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Teaching & Learning (Curriculum)

POLICY

BIDEFORD COLLEGE

PRINCIPLES

At Bideford College, we strive to place all learners at the heart of what we do; to provide the best teaching practice available, so that all of our students are equipped with the high level of skills they need in the 21st Century and to create an ethos, in which high expectations help to foster high levels of student engagement and attainment. Above all, we strive to be a fully inclusive learning community, with teaching and learning at the core of what we do, and a community in which every child really does matter.

The College has the following agendas:

- R = Responsibility
- E = Education
- S = Success
- P = Potential
- E = Environment
- C = Community
- T = Technology

'Going for Good'

- P = Planning, Plenary & Progress
- L = Learning & Progress (you can't have too much progress!)
- E = Everyone engaged and enjoying their lesson
- A = Assessment for Learning, Question & Answer – use answers to praise, reinforce understanding & learning, move the lesson on
- S = Smile! Relationships, including behaviour management, 'Restorative'/non confrontational approach
- E = Effort – who's putting most in – You (staff) or them (students).

AIMS

- To bring the 'learning experience' to life for our young people.

- To set in place, 'The Bideford College Teaching and Learning Standard'.
- To improve the effectiveness of our teaching by focusing on how students learn.
- To provide a framework for the planning of effective lessons.
- To provide a clear professional development framework in relation to national standards and expectations.
- To set into place effective monitoring and evaluation procedures linked to national climate.
- To inspire and motivate young people to achieve maximum potential and enrich life chances.

THE PRINCIPLES OF TEACHING AND LEARNING

The principles of teaching and learning that underpin 'The Bideford College Standard' are:

- Including all students in a culture of high expectations and achievement, work is appropriately differentiated (no child left behind).
- Enriching the learning experience by enhancing the development of learning skills across the curriculum (personal, learning and thinking skills).
- Promoting Assessment for Learning (making every child special).
- Developing each teacher's range of teaching strategies and knowledge of how children learn (making learning worthwhile and enjoyable).
- Establishing a culture where all staff reflect on their practice and strive for outstanding.

High quality teaching fosters high quality learning. It stems from effective lesson design whatever the age of the learning, the level of ability, or the subject or skill being learned.

| High quality learning results from high quality teaching and means that students: | High quality teaching results when teachers: |
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| <ul style="list-style-type: none"> • Will make at least good progress. • Are challenged to think, and to draw upon (and develop) personal, learning and thinking skills to enhance, develop and embed, their understanding. • Show high levels of interest and engagement and work purposely. • Have a self-belief in what they can achieve, and express high aspirations for themselves. • Know and are able to talk about what they are learning and identify the next steps they need to take. • Actively assess their own work and that of others. | <ul style="list-style-type: none"> • Know students well and have clearly identified their needs. • Focus and structure their teaching so that students are clear about what is to be learned and how, and how it fits with what they know already (planning and progression). • Actively engage students in their learning so that they make their own meaning from it. • Develop systematically students' learning skills so that their learning becomes increasingly independent. • Use Assessment for Learning to help students to reflect on what they already know, reinforce the learning being developed, and set targets for the future. |

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| High quality learning results from high quality teaching and means that students: | High quality teaching results when teachers: |
| <ul style="list-style-type: none"> Take increasing responsibility for their own learning and progress towards independent learning. Work confidently in a variety of contexts, displaying a range of skills, including independence and inter-dependent working. Are engaged and enjoy the learning experience. | <ul style="list-style-type: none"> Have high expectations of the effort that students should make and what they can achieve. Make the learning motivating by well-paced teaching by using efficient use of time and a variety of activities, and stimulating and challenging activities, matched to a range of learning styles. Create an environment that promotes learning in a settled and purposeful atmosphere, based on mutual respect and high quality relationships. ALL students, regardless of ability, will make good progress. |

A FRAMEWORK FOR HIGH QUALITY LESSONS

Establish the context, purpose and focus of the lesson

- Share learning objectives at the beginning of the lesson (such as “MUST/SHOULD/COULD”) and, where appropriate during the lessons, in language that students can understand, ensuring personalised routes and differentiation.
- To check progress against the learning objectives during the lesson and provide appropriate feedback and reinforcement during plenaries.
- Evaluate lesson outcomes against learning objectives to inform the next stages of planning.

Helping students to know and recognise the standards they are aiming for establishing appropriate expectations and standards

- Draw upon students’ prior knowledge and learning from other subjects and experience.
- Show students’ work that has met the criteria, with explanations why.
- Provide students with clear success criteria and relate it to the learning objectives.
- Model for students what it should look like. For example, exemplify good writing.
- Actively engage students in a discussion about their learning and ways to further extend their understanding of a given topic or skill to attain the next level.
- Set an appropriate level of challenge for all students.

Involving students in peer and self assessment

- Provide opportunities during the lesson for students to talk about what they have learned, and what they have found difficult, using the learning objectives as a focus.
- Provide opportunities for students to work/discuss together, focusing on how to improve.
- Provide opportunities for students to explain the steps in their thinking.
- Provide opportunities for students to reflect on their learning; what, how and why.
- Identify with students the next steps in learning.

Providing feedback

- Emphasise oral feedback, as well as written feedback. Engage students in a discussion about their level of attainment and how to further extend their understanding of a given topic or skill in order to achieve the next level.
- Ensure that feedback is constructive, rather than simply positive, by identifying what the student has done well, what needs to be done to improve, and how to do it.
- Use feedback to set appropriate targets, both next steps and data led.

Providing an appropriate secure learning environment

- Provide opportunities to identify appropriate steps to enable students to see their progress, thus building confidence and self-esteem.

Providing opportunities for reviewing and reflecting

- Choose appropriate tasks and opportunities to gauge learning and understanding (emphasis on process, not just the ‘correct answer’).
- Provide time for students to reflect on what they have learned and understood, and to identify where they are still having difficulties. The plenary is an obvious time for this to happen, but this should also occur at various stages within the lesson.
- Make an active contribution through their learning in a secure learning environment.

Extending learning through homework

- Students should have a clear understanding of the learning objectives and how the homework fits into the sequence of learning.
- Homework should be planned and set, to enable students to become both more independent in their approach to learning, and to encourage the development of their range of personal strategies for learning.
- Students should have a clear understanding of how homework will be assessed, and the assessment criteria.
- There may be times when a homework task to complete work in class might be set, and this is considered to be a valid way to extend students’

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learning. However, there is an expectation that all homework will be carefully planned and sufficiently varied and differentiated, in order to

fully promote a range of learning opportunities for all students.

MONITORING AND EVALUATION OF THE QUALITY OF TEACHING & LEARNING

See APPENDIX 1 attached.

ASSOCIATED POLICIES/PROCEDURES

Assessment Policy
 Careers Education & Guidance Policy
 Cross Curricular Literacy Policy
 Drug Education Policy
 Equal Opportunities & Multicultural Education Policy
 Evaluation & Monitoring Scheme
 Numeracy Policy
 Safeguarding Policy & Procedures
 SEN Policy
 Sex Education Policy
 SMSC Policy
 Work Related Learning Policy

REVISION HISTORY

002 General review (Jul11)
 001 Original document

APPENDIX 1 - MONITORING AND EVALUATION OF TEACHING AND LEARNING POLICY

| ROLE | RESPONSIBILITIES | ACTIONS |
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| <p style="text-align: center;">CLASSROOM TEACHERS Responsible to: HoD</p> | <p>Progress of the students in their classes and for self-evaluation and reflection of their own professional development.</p> | <ul style="list-style-type: none"> • Evaluating their subject knowledge ensuring that they are up to date with current pedagogy and practice. • Evaluating the effectiveness of their teaching and ensuring that they are constantly referring to 'Going for Good'. • Monitoring progress of all students within each lesson by referring to MUST, SHOULD, COULD at key points within the lesson. • Monitoring and tracking cohorts of students within their teaching groups – SEN, CiC, AG&T and FSM students. • Sharing good practice within their departments and ultimately across curriculum areas. • Following the PLEASE ethos in all lessons. • Following guidance of the College's Teaching & Learning Policy. • Being severe in judgements following robust moderation procedures. • Using 'student voice' activities as a means of evaluating effectiveness. • Using data and knowledge of students to inform effective planning. • Using the Venn diagram in reference to planning and intervention for individual students. |
| <p style="text-align: center;">TUTORS Responsible to: HoY</p> | <p>Contributing to and monitoring the well being of students within their tutor group and for providing support and guidance to those students both socially, emotionally and behaviourally. First point of contact for all individual students.</p> | <ul style="list-style-type: none"> • Monitoring the academic progress of students via Progress Day and the reporting mechanism. • Monitoring the attendance of students via the PASS survey. • Setting targets and guiding students on how to improve attainment at Progress Day. • Encouraging students to develop the ability to take responsibility for their own learning; develop independent learners. • Monitoring the behaviour, homework, use of planners, rewards, withdrawals, removals, detentions, unfair and attendance of their tutees. • Using the Venn diagram and other data to inform discussion; mentoring with individual students. |
| <p style="text-align: center;">HEADS OF DEPARTMENT (HoD) Responsible to: Line Manager</p> | <p>Leading, monitoring and evaluating the quality of teaching and liaising with their teams; evaluating standards of students' achievements and setting targets for improvement through the "Going for Good" ethos.</p> | <ul style="list-style-type: none"> • Monitoring the G4G targets for each member of their department. • Ensuring curriculum coverage, tying appropriate matching of students to needs. • Evaluating teaching and planning and using this analysis to identify and share good practice. • Establishing and implementing policies and practices for Assessment for Learning (AfL) within the department. • Analysing and interpreting data on students 'performance', setting targets and ensuring implementation of actions for achievement of individual students and key groups – AG&T, SEN, FSM, CiC. • Monitoring students' work through regular work scrutiny, sampling of homework, class work, student voice and attendance (PASS) to ensure quality assurance. • Observing teachers, G4G, monitoring Performance Management and giving constructive feedback. • Contributing to the Teaching and Learning debate at curriculum Council. • Evaluating progress of teaching and learning targets within department. • Undertaking learning walks Type B – gather 'monitoring' evidence in order to make judgements about aspects of the teaching and learning across the College. • Student trails for specific groups boys, AG&T, CiC, FSM, SEN. |

| ROLE | RESPONSIBILITIES | ACTIONS |
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| HEADS OF YEAR (HoY) Responsible to: Assistant Principal | Monitoring, evaluating and prioritising overall academic, emotional and behavioural progress of students within their year group. | <ul style="list-style-type: none"> Monitoring the progress of students in the year group by referring to reports and Progress Day information. Monitoring attitudes to learning through PASS survey, reports, attendance and data relating to behaviour. Supporting tutors in the identification and monitoring of students needing interventions. Monitoring the work of tutors. Monitoring students' progress Venn diagram with VP (Students & College Performance) and AP (Student Progress) Liaising with relevant HoDS to eliminate underachievement (Venn diagram). Student trails for key groups: boys, AG&T, CiC, FSM, SEN |
| Teaching & Learning Development Manager Responsible to: VP (T&L) | Coaching monitoring the practices of key members of staff as highlighted by VP (T&L) and contributing to the "Going for Good" principles. | <ul style="list-style-type: none"> Leading T&L CPD and highlighting key staff to do such. Monitoring attitude to learning through PASS survey, student voice, evidence of work scrutiny, homework, behaviour. Undertaking students' voice activities with key groups of students, FSM, CiC, SEN, AG&T. Supporting teachers identified by department reviews via G4G, coaching and providing quality feedback to VP (T&L). |
| VP (T&L) Responsible to: Principal | T&L the oversight of "Going for Good", learning walks and lesson observation, CPD, ITT and NQT standards, coaching and mentoring, direction of FMM T&L and in line with this the coordination of support and challenge for individual teachers. | <ul style="list-style-type: none"> Ensuring that all staff are aware of latest OFSTED criteria. Monitoring and evaluating evidence for learning walks. Monitoring and evaluating data produced for lesson observation weekly. Monitoring and evaluating data produced for G4G. Reporting outcomes to LG in order to shape future policies. Liaising with VP (Data and Reviews) with regard to Department reviews and using data from such to support and challenge individual teachers. Ensuring Bideford College achieves 75% good and better lesson observations. To ensure staff graded as inadequate or satisfactory are challenged and an action plan put in place. |
| VP Data and Reviews Responsible to: Principal | Is responsible for the department evaluation process (SEIM) of ensuring judgements are validated in conjunctions with VP (T&L) | <ul style="list-style-type: none"> Ensuring all staff are aware of evaluation processes. All feedback is given with HoDs and VP (T&L). Improvements SEIM to SEIM. |
| LG Responsible to: Governors | Are responsible for overall effectiveness of policies and procedures and ensuring standards of Teaching and Learning | <ul style="list-style-type: none"> Ensure that quality discussion occurs at LG meetings. Ensuring Line Management meeting feature key discussion on Teaching and Learning. |

GLOSSARY

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| AfL | Assessment for Learning | CPD | Continuing Professional Development | HoY | Head of Year | SEIM | Self Evaluation & Improvement Meeting |
| AG&T | Able, Gifted and Talented | FSM | Free School Meals | ITT | Initial Teacher Training | SEN | Special Educational Needs |
| AP | Assistant Principal | G4G | Going for Good | NQT | Newly Qualified Teacher | T&L | Teaching and Learning |
| CiC | Children in Care | HoD | Head of Department | PASS | Pupil Attitude to Self & School | VP | Vice Principal |