



Inspire Education Trust

Together we achieve, individually we grow



Teaching and Learning Policy

Blue Coat CE Secondary School

Policy Date: June 2023

Review Date: June 2026

Document History

Version	Status		Date	Author	Summary Changes
V1			June 2023	Mrs C Taylor	Updated in line with the Trust format Whole school agreed approaches outlined p.4

1. Context

At Blue Coat Church of England School, our vision is “Living life in all its fullness”. We exist to equip our students to ‘live life in all its fullness’ by providing excellent education, which is distinctively Christian and inclusive of all. At the heart of this education are the values of Care, Hard Work, Respect, Integrity and Servanthood, working Together for the good of all individuals, the school and wider communities. The conviction that we are created and sustained by God for living together in families and communities is at the root of our dedication to educating for life together.

2. Aims

This policy aims to:

- Explain how we will create an environment at our school where pupils learn best and love to do so
- Summarise expectations to make sure everyone is committed to achieving a consistent approach to teaching and learning across our school
- Promote high expectations and raising standards of achievement for all pupils in our school
- Involve pupils, parents and the wider school community in pupils’ learning and development

3. Vision Statement

We strive to develop and compliment a coherent 11 – 19 curriculum where learners have access to a broad, balanced range of activities and experiences to enable them to become mature young adults, confident and competent to make positive, lifelong contributions to our multi-cultural society and the changing world in which we live. To ensure that our curriculum is implemented through high quality first wave teaching; yet is inclusive for all by ensuring that appropriate adjustments and challenge are in place.

The Blue Coat Approach to teaching provides colleagues with a research-based teaching template, however allows opportunities for creativity.

The following policy is designed with our school vision in mind along with the following principles of teaching and learning which guide the work in the school:

- To promote learning and raise progress
- To develop young people

The aims of this document are to set out a clear set of high expectations and a common approach to teaching and learning at Blue Coat School so that teachers, parents/carers and students are all aware of and can work towards the highest possible standards of education. Regular monitoring of teaching and learning takes place at Blue Coat to ensure that high standards are always met and therefore, the best outcomes for the students.

Pupils learn best at our school when they:

- Have their basic physical needs met
- Feel secure, safe and valued
- Feel a sense of belonging to the group
- Are engaged and motivated
- Can see the relevance of what they are doing
- Know what outcome is intended
- Can link what they are doing to other experiences
- Understand the task
- Have the physical space and the tools needed
- Have access to the necessary materials
- Are not disrupted or distracted by others
- Can work with others or on their own, depending on the task
- Are guided, taught or helped in appropriate ways at appropriate times
- Can practice what they are learning
- Can apply the learning in both familiar and new contexts
- Can persevere when learning is hard
- Can manage their emotions if things are not going well
- Recognise that all learners make mistakes and mistakes can help us learn
- Have their learning scaffolded and adjusted in line with their learning needs

4. Roles and responsibilities

Teaching and learning in our school is a shared responsibility, and everyone in our school community has an important role to play.

This is how we will create the above conditions for pupils' learning at all times:

Teachers

Teachers at our school will:

- Follow the expectations for teaching and professional conduct as set out in the [Teachers' Standards](#); Use the Blue Coat approach to deliver high quality first wave teaching when planning and delivering lessons.
- Use agreed approaches e.g. the 4forAll toolkit; the Blue Coat reading strategy; the 'Ready, Respectful, Responsible' behaviour for learning expectations
- Follow the 7- year curriculum plans/SOL.
- Actively engage parents/carers in their child's learning including parents evening, Class Charts, phone calls/email home, including clearly communicating the purpose of home learning

- Update parents/carers on pupils' progress in-line with reporting calendar.
- Meet the expectations set out in curriculum policy, behavior policy, and marking and feedback policy

Support Staff

Support staff at our school will:

- Know pupils well and differentiate support to meet their individual learning needs
- Support teaching and learning with flexibility and resourcefulness
- Use agreed assessment for learning strategies
- Use effective marking and feedback as required
- Engage in providing inspiring lessons and learning opportunities
- Feedback observations of pupils to teachers
- Ask questions to make sure they've understood expectations for learning
- Identify and use resources to support learning
- Have high expectations and celebrate achievement
- Demonstrate and model themselves as learners

HODs/TLR Holders

HODs/TLR holders at our school will lead their departments to:

- Create well-sequenced, broad and balanced curriculum plans that build knowledge and skills
- Sequence lessons in a way that allows pupils to make good progress from their starting points
- Use their budget effectively to resource their subject, providing teachers with necessary resources for learning
- Drive improvement in their subject, working with teachers to identify any challenges
- Timetable their subject to allocate time for pupils to:
 - Achieve breadth and depth
 - Fully understand the topic
 - Demonstrate excellence
- Moderate progress across their subject by, for example, systematically reviewing progress against a range of evidence and reviewing qualitative and quantitative performance data. Organise intervention as appropriate.
- Conduct Quality Assurance episodes to determine strengths & areas for development
- Improve on areas for development identified in their monitoring activities
- Provide bespoke support for colleagues as required
- Implement a subject specific CPD as required.

- Create and share clear intentions for their subject
- Encourage teachers to share ideas, resources and good practice
- Meet the expectations set out in curriculum policy, behavior policy, marking and feedback and appraisal policy.
- To lead the quality and consistency of teaching practice across the department. Deliver or arrange high quality departmental training to improve colleague's subject specific knowledge.

Lead Learners

Lead Learners at our school will:

- Model outstanding teaching and learning to other staff and support the development and practice of other colleagues across the school/within departmental team/faculty.
- To develop the role of Instructional coach and co-coaching activities.
- To use information from whole school QA to develop and lead departmental & whole school CPD
- To provide bespoke support for teachers who are experiencing difficulties through enhanced coaching.
- To support the QA process across the school community.

Senior Leaders

Senior Leaders at our school will:

- Have a clear and ambitious vision for providing high-quality, inclusive education to all
- Celebrate achievement and have high expectations for everyone
- Hold staff and pupils to account for their teaching and learning
- Plan and evaluate strategies to secure high-quality teaching and learning across the school
- Manage resources to support high-quality teaching and learning
- Provide support and guidance to other staff through coaching and mentoring
- Input and monitor the impact of continuing professional development (CPD) opportunities to improve staff's practice and subject knowledge
- Promote team working at all levels, for example by buddying teachers up to support one another where appropriate
- Address underachievement and intervene promptly
- Meet the expectations set out in curriculum policy, behavior policy, marking and feedback policy and appraisal policy.

Pupils

Pupils at our school will:

- Take responsibility for their own learning, and support the learning of others

- Meet expectations for good behaviour for learning at all times, respecting the rights of others to learn
- Attend all lessons on time and be ready, respectful and responsible to learn, with any necessary equipment for the lesson
- Be curious, ambitious, engaged and confident learners
- Know their targets and how to improve
- Put maximum effort and focus into their work
- Complete homework activities as required
- Meet the expectations set out in behavior policy

Parents and carers

Parents and carers of pupils at our school will:

- Value learning
- Encourage their child as a learner
- Make sure their child is ready and able to learn every day
- Support good attendance
- Participate in discussions about their child's progress and attainment
- Communicate with the school to share information promptly
- Provide resources as required to support learning
- Encourage their child to take responsibility for their own learning
- Support and give importance to home learning

Governors

Governors at our school will:

- Monitor that resources and funding are allocated effectively to support the school's approach to teaching and learning
- Monitor the impact of teaching and learning strategies on pupils' progress and attainment
- Monitor the effectiveness of this policy and hold the headteacher to account for its implementation

Make sure other school policies promote high-quality teaching, and that these are being implemented

5. Planning and Implementation of Learning activities.

The aims of our curriculum are as follows;

- Inclusion of all pupils no matter their background, prior attainment or barrier to learning to accessing the same ambitious curriculum content
- Building beyond KS3 National Curriculum & aiming for ambitious content taught across the full three years (7-9)
- Our KS3 curriculum has been built around the Skills, Knowledge & Understanding (SKU) needed for them to succeed beyond the school gates
- The widest possible options available at GCSE & A level options to suit the needs of our pupils, local and national requirements
- High expectations, breadth, high challenge & inclusive classroom practice
- Consistent planning & logical sequencing of content that leads to long term learning
- Implementation of a quality first wave approach to teaching & learning
- Enabling all our students to “Live Life in all its fullness (John 10:10)” through curriculum, enrichment, performances, PSHE and worship experiences
- Personal & character development enabling the widest variety of curricula and extra curricula experiences that allow pupils to develop a rounded individual
- Allow pupils to thrive as individuals through personalized & flexible pathways including RSE & PSHE
- Enable opportunities for students to develop socially and creatively through the breadth of us in school and extra curricula offering
- Enable students to have a positive impact on the community and the world around them
- Blue Coat promotes the spiritual development of our learners through embedding our schools CHRIST values at all levels of our curriculum

6. Schemes of Work and Seven-year Curriculum Plans

Schemes of work and seven-year curriculum plans across all key stages are developed and managed by Heads of departments and their teams with regard to whole school policies such as Curriculum and SEND Policy.

It is expected that the scheme of work will meet all the criteria set out below;

- Intent & Recall
- Explain & Model
- Do & Practice
- Question
- Know, Scaffold & Adjust
- Homework & Linked Resources
- Include references to adjusted/challenging work to ensure all students are challenged in line with their ability;
- Provide opportunities for developing independent and collaborative learning;

- Detail literacy, numeracy and communication opportunities and how they will be taught;
- Detail how the unit will be assessed and include opportunities for a variety of assessment for learning strategies throughout.
- Include SMSC considerations and opportunities to develop student aspiration
- Identify relevant and challenging opportunities for home learning.

Every teacher is responsible for delivering adjusted lessons for children with Special Educational Needs.

Seven-year Plans

Seven-year curriculum plans across all key stages are developed and managed by Heads of departments and their teams. The template is available (see Appendix 1) The plan should clearly demonstrate the curriculum intent and effective sequencing.

Lessons

When planning lessons teachers should be mindful of the learning objectives and intended outcomes so that students move forward and make progress in their learning every lesson relative to their starting points.

Teachers at Blue Coat school should strive to ensure that their planning allows for each element of the Blue Coat approach to be evident in each lesson:

- Explain & Model – “I do, we do”
- Do & Practice “You do”
- 4forAll Toolkit – Key Words & Reading, Time, Chunk & Check, Visual Cues
- Questioning
- Feedback
- Homework

Basis expectations should be evident in all lessons;

1. Meet/Greet
2. Settler Activity
3. Annotated Seating Plan
4. Literacy/Numeracy Opportunities
5. 3Rs – Ready, Respectful & Responsible

Lessons will be planned well to ensure good short-, medium- and long-term progress.

7. Learning Environment

When pupils are at school, learning will take place in such as classrooms, outdoor spaces, halls, music rooms and ICT suites].

These spaces will be kept safe, clean and ready for pupils to use them.

They will be arranged to promote learning through:

- Posters of material pupils have previously learned about and can identify
- Accessible resources for learning such as books, worksheets and other equipment
- A seating layout that allows everyone to see the board and participate
- Displays that celebrate and support pupils' learning

Meeting the Needs of all Students

Teaching and learning at our school will take the backgrounds, needs and abilities of all pupils into account. We will adjust learning to cater to the needs of all of our pupils, including:

- Pupils with special educational needs and disabilities (SEND)
- Pupils with English as an additional language (EAL)
- Disadvantaged pupils
- Pupils that are more able.
- Using support staff effectively to provide extra support
- Working with our SEN coordinator (SENCO), our pupils with SEND, and their parents to establish the appropriate level of material to support these pupils to make good progress
- Using ability groupings for certain subjects where appropriate
- Using strategies from the 4 for all Toolkit
- Adjusting practice in-line with student passports
- Providing appropriate scaffolding e.g. writing frames and Key word banks

Additional information can be found in our [SEND policy](#).

Homework

Homework, will support pupils to make the link between what they have learnt in school and the wider world. It's most effective when done in a supportive, secure environment, with focused time set aside.

All homework will be made available on Classcharts

Homework will be reasonable in challenge and length, and its purpose will be clearly outlined alongside each task.

Parents are expected to support students in the completion of homework. If appropriate any necessary equipment or resources will be provided, loaned or made accessible.

Marking and Feedback

Feedback will clearly explain to pupils what they're doing well and what they need to do next to continue to improve their work.

It will be given every 6-8 lessons by written feedback in books/on the virtual learning platform

Further information can be found in our assessment recording & reporting policy

Monitoring

We will monitor teaching and learning in our school to make sure that all of our pupils make the best possible progress from their starting points.

SLT/HODs/TLR holders/Lead Learners will monitor and evaluate the impact of teaching on pupils' learning through:

- Conducting learning walks
- Reviewing marking and feedback
- Book Looks
- Analysis of progress data
- Gathering input from the school council
- Planning scrutinies
- Deep Dives
- Feedback from external advisors

The Quality Assurance policy provides additional detail for each of the events described above.

Support for Teachers

Staff are supported in improving their teaching in the following ways:

- Coaching drop-ins and feedback
- Relevant pedagogical research
- Use of the CPD SharePoint site to access training materials
- Targeted whole school and choice CPD sessions
- External courses

Monitoring and Evaluation

The effectiveness of this policy and its impact will be assessed by the Teaching and Learning Committee who will monitor the outcomes and impact of this policy every three years. The evidence base for assessment will be presented as agenda items at the T & L Committee – this could include (but is not limited to) evidence such as:

- Department results analysis School results analysis
- Quality Assurance of teaching and Learning.
- Discussions with Deputy Headteacher (Q Of E)

TEACHING AND LEARNING POLICY

Reviewed by: Clare Taylor June 2023

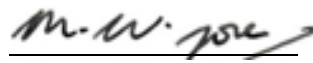
Next Review Date: June 2026

Approved by Directors: 29.06.23

Signed:



Lois Whitehouse
CEO



Mark Gore
Chair of Standards