



TEACHING AND LEARNING POLICY

REVIEWED: MAY 2022

Policy approved by Shadow Governing Committee
on 16th May 2022

Signed by the CEO (in absence of Chair):

A handwritten signature in black ink that reads 'Julie Hollis'. The signature is written in a cursive, flowing style.

Mrs Julie Hollis

NEXT REVIEW SUMMER 2025

THE BRIAN CLARKE CE ACADEMY

C/O THE BLUE COAT SCHOOL, EGERTON STREET, OLDHAM, LANCASHIRE, OL1 3SQ

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1. Policy Statement

At Brian Clarke all our students will enjoy a rich and ambitious curriculum that provides a platform for progression, aspiration and social mobility. There are no ceiling on students' experiences or aspirations. Expectations will be the same for all and all routes will lead to recognised qualifications. Our teaching and learning approaches ensure that this curriculum rich and ambitious can be enacted and imparted to pupils in the most efficient way.

2. Objectives of the Policy

- To establish a shared vocabulary around teaching and learning ensuring consistency in expectations around how pupils learn and interact.
- To establish a research informed culture of professional learning where great teaching and learning practice can be celebrated and developed.
- To ensure a consistent high-quality learning experience for all students to help maximise each individual's potential.

3. Core Features of Learning

- Learning is a persistent change in knowledge (Kirschner et al, 2006).
- Thinking is the process that leads to such a change, a process governed by our working memory.
- We attend to information in our environment or in our minds. In attempting to make sense of it, we alter the very fabric of our memory (Cowan 2010), i.e. what we attend to is what we learn.
- We attend to things we value, and we can only attend to a few things at once.
- What we know determines what we can learn, and we learn by gradually elaborating on what we know.
- Understanding arises through connection.
- Fluency arises through consolidation.

4. Teachers Approaches to Pedagogy and Expectations

A knowledge-rich curriculum requires students to develop their memory – short and long term, so that the powerful knowledge sticks. The more knowledge we have, the better we can think, and the better we can think, the more we know.

Therefore, at The Brian Clarke Church of England Academy:

- All teachers are trained in the **cognitive science of how students learn**, how memory is developed and how students can learn how to learn for themselves (metacognition) and become independent.
- There is **intelligent sequencing of curriculums via interleaving and spaced learning** to ensure students can process and recall information from long term memory.
- All teachers are trained in a **consistent pedagogical approach to literacy development, oracy, reading and numeracy** ensuring that across the curriculum students are exposed to the same language and models for decoding, learning new words, reading for comprehension, summarising information and developing extended writing skills through Powerwrite.
- All teachers **teach to the top**, planning for the highest achievers, and then support all students to reach this standard by scaffolding, responsive teaching, focused feedback, and precise teaching to address identified gaps in understanding.
- **Adaptive teaching** for students with SEN and reasonable adjustments is expected in all lessons in line with the one-page profiles.
- Teachers begin lessons with a **short review** of previous learning, to practise fluent recall (Do Now).
- Teachers **do not overload students' thinking**. New material is presented in small steps, and in small amounts, with student practice at each step, supported by detailed instructions and explanations.
- **Modelling is key**. Teachers think aloud and provide models of worked-out problems/answers, so that students can imitate and learn the thought processes which develop problem-solving.
- Teachers **systematically and effectively check students understanding throughout lessons** anticipating where they need to intervene.
- **Teachers ask a lot of questions** and check the responses of all students. This helps students practise new information and connect new material to what they have learned previously.

- Teachers **guide student practice of new material**, and check for understanding at each point, providing systematic, formative feedback and corrections, so that the next steps are always clear and students sense that although it is difficult, they are moving forward.
- Crucially teachers ensure students achieve a **high success rate during classroom instruction**. Nothing motivates more than the feeling of real achievement.
- All students are provided with **temporary supports and scaffolds** when they learn difficult ideas and processes.
- Teachers **set and monitor independent practice** for skills and knowledge to become embedded/automatic.
- Teachers engage students in **weekly and monthly review**, so that students develop well-connected and automatic knowledge.

5. Supporting the Professional Development of Staff

There is a rigorous induction programme for all staff joining Brian Clarke to support the initial induction into the shared language around culture, pedagogy and expectations. Professional learning is then integrated into the school day, taking place on Friday afternoons.

There is a universal offer for all staff to create a consistent, professional culture and access to relevant support.

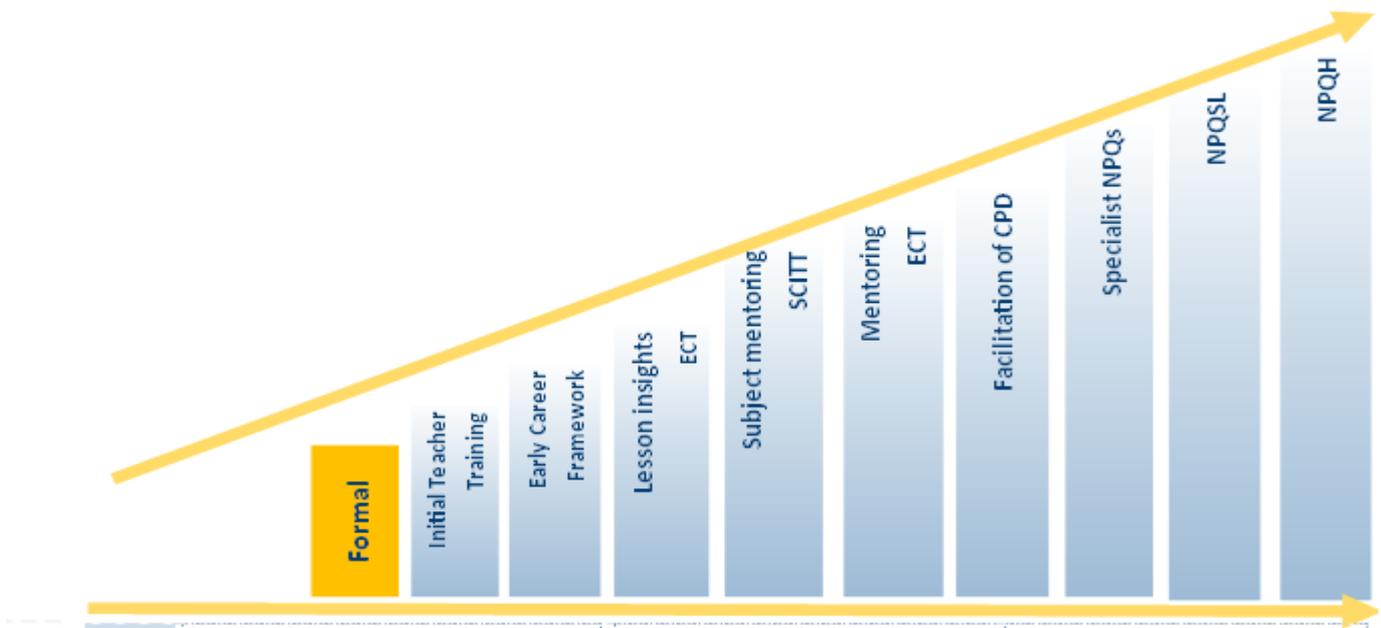
This will be supplemented by targeted, professional development opportunities to improve teaching, develop leadership, and support succession planning.

Teachers are supported in developing deep understanding of their subject-specific pedagogies through:

- Engagement in subject specific national associations.
- Engagement in borough-wide curriculum networks led by Specialist Leaders of Education (SLEs) through the East Manchester Teaching School Hub.
- A calendared and timetabled professional development programme which includes regular and frequent teaching and learning development time in subject domains.

Universal Offer

Universal Offer
New staff induction
Whole staff training
Friday programme of CPD
Access to Chartered College of Teaching
Access to external CPD
Access to curriculum networks
Dedicated department development time



Teachers are expected and supported to meet the needs of **all** learners in the classroom. They will be able to do this because:

- They will have an informed grasp of the subject’s curriculum journey – what students need to know and master before they can move on; how to challenge misconceptions; an accurate understanding of the standards required for terminal examinations.
- Teachers will normally have quantitative and qualitative baseline data from primary schools and for each secondary year, which shows where students have different levels of prior knowledge and where there are potential barriers to learning.
- Teachers all have one-page profiles for students with SEN/additional needs, provided by Achievement for All, and outlining the strategies that will help individual students. Achievement for All provides professional training and support for teachers, as part of the CPD programme, on how best to facilitate learning for students with SEN/complex needs.
- The school’s ICT strategy will help teachers to get rapid feedback, in real time, of how students’ learning is progressing and where understanding is starting to fall away, so that they can finetune their teaching, providing more scaffolding where necessary and more open-ended work for students who have grasped the learning quickly so that that they can embed and extend.

6. Monitoring Teaching and Learning

Monitoring systems identify clear strategic priorities to improve the quality of teaching and inform staff development. This involves both quantitative and qualitative measures including:

- Classroom observations and thematic learning walks, according to Trust policy.
- Progress data, at departmental and whole-school level.
- Curriculum scrutiny and challenge.
- Book analysis, focusing particularly on the sequencing of the curriculum, the quality and impact of the feedback and the impact of the teaching and learning.
- Scrutiny of processes of digital feedback in the evolving quality of students’ work.
- School Improvement Partner reviews.
- Validated external data.
- Communications with students, parents and the school community.
- Departmental/SLE reviews.
- External inspection.