





Blue Coat Church of England Academy

Teaching & Learning Policy

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Whatever you do, work heartily, as for the Lord and not for men, knowing that from the Lord you will receive the inheritance as your reward. You are serving the Lord Christ.

Teaching and Learning Policy

At Blue Coat Church of England Academy, we strive to introduce Christian aspects of teaching into all that we do, promoting care, respect and high standards in all aspects of Academy life. We aim to build self-esteem and to foster an environment where achievement, in all its forms, is recognised and celebrated.

Blue Coat Church of England Academy aims to equip all learners with the skills needed to succeed in a changing world. We aim for all of our students to flourish; to achieve their potential through a culture of high expectations for everyone, fostering a commitment to learning that is not based solely on the acquisition of knowledge but on the development of the skills, attributes and values needed to encourage life-long learning and to become active participants in society.

Definition of Teaching

Teaching includes the whole range of strategies that a teacher employs to promote learning and progress. At Blue Coat Church of England Academy, we believe that effective teaching involves:

- An up to date, secure knowledge and understanding of curriculum, assessment and pedagogy;
- Prioritising the knowledge, understanding and skills we choose to focus on, in order to deepen students' learning;
- Acquiring relevant knowledge about students and using that knowledge to inform our course design and classroom practice;
- Having consistently high expectations of all students;
- Aligning the three major components of instruction: learning intentions, assessments, and activities so that they are matched to the learning needs of all students;
- Articulating explicit expectations with reference to learning intentions, intended outcomes and success criteria;
- Adapting learning tasks, materials, strategies and outcomes to meet the needs of all students, including the most able, SEND and EAL students;
- Equipping students with the skills to become independent and reflective learners, developing their capacity for life-long learning;
- The explicit teaching and assessment (where relevant) of cross-curricular skills, including: reading, writing, communication and numeracy;
- Formative, summative and diagnostic assessment at timely and relevant points to monitor, evaluate and inform the next steps towards students' learning and progress;
- Ensuring high standards of behaviour for learning in order to create a purposeful environment conducive to teaching and learning;
- Setting challenging and purposeful homework activities to extend learning beyond the classroom and also to provide a foundation for classroom study, in the case of 'flipped learning';
- Refining our curriculum and classroom practice based on reflection and feedback.

Definition of Learning

Learning is the process by which students make sense of new experience. Learning takes place when students construct their own knowledge and understanding of a subject, skill or values. Learning often takes place through personal interaction. Therefore, at Blue Coat Church of England Academy, we believe that it is important to promote

activities that allow the learner to work with others to solve problems, to explore concepts and to develop language as a means of learning and a tool for thinking. At Blue Coat Church of England Academy, we believe that learning involves:

- Accessing prior knowledge, beliefs and attitudes as a foundation for interpreting and building new knowledge and understanding;
- The effective organisation of new knowledge and information. Students naturally make connections between pieces of knowledge. When those connections form structures that are accurately and meaningfully organised, students are better able to retrieve and apply their knowledge effectively and efficiently;
- Motivation; students' motivation determines, directs, and sustains what they do to learn. When students find positive value in a learning goal or activity, expect to successfully achieve a desired learning outcome and perceive support from their environment, they are likely to be strongly motivated to learn;
- The integration and application of skills. To develop mastery, students must acquire component skills, practice integrating them and know when to apply what they have learnt;
- Focus on a specific, clear and measurable target, incorporating an appropriate level of challenge;
- Acting upon timely feedback that explicitly communicates strengths and areas for development relative to specific target criteria in order to make progress in meeting that criteria;
- Harnessing opportunities to develop the full range of intellectual, social, and emotional skills;
- Self-direction. Learners engage in a variety of metacognitive processes to monitor and control their learning—assessing the task at hand, evaluating their own strengths and weaknesses, planning their approach, applying and monitoring various strategies, and reflecting on the degree to which their current approach is working. When students develop the skills to engage these processes, they gain intellectual habits that not only improve their performance but also their effectiveness as learners.
- Thinking hard. At Blue Coat Church of England Academy, we recognise that learners need the opportunity to process new information to be able to recall and apply this knowledge. We promote a wide range of learning opportunities to enable pupils to 'think hard'. It is the process of thinking, sequencing, decoding, rearranging and making links that lead to deep thinking and allow better understanding and recall. Students are regularly exposed to learning sequences that support independence and promote higher order thinking.

The aims of this document are to provide coherence of approach and consistency of expectation by setting out a framework for teaching and learning at Blue Coat Church of England Academy, within which there is flexibility and scope for creativity.

At Blue Coat Church of England Academy, we do not prescribe a particular method of planning. This freedom of choice is to allow teachers to develop their own styles and to allow them to be creative, so that they may feel empowered to offer deep learning experiences, un-restricted by a set lesson structure. However, whilst teaching staff are encouraged to adopt a style of their own, there is an expectation that they will make use of the research-informed strategies set out in this policy so that we can all continue to work towards the highest possible standards of education for our students.

Regular monitoring of teaching and learning takes place at Blue Coat Church of England Academy to ensure that all staff adhere to the principles set out within this document, making use of agreed strategies at the right time and to the right degree.

Planning and Implementation of Learning Activities:

All sequences of learning at Blue Coat Academy should involve the following elements. These principles are drawn from best practice research conducted by Barack Rosenshine (organised thematically by Tom Sherrington and illustrated by Oliver Caviglioli) and are suitable for universal application to both practical and non-practical lessons/subject areas.

Reviewing Material



Daily review: Begin a lesson with a short review of previous learning. Daily review can strengthen previous learning and can lead to fluent recall.



Weekly and monthly review: Students need to be involved in extensive practice in order to develop well-connected and automatic knowledge.

Questioning



Check for student understanding: Checking for student understanding at each point can help students learn the material with fewer errors.



Ask a large number of questions and check the responses of all students: Questions help students practice new information and connect new material to their prior learning.

Sequencing Concepts and Modelling



Present new material in small steps with student practice after each step: Only present small amounts of new material at any time, and then assist students as they practice this material.



Provide models: Providing students with models and worked examples can help them learn to solve problems faster.



Provide scaffolds for difficult tasks: The teacher provides students with temporary supports and scaffolds to assist them when they learn difficult tasks.

Stages of Practice



Guide student practice: Successful teachers spend more time guiding students' practice of new material.



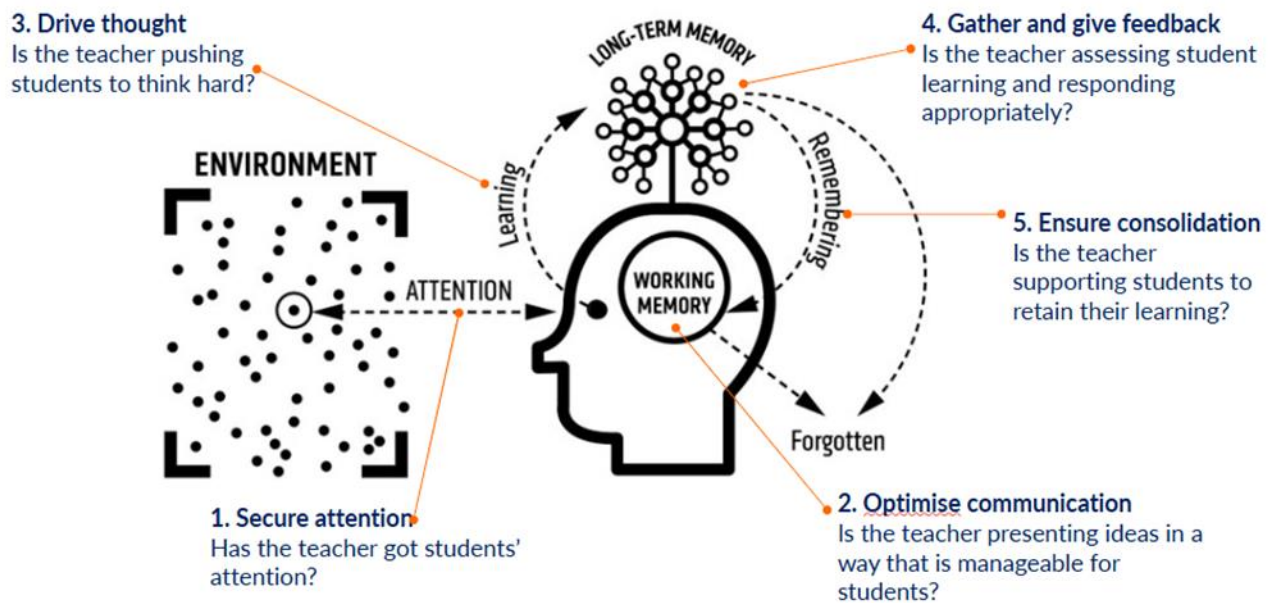
Obtain a high success rate: It is important for students to achieve a high success rate during classroom instruction.



Require and monitor independent practice: Students need extensive, successful, independent practice in order for skills and knowledge to become automatic.

The Fundamentals of Classroom Implementation

Whilst Rosenshine's Principles of Instruction underpin the sequencing and design of learning at Blue Coat Church of England Academy, the memory model offers a good place to begin when considering the fundamentals of classroom teaching (the way that these learning sequences are implemented). At Blue Coat Church of England Academy, this model forms the basis of our self and peer granular review of teaching and learning. The model is hierarchical, providing a clear sequence for staff to consider when planning, observing or engaging in self-review of lessons.


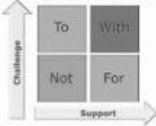
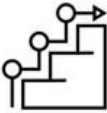
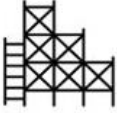












Although not shown on the diagram, curriculum underpins the memory model. The first thing we must ask ourselves as teachers is: *are we teaching the right thing at the right time to the right groups of students?* Within lessons, we could then consider the following questions, in this sequence, to establish what is working particularly well, and to isolate the highest leverage area for development. *Links between the memory model and Rosenshine's Principles of Instruction are highlighted in red.*

- 1. Securing attention through effective behaviour management:** has the teacher got the students' attention? Behaviour management is the foundation of effective teaching and learning. Are Academy policies being implemented effectively? Is there evidence of positive relationships between students and staff, and students and their peers?
- 2. Optimise communication through clear instructions and explanations:** is the teacher presenting ideas in a way that is manageable for students? Is *new material presented in small steps* with *opportunities for student practice after each step*?
- 3. Drive thought by challenging students to think hard:** is the teacher pushing students to think hard and to grapple with ideas, making connections between prior learning and new concepts? Are *models* used to support students in developing their conceptual understanding? Is thinking hard *scaffolded* to support students to forge stepped, logical connections between ideas?
- 4. Gather and give feedback:** is the teacher assessing student learning and responding appropriately (to strengths and misconceptions)? Is the teacher *asking a large number of questions and checking on the responses of all students*?
- 5. Ensure consolidation:** is the teacher supporting students to retain their learning through regular opportunities for revision and retrieval? Is *daily review* (through do now activities) used effectively? Are there *opportunities for weekly and monthly review to enable students to develop well-connected and automatic knowledge*?

Teaching and Learning Strategies to Support all Students

Classroom practice at Blue Coat Academy should be as inclusive as possible. The following classroom strategies have been identified as actionable ways for all staff to implement Rosenshine's principles of sequencing, modelling and reviewing learning, alongside the promotion of effective behaviour for learning, which the memory model highlights as the foundation of effective classroom practice. These strategies should be used across sequences of learning and are designed to support SEND students in particular, whilst also uplifting all other students. We recognise that some of these strategies can be used every lesson, whilst others cannot, and that this will be dependent upon the subject being taught. **However, there should be a collective drive to embed these strategies across sequences of learning in all departments to support the needs of all students in accessing the curriculum.**

Self-Regulation	Timers 	Self-Regulatory Strategies: <i>Brilliant Basics, Restorative Practice, Zones of Regulation</i> 	
Structure	Stepped, Sequential, Scaffolded Activities  	Checklists 	Modelling: <i>I do, we do, you do; live modelling; WAGOLLS</i> 
Language and Communication (speech and writing)	Vocabulary: <i>Pre-teach; teach in context; teach explicit meaning</i> 	Word Banks 	Sentence Starters (for speech and writing) 
Reading and Comprehension	Reading Aloud: <i>group; paired; choral; echo; timed/speed reading</i> 	Comprehension Strategies: <i>highlighting and annotation; summarising; matching text and images</i> 	Use of Images 
Thinking Hard	Retrieval Practice: <i>regular repetition and revisiting of key concepts; linking ideas.</i> 	Metacognitive Strategies: <i>everybody writes; developmental writing; turn and talk; cold call; volunteers; show me.</i> 	

It is expected that the following strategies, from the table above, be used every lesson by all staff:

- Timers
- Self-Regulatory Strategies: Brilliant Basics, Restorative Practice
- Stepped, sequential, scaffolded activities
- Retrieval practice (daily review, via 'do now' activities)
- Metacognitive strategies (these are outlined specifically over the next few pages of this document).

Differentiation of learning strategies, activities, materials and outcomes

Whilst the strategies above should support all learners to some extent, there will be some students, particularly those identified as having specific SEND and/or EAL needs who require additional or different kinds of support. Staff should use all relevant information, including ISPs; reading age data; formative, summative and diagnostic assessments to make provision for their needs. This may involve:

Differentiation by process:

- Providing a range of alternative tasks;
- Deliberate grouping of students according to tasks (e.g. grouping all of the most able students together to work on a particularly challenging task; using 'jigsaw' grouping; mixed ability grouping for peer teaching etc.);
- Assigning roles to individual students (e.g. leader, scribe, questioner, spokesperson etc.);
- Directing the support of a Teaching Assistant;
- Varying degrees of challenge within teacher questioning and response;
- Use of relevant technology, such as Immersive Reader.
- Extended time for the completion of specific tasks, particularly for assessment tasks.

Differentiation by content:

- The qualification/tier students are studying for;
- Developing and adapting resources to support, challenge and extend students, e.g. differentiating texts according to reading age.

Where, despite adaptations to teaching and resources, students fail to show evidence of progress or make very limited progress, teachers should seek advice and support from our SEND and/or EAL leads so that additional and where relevant, more holistic, monitoring and support can be provided.

Working with Teaching Assistants

The role of the teaching assistant should be to work with teachers to improve the progress and attainment of students while also promoting their independence, self-esteem and social inclusion. They give assistance to students so that they can access the curriculum, participate in learning and experience a sense of achievement.

Underpinning positive working relationships between teachers and teaching assistants, there needs to be a clear understanding of the expectations regarding communication and teaching and learning.

- Teaching assistants are most effectively deployed in the classroom when they are informed of, and involved in, the learning;
- Teaching assistants should be provided with medium term plans/schemes of work/key vocabulary lists in advance;
- Regular discussion of student progress and wellbeing should take place between the teacher and teaching assistant;
- Teachers should provide teaching assistants with appropriate guidance on their role within the lesson or sequence of lessons;
- Teaching assistants should share their in-depth knowledge of the student or students being supported, particularly if progress differs significantly in other lessons.






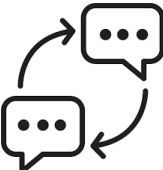
Metacognition and Self-Regulation Strategies

Self Regulation: The ability to manage your own behaviour, reactions and emotions in a given setting, to make yourself productive and successful.

Metacognition: An awareness of your own thinking patterns and an ability to plan, monitor, evaluate and make changes to them in order to respond effectively in context.

Essentially, both involve knowing when and how to engage in productive behaviours of your own accord. To help students to do this, we need to develop clear processes and routines, and use them consistently in all lessons, so that these routines become habitual for students and staff. At Blue Coat Church of England Academy, we call these our '**means of participation**' routines. The following means of participation can be used alone or in sequence to

support enhanced levels of student participation and student thinking. They are signalled by a shared, common language and also by symbols displayed on learning resources/Powerpoint slides. **Staff should use a combination of means of participation routines in every lesson.**

Means of Participation		
Stop and Jot, Silent Solo (Everybody Writes)		Asking students to write their thoughts in their books, on paper or on a mini-whiteboard (before discussion or questioning). This should be done in silence. This allows for individual processing time and boosts the participation and think ratio.
Cold Calling		Calling on students whether or not they have volunteered. This allows for review and retrieval, accountability after processing time and can increase participation with a low-stakes task introduction. It could be used after Everybody Writes or Turn and Talk .
Turn and Talk		Allows students opportunities to develop, refine and rehearse their ideas through short, paired discussions. It can add processing time and can aid formative thinking. It is particularly useful after Everybody Writes .
Volunteers		Asking students to signal that they would like to share their thoughts. This can be particularly useful for questions with multiple interpretations and works well after Everybody Writes or Turn and Talk .
Show Me		Students actively show the teacher evidence of their understanding, using hand signals, mini-whiteboards, coloured cards/ABCD cards etc. On a specific cue, all students respond in unison to represent their answer. Notice, it is their <i>answer</i> , not their perception of it. Asking for a thumbs up, down or sideways to show 'how well you understand the problem' is a subjective and unreliable self-report when objective data would be far more accurate.
Call and Response		Asking students to respond orally and collectively as a group. This can help to reinforce key vocabulary, build energy and belonging, and support quick retrieval. It could be used after Volunteers or Cold Calling to emphasise a key point.
The successful implementation of each of these relies upon: <ul style="list-style-type: none"> • Effective cueing (verbal and non-verbal) so that students know how they are expected to respond to a given question or prompt/which means of participation they should use. • Economy of language when giving 'what to do' directions relating to means of participation. • Developing a culture of error, so that students feel a sense of psychological safety when contributing. • Positivity and praise so that students are <i>encouraged</i> to contribute. • An appropriate wait time (not too short but not too long. It's important to 'ride the crest of the wave' and stop when the going is good – if we allow students too much time, we lose a sense of momentum). • Developing active listening routines so that students can reflect and build on the responses of others, using these to shape their own contributions. • Active observation – scanning the room methodically, circulating with purpose, considering the following questions: what are you looking for? What did you expect to see? Where are you going to collect data? How will you respond to the data you collect? 		

Means of participation strategic combinations/sequencing:

Teachers need to intentionally plan a series of means of participation sequences, with strategies that build on each other to maximise think ratio. For example:

- *Writing first helps the classroom crackle to life when teachers send students into a Turn and Talk because each student has had the opportunity to think first.*
- *Everybody writes and Turn and Talk allow teachers to gather data to inform their Cold Calling.*

- *Asking students to Turn and Talk first gives them the processing time that they need and the opportunity to rehearse before sharing with the rest of the class via Cold Calling.*
- *Including opportunities for Volunteers as part of our means of participation is important to encourage active participation and to generate enthusiasm and engagement.*

Assessment for Learning

Rationale

Assessment procedures and practices should support the planning and delivery of each student's learning journey. Therefore, assessment for learning is a central part of everyday classroom practice at Blue Coat Church of England Academy. Assessment for learning at Blue Coat is underpinned by the belief that every student can improve if they understand the aim of their learning, where they are in relation to this aim and how they can achieve the aim (or close the gap in their knowledge). Formative assessment takes place in a variety of ways, every lesson, with teachers using evidence of learning to adapt lessons in real time to meet students' learning needs. We do not prescribe a specific type of formative assessment, and recognise that not all feedback has to be written down to be effective. Live modelling, whole class feedback, reviewing exemplar responses, to name but a few examples, are all impactful forms of assessment that may be employed by classroom teachers to support student progress.

An effective teacher:

- Establishes where the students are in their learning.
- Identifies the learning destination.
- Carefully plans a route.
- Begins the learning journey.
- Makes regular checks on progress on the way.
- Makes adjustments to the course as conditions dictate.

There are five key strategies involved in this process:

1. Clarifying and sharing learning intentions and criteria for success (Sharing learning intentions)
2. Effective classroom discussion, questions and learning tasks that elicit evidence of learning (Questioning)
3. Providing feedback that moves learners forward (Feedback)
4. Activating students as owners of their own learning (Self-assessment)
5. Activating students as instructional resources for one another (Peer-assessment)

Formative teacher feedback should be based on success criteria, confirming 'what went well' and areas to develop further ('even better if') but this does not have to be graded. Comment only feedback encourages students to think deeply, increasing "the extent to which students are owners of their own learning" (Dylan Wiliam). At Blue Coat Church of England Academy, common student-speak assessment criteria within each department aids this process.

Summative Assessment

Summative assessment focuses on measuring attainment. It should take place at the end of a sequence of learning and should be graded. By sharing expectations and learning goals with students, summative assessment of learning can also contribute to assessment for learning. Following summative assessments, students should be provided with realistic and actionable targets for improvement.

Diagnostic Assessment

Diagnostic assessment is used in each department on an ongoing and regular basis, to identify those students who require additional support in order to master particular areas of knowledge, understanding and skill. These assessments may take the form of specific pieces of classwork or homework, 'mini-mocks' or formalised pre-public examinations.

Diagnosis of areas for development should be followed by 'therapy'; opportunities for students to re-learn key facts and processes, to practice a particular skill or to further develop their understanding of a concept or concepts. Opportunities for this should be provided in class, although students may also be provided with additional or personalised home learning tasks, related to their own areas for development, as part of that 'therapy'.

Further testing should then take place to assess the extent to which students have mastered the areas of knowledge, understanding and skill covered by therapy sessions.

Opportunities for the cycle of 'diagnosis – therapy – testing' should be incorporated into all schemes of work, with ample time afforded for 'therapy' to ensure that students are able to address misconceptions and gaps in their knowledge, understanding and skills.

Teacher, peer and self-assessment should be completed using green pen.

Peer and Self-Assessment of Learning and Progress

It is also vital that students develop the capacity for peer and self-assessment, actively participating in assessing their own and others' learning. At Blue Coat Church of England Academy, students are encouraged to take increasing control of their own learning through the assessment process. To develop the capacity for peer and self-assessment, students are provided with models of quality work; accessible criteria against which to assess such work and opportunities to compare their own work against such models and criteria.

Student Response to Feedback

Feedback is a reciprocal process. In order to 'move learners forwards', time must be allocated within lessons for students to respond meaningfully to teacher feedback and this response should be supported and scaffolded by the teacher.

Student response to feedback should be completed using red pen (unless this is a practical response).

Teachers should carefully plan 'red pen response' activities; the 'response' to marking requires that both teachers and students do something different, or make adjustments, in order to reach specific learning goals.

Home Learning

Home learning is an essential part of a successful education and helps support students' ability to learn in a variety of contexts. Home learning not only reinforces classroom learning, it also helps students to develop skills and attitudes they need for successful lifelong learning. It promotes independent learning skills, including the habits of inquiry and investigation. Blue Coat Church of England Academy recognises the Education Endowment Foundation's findings that Homework (Secondary) has the potential to positively impact Pupil Progress equivalent to 5 months' learning, year-on-year.

Homework should be set via Satchel One. Where classes are shared, it should be decided who has primary responsibility. Students are expected to complete all tasks set, and teachers are expected to offer feedback on tasks set (this may be verbal, written, automated – in the case of online quizzes for example, individual, grouped or whole-class feedback) and to use homework performance to inform planning.

When completed to a high standard, homework is an opportunity for praise and reward. When it is not completed, teachers will first seek to offer support and help to remove barriers before applying relevant sanctions.

Homework set must have clear value in relation to the curriculum, supporting progress over time. Departments are expected to shape a common, consistent and quality-assured approach to homework, within these whole-school guidelines. We recognise particular value in the role that retrieval practice; skills practice; thinking hard and flipped learning can play in the setting of impactful Homework. Homework, along with all teaching and learning approaches, should be adapted, where relevant to enable each individual to realise their potential.

When and How Much?

Homework is best set on the day you teach those students, and a minimum of 48 hours given for completion.

3+ lessons each week	Homework set weekly
1-2 lessons each week	Homework set fortnightly

Years 7 & 8: each Homework should take up to 20 minutes.

Year 9: each Homework should take up to 30 minutes.

Years 10 & 11: each Homework should take up to 1 hour.

Years 12 & 13: each Homework should take up to 2 hours (independent study tasks should be set in addition to this).

Guiding Sixth Form Independent Study

In addition to their set homework, it is expected that sixth form students will use their independent study time to engage in further academic reading, wider learning, and revision around their subjects. Staff must provide students with some guidance on the most effective sources and methods for this. This may involve the setting of specific revision tasks or templates, with clear time frames for completion (particularly for those beginning year 12 and for students with specific needs).

Middle and Senior Leaders are expected to regularly monitor the quality and effectiveness of homework set within their relevant areas, and across the curriculum.

Monitoring and Support

The model for the monitoring of teaching and learning is as follows:

- Regular formal and informal learning walks – this may include a variety of formats such as ‘drop-ins’, tours of the school, whole school or subject monitoring and review cycles supported by our external partnership links;
- Lesson observation;
- Peer review observations;
- Coaching observations;
- Work scrutiny – this may include a variety of formats, including calendared exercise book monitoring and pupil trails;
- Use of staff and student voice;
- Newly qualified teachers are additionally observed as part of their training and development needs.

Monitoring of teaching and learning is quality assured through a model of paired observation learning walks wherever possible, conducted by middle and senior leaders. The monitoring of the quality of teaching also includes a comparison to pupil progress and outcomes in order to give a broader picture of the success of teaching over time.

Support for Classroom Based Staff

At Blue Coat Academy, we believe that effective teaching and learning is underpinned by staff CPD. We are therefore committed to supporting teachers and teaching assistants to develop their practice in the following ways:

- Observing good practice from colleagues;
- Calendared teaching and learning meeting cycles with specific opportunities to develop areas of teaching;
- Use of instructional coaching – teachers working in pairs and small groups to enhance their own practice;
- Observing good practice in other schools through our network links or partnership schools;
- Internal CPD, including opportunities for self-directed, asynchronous online learning;
- External CPD courses, where relevant.

Student and Parent Involvement

The views of students about lessons will also be sought as part of student voice. Parents also have a considerable contribution to make to students' success in school. They are strongly encouraged to review their children's school books, support students in responding to their teachers' feedback and create the right environment and routines at home to enable homework to be completed. Liaison with the school is encouraged through use of text updates, the website, parental engagement evenings and Academy events.

Roles and Responsibilities

Students

- To engage in and take responsibility for their own learning by participating fully in learning activities in the classroom and beyond;
- To reflect upon their own progress towards attainment targets and set interim steps towards achieving these;
- To respond to teacher formative and summative assessment, acting upon targets set in order to make progress in their own learning;
- Following diagnostic assessments, to engage fully in 'therapy' or intervention sessions, both inside and outside the classroom to make further progress towards attainment targets;
- To take ownership of their personalised learning checklists in each subject area (where relevant), in order to identify key strengths and areas for development in relation to content and skills covered.

Form Tutors

- To support learners in setting challenging targets and strategies for meeting these;
- To encourage learners to reflect upon their own progress and attainment, considering how they can best engage and develop this moving forwards;
- To monitor the recording and completion of home learning activities;
- To provide opportunities during form time for developing the skills required for independent and collaborative learning;
- To provide opportunities during form time to develop the full range of intellectual, social, and emotional skills.

Subject Teachers

- To plan lessons which take into account prior attainment, specific learning needs and different learning strategies to allow all students to access the curriculum;
- To provide reflective opportunities within the lesson to allow students to consolidate their learning and to reflect upon the cognitive process;
- To ensure that students make progress during lessons by using accurate and appropriate assessment techniques;

- To use questions which provide stretch and challenge to all learners;
- To be committed to learning themselves as reflective practitioners who strive to keep up to date with subject and curriculum knowledge and pedagogy;
- To manage behaviour to ensure that the learning environment is safe and conducive to teaching and learning;
- To maintain and clearly communicate high expectations of all students, to students;
- To communicate regularly with teaching assistants to clarify their role within the lesson or sequence of lessons being supported;
- To follow the guidelines set out within this policy with regard to the planning and structuring of learning opportunities and our common language for learning (linked to our means of participation strategies).

Teaching Assistants

- To be committed to learning themselves as reflective practitioners who strive to keep up to date with relevant subject and curriculum knowledge and pedagogy;
- To maintain and clearly communicate high expectations of all students, to students, regardless of background or ability;
- To use questions which provide stretch and challenge to all learners, regardless of background or ability;
- To share their in-depth knowledge of the student or students being supported, particularly if progress differs significantly in other lessons;
- To communicate regularly with teaching staff to clarify their role within the lesson or sequence of lessons being supported;
- To follow the guidelines set out within this policy with regard to supporting the teaching and learning process within lessons.

Heads of Department

- To ensure that Academy/department policy is in operation through lesson observations, work monitoring and student interviews and that whole school priorities are shared through subject development plans;
- To encourage and make time for necessary training and the sharing of good practice in department meeting time;
- To encourage the sharing of good practice and professional dialogue;
- To identify the teaching and learning strategies which would be best suited to delivery of curriculum content and material;
- To plan schemes of work which incorporate opportunities for learners to access the curriculum through the planned use of questions, different learning strategies and reflective opportunities;
- To use and monitor the use of display to promote, reinforce and support teaching and learning strategies and assessment for learning;
- To follow, and ensure that others in their department adhere to, the guidelines set out within this policy with regard to the planning and structuring of learning opportunities, the use of assessment and the setting of regular, purposeful home learning activities.

Key Stage Progress Leaders

- To research, trial and embed good practice and innovation in strategies for teaching and learning;
- To disseminate good practice amongst colleagues both formally and informally at department and other calendared staff meetings and through delivery of staff training as part of the CPD programme;
- To support Heads of Department and subject teachers in the identification of student learning needs;
- To monitor and evaluate the quality of teaching and learning in regard to the attainment and progress of individuals and groups;

- To encourage the sharing and dissemination of resources and good practice across different curriculum areas;
- To lead on strategies for 'therapy' or intervention for cohorts, groups and individuals in preparation for end of Key Stage assessments;
- To support liaison between feeder primary schools to ensure progression in learning from year 6 to year 7.

Quality Teaching First Coaches

- To research, trial and embed good practice and innovation in strategies for teaching and learning;
- To disseminate good practice amongst colleagues both formally and informally at department and other calendared meetings and through delivery of staff training as part of the CPD programme;
- To support Heads of Department and subject teachers in the identification of student learning needs;
- To encourage the sharing and dissemination of resources and good practice across different curriculum areas;
- To support teachers in evaluating their own practice, identifying areas for development and responding to these.

The Senior Leadership Team

- To provide and evaluate the provision of staff training through a planned, comprehensive CPD programme within school, to enhance knowledge of and practice in employing appropriate and effective teaching and learning strategies;
- To encourage the sharing and dissemination of resources and good practice across different curriculum areas;
- To ensure that parents are kept informed of how they might support their children in developing their learning skills;
- To support liaison between feeder primary schools to ensure progression in learning from year 6 to year 7;
- To regularly evaluate the quality of teaching and learning across the Academy, on outcomes for cohorts, groups and individuals and to use findings to inform whole school policy and practice;
- To monitor adherence to the guidelines set out within this policy with regard to the planning and structuring of learning opportunities (in school and at home) and to hold to account those who fail to comply with Academy policy.

Links to other policies:

- Special educational needs (SEN) and disability
- Information on Remote Education
- Whole School Assessment, Marking and Feedback
- Curriculum