



Banbury Aspirations Campus TEACHING AND LEARNING POLICY



Wykham Park
Academy
Banbury



FUTURES INSTITUTE
BANBURY

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Teaching and Learning at Banbury Aspirations Campus

What does teaching and learning look like on our campus?

- **Big 5 plus**

This is our philosophy for good teaching and learning and is the foundation for everything we do in the classroom:

- Challenge

We pitch our lessons to the top and ensure that there is appropriate challenge for every student. We ensure that students are working in their zone of proximal development (Vygotsky) and our work here is connected to scaffolding which is discussed later. We employ thinking hard strategies in our lessons to ensure that students are challenged and are making as much progress as they can.

- Questioning

We have a hands down approach to questioning on the campus as we want to ensure that every student considers their response and this is not left to a few students who opt-in. We also target our questions to specific students. Our questions are modified for challenge and pitched appropriately and teachers are supported in this through the question matrix, which is displayed around the board in every classroom of the school. The final key strategy we employ for questioning is 'pose, pause, pounce, bounce' (PPPB). A question is posed to the whole class, students are then given thinking time, the teacher selects a student to answer and then bounces this to another student for development, explanation, etc.

- Engagement

We want students to experience a rich and varied diet when it comes to their learning on our campus and we firmly believe that students will be engaged if they are given relevant, challenging work. In the guided practice section of our learning structure, we encourage teachers to employ collaborative strategies so that students have an opportunity to work together on a variety of learning experiences throughout their day at school.

- AfL

We believe in assessing students at the point of learning so that teachers can immediately intervene if there are misconceptions or if students are struggling. We don't use gimmicks for AfL, but assess the whole class through a check on their learning during independent practice, as well as assessing through questioning and reading pupils' work in the lesson.

- Scaffolding

This is inextricably linked with challenge. It is imperative that while we are challenging students, that we support them so that they can meet that challenge. We do not subscribe to differentiation which provides different worksheets for some students as we firmly believe that all students can reach the challenging endpoint we set for everyone, and scaffolding will provide them with the support to get there, this can be removed as students become more proficient.

- **Our learning structure**

At Banbury Aspirations Campus, we follow a learning structure which is based on current educational research, most notably 'Teach Like a Champion' and 'Rosenshine's Principles'. Each lesson begins with a recap to retain, which activates students' prior knowledge. We

then have guided practice, which includes the big picture of learning and staff working with students to ensure the learning for that lesson happens. Questioning takes place during this section of the lesson. This is followed by independent practice, which is where students will work on their own to apply what they have learnt in the first half of the lesson. The lesson finishes with a recap to retain, during which students should be able to answer the question that was posed to them as the title of the lesson.

- **The skills we develop**

We are keen that our students are well-equipped to meet the challenges of 21st century life when they leave us. During transdisciplinary learning (in year 7 and 8) and in future in core curriculum, we are aiming to develop the following employability and future skills:

- Resilience
- Cross-cultural competency
- Communication
- Collaboration
- Creative and adaptive thinking
- Cognitive load management
- Sense-making
- Media literacy
- Entrepreneurialism
- Transdisciplinarity
- Productivity and accountability

We also want our students to be self-regulated and in order to achieve this we have a focus on metacognitive processes, especially metacognitive modelling and plan, monitor, evaluate (PME). We expect teachers to explain their thinking processes to students and to explicitly teach students how to scrutinize and improve their own work.

- **How do we give feedback?**

At Banbury Aspirations Campus, each department has their own marking policy so that students can be given specific feedback which ensures they make progress in that subject. However, in general, we follow the principle of level 3 process marking which is diagnostic. What this means is that feedback should not simply focus on the student or on the task but should focus on the process behind the work the student has done. This will ensure that students not only understand how to improve a specific task, but can apply it to their work in general. To reinforce this, feedback should include a model. Students should respond to feedback, in a substantial way, in green pen. As a minimum, feedback is given to years 7-10 every 4 weeks and to year 11-13 every 8 lessons.

How will this be monitored?

Monitoring and evaluation is carried out on our campus so that we can assess the impact of the work we are doing. We believe in a culture which values feedback as our goal is to provide students with the best possible education. There are a number of strands to our M&E processes.

- **Student voice**

Every half-term, curriculum leaders will discuss with a different group of students (across a variety of age and ability levels) their experiences of that subject. We really value student

views as we want them to be partners with us on their journey through school. After this student voice, curriculum leaders will make changes or adjustments to practice (where necessary) based on what students have said. Colleges will let students know about this by displaying a student voice board in each college area.

- **Learning walks**

We also monitor practice through learning walks. The schedule for these is published in the M&E calendar at the beginning of the year. These are, on the whole, carried out by curriculum leaders and other members of staff who lead groups in CLC. Members of SLT support on learning walks but these are driven by curriculum leaders. Learning walks are carried out on basic expectations, as well as the focus of the CLC group. There are two formal reviews per year during which each department will have a deep dive.

- **Book scrutiny**

Book scrutinies are carried out in department meeting time, led by the curriculum leader but involving the whole department. The schedule for this is driven by the curriculum leader for the subject and will be shared with each team at the beginning of the year. Once per half-term, there is a check and two curriculum leaders, with SLT, will meet to triangulate the department book scrutiny.

What support is available?

We know that all teachers want to be the best teachers they can be and want to provide excellent education for the students they teach. We want to support all staff to reach their full potential and have a number of mechanisms of support to be able to do this.

- **IRIS**

We have a full IRIS suite on the campus which can be booked by teachers who wish to film their lessons for professional development. IRIS is a completely secure platform and teachers only have to share with others what they are comfortable with. Our NQTs and trainee teachers use IRIS once per week as part of their programme. We are also developing a film club of best practice based on CLC sessions which can be accessed by all staff.

- **Peer planning and coaching**

We know that teachers have a wealth of knowledge and experience and that we can learn a lot from each other. It is part of our model for CPD that staff will work together to plan in groups of three. These groups will drop into each others' lessons and there will be time dedicated to coaching in these groups during CLC.

- **Coaching**

If, after monitoring, there is a particular aspect of teaching that consistently needs to be worked on then informal coaching will be offered, usually for a period of 6 weeks.

What are the responsibilities of leaders for quality assurance

On appendix 1 is our flow chart which shows quality assurance processes and who is responsible for this. The stages in blue are the responsibility of curriculum leaders and in purple this responsibility is with JIR/JHE.

Appendix 1

M&E flow chart

