting with students are expected to contribute to this process, use recent research and actively pursue appropriate training and development in learning research.

Teachers at Bradon Forest aim to develop Learners who:

- follow the Bradon values of CARE
- do not fear failure but learn from it and are resilient in their learning.
- become increasingly aware of how they learn through meta cognition and reflection
- take responsibility for and are active in managing their own learning
- are able to set their own targets
- are confident about expressing their thinking and listen to and respect others' ideas
- review their own and their peers' progress and have a very good idea about improvement
- exploit skilfully the opportunities afforded by e-learning to extend their knowledge and skills



Section 3: Teaching

Where learning and teaching is very good, all partners work together to apply key principles but teachers have the pivotal role. Students know and understand what makes a good teacher. These ideas, gathered through student voice, tend to focus on personal qualities and how teachers treat learners.

Qualities of good teachers identified are:

- Aspirational:** genuinely believe that the learner can succeed
- Assertive:** decisive and confident but firm and fair
- Encouraging:** positive and supportive, welcoming genuine error as an opportunity to learn
- Enthusiastic:** believe in the value of learning, in what they are teaching, and enjoy the job
- Humorous:** show humour naturally and put the learner at ease
- Open:** prepared to challenge their own thinking and admit they may be wrong /don't know
- Respectful:** genuinely like young people, care about them, listen to them, enjoy their company and do not use sarcasm or humiliation

An effective teacher will possess the following qualities:

Planning which:

- is concise and takes account of prior knowledge
- affords challenge and opportunities for all to learn at an appropriate pace
- shows clear learning objectives
- makes best use of available resources
- builds in flexibility to take account of the reality of the learning environment and the needs of individual learners
- links class-work and homework

Teaching approaches which:

- engage and stimulate the learner
- allow for regular review of progress toward learning outcomes/objectives
- are varied to match learning needs
- promote positive social interaction and maximise opportunities to work directly with learners in whole class, group and individual situations - SMSC
- embeds e-learning in the learning process



Teacher-learner interactions which are marked by:

- understanding and exploring the bigger picture
- sharing the purpose of lessons and reviewing prior learning
- clear and appropriately pitched explanations, expositions and instructions
- discussions which promote learning and build confidence, giving learners opportunities to express their thinking, use their initiative and challenge ideas
- the effective use of praise and the encouragement and valuing of all contributions

Questioning which:

- is skilful and excites the curiosity of the learner
- allows time for thought
- involves all learners and challenges them
- ascertains where learning went wrong if weaknesses are apparent
- values all genuine responses and exploits them to promote further understanding

Assessment which:

- is well matched to clearly identified purposes and encourages learners
- emphasises the formative, celebrating what has been achieved and identifying what has still to be achieved to progress
- is an appropriate blend of self, peer and teacher feedback
- provides useful information which is regularly shared with learners, and where appropriate, parents/carers and partner professionals
- is formal (tests/exams...) and informal ('taking another look'/peer review...)
- is recorded only where practicable and where there is a clear educational need

Learners who:

- do not fear failure, learn from it and are resilient in their learning.
- become increasingly aware of how they learn and are and become self regulators
- take responsibility for and are active in managing their own learning
- often set their own targets
- are confident about expressing their thinking and listen to and respect others' ideas
- review their own and their peers' progress and have a very good idea about improvement
- exploit skilfully the opportunities afforded by e-learning to extend their knowledge and skills

Section 4: Translating Procedure into Practice

Ten observable Indicators for all our SPIG groups to show good practice is taking place

The procedure sets out ten criteria used to judge teaching and learning which have been discussed and agreed by staff.

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|------------------------------------------|---------------------------------------------|
| 1. Subject Knowledge | 6. Classroom Management |
| 2. Lesson Planning | 7. Effective Questioning |
| 3. Use of Resources | 8. Feedback/Response to Students |
| 4. Range of Teaching Styles | 9. Homework/Extension |
| 5. High Expectation and Challenge | 10. Assessment of Students' Progress |



Ten Observable Indicators to Show Good and Outstanding Practice Is Taking Place

1. Subject Knowledge

- *Good subject knowledge is applied consistently to challenge and inspire all students with correct subject terminology modelled by teachers and learners.*
- *Subject knowledge is used to anticipate and respond to potential barriers to learning and to intervene as appropriate to ensure progress is made by learners.*
- *Subject knowledge is exemplified through exploitation of current events and cross-curricular links.*
- *Real world examples used where possible. SMSC opportunities are taken.*
- *Subject knowledge is used by teacher to ensure learners understand the 'big picture'.*

2. Lesson Planning

- *Includes learning objectives/outcomes shared in every lesson with band/grade/skill related success criteria where appropriate.*
- *Addresses the needs of all students through a range of techniques to include use of student band data to inform planning, differentiation and a range of learning styles.*
- *Incorporates flexibility of planning, pace and challenge to maximise individual student progress.*
- *Effective deployment of creative learning resources to motivate and engage learners.*
- *May incorporate opportunities to reinforce cross-curricular skills including Literacy, Numeracy, SMSC, E-learning where appropriate.*
- *May include a purposeful plenary used to assess the progress made against the objectives and learning criteria.*

3. Use of Resources

- *Appropriately differentiated resources are used to support differentiated tasks for our SPIGs and their learning.*
- *Use of technology will be used in a selective way to support and enhance the learning process.*
- *Interactive learning tasks will feature a wide range of mediums (eg whiteboards, traffic lighting etc). E-learning to be used as appropriate.*
- *There is effective and consistent, deployment of other adults (eg teaching assistants and trainees.)*

4. Range of Teaching Styles

- *Lesson plans make use of a range of engaging, inspiring, creative and current resources.*
- *Teaching methods used enable all students to learn effectively with a range of active learning opportunities being the norm as opposed to passive learning. These could include:*
 - *Group Work*
 - *Modelling*
 - *Role Play*
 - *Student led discussion*
- *A range of new technologies are used to enhance the learning process.*
- *A range of roles within the classroom eg facilitator/instructor/coach/students leading learning.*
- *Opportunities are used to develop sustained concentration and increase resilience.*

5. High Expectation and Challenge

- *Large majority of students are fully engaged, show enthusiasm and make good progress in the lesson.*
- *There are consistently high expectations in behaviour and progress for every student, regardless of their starting point.*
- *There are opportunities for students to work independently on tasks that engage, extend and challenge them resulting in increased resilience.*
- *Confidence is developed through regular praise and reward of house points, resulting in students responding positively to challenge within the lesson.*



6. Classroom Management

- *Classrooms will be dynamic learning environments with topical relevant materials on display.*
- *Lessons start promptly and conclude on time with teacher greeting students at the door.*
- *Starter activities could be used to ensure learning starts 'promptly'.*
- *Evidence of clear routines and classroom organisation that learners are familiar with.*
- *Consistent application of school behaviour policies ie praise and rewards, and appropriate sanctions.*
- *Plenaries could be used to check individuals and groups learning to inform next stage of learning/lesson.*

7. Effective Questioning

- *Teachers listen to, observe and regularly question learners throughout a lesson to promote engagement/learning and to gauge progress of individuals and groups.*
- *Range of questioning techniques used, with an appropriate proportion of differentiated and higher order questions in evidence.*
- *Thinking time is allowed before expecting an answer and answers are developed to provide opportunities to develop discussion and further analysis.*
- *Learners are encouraged to ask questions of each other and the teacher to develop their own ideas/understanding.*
- *Questions specifically aimed at PP, More Able students and boys.*

8. Feedback/Response to Students (refer to BFS Feedback & Marking Procedure)

- *Band descriptors, in student speak, are accessible to all students and are regularly referred to when sharing learning objectives.*
- *There are opportunities for feedback in every lesson. These might incorporate peer, self or teacher assessment via a range of AFL activities.*
- *Books are marked in accordance with the school and faculty procedure.*
- *Students should be given opportunities to respond to marking (RTM) and record improvements*
- *Feedback/response should lead to the establishing of SMART targets which lead to an aspirational challenge for all students, regardless of ability.*

9. Homework/Extension Tasks

- *Should be set via 'Show my Homework' to develop opportunities for student understanding of progress and the criteria for improvement.*
- *Should be appropriate, relevant utilising a variety of tasks/mediums to develop learners understanding.*
- *Peer marking of homework could be used to further develop understanding of learning objectives.*
- *Flipped learning should be used to prepare students for their next lesson.*

10. Assessment of Students' Progress

- *Feedback and marking are clearly linked to the success criteria and individual student's progress.*
- *Variety of AfL strategies (peer, self, teacher, mini-plenaries, plenary) embedded throughout the lesson (and within schemes of work).*
- *Learners should be able to demonstrate/articulate good understanding of what is required for them to make progress including the band/grade criteria where appropriate.*
- *Robust moderation of assessments will be undertaken within departments and teams to ensure consistency of assessment data across both key stages.*



Section 5: Roles and Responsibilities

Students: should be ready and willing to learn in lessons and strive to achieve their full potential.

Teachers: ensure that all students learn effectively and fulfil their potential.

Curriculum/Subject Leaders:

- will provide effective leadership and management to promote the development of Learning and Teaching within their subject area(s).
- are responsible for monitoring the quality of Learning and Teaching within their subject area(s).
- will identify areas of strength and development via the regular discussions on teaching group/student progress with members of their team, link LT meetings and annual/biannual subject reviews reported to Governors.

Leadership Team (LT):

- enable teachers to provide high quality learning and teaching and support Curriculum Leaders to provide effective leadership and management.
- Will provide opportunities for staff to access high quality training to develop aspects of learning and teaching including where appropriate, mentors and/or as a way to share practice and have a professional and reflective conversation with colleagues in a confidential forum. These activities contributing to effective individualised professional development.

Governors:

- are responsible for making constructive contributions to the ongoing development of the procedure,
- for supporting the LT in the QA process for example observation and discussion of the drop in process.
- require the LT to make objective judgements about the impact of this procedure.

Parents/Carers:

- promote effective learning outside of and beyond school, supporting students to achieve their potential.
- Should work with teachers and in order to maximise their child's potential.

Section 6: Monitoring, Evaluation and Review

Monitoring is undertaken through Learning Walks, lesson observations, drop-ins, data analysis, work scrutiny and collection of student voice. Evidence is logged by the teacher onto their Blue Sky account.

Learning Walks are carried out by LT and Curriculum Leaders.

- Data analysis is carried out by the teacher/curriculum leader using SISRA data captures (KS3 x3, KS4 x4 per academic year)
- In formal lesson observations, each teacher is observed for a full lesson once a year
- Work scrutiny and student voice will be carried out by Curriculum Leaders and Link LT.
- The overall quality of learning and teaching will be monitored by Curriculum Leaders/Link LT and used in the school and subject self-evaluation.



LESSON OBSERVATION EVIDENCE FORM

APPENDIX A

TEACHER		OBSERVER(S)	DATE & TIME
Class Detail: B G NO OF STUDENTS IN CLASS <input type="text"/> <input type="text"/> (insert no. of students in each category) E <input type="text"/> EAL <input type="text"/> K <input type="text"/> CIC <input type="text"/> More Able <input type="text"/> PP <input type="text"/>		SUBJECT: YEAR GROUP: ABILITY RANGE:	SUPPORT STAFF/ADDITIONAL ADULT YES <input type="checkbox"/> NO <input type="checkbox"/> What impact is there on student learning?
LEARNING OBJECTIVES:			
Classroom Practice	Subject knowledge Planning – big picture and sequencing: Expectation & relationships: Differentiation (<i>reference should be made to provision for our SPIG groups and boys</i>): Links to Bradon Values, attitudes, world of work and SMSC: AFL: Questioning and meta opportunities: Quality of resources: Literacy, numeracy opportunities:		
Progress:	Work and progress in lesson: Work in books and retrieval opportunities: Engaged in RTM: Students know how to make progress: Progress over time:		
Work Sample:	Marking & Feedback: Completion of RTM: Quantity/Quality of work & books: Do students know the big picture and their next steps?		
Student Voice:	Enjoyment: Barriers to learning: Do students know their next steps? Links to Bradon Values, attitudes, world of work and SMSC:		
KEY STRENGTHS OF THE LESSON		AREAS FOR DEVELOPMENT	
<ul style="list-style-type: none"> 		<ul style="list-style-type: none"> 	



Drop in Feedback Form 2019 2020

Faculty	Member of Staff	Date

Year Group	Staff carrying out Drop in	Seating Plan and Pupil Progress information seen

Areas of Strength:

Areas for Development:

Practice to be shared

Support needed