



**BURTON
BOROUGH
SCHOOL**

TEACHING & LEARNING POLICY

Policy Reviewer	Clemency Price	Date of Review	May 2019
Date Presented to Governors	24 th June 2019	Date of next Review	June 2020

- We believe that students learn best when there is consistency and continuity in our approach.
- We believe that all teachers should have consistently high expectations of every student in all areas of their learning and school-life.
- We recognise the importance of the core basic skills and ensure that reading, extended writing and numeracy are incorporated in our teaching.
- We believe that every student should have the opportunity to achieve their full potential so ensure Quality First Teaching is embedded in every lesson.
- We provide opportunities for our students to develop social, moral, spiritual and cultural understanding in lessons.
- We enable our students to become resilient, confident, independent life-long learners.

Subject Knowledge

We believe that students learn best when their teachers are well-informed, knowledgeable and confident about what they are teaching. To ensure that all learning is led by staff with excellent subject knowledge we: provide protected time for subject curriculum planning, appoint subject leaders (and 2nd in charge for core subjects), have a member of staff appointed for whole school literacy and whole school numeracy, offer a comprehensive CPD programme, actively encourage our staff to be exam markers for their exam board and offer an in school coaching system to share good practice amongst colleagues.

Planning

Our planning is based on the systematic and accurate assessment of our students' prior learning and knowledge of their abilities and needs. We choose, design, and adapt learning activities that challenge all students, no matter what level they are at. We understand the importance of personalised learning and differentiate lessons to ensure that the work set is accessible for all our learners.

Intervention

We plan for 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

We recognise the importance of learning at home. It helps students to become independent learners and both extends and consolidates learning from the classroom. Departments set homework in line with their individual policies. The Show My Homework tool is used to set all homework and the impact and appropriateness of homework set is monitored frequently.

Assessment for Learning and Live Feedback

We use a range of techniques to systematically check our students' understanding throughout lessons. We feedback to our students as the learning is taking place, recognising 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 pupil progress; it is therefore expected that the majority of evidence in books will be pupil led. Pupil books are reviewed regularly with a focus on the presentation of their work, the personalisation of activities and pupil progress.