



'Let your light shine' Matthew 5:16

Bilbrook CE Middle School

Teaching and Learning Policy 2022-23

Signed by:			
T Wright	Headteacher	Date:	June 2023
J Shulman	Chair of governors	Date:	June 2024

Introduction

At Bilbrook (CE) Middle School our approach to teaching and learning is underpinned by the latest research in cognitive science to ensure that the pupils are given the knowledge and skills they need to succeed in life.

It is our aim to engender an infectious enthusiasm for learning via a wide range of teaching and learning (T&L) methodologies and resources in order to stimulate interest and promote creativity encouraging students to learn independently in order to improve progress and attainment.

This policy outlines the procedures used at Bilbrook (CE) Middle School to ensure the quality of teaching impacts on better outcomes for learners. The policy is to be read in conjunction with the School's Assessment and Feedback Policy.

At Bilbrook (CE) Middle School teachers will:

- Ensure all pupils are catered for and challenged;
- Demonstrate deep knowledge and understanding of their subject;
- Use questioning effectively;
- Have good subject knowledge of the subjects that they teach and use this to support pupils' learning;
- Plan lessons very effectively, making maximum use of lesson time and coordinating lesson resources well;
- Provide adequate time for practice to embed the students' knowledge, understanding and skills securely. They introduce subject content progressively and constantly demand more of students;
- Identify students' common misconceptions and act to ensure they are corrected;
- Set challenging homework as appropriate for the age and stage of students, that consolidates learning, deepens understanding and prepares students very well for work to come;
- Be determined that students achieve well. They encourage students to try hard, recognise their efforts and ensure that students take pride in all aspects of their work;
- Have consistently high expectations of all students' attitudes to learning;
- Manage students' behaviour highly effectively with clear rules that are consistently enforced;
- Ensure learning is accessible for all and scaffolding and challenges are put in place to ensure all learners are supported;
- Identify and support any pupil who is falling behind and provide support for them to catch up;
- Check students' understanding systematically and effectively in lessons, offering clearly directed and timely support;
- Provide students with incisive feedback about what students can do to improve their knowledge, understanding and skills. The School's Assessment and Feedback Policy provides further details;
- Teachers embed reading, writing and communication and, where appropriate, mathematics exceptionally well in their subject, equipping all students with the necessary skills to make progress; and
- Provide support planners, visual aids or resources for TAs in advance of the lesson.

Classroom Books/Folders Expectations

(See also Assessment and Feedback Policy)

Teachers will:

- Ensure students write titles/headings and dates in their books neatly which are underlined, with the date in the top right corner and the Learning Objective written on the left hand-side of the page;
- Ensure that they share learning objectives for the lesson which students must record in their books/folders;
- Ensure learning is scaffolded to ensure that all learners are able to access the learning;
- Use a Retrieval Practice activity to engage learners at the start of the lesson;
- Ensure that the students' handwriting is tidy, legible and a cursive style is used;
- Ensure students take pride in their books, e.g. no graffiti, doodling or worksheets hanging out; and
- Ensure any editing is completed in purple pen where students have made improvements to their learning following feedback from teachers.

Support and Improvement

We wish to improve progress and attainment for all learners by developing the quality of teaching so that it is consistently outstanding and impacts on learning.

- All faculties will have long and medium-term plans which are clearly linked to the National Curriculum and to the school's curriculum drivers. Teachers are to use these plans to create bespoke slides for each lesson that they teach;
- Professional development opportunities for staff will be delivered during one-hour staff training sessions led by our staff or other professionals;
- Developmental and collaborative needs of individual teachers will be addressed by SLT;
- SLT will lead and support the professional development of others in order to achieve outstanding progress and achievement over time;
- All teachers are observed teaching throughout the year and given feedback on how to improve their practice;
- Coaching is provided to staff to support their professional development;
- Staff are provided opportunities to record themselves teaching so that they can work in teams to identify strengths and specific areas for development;
- Work sampling takes place regularly to check the quality of students' work in books and folders;
- Pupil voice provides leaders with critical information on their learning experiences and how learning can be improved;
- Senior leaders will support teachers who are not meeting the required teacher standards and will be assisted through the Teacher Standards support plan. (See Appraisal and Performance improvement Policy)

Summary

Our focus is to develop T&L so that it is outstanding across the school through a co-ordinated approach of staff training, planning and curriculum resourcing.

The next scheduled review date for this policy is March 2023.