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Responsible person: Assistant Principal – Teaching and Learning

## Teaching and Learning Policy

### Rationale

Effective and engaging teaching enables all students to achieve, no matter their starting point. The Boulevard Academy is a school built on the philosophy of providing outstanding teaching to facilitate outstanding learning. This policy reflects the commitment and determination of all staff to ensure that every student at The Boulevard Academy succeeds. This policy provides a framework for teaching that allows all teachers to teach and all students to learn in an environment committed to excellence.

*For the purpose of this document the title 'teacher' refers to any member of staff responsible for working with students.*

### Characteristics of Outstanding teaching

**Outstanding teaching inspires and challenges students to achieve, ensuring that students learn extremely well. All staff at the Academy will be challenged to consistently demonstrate outstanding levels of teaching. Characteristics of outstanding teaching include:**

- Lessons are effectively planned with clear learning objectives and suitable teaching strategies;
- High expectations of students' behaviour, work and lesson contribution are evident throughout;
- The learning environment should be calm and positive, relationships should be strong and based on mutual respect;
- Teaching should be differentiated in order to challenge all students, expecting the most of them;
- Equality and inclusive practice is followed at all times. Disadvantaged students are supported appropriately with their learning needs;
- It should be evident that students are making good or better progress over time;
- Lessons should include a literacy and numeracy focus and contribute to the whole school focus around literacy and numeracy;
- Teachers challenge underachievement and develop strategies that can support students learning;
- Make effective use of the second adult ensuring that they are well informed and contributing to student progress;



Teaching is unsatisfactory when there is a lack of challenge, students are failing to engage in their learning and/or making insufficient progress relevant to their individual starting point.

### **Characteristics of Outstanding learning**

**Outstanding learning occurs when all students are actively engaged in the lesson demonstrating a thirst for knowledge and enthusiasm for the topic. Students are frequently given the opportunity to take control of their own learning and therefore their progress is both rapid and sustained. Characteristics of outstanding learning include the following:**

- Students are actively participating for the majority of the lesson, demonstrating a thirst for learning;
- Lesson down time is kept to a minimum;
- Students take control of their own learning;
- Students are enthused and are able to work independently and collaboratively;
- Students acquire new knowledge or skills in their work, develop ideas and increase understanding.

### **The Boulevard Lesson Expectations**

Every lesson should strive to be outstanding, allowing students from every starting point to make progress. At the Boulevard Academy we have high expectations of staff and students alike. The 'non-negotiables' of every lesson include:

#### **Classroom Climate**

- Staff must be present and prepared to meet and teach students at the start of the lesson;
- A prompt and stimulating start to the lesson, which provides challenge for all;
- Resources should be readily available for the lesson;
- Staff should use prior data and knowledge of students to plan accordingly for their lessons, particularly in the creation of seating plans;
- The school's behaviour policy should be effectively followed, ensuring clear rules and routines are apparent
- The teacher has high expectations for behaviour
- An established framework for discipline is apparent with a range of strategies, using praise, sanctions and rewards consistently and fairly

#### **Teaching and Learning**

- Every lesson must have clear learning objectives that have been taken from the relevant scheme of work
- Every lesson should have three levels of outcomes; preferred approach includes bronze, silver, and gold challenge for all students.
- Staff should differentiate effectively for the range of students within their class. Ensuring that lower ability students are supported and higher achieving/G+T students are planned for accordingly in order to stretch, challenge and raise aspirations.



- Impart knowledge and develop understanding through effective use of lesson time, ensuring appropriate pace is kept.
- The teacher ensures there is no down time within the lesson.
- Evidence of meaningful homework that consolidates and extends knowledge and understanding.
- Support staff should be deployed effectively.

#### Assessment for Learning

- Teachers should use a range of assessment strategies within their lessons in order to assess students emerging needs.
- Lessons should provide students opportunities to recall prior learning.
- Every opportunity should be taken to follow a no hands up routine within the classroom.
- Questions should be targeted and designed to stretch and challenge all learners.
- Strategies that allow deeper questioning should be adopted routinely.
- An effective plenary should summarise the lesson and ensure that learning has stuck

#### Student work

- Students work is marked and supportive to their development and learning;
- Strengths, areas for development and next steps are clearly visible within student books;
- Students consistently respond to feedback.
- There are high expectations regarding student presentation.

#### Expectations of staff

**An effective learning environment enables all students to feel confident, safe and focussed allowing them to achieve their potential. The expectations that teachers should demonstrate in order to ensure an outstanding learning environment include:**

- Staff must be present and prepared to meet and teach students at the start of the lesson;
- Classrooms should be tidy and provide a calm and suitable learning environment for students;
- A prompt and stimulating start to the lesson;
- Fair and clear exercise of authority is enforced with appropriate use of praise and sanctions;
- Resources should be readily available for the lesson;
- Staff should promote high standards and expectations throughout;
- All staff are responsible for promoting high standards of literacy, articulacy and the correct use of standard English;
- All staff are responsible for promoting numeracy whenever possible;
- Students work is marked and supportive to their development and learning;



- Students should celebrate good quality pieces of work often;
- Staff should plan engaging and challenging lessons that meet the needs of students within their class;
- Staff should use prior data and knowledge of students to plan accordingly for their lessons;
- Staff should differentiate effectively for the range of students within their class. Ensuring that lower ability students are supported and higher achieving/G+T students are planned for accordingly in order to stretch, challenge and raise aspirations;
- Teachers should use a range of assessment strategies within their lessons in order to assess students emerging needs;
- Staff should maintain an up to date teaching file consisting of their observations, evidence of planning over time, feedback from work scrutiny's, evidence of planned differentiation overtime, seating plans, Pupil Premium profiles, specific SEN information, and most recent class data.

### **Behaviour for Learning**

**Positive behaviour for learning and full attendance are essential components of an effective teaching and learning environment. The Boulevard Academy is committed to a positive learning environment where teachers can teach and students can learn. The promotion of positive behaviour is essential for supporting student to develop their social, emotional and behaviour skills.**

- The promotion of positive behaviour is the responsibility of all members of the Academy community, including parents and carers.
- Promoting positive behaviour for learning should enable for high standards of teaching and learning to be achieved.
- Teachers should promote a learning environment that promotes engagement and inclusion for all students to achieve their potential.
- Teachers should promote an atmosphere where all students are engaging, learning, and not merely behaving within the lesson
- Teaching should strive to promote a thirst for learning and high levels of active engagement amongst all students.
- Frequent praise and reward should be a feature of teaching and recognition of the positive contributions students make to the academy.
- Sanctions should be used to help students make appropriate choices about their behaviour. Sanctions should be applied fairly and with consistency

### **Quality Assurance**

**Class teachers must take responsibility for the quality of teaching and learning in their classroom. Line managers and members of the Senior Leadership Team will be responsible for monitoring the quality of teaching and learning, whilst the Assistant Vice Principal will**



**have overall responsibility for the Quality Assurance System of teaching and learning across the Academy. The purpose of quality assurance is to make secure judgments of the quality of teaching across the school and identify any areas of support that may be required.**

- It is the responsibility of the Senior Leadership Team to validate the quality of teaching and learning on a termly basis.
- The Assistant Vice Principal is responsible for maintaining a quality assurance programme that recognises the strengths of individual staff as well as supporting individuals who are not consistently teaching good or better lessons.
- The quality of teaching and learning will be judged based on the following;
  - Department SEF
  - Lesson Observations
  - Learning Walks
  - Progress Data
  - Student Voice
  - Book Trawls
- The Boulevard Academy operates an 'open door' policy within the academy, which means that SLT/ ELT and the MLs can conduct an informal lesson drop ins without prior notice.
- The 'open door' policy will also encourage every member of staff to conduct drop ins for training and development purposes.
- The informal drop ins will involve assessing the lesson along a set criteria to measure the quality of the lesson. Quality of teaching and learning will be assessed on three levels: 'strengths, developing and requires support.
- The criteria will be based on the expectations of staff and learners listed within this policy
- Verbal feedback will be made available within 24 hours of the observation, whilst written feedback will be provided within 72 hours.
- Any member of staff identified with 'Requires Improvement' may be issued with further support.
- Primary support will involve liaising with the appropriate Middle Leader to arrange an action plan
- Formal support may be issued if the member of staff continuously demonstrates teaching and learning that is deemed to require improvement.
- Regular CPD will be available to support and develop any member of staff requiring support
- It is the responsibility of Middle Leaders to monitor the quality of teaching and learning within their own subject/curriculum/key stage. Middle leaders should acknowledge good practice and support individuals who are not consistently teaching good or better lessons.
- It is the responsibility of Middle Leaders to refer any concerns around the quality of teaching and learning through SLT line management
- Evidence of student progress data will primarily be used to judge the quality of teaching and learning;
- Termly graded lesson observations carried out by members of the leadership team will be used in order to validate the judgement of middle leaders.
- Middle and Senior Leadership learning walks will be carried out half termly in order to validate quality of teaching and learning outlined in the departmental action plan;

- Half-termly book trawls carried out by Middle Leaders should be carried out to ensure marking meets the requirements of The Boulevard Academy Feedback Policy.
- Half termly action plans based on strengths and areas for development should be used for all members of staff to ensure a development focus is in place.
- Performance management targets will reflect areas of development needs for all staff.

Additional monitoring and support from the Assistant Principal with responsibility for Staff Development may be required for staff who are not consistently demonstrating at least a good level of teaching.