



TEACHING AND LEARNING POLICY

Policy Monitoring, Evaluation and Review

The policy will be promoted and implemented throughout the academy. The Principal will take a key role in monitoring and evaluating the policy. The policy along with other academy policies will be available on the academy website. The Academy Council will review the policy annually and assess its implementation and effectiveness.

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Author:	Principal
Ratified by:	
Date ratified:	
Review date:	February 2025

Revision History:

Version:	Date:	Author:	Summary of Changes:
1.0	May 2021	RHI	New Policy
2.0	February 2024	RHI	Updated to reflect current practice

Rationale:

At Brook Mead, we have deliberately crafted a rich curriculum to equip our pupils with powerful knowledge. Our teaching and learning approaches ensure that this rich curriculum can be enacted and imparted to pupils in the most efficient way using Barak Rosenshine's principles of direct instruction.

We consider teaching and learning to be sacrosanct and all our routines, policies and processes are geared towards ensuring optimum conditions prevail for this. The quality of teaching has the greatest impact on pupils' learning and the standards that they attain. We therefore keep abreast of research in this field. High quality professional learning is enabled during the school day with a fortnightly slot so teachers can engage with research and collaborate to apply it to their teaching and planning. Teachers also benefit from weekly Expert Practice session so routines can be perfected and applied consistently.

Our approach to teaching is encapsulated in the **Principles of instruction** framework developed by our staff at Brook Mead Academy. All teachers are trained in enacting this powerful and research informed framework in every aspect of their teaching so all pupils benefit from the same high standard of practice.

All teachers take part in a fortnightly cycle of **instructional coaching** on the premise that all teachers, no matter their careers stage, can improve and seek to improve. Our model of instructional coaching draws from the work of the *Practice with Purpose paper* by Deans for Impact and Paul Bambrick-Santoyo's *Leverage Leadership*. Teachers are supported to constantly refine their practice against the principles of instruction framework through keen, supportive, frequent observation, the identification of small, precise high leverage next steps and support to achieve these.

Our Aims:

- To establish a research informed and collegiate culture of professional learning for teachers through an agreed set of practices and a shared language.
- To provide optimum conditions for pupil learning with practices which are consistent and codified.
- To therefore maximise pupil learning and boost outcomes for all groups of learners.

Key Principles:

At Brook Mead Academy we rely on research to show us the key principles of learning:

Learning:

- Learning is a persistent change in knowledge.
- Some things are easier to learn than others.
- What we attend to is what we learn.
- We can only attend to a few things at once.
- What we know determines what we can learn.
- We attend to things we value.
- We learn by gradually elaborating on what we know.
- Understanding arises through connection.
- Fluency arises through consolidation.

Teachers:

We believe our pupils learn best when:

- Teachers begin lessons begin with a short review of previous learning, as daily review can strengthen previous learning and can lead to fluent retrieval.
- Teachers tailor lessons according to pupils' existing knowledge and skill; they present new material in small steps with practice after each step.

- Teachers present small amounts of new material at any time, and then assist pupils as they practice this material.
- Instructions should be clear and succinct; explanations should be well crafted, rehearsed and collaboratively devised within subject teams.
- Teachers ask a large number of questions and check the responses of all pupils, as questions help pupils practice new information and connect new material to their prior learning. They also enable teachers to gather valuable information and engage in responsive teaching.
- Teachers engage in a model of *I Do, We Do, You Do*, fading support expertly to lead pupils towards secure independence.
- Teachers think aloud, modelling responses. This gives pupils access to the thought processes of an expert in responding to tasks.
- Systematic formative feedback and corrections are provided, so as pupils know next steps in their learning.
- Teachers ensure pupils obtain a high success rate during classroom instruction through expert scaffolding prior to independent practice.
- Teachers guide pupil practice. They then set and monitor independent practice, as pupils need extensive, independent practice in order to become fluent and automatic in applying and manipulating knowledge.

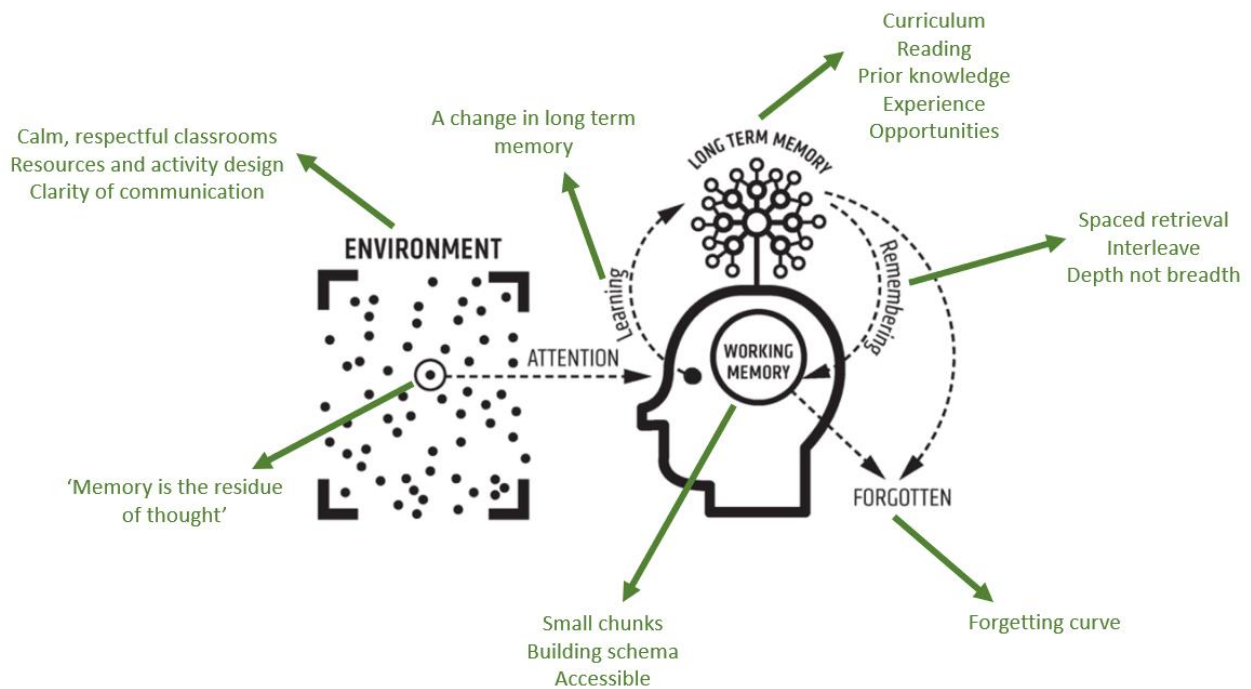
The 'principles of instruction' framework is composed of six elements. This is not a lesson by lesson checklist and these elements may be implemented over a series of lessons, as appropriate. Expert lesson delivery, underpinned by this framework, will be shaped by teachers' subject expertise and deep knowledge of the curriculum narrative. It is important to note, however, that every lesson should begin with retrieval practice and teachers must always articulate a clear sense of purpose.

Principles of instruction

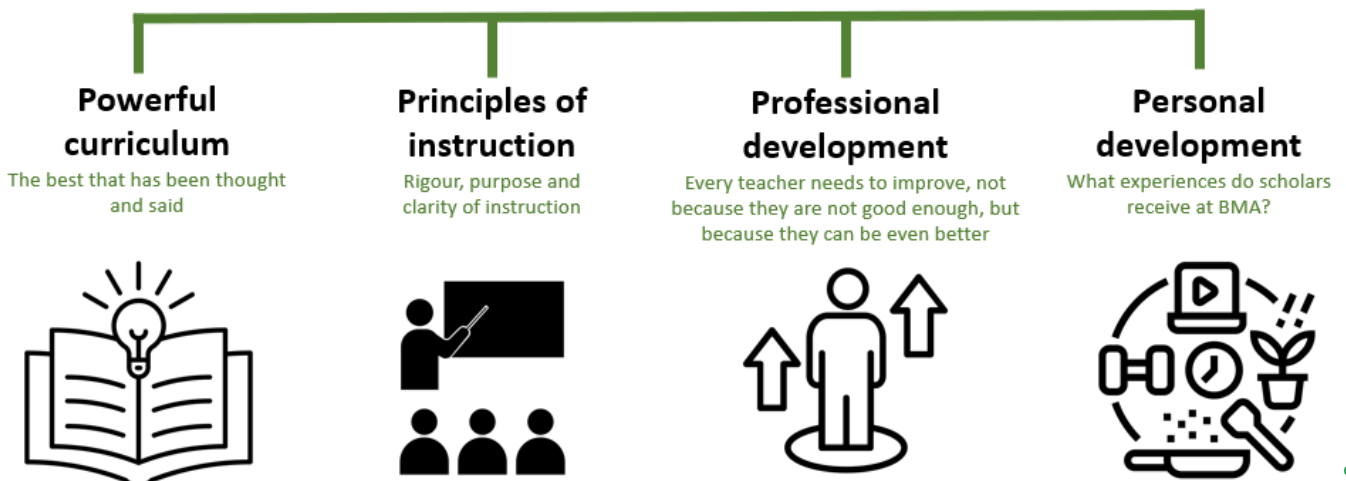
“The primary goal of instruction should be to facilitate long-term learning - that is, to create relatively permanent changes in comprehension, understanding, and skills of the types that will support long-term retention and transfer”

This makes learning sound incredibly straightforward, but unfortunately, we know this is not the case. Learning is messy, complex, and for the most part, invisible. We also know that high quality teaching is the highest leverage tool that we have to maximise the progress of our students, particularly those from disadvantaged backgrounds. We need to combine what we have learned through cognitive science and experience in the classroom to ensure our scholars receive the best education we can offer.

The foundation of our offer at BMA is modelled on the learning process below and underpins our offer to scholars.



What we offer at BMA



Learning Environment:

Filtering information incurs a cost on our limited mental resources and performance (Willingham, 2017). Therefore, it is important where possible, to eliminate redundant information and distractions in the environment. These include social distractions (e.g. peers or other adults), environmental distractions (e.g. display boards or clocks), activity distractions (e.g. irrelevant images or tasks), or internal distractions (e.g. performance anxiety, mind wandering).

We believe our pupils learn best when the Learning Environment is organised so as pupils have the opportunity to:

- Work individually, in pairs, and as a class
- Work in a calm, orderly and stimulating environment
- Make decisions
- Solve problems
- Be creative
- Develop social skills
- Develop independence and use initiative

Learning will take place in a stimulating learning environment that:

- Is welcoming, happy and caring, as well as being both challenging and supportive.
- Celebrates success and supports pupils to realise their full potential.
- Encourages mutual respect.
- Is well organised, safe, tidy with well-presented displays.
- Has resources that are attractive and accessible
- Has an agreed code of expectations, with rigorous routines.

Celebrating Achievement:

Is a part of each lesson, and seen through:

- Verbal or written task-specific praise by teachers, peers, Principal and parents
- Displays of work
- Opportunities to perform or share; encouraging self-esteem
- Brook Mead Rewards
- Sharing success with the community.

Homework:

The majority of homework focuses on retrieval practice. Pupils may be asked to self-quiz in preparation for lesson quizzes/tests, respond to multiple-choice questions, or complete problems or questions to consolidate material learned previously. Consequences for poor or incomplete homework are detailed in the Behaviour Policy. One afternoon a fortnight, pupils will have opportunity to work independently on their homework during 'prep' time, in their form groups.

Responsibilities:

Teaching staff:

- Ensure pupils work in a calm and purposeful environment (making use of routines as seen in microscripts), where expectations are high.
- Plan lessons which are academically rigorous, with pace and structure and using high-quality resources.
- Ensure there is a clear focus given through a 'big question', which sets the stage for learning.
- Ensure pupils are presented with opportunities to be inquisitive and master knowledge.
- Question pupils using 'cold-calling' as the default method, to ensure all pupils participate fully.
- Allow pupils to read aloud and be read to in lessons, as part of our 'no opt out' culture.
- Provide opportunities for pupils to produce extended writing in as appropriate.
- Model live, provide worked examples and exemplar to show pupils what excellence looks like.

- Provide powerful feedback to pupils, in line with our Feedback and Assessment Policy.
- Use low-stakes quizzes frequently to assess knowledge.
- Teach pupils to practise retrieving knowledge from memory.
- Continue to widen their subject knowledge and developments in education.
- Communicate with parents and keep them informed of pupils' progress.

Pupils:

We believe a good learner is someone who:

- Tries their best and doesn't give up if it's hard.
- Respects other pupils, all staff and visitors and is considerate and thoughtful.
- Respects the school environment and equipment.
- Shows active listening and allows other people to talk and share their ideas (Track the speaker).
- Is positive and eager to make use of all opportunities.
- Knows their next steps and how to improve in their work.
- Is punctual and organised with appropriate equipment.
- Has pride in their work, their class and Brook Mead Academy.
- Takes responsibility for their learning

Parents / carers:

Parents / carers can support learning by:

- Ensuring their children have the best attendance record possible and are punctual everyday.
- Having a positive attitude towards school and learning, supporting the ethos of the school.
- Supporting school routines and guidelines.
- Attending parents' evenings and other such events.
- Supporting their children to complete homework.
- Communicating with staff any concerns about their children and if there are matters outside of school that are likely to affect a pupil's learning or behaviour at school.
- Respect other members of the school community.
- Make sure that their child is equipped for school with the correct uniform and P.E. kit.
- Support the school's expectations with regard to behaviour and attitude.

Monitoring and evaluation:

The aims and objectives outlined in this policy are evident in the day to day working of the school. This will be monitored through:

- Classroom observation
- The progress of the School Improvement Plan
- External inspection
- Culture of Critique quality assurance activities
- Progress data
- Communication with pupils, parents and the rest of the school community
- Staff professional reviews in line with the Appraisal policy.