Bolton Impact Trust

Teaching and Learning Policy

Reviewed By	Viki Sutton, Alison Woosey
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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

Youth Challenge Academy:

Personalisation of the curriculum

At Youth Challenge, all aspects of our curriculum have been designed with our students in mind. We believe that addressing phase one needs (potential barriers to learning and reasons for initial referral) is essential if we are to develop a child's phase two (academic) needs. With this in mind, phase one opportunities are weaved in throughout all of our subjects and we utilise all opportunities to build skills such as independence, resiliency, empathy, communication skills and co-operative working into academic lessons.

Teaching staff ensure that all students are able to access appropriate work at a level that challenges them and all classes are supported by a learning mentor who is able to support in the adaptation of learning. High quality and engaging teaching and learning resources are sourced and adapted to meet the needs of all students. Staff have high expectations of students and strive to provide the personalised support needed to maximise achievement.

Marking and Feedback

At Youth Challenge, 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.
- ✓ 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.

Teachers mark using the following agreed marking key below these are stuck in students' exercise books for their reference:

Marking Key	
EBI - Even Better If	VF - Verbal feedback given
WWW - What Went Well	I - Independent work
SP- Spelling mistake	S - Supported work
? - This is unclear	G - Guided group

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 in Reading, Writing and Maths 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

Youth Challenge staff regularly meet to conduct moderation and evaluation exercises within departments. In order to ensure that standards are consistent across the trust, staff regularly attend Trust wide department meetings where they participate in standardisation and moderation activities. These trust departments, and the wider community hubs that we 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. We believe in being reflective practitioners and so our teams regularly meet to evaluate, amend and improve our curriculum offer in response to the needs of our transient cohort.