



**BURTON  
BOROUGH  
SCHOOL**

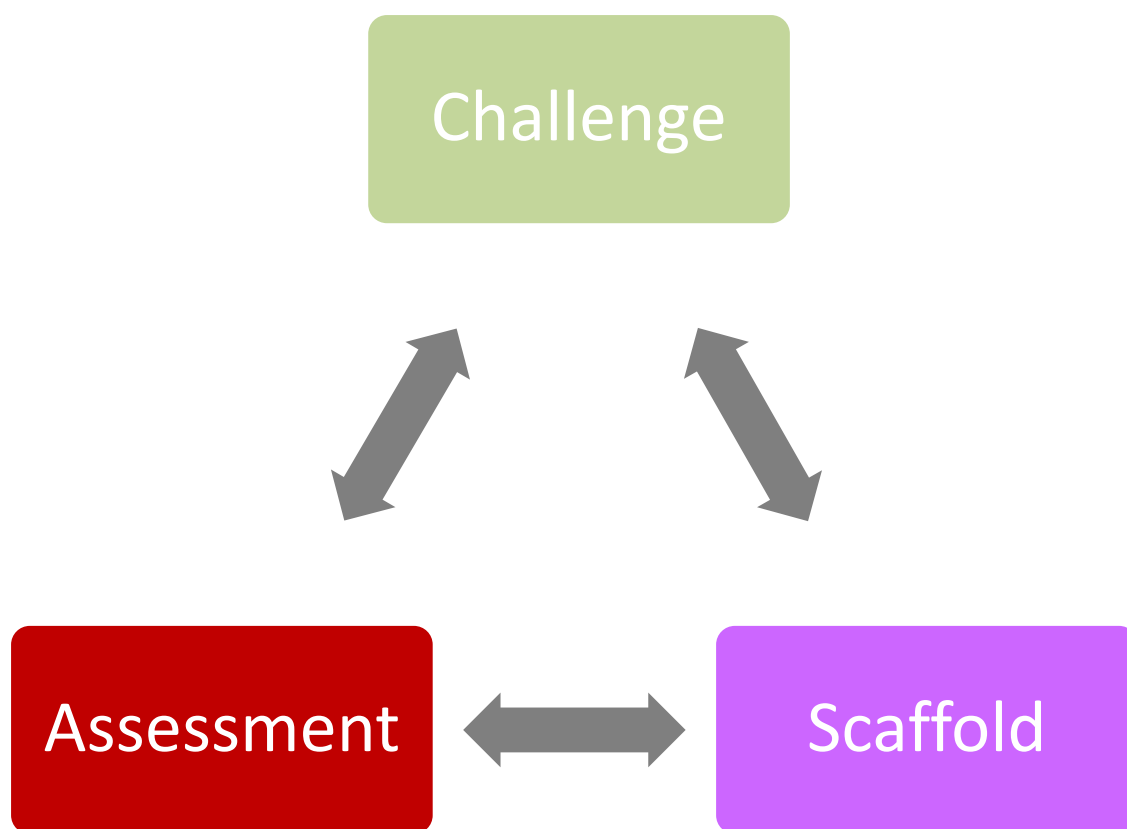
# Teaching & Learning Policy

Policy Reviewer	Dan Boden Vice Principal	Date of Review	April 2021
Date Presented to Governors	26 <sup>th</sup> April 2021	Date of next Review	April 2022

## Learning Experience

At Burton Borough School, we put “Quality First Teaching” at the heart of what we do. **Quality First Teaching is a style of teaching that emphasises high quality, inclusive teaching for all students in a class.**

We believe that quality first teaching can be broken down into three principles. Our three main principles form part of a cyclical process, where one principle cannot exist without the other. To achieve our vision, staff research evidence-based approaches to inform all aspects of their classroom practice.



### Challenge

At Burton Borough we take an aspirational approach to learning, demonstrating that all young people can succeed. We choose, design, and adapt learning activities that challenge all students, no matter what level they are at or their previous ability.

## **Scaffold**

We understand that students may require differing levels of support to be able to achieve their full potential. Ensuring our teachers feel confident, well-informed, and knowledgeable about their subjects is one of our main priorities. Teaching staff combine excellent subject knowledge with Rosenshine's principles of modelling and scaffolding to ensure that every student can feel success within each lesson. Without modelling, students will struggle to understand what excellence looks like and how to try and achieve it. Without scaffolding, for difficult and challenging tasks, students may struggle to attempt the learning, in a high challenge, low support environment.

## **Assessment**

We use a range of formative assessment strategies to systematically check our students' understanding throughout lessons. We feedback to our students as the learning is taking place, recognising that high quality feedback delivered closest to the point of action is most effective. We recognise that a conversation about the learning as it is happening is far more powerful than a written comment at a later date. The impact of our feedback is measured by students' progress; it is therefore expected that the majority of evidence in books will be student led. Students' books are reviewed regularly with a focus on the presentation of their work, the personalisation of activities and pupil progress.

Our feedback strategy means that students can answer two basic questions which will enable them to progress in their learning.

- Where am I now?
- What do I need to do to improve?

Along with formative assessment, teachers use a range of summative assessment strategies to check the students' long term and newly acquired knowledge. Teachers and subject leaders complete in-depth granular level analysis to address misconceptions in students learning. Schemes of work/learning are then adapted to address areas of misconception.

## **Intervention**

We plan specific and targeted intervention that will support students and move them on with their learning. It is determined by our accurate knowledge of students' learning, data and high expectations of progress. We evaluate the impact of intervention and how it has made a positive difference to students' learning and progress.

## Homework

Homework is used to consolidate students understanding in an independent setting. We provide additional opportunities before, during and after school for students to seek further help and support if required. Homework that is planned effectively as a method of formative or summative assessment has the greatest impact on identifying areas of concerns that can be addressed in the subsequent lessons.

## Learning Conduct

We believe that students learn best when there is consistency and continuity in our approach. All our teachers should set consistently high expectations of every student in all areas of their learning and school-life. To maximize the learning in each classroom and ensure that low level disruption does not impact student learning, our students work in one of three noise levels that is controlled and monitored by the teacher. These are:

- Absolute silence
- Discussion level
- Movement

These three noises levels mean that the teacher can orchestrate the most conducive learning environment for the group of students in front of them, thus developing a more personalized approach to learning. Our default noise level is absolute silence so that the teacher can provide high quality instruction this is supported by the correct scaffolding and high quality feedback to ensure that every opportunity is a learning opportunity.

We recognised importance of the core basic skills and ensure that reading, extended writing and numeracy are incorporated in our teaching. Embedding a standardised language for literacy and numeracy is fundamental if we want to accelerate progress in all areas of the curriculum.

Building opportunities for our students to develop social, moral, spiritual and cultural understanding in lessons is an area that we focus on. We provide students with a safe non-judgmental environment to share ideas, thoughts and emotions.

Through using the above approach, we aim for our students to become resilient, confident, independent life-long learners that are suitably prepared for the next stage of their educational journey.

## **Monitoring Teaching & Learning**

At Burton Borough, we adopt a developmental approach to monitoring teaching and learning, meaning that we do not place a judgement on our teachers. As a group of professionals, we value and understand the benefit of instant high-quality feedback. Throughout the year we aim to give staff as much high-quality feedback on their professional practice as possible through our 'Talk for Teaching' (T4T) drop-ins.

These drop-in sessions are unannounced and last about 5-10 minutes. Teachers then receive instant high-quality feedback via an email which can be used as evidence towards their appraisal. The purpose of the drop-ins is to see the day-to-day practice amongst our staff team, instead of seeing a one-off perfect lesson with a pre-scheduled lesson observation.

The high-quality feedback then becomes part of the transparent information sharing process; this means that all the key stakeholders that are responsible for staff development have the most current and update to date information on their staff. The middle leadership team then use this information to direction staff towards targeted professional development opportunities which would have the greatest impact on their personal development and student progress. The staff conducting the T4T will look at any information on the teacher/classes prior to the drop-in to ensure that they are well-informed of the lesson beforehand. This enables us to take a more structured approach ensuring that feedback is never replicated and always remains of a high quality.

The leadership team use the information to highlight areas of best practice and identify any common threads that can be addressed through whole-school CPD. Through sharing information in this way we can respond to areas of need in the fastest time possible, reducing the impact on student learning.

A rigorous quality assurance process is carried out for all members of staff who carry out T4T sessions.