



Date of review: May 2022

Date of next review: May 2023

Responsible person: Assistant Principal – Teaching and Learning

Teaching and Learning Policy

Rationale

Effective and engaging teaching enables all students to achieve, no matter their starting point. The Boulevard Academy is a school built on the philosophy of providing outstanding teaching to facilitate outstanding learning. This policy reflects the commitment and determination of all staff to ensure that every student at The Boulevard Academy succeeds. This policy provides a framework for teaching that allows all teachers to teach and all students to learn in an environment committed to excellence.

For the purpose of this document the title 'teacher' refers to any member of staff responsible for working with students.

Characteristics of Outstanding teaching

Outstanding teaching inspires and challenges students to achieve, ensuring that students learn extremely well. All staff at the Academy will be challenged to consistently demonstrate outstanding levels of teaching. Characteristics of outstanding teaching include:

- Lessons are effectively planned with clear learning objectives and suitable teaching strategies;
- High expectations of students' behaviour, work and lesson contribution are evident throughout;
- The learning environment should be calm and positive, relationships should be strong and based on mutual respect;
- Teaching should be differentiated in order to challenge all students, expecting the most of them;
- Equality and inclusive practice is followed at all times. Disadvantaged students are supported appropriately with their learning needs;
- It should be evident that students are making good or better progress over time;
- Lessons should include a literacy and numeracy focus and contribute to the whole school focus around literacy and numeracy;
- Teachers challenge underachievement and develop strategies that can support students learning;
- Make effective use of the second adult ensuring that they are well informed and contributing to student progress;

Teaching is unsatisfactory when there is a lack of challenge, students are failing to engage in their learning and/or making insufficient progress relevant to their individual starting point.

Characteristics of Outstanding learning

Outstanding learning occurs when all students are actively engaged in the lesson demonstrating a thirst for knowledge and enthusiasm for the topic. Students are frequently given the opportunity to take control of their own learning and therefore their progress is both rapid and sustained. Characteristics of outstanding learning include the following:

- Students are actively participating for the majority of the lesson, demonstrating a thirst for learning;
- Lesson down time is kept to a minimum;
- Students take control of their own learning;
- Students are enthused and are able to work independently and collaboratively;
- Students acquire new knowledge or skills in their work, develop ideas and increase understanding.

Boulevard Academy Lesson expectations

Every lesson should strive to be outstanding, allowing students from every starting point to make progress. At the Boulevard Academy, we have high expectations of staff and students alike.

Learning walks and quality assurance will focus on the five academy standard areas, all lessons should address the following criteria;

1. Classroom culture

- Staff must be present and prepared to meet and teach students at the start of the lesson;
- Classrooms should be tidy and provide a calm and suitable learning environment for students
- A prompt and stimulating start to the lesson, which provides challenge for all;
- Resources should be readily available for the lesson;
- Staff should use prior data and knowledge of students to plan accordingly for their lessons, particularly in the creation of seating plans;
- The school's behaviour and rewards policy should be consistently and effectively followed, ensuring clear rules and routines are apparent. With a range of strategies, using praise, sanctions and rewards consistently and fairly
- The teacher has high expectations for behaviour in line with the academy behaviour policy and an established framework for discipline is apparent;
- Students are engaged in their learning and all demonstrate a positive attitude to learning.
- Students engage in active listening and show respect when others are talking.

2. Assessment and progress

- Teachers should use a range of assessment strategies within their lessons in order to assess students' emerging needs.
- Lessons should provide students opportunities for retrieval in order to recall prior learning.
- Every opportunity should be taken to follow a no hands up routine within the classroom.
- Questions should be targeted and designed to assess and challenge all learners.
- Strategies that allow deeper, well targeted follow up questions should be adopted routinely.
- Teachers should provide clear verbal feedback to learners in order to maximise progress.
- Effective progress checks should be utilised to summarise student progress against the learning outcomes.

3. Student Needs

- A data informed seating plan is in place.
- Every lesson should have differentiated levels of outcomes; using increasing levels of challenge through bronze, silver, gold and platinum targets for all students.
- Activities should be challenging and reflect high expectations for all students.
- Staff should differentiate effectively for the range of students within their class. Ensuring that lower ability students are supported and higher achieving/G+T students are planned for accordingly in order to stretch, challenge and raise aspirations.
- Students are consistently responding to feedback and work is marked and supportive to their development and learning in line with the academy policy.

4. Planning and delivery

- Every lesson must have clear learning objectives that have been taken from the relevant scheme of work and are referred to throughout the lesson;
- Lessons must be appropriately sequenced in line with the approved MTP and LTP documents. Any amendments to this planning must be noted and updated in the teacher file;
- There is clarity on student outcomes allowing students to clearly articulate what success looks like.
- Teachers should impart knowledge and develop understanding through effective use of lesson time, ensuring appropriate pace is kept.
- Subject knowledge is of a high standard and all misconceptions are addressed.
- The teacher ensures there is no down time within the lesson.
- Evidence of meaningful homework that consolidates and extends knowledge and understanding.
- Support staff should be deployed effectively with a clear understanding of their role within the lesson.

5. Literacy and numeracy

- The teacher uses academy language consistently, demonstrating high levels of literacy and numeracy skills throughout the lesson.
- Spoken English is always correct and errors by students are corrected.
- Literacy and/or numeracy and/or reading is clearly developed as part of every lesson.

Expectations of staff

An effective learning environment enables all students to feel confident, safe and focussed allowing them to achieve their potential. The expectations that teachers should demonstrate in order to ensure an outstanding learning environment include:

- Staff must be present and prepared to meet and teach students at the start of each lesson ensuring a prompt and stimulating start to each lesson.

- Staff should promote high standards and expectations throughout ensuring fair and clear exercise of authority is enforced with appropriate use of praise and sanctions throughout.
- Staff should ensure that teaching focuses on meeting the criteria set out in The Boulevard Academy lesson expectations. Staff should ensure they demonstrate a focused engagement with CPD when areas are identified as not being met.
- Staff should plan engaging and challenging lessons that meet the needs of students within their class;
- Staff should use prior data and knowledge of students to plan accordingly for their lessons;
- Staff should differentiate effectively for the range of students within their class. Ensuring that lower ability students are supported and higher achieving/G+T students are planned for accordingly in order to stretch, challenge and raise aspirations;
- Teachers should use a range of assessment strategies within their lessons in order to assess students emerging needs;
- Staff should maintain an up to date teaching file supporting their evidence of planned differentiation overtime, seating plans, Pupil Premium profiles, specific SEN information, and most recent class data.
- All teachers are teachers of literacy and numeracy and are responsible for promoting high standards or literacy, articulacy and the correct use of standard English.
- Teachers should mark student work in line with the academy feedback policy ensuring that feedback is meaningful and targeted.

Behaviour for Learning

Positive behaviour for learning and full attendance are essential components of an effective teaching and learning environment. The Boulevard Academy is committed to a positive learning environment where teachers can teach and students can learn. The promotion of positive behaviour is essential for supporting students to develop their social, emotional and behaviour skills.

- The promotion of positive behaviour is the responsibility of all members of the Academy community, including parents and carers.
- Promoting positive behaviour for learning should enable for high standards of teaching and learning to be achieved.
- Teachers should promote a learning environment that promotes engagement and inclusion for all students to achieve their potential.
- Teachers should promote active engagement for all students and challenge levels of ritual and strategic compliance. Aiming to promote a thirst for learning and high levels of active engagement amongst all students.
- Teachers should promote an atmosphere where all students are engaging, learning, and not merely behaving within the lesson
- Frequent praise and reward should be a feature of teaching and recognition of the positive contributions students make to the academy.
- Sanctions should be used to help students make appropriate choices about their behaviour. Sanctions should be applied fairly and with consistency.
- Sanctions and merits should be uploaded to class charts.

Quality Assurance

Class teachers must take responsibility for the quality of teaching and learning in their classroom. Line managers and members of the Senior and Extended Leadership Team will be responsible for monitoring the quality of teaching and learning, whilst the Vice Principal will have overall responsibility for the Quality Assurance System of teaching and learning across the Academy. The purpose of quality assurance is to make secure judgments of the quality of teaching across the school and identify any areas of support that may be required.

- It is the responsibility of the Senior Leadership Team to validate the quality of teaching and learning on a half-termly basis.
- The Vice Principal is responsible for maintaining a quality assurance programme that recognises the strengths of individual staff as well as supporting individuals who are not consistently teaching good or better lessons.
- The quality of teaching and learning will be judged based on the following;
 - Department Reviews
 - Lesson Observations
 - Learning Walks
 - Progress Data
 - Student Voice
 - Work Scrutiny
- The Boulevard Academy operates an 'open door' policy, which means that SLT/ ELT and the MLs can conduct learning walks without prior notice.
- The 'open door' policy will also encourage every member of staff to visit other classrooms for training and development purposes.
- No notice learning walks will be used to monitor teaching and learning and will involve assessing the lesson against the academy standards and measure the quality of the lesson and assess teaching over time.
- During a learning walk, the quality of teaching and learning will be assessed against the academy teaching and learning standards and actioned as 'met or not met'.
- A learning walk is described as a 10-15 minute classroom visit in which the standard of teaching is assessed against the teaching and learning standards.
- The academy requirements are for all members of staff to receive two learning walks per half term with these being recorded formally on SISRA Observe.
- Where areas are identified as 'not being met' additional support, learning walks or formal lesson observations will be implemented in order to gain a clear picture of the quality of teaching over time.
- Areas identified as 'not being met'; must link to bespoke CPD and development opportunities and should inform targets for the next observation/learning walk.
- The criteria will be based on the expectations of staff and learners listed within this policy and will be outlined in the learning walk and lesson observation forms.
- Verbal feedback should be made available within 24 hours of the observation, whilst written feedback should be provided within 72 hours.
- Primary/initial support will involve liaising with the appropriate Middle Leader to arrange any actions following the feedback.
- Regular CPD will be available to support and develop any member of staff requiring support.
- Should teaching continue to show little improvement over a number of learning walks then an informal/formal support plan should be written up in agreement with SLT/Line Manager.
- It is the responsibility of Middle Leaders to monitor the quality of teaching and learning within their own subject/curriculum/key stage. Middle leaders should acknowledge good practice and support individuals who are not consistently teaching good or better lessons.

- It is the responsibility of Middle Leaders to refer any concerns around the quality of teaching and learning through SLT line management.
- Where possible paired learning walks will be implemented in order to ensure consistency across judgements.

Learning walks will be used to assess the quality of teaching and learning and lessons will be graded against the five academy standards and identified as met or not met;

Classroom Culture	There are clear embedded routines with high expectations demonstrated at all times. The academy behaviour and rewards system is used consistently to promote high levels of engagement and challenge for all students. Students demonstrate the academy core values and a positive attitude to learning at all times.
Assessment & Progress	Questioning is used well as a key tool for assessing understanding, ensuring well targeted and follow up/deeper questions are used. Effective AFL is utilised in order to assess progress and maximise student progress. Teachers provide clear verbal and/or written feedback in line with the academy policy. Progress checks are utilised and measure student achievement against the lesson outcomes to identify individual needs.
Student Needs	The lesson activities are demanding and reflect high expectations for all students. Every activity has an appropriate level of scaffolding/stretch and challenge to it, using the B/S/G/P levels to allow all students to be successful. The teacher has accounted for the range of students in the group ensuring SEN/EAL/PP/G+T students' needs are met.
Planning & Delivery	The lesson is planned well with clear learning objectives in line with the medium term plan that are regularly referred to. There is clarity on student outcomes allowing students to clearly articulate what success looks like. Subject knowledge is of a high standard and all misconceptions are addressed. Appropriate pace is used to maximise learning with no down time.
Literacy/Numeracy	The teacher uses academy language consistently, demonstrating high levels of literacy and numeracy skills throughout the lesson. Spoken English is always correct and errors by students are corrected. Literacy and/or numeracy and/or reading is clearly developed as part of every lesson.

Frequency of monitoring

- Evidence of student progress data will primarily be used to judge the quality of teaching and learning and will be reviewed during departmental review meetings.
- Departmental review meetings will identify areas for concern and target future monitoring requirements.
- All members of staff will receive a minimum of two learning walks per half term that must be recorded on SISRA Observe. Additional learning walks/formal observations will be utilised should there be concerns around teaching and learning.
- Middle and Senior Leadership will collaborate on half termly learning walks in order to validate quality of teaching and learning outlined in the departmental action plan;
- Termly non graded lesson observations will be carried out by members of the leadership team/line managers will be used in line with the CPD programme

- Half-termly work scrutiny will be carried out in agreement with Middle and Senior Leadership. Ensuring that marking meets the requirements of The Boulevard Academy Feedback Policy.
- Should there be a concern that teaching and learning is not meeting academy expectations Middle and Senior Leaders can increase the frequency of monitoring prior to an informal support plan being issued.
- Performance management targets will reflect areas of development needs for all staff.
- Additional monitoring and support from the Assistant Principal with responsibility for Staff Development may be required for staff who are not consistently demonstrating at least a good level of teaching.