

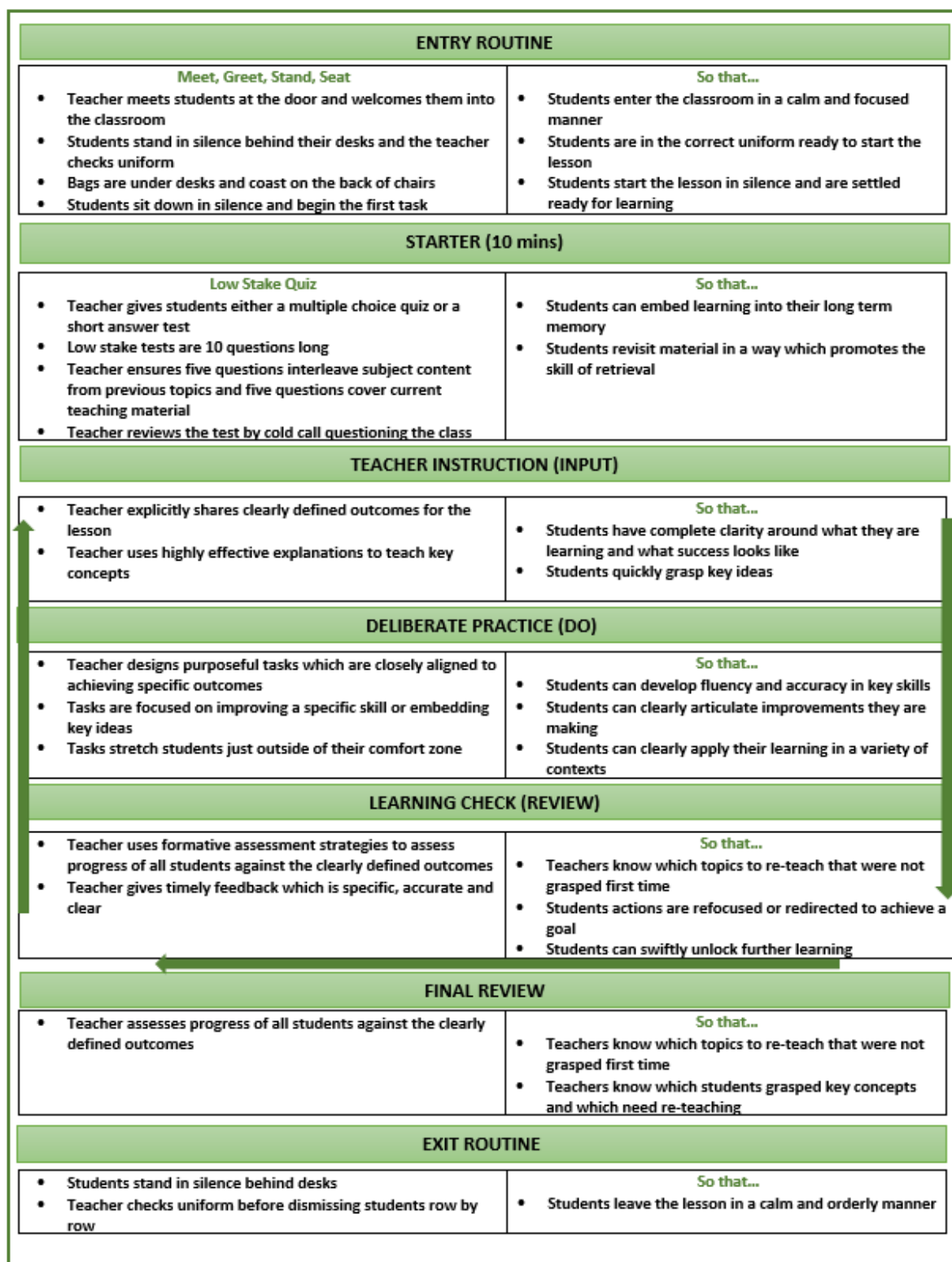
Teaching and Learning Policy

Teaching and Learning at Broadwater is the number one priority and it is our belief that every child deserves the very best teaching and that every teacher deserves professional development that will allow them to be as good as they can be.

Routines are consistent and our Principles of Teaching form the basis of every lesson in every department across the school. These are research-informed and revisited regularly.

Our Continual Professional Development (CPD) is linked to these six principles, which underpin our expectations in every classroom. Staff have regular access to a number of methods of CPD (Teaching and Learning Briefings, Developmental Drop-Ins, Whole Staff CPD, Faculty CPD, Middle Leaders CPD and Individual Support.)

1. High Behavioural Expectations and Routines a) Teachers demonstrate effective classroom management b) Teachers consistently apply the behaviour policy c) Teachers ensure that there is a high ratio of student participation d) Teachers reinforce effort and provide recognition e) Teachers ask questions that promote student participation	4. Making it Stick a) Teachers regularly use low stakes testing b) Teachers guide students as they begin to practise new material c) Teachers give pupils opportunities to independently practise d) Teachers use visuals and other resources to support explanations e) Teachers ask questions which make links with prior learning
2. Quality of instruction a) Teachers give highly effective explanations b) Teachers provide clearly defined outcomes c) Teachers present new knowledge in small steps d) Teachers model excellence and how to achieve it e) Teachers ask a high quantity of process and factual questions	5. Adaptive teaching a) Teachers provide scaffolds for demanding tasks b) Teachers pitch high every lesson c) Teachers adapt teaching as needs emerge d) Teachers have a developed understanding of pupils with diverse needs e) Teachers ask questions which are appropriately pitched and directed
3. Subject mastery a) Teachers demonstrate expertise in exam specifications b) Teachers plan for and address misconceptions. c) Teachers sequence and interleave content d) Teachers promote and uphold the highest standards of literacy and oracy. e) Teachers ask questions which are specific and accurate	6. Assessment and Feedback a) Teachers give pupils high quality feedback b) Teachers accurately gather information on student learning c) Teachers provide students with opportunities to act upon feedback. d) Teachers plan and ask questions that provide a picture of student learning



Continuous Improvement in Teaching- The Three Stages of Improvement


Stage 1 Strategies - DDIs and whole school CPD

“Teachers are like tennis players: they develop most quickly when they receive frequent feedback and opportunities to practise” Paul Bambrick-Santoyo

1	High Behavioural Expectations and Routines
2	Quality of Instruction
3	Subject Mastery
4	Making it Stick
5	Adaptive Teaching
6	Assessment and Feedback

All teachers deserve professional development- not because they are not good enough, but because everyone can be even better. A large part of our professional development is through the use of **Developmental Drop Ins**- developmental, frequent, scheduled drop-ins from other professionals, which lead to actionable targets. These happen twice a half term (every 3 weeks) and involve a 15-20 Drop In followed by a feedback session as soon afterwards as possible. This discussion will be focused on what the observer has noticed that could make a difference and that is immediately actionable and manageable. Targets are always very specific and relate to one of the six principles as detailed about.

CPD will be linked to each of the “Six Principles of Better Practice” and will enable teachers to focus on each principle in turn and as appropriate to their individual needs.

Staff Name:	<h2 style="text-align: center;">Target Takeaway</h2> 	
Date:		
Strengths		
Target Linked to Principle _____ (e.g. 2a Highly effective explanations/ 5a Timely feedback to maximise learning)		Actionable Step
Discussion points (e.g. previous target/ things you're working on/ things you'd like to try): Tell me about how your previous actionable step has been going? What have you tried? Have you done any research/ reading around this step? Have you seen anyone else/ Where have you seen this/ Have you seen this working well elsewhere?		

Stage 2 Strategies - Additional Support

If a number of DDI cycles have elapsed and teachers have failed to improve, leaders should consider the following **Stage 2** strategies. The strategies listed here should be employed when teachers are continuing to struggle, and the standard DDI cycle needs additional structure. This process will last no longer than four weeks.

- 1) **Provide simpler instructions and techniques**- when observing colleagues, action steps need to become even smaller. For example, instead of “be more enthusiastic when delivering content”, the target should be “Smile when you greet students on entry”.
- 2) **Planning Support** – working with another colleague in the subject area to ensure high quality planning in line with the Six Principles
- 3) **More frequent feedback and DDIs** – Increased numbers of Developmental drop-ins will lead to improved outcomes for members of staff. Shortening the *feedback-observation-action* loop ensures that if action steps are not working out, leaders will be aware as soon as possible.
- 4) **Guided Observation**- Teachers benefit from sitting in on stronger teachers’ classes. Teachers should sit alongside strong Teaching and Learning leaders who will point out key moments and high impact teaching actions.
- 5) **Interruption/ Live Coaching Lite**- During a DDI, a master teacher may give guidance in the lesson.

Stage 3 Strategies- Further Support

If the Stage two strategies fail to produce reasonable results, then more intensive interventions may be needed. The teacher will have a teacher improvement plan (See Appendix 3) to facilitate this improvement. These strategies will only be used when other means have failed. This process will last no longer than six weeks.

- 1) **Model entire lessons (Explain, watch, repeat)** - It is extraordinarily helpful for a weaker teacher to see an entire lesson taught by an excellent teacher and then repeat it themselves later that day. The master teacher will talk through the lesson before hand with the weaker teacher, and explain exactly what they plan to do, and what to look for during the class. The struggling teacher then watches the Master Teacher deliver the lesson with the aim to repeat this later in the day.
- 2) **Joint planning** – The backbone of a lesson is the planning- by planning an excellent lesson, a weaker teacher can understand the rationale behind the principles of excellent teaching. A master teacher will joint plan with the teacher in need of support, and then drop in to the key part of the lesson.
- 3) **Takeover / Live Coaching Max** – Takeover is the most extreme version of support, but in some circumstances it is the best strategy available. During a takeover, a master teacher takes over a struggling teacher’s class for half of the time. The struggling teacher observes these classes and works closely with the master teacher to improve their teaching.
- 4) **Formal observations** – this will be by a Lead Practitioner or the Teaching and Learning Lead.

Appendix 1- Stage 2 Cycle

Step 1 - Make and publish new DDI TT (3 across the term)

Step 2 - Ensure Additional support teachers are consistently paired up with SLT

Step 3- After the first DDI, additional strands of support will be offered (guided DDI and additional DDI)

Step 4 - Make new DDI Timetable for SLT with stage 2 support scheduled

Step 5 – T&L Lead contact all host teachers with scheduled “drop ins” and explain rationale.

Appendix 2: Broadwater Feedback Policy

This is not simply a marking policy; it aims to encompass all teacher actions which can be described as feedback and forms Principle 6 of our “Six Principles of Better Practice.”

1	High Behavioural Expectations and Routines
2	Quality of Instruction
3	Subject Mastery
4	Making it Stick
5	Adaptive Teaching
6	Assessment and Feedback

The sole purpose of feedback is to further a student’s learning and this can take several different forms, with no one method being preferred over another.

In Principle

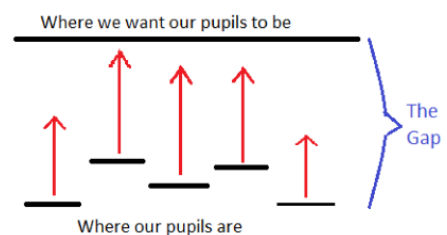
The concept of feedback is at the heart of effective formative assessment. Two aspects make up the feedback loop:

1. Information given to the student about their performance relative to the learning goals which can then redirect the student’s actions to achieve the goal.
2. Information given to the teacher about a student’s performance relative to the learning goals which can then redirect the teacher’s actions to achieve the goal.

The whole purpose of formative assessment and feedback is to:

1. Identify gaps in learning
2. Provide timely and specific feedback to students
3. Require students to respond to feedback and *close* these gaps

Students learn best when they receive specific feedback about what they need to do to improve. Teachers teach best when they seek feedback about student performance which enables them to refine teaching and planning. This links to Principle 5; Adaptive Teaching. As such feedback at Yate Academy is any action which aims to close the learning gap.



Our Principles of Feedback

6. Effective feedback	
<ul style="list-style-type: none"> a) Timely feedback to maximise learning b) Formative assessment is embedded throughout a lesson c) Comments are specific, accurate and clear d) Time to reflect and act upon feedback 	<ul style="list-style-type: none"> a) Students can swiftly unlock further learning b) Teachers know which topics to re-teach that were not grasped first time c) Student actions are refocused or redirected to achieve a goal d) Students are self-regulated learners

The feedback could be written or verbal, from the teacher, peers or themselves – but the intention is the same – to close the learning gap. Effective feedback at Yate Academy has the following principles:

1. Feedback is **regular** so that students can redirect learning swiftly and make rapid progress
2. Feedback is **specific** so that students are in no doubt about how to close the gap
3. Feedback is **timely** so that students can respond shortly after the subject matter was first taught
4. Feedback is **acted upon** so that students can demonstrate that they have closed the gap
5. Feedback addresses **literacy and pride** so that students' work is literate and presentable

Type	Possible Features	Evidence you may see
Live	<ul style="list-style-type: none"> • Takes place every lesson with individual students or small groups • Provides an opportunity to redirect student or teacher action within the lesson (Adaptive Teaching) Feedback may be through re-teaching/ adapting following a misconception noticed during a task. • Students self-mark a short quiz and share the results • Often given verbally for immediate action • Sometimes will involve the highlighting or marking of student work • May involve the use of the teaching assistant to offer bespoke support • Often requires the student to respond to the feedback • May involve marking for literacy 	<ul style="list-style-type: none"> • Improvement evident in books through increasing quality of work over time • Some of the features during a lesson observation • Some evidence of annotation of student work, use of marking code or highlighting in books • Feedback in green pen
Review	<ul style="list-style-type: none"> • Takes place at the end of a lesson or activity with whole class or groups • This could follow the Deliberate Practice section of a lesson • Provides an opportunity for evaluation of learning in the lesson • Teacher leads guided feedback using a model answer following a piece of extended writing • Self or peer assessment against an agreed criteria • May involve re-teaching after a period of live feedback which has highlighted misunderstanding and is an opportunity to address misconceptions 	<ul style="list-style-type: none"> • Lesson observations • Bridging activity following assessment • Re-teaching • Guided feedback using a model answer • Student response in purple pen
Bridging	<ul style="list-style-type: none"> • Takes place away from the point of teaching • Provides an opportunity for teachers to assess for understanding and redirect planning • Should take place after students have re-drafted their work and should reflect the student's "best work" • May involve marking a piece of extended writing (appropriate to the subject) • May involve Whole Class Marking/ Auditing • May involve written comments/annotations on student work 	<ul style="list-style-type: none"> • Evident in books/folders • Individualised "Try Now" task linked to stubborn misconception from last lesson • Student response in purple pen

- May require a student to respond to feedback
- Where it leads to a period of “Try Now” time, students carry out a targeted activity to help bridge gaps in their knowledge. This may take a whole lesson depending on the task/ subject
- Indicated by a marking sticker which highlights the task and a mark for “Pride”

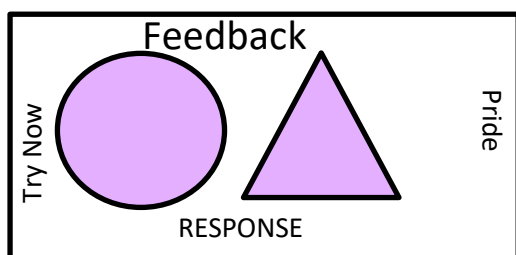
In Practice

There is no single way to give or collect “*closing the gap*” feedback and it will look different in subjects. Within subjects there will be a variety of means of giving and collecting feedback. It is a department’s responsibility to define what excellent feedback looks like using the Principles of Feedback.

Feedback is given in three ways:

1. **Live Feedback** – at the point of teaching e.g. following a hinge question (Live marking)
2. **Review Feedback** – at the end of a task/lesson e.g. Review after Deliberate Practice
3. **Bridging Feedback** – subsequent to the point of teaching e.g. written comments on essays

As professionals we will always aim to use the best feedback methods available to us. Rather than trying to make our approach fit the need for evidence, we’ve taken the opposite approach and instead we have suggested the evidence that may be found in our classrooms and books. This evidence will often not be written down and is summarised below.



This sticker will be used to identify the task that students need to complete in “Try Now Time”, as well as highlighting the ‘Pride’ level for the piece of work (1-4 in line with lesson scores.) “Try Now” tasks will be scaffolded to ensure that the gap is plugged.

Date/ Title underlined.

Sheets stuck in

Work clear and complete

Student response will be in purple pen.

These stickers will be used:

Core – twice per half term (shared classes, once each)

Ebacc/ Options – Once per half term

The teaching at this school will mean that pupils have a greater chance of success than if they went anywhere else.