



Bolton Impact Trust

Teaching and Learning Policy

Reviewed By	Gareth Webb / Rachael Beattie
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To be reviewed	Sept 2025

Our Aims

At Bolton Impact Trust we believe that Learning is the acquisition of knowledge, skills and behaviours that are retained long-term and can be applied to a range of contexts.

Providing high-quality Teaching and Learning to all of our pupils is central to our Trust's beliefs and values:

We believe everyone can achieve.

We inspire a love of learning

We transform potential into long-lasting success.

We aim to:

- Ensure that everyone in the Trust is committed to delivering consistent high-quality Teaching and Learning to all of our pupils
- Motivate and inspire our pupils to develop a lifelong love of learning
- Create learning environments that are innovative, motivational and impactful on children's lives
- Offer every pupil a learning package that is personalised and relevant to them, addressing their individual needs and supporting them to make the next steps on their learning journey
- Transform potential into long-lasting success

Our guiding principles

Research tells us that pupils learn most effectively when:

- › Teachers are trauma-informed in their approach and create anxiety-free classrooms where pupils feel safe, secure and valued.
- › They can manage their emotions and have the resilience to make mistakes and persevere.
- › They are engaged and encouraged to think hard about something.
- › Teachers structure pupils' learning so that they build upon and connect knowledge to what they already know.
- › Teachers deliver new material in manageable amounts at the right level for each child
- › Teachers model and share what success looks like.
- › Teachers regularly check for understanding and promptly address misconceptions.
- › Teachers create opportunities for pupils to regularly practise and retrieve what they have learned.

Roles and Responsibilities

Senior Leaders in the Trust Central Team will:

- Have a clear and ambitious vision for providing high-quality, personalised education to all
- Hold all leaders and staff to account for high quality teaching and learning
- Ensure that resources and funding are allocated effectively to support the Trust's approach to teaching and learning
- Provide opportunities for staff to work collaboratively across the Trust to develop their practice
- Share next and best practice with leaders and teachers in the Trust via hubs and the Teaching and Learning Newsletter

Senior Leaders in each academy will:

- Promote the Trust's clear and ambitious vision for high-quality, inclusive education to all
- Celebrate achievement and have high expectations for everyone
- Hold staff and pupils to account for their teaching and learning
- Plan and evaluate strategies to secure high-quality teaching and learning in their academies
- Manage resources to support high-quality teaching and learning
- Provide support and guidance to other staff through coaching and mentoring
- Actively promote engagement with all of the CPD opportunities provided by the Trust to improve staff's practice and subject knowledge and monitor the impact of all continuing professional development.
- Promote team working at all levels, for example by buddying teachers up to support one another where appropriate
- Address underachievement and intervene promptly

Subject Leads across the Trust will:

- Help to create well-sequenced, broad and balanced curriculum plans that build knowledge and skills
- Sequence lessons in a way that allows pupils to make good progress from their starting points
- Use their budget effectively to resource their subject, providing teachers with necessary resources for learning
- Drive improvement in their subject/phase, working with teachers to identify any challenges
- Timetable their subject to allocate time for pupils to:
 - Achieve breadth and depth
 - Fully understand the topic
 - Demonstrate excellence
- Moderate progress across their subject/phase by, for example, systematically reviewing progress against a range of evidence and reviewing qualitative and quantitative performance data
- Improve on weaknesses identified in their monitoring activities
- Create and share clear intentions for their subject/phase
- Encourage teachers to share ideas, resources and good practice

Teachers across the Trust will:

- Follow the expectations for teaching and professional conduct as set out in the Teacher' Standards
- Provide high-quality, well-planned and structured lessons
- Ensure that they adopt a trauma-informed approach to teaching
- Ensure that their classroom environment is an anxiety free, safe and secure place where all pupils feel valued
- Ensure that their learning environment is safe, clean and welcoming and includes displays which promote high quality teaching and learning
- Ensure that they have high expectations of all pupils
- Ensure that work is challenging and engaging
- Structure pupils' learning so that they build upon and connect knowledge to what they already know
- Deliver new material in manageable amounts and at the right level for each child
- Model and share what success looks like
- Regularly check for understanding and promptly address misconceptions
- Create opportunities for pupils to regularly practise and retrieve what they have learned
- Engage with CPD opportunities offered by the Trust

Learning mentors and Support Staff across the Trust will:

- Follow the expectations for teaching and professional conduct as set out in the Trust's Learning Mentor Standards
- Know pupils well and differentiate support to meet their individual learning needs
- Support teaching and learning with flexibility and resourcefulness
- Use agreed assessment for learning strategies
- Engage in providing inspiring lessons and learning opportunities
- Feedback observations of pupils to teachers
- Ask questions to make sure they've understood expectations for learning
- Identify and use resources to support learning
- Have high expectations and celebrate achievement
- Demonstrate and model themselves as learners
- Engage with CPD opportunities offered by the Trust
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Governors and Trustees across the Trust will:

- Monitor that resources and funding are allocated effectively to support the school's approach to teaching and learning
- Monitor the impact of teaching and learning strategies on pupils' progress and attainment
- Monitor the effectiveness of this policy and hold senior leaders to account for its implementation
- Make sure other school policies promote high-quality teaching, and that these are being implemented

Learning environment

Across the Trust we will ensure that the learning environments are kept safe, clean and ready for pupils to use them.

They will be arranged to promote learning through:

- Posters of material pupils have previously learned about and can identify
- Accessible resources for learning such as books, worksheets and other equipment
- A seating layout that allows everyone to see the board and participate
- Displays that celebrate and support pupils' learning

Park School Teaching Service:

Personalisation of the curriculum

At Park School new pupils undertake a number of diagnostic assessments in order to accurately baseline their ability in subject areas. Pupils will be placed in an age appropriate group, and teachers will then use this baseline data and B.I.T flight paths to generate predicted outcomes. Teachers will then follow our curriculum intent with a view to personalise the pupils' learning using differentiation, teaching styles, resources and learning mentors. At Park School we appreciate many of our pupils will come to us with gaps in their knowledge caused by a variety of factors, and we strive to fill these gaps over the course of the time they spend with us. We offer 1 session per week where we deviate from the curriculum and focus solely on personalised areas we have identified that each pupils need support with.

Pupils study Mathematics, English and Science every day and this is supplemented with PSHE, Geography, History, Music, Art, Careers and P.E. As an exam centre we offer the option for pupils to sit GCSE's in school, with the vast majority completing Maths, English and Science exams. In addition we also offer the option of entry level qualifications in Maths and English, whereby most pupils will receive qualifications up to entry level 3.

Pupils who arrive at Park who are unable to access our main academic pathway attend our well-being group which is targeted towards students who are preparing to learn. Pupils on this pathway follow the same curriculum intent as those in the main classes, but work is pitched based on the difficulty level that their mental state can manage at that time. Progress may be variable as the intention in the well-being group is not only to 'know more' but also to prepare the pupils mentally so they can access work at their appropriate level.

Marking and Feedback

At Park School, we believe that marking should be purposeful, positive and impactful and so we endeavour to ensure that all of our feedback is of a high quality by:

- Demonstrating what success looks like explicitly to our learners before they begin a task by sharing exemplars, modelling answers and providing success criteria
- Engaging in live marking and providing verbal feedback to students whilst they work. Studies conducted by the EEF found that verbal feedback has a slightly higher impact overall and we find that this kind of feedback is particularly impactful for our students.

- Providing more detailed written feedback when appropriate in the form of WWW (what went well) and EBI (even better if).
- Ensuring that feedback is specific and clearly informs students on how to improve.
- Maintaining a consistent approach to marking across the school. All staff mark in green pen and students make any 'fix it' amendments using a purple pen.
- Focusing on a few specific areas of improvement rather than highlighting all mistakes, for example when correcting spellings, as this can be disheartening.
- Feeding back on things that are correct and celebrating achievement and marginal gains as important steps towards mastery.
- Feeding back on approaches to tasks, skills and strategies as well as knowledge and content.
- Reminding students that making mistakes is just a part of learning. We BELIEVE everyone can achieve. - We INSPIRE a love of learning - We TRANSFORM potential into long lasting success

Assessment, recording and reporting

When a pupil arrives at any Academy within the Trust, they are baselined over a period of at least 6 weeks or one half term in order to accurately assess where they are in their academic journey. Information from schools, previous formal assessments and diagnostic testing are all used to provide a snapshot of every pupil's current levels in order to set appropriate work for them during the induction period. Baseline levels are agreed after a full half term in our settings and are made up of both summative and formative assessments. These baselines are then used to set targets based on the Trust's agreed expected progress flight paths for key academic end points based on National expectations. This process ensures that the data gathered and the targets set are accurate for all pupils. The Trust gathers academic progress data termly for every child in every academy. The data provided is a teacher assessed grade based on both formative and summative assessment over the term.

The Trust has established grade descriptors for a number of subjects across its provisions from Pre GCSE levels to Grade 9. This ensures that standards are consistent across the Trust and allows for Trust-wide moderation in both subjects. The grade descriptors are aligned with GCSE grades, Functional Skills levels and Pearson Steps. Progress is reported in these levels across the Trust.

For other subjects we assess in age-related levels and for Btec subjects we use the Btec level descriptors for each unit.

For additional information on how assessment is used in specific subject areas, please see the individual subject curriculum statements on our website.

Moderation and Evaluation

Park school staff meet weekly as teachers and mentors, and then staff as a whole in order to conduct moderation and evaluation exercises within each subject area. We also use this time to discuss any pastoral concerns that may arise subject areas which could become barriers to a child's progress or learning. In addition to this, staff often participate in moderation and evaluation activities via the trust's subject department network in order to ensure that standards are consistent across the trust. These trust departments and the wider community hubs that we lead or are part of, support staff in ensuring that they keep abreast

of good practice and forge useful networking links with practitioners across the local borough. In addition, at Park we are encouraged to access CPD to further our understanding and knowledge of evaluating our pupils.