

Aim

To provide learning opportunities to which pupils respond with enthusiasm and commitment. Lessons are taught by committed teachers, who provide experiences which cater for the individual needs of their pupils. Pupils acquire knowledge, skills and understanding progressively and at a good pace.

This policy should be read alongside:

- SEND Policy and Information Report
- PSHE Policy

1. Environment

- 1.1 Rooms are tidy, well decorated, orderly, safe and attractive.
- 1.2 Furniture is flexible and allows for a variety of approaches to teaching and learning.
- 1.3 Resources are stored carefully and clearly, to aid teachers and for pupils to use. Pupils are well versed in the autonomous use of resources, including information technology.
- 1.4 Pupils are taught to work safely with hazardous substances
- 1.5 Stimulating and relevant wall displays are always apparent.
- 1.6 Pupils' work is displayed attractively and changed regularly in order to model good work.

2. Planning and Organisation

- 2.1 Teachers plan their teaching on the basis of well-developed departmental Schemes of Work which indicate the content and methodologies to be used in their programmes of study. The success of such schemes is regularly reviewed by teaching teams. The schemes clearly indicate how disadvantaged pupils and pupils with SEND acquire the knowledge and cultural capital required to be successful in life.
- 2.2 Policies for assessment, record keeping, marking and homework are adhered to by individual teachers.
- 2.3 There is consistency but variety in the teaching of individual teachers.
- 2.4 Individual lessons and sequences of lessons have stated objectives which are shared with pupils. This includes the skills they are learning and developing in the lesson.
- 2.5 Resources are prepared to cater for the needs of individual pupils. The presentation of resources is of the highest quality possible.
- 2.6 Teachers make clear plans for their lessons and evaluate the effectiveness of their teaching and the pupils' learning.

- 2.7 Teachers target their attention on specific pupils and respond to their individual needs.
- 2.8 Schemes of work should highlight opportunities to develop literacy and numeracy skills and teachers should consider these aspects when planning lessons.
- 2.9 When planning lessons, teachers will take account of the pupils with SEND in their classes and how any Teacher Assistant support that has been allocated to the class or to a student with an EHCP, can be best deployed. Further information about Teaching Assistants in lessons can be found in the school's SEND Policy and Information report.
- 2.10 Pupils on the SEND register will have a pupil passport, that outlines strategies for supporting the pupil. Teachers will read the pupil passport and employ the strategies best suited to each lesson. Further details about pupil passports can be found in the school's SEND policy and Information report.

3. Quality of Teaching

- 3.1 Teachers have a secure knowledge and understanding of the subject being taught.
- 3.2 Teachers employ a wide variety of teaching methods to ensure appropriateness for pupils' learning needs.
- 3.3 Teachers have high but realistic expectations of their pupils.
- 3.4 Lessons start on time and have a purposeful pace throughout; they end in an orderly and conclusive fashion.
- 3.5 Teachers give clear instructions to pupils as individuals or as class groups.
- 3.6 Teachers encourage pupils to exercise responsibility for themselves and their learning.
- 3.7 In discussion lessons, teachers:
 - involve all pupils;
 - use a variety of types of questions;
 - encourage two-way, extended dialogue;
 - seek to develop pupils' critical judgement.
- 3.8 When managing the work of individual pupils, teachers:
 - set work which is appropriate to individual needs;
 - encourage reflective and extended independent work;
 - enable pupils to develop basic and higher order reading skills;
 - require pupils to write in a variety of modes for different audiences and purposes;

- design tasks which enable pupils to apply their skills and knowledge;
 - encourage a problem-solving approach to learning.
- 3.9 When managing the work of pupils in groups, teachers:
- determine the size and nature of the group appropriate to the task;
 - help pupils understand the ways in which groups can work most effectively;
 - set exploratory tasks with clear objectives.
- 3.10 Pupils receive frequent feedback on their performance. Assessment procedures are used which enable individual pupils to be aware of their levels of achievement and the targets that they must set for improvement.
- 3.11 Homework is set regularly and marked promptly, with supportive and constructive comments.
- 3.12 Teachers should encourage pupils to have high standards when using/developing literacy and numeracy skills. Teachers should demonstrate these high standards when using these skills themselves.

4. Quality of Learning

- 4.1 Pupils respond with enthusiasm to the challenge of tasks which are set.
- 4.2 Pupils make good progress through the application of appropriate skills, commitment and concentration.
- 4.3 Pupils respond well to the variety of demands which are made upon them, they organise themselves and their resources efficiently and effectively.
- 4.4 Pupils are confident and are prepared to seek assistance when they have difficulties. They help each other in a sensible and supportive way.
- 4.5 Pupils have a clear sense of their capabilities, know what they need to do to improve, evaluate their performance and are able to set themselves realistic targets.
- 4.6 Pupils are able to reflect how they learn and what successful strategies are for themselves.

5. Literacy

- 5.1 All subjects require a good facility in language in order to access them. Balcarras recognises that, for literacy to play an important role as a vital instrument of learning, teachers across all curriculum areas need to create an environment which provides contexts and conditions to facilitate the development of the core skills of speaking, listening, reading and writing. In order to achieve this the following fundamental principles will underpin our literacy strategy:
- 5.2 **All teachers in the school are teachers of literacy**
- All members of the school community will model high standards of literacy and have high expectations of literacy in their classrooms.
 - Model effective examples of successful speaking and listening for students, showing them how to use language precisely and coherently. Teachers will place explicit value on classroom speak as well as written work recognising that discussion of topics is usually an essential precursor to any written work.
 - Members of staff will celebrate students' achievements in literacy and departments will share good practice by exhibiting or exemplifying students' work.
 - All teachers will set high expectations, in accordance with the Balcarras minimum standards, in terms of presentation using accurate punctuation, correct spelling, Standard English and legible handwriting.
- 5.3 **All teachers should receive training on being teachers of literacy.**
- Specific training will be given during INSET sessions either by the Literacy Lead or external speakers.
 - Each department has a Literacy Representative who will attend meetings with the Literacy Lead and disseminate information back to their department.
 - There will be specific literacy training for ECTs and new staff to Balcarras as part of their induction process.
- 5.4 **Literacy development should be a feature of programmes of study and should be a key part of departmental development.**
- All schemes of work identify specific opportunities to develop literacy skills whether this be through reading, writing or class discussion. Where appropriate, literacy objectives will be embedded into lessons.

- Assessments and extended writing tasks may feature specific literacy success criteria and specific literacy targets may be set accordingly.
- Teachers will explicitly teach reading skills and strategies including skimming, scanning and synthesising information.
- Teachers will explicitly teach both tier 2 and tier 3 vocabulary in their lessons. Teachers will provide appropriate resources eg. word banks, glossaries etc.

5.5 We are a school that believes in the fundamental importance of reading in the development of our young people.

- Promote reading for pleasure as well as for the development of literacy and communication skills through the Library and national events like World Book Day and Cheltenham Literature Festival.
- KS3 and KS4 tutor groups should have at least one tutor time a week dedicated to reading.
- Encourage use of the library and promote library events. The librarian will ensure that there are range of events in the library for example: book sales, book mates club.
- Visiting writers, poets, parents/carers and prominent members of the community are invited to Balcarras to share their love of reading with the students.
- Encourage wider reading and independent reading in a variety of forms including newspapers, books and magazines. Subjects will promote this through display and the VLE. Wider reading booklets are provided for KS5 pupils.

5.6 We believe in a partnership with parents that sets out the importance of literacy development in the progress of students.

- Encourage parents to take an active role in the encouragement of reading; celebration events will support this.
- Inform parents of literacy events and promote these through the school newsletter, social media and magazine.

6. Numeracy

- 6.1 We believe that developing the Numeracy skills is a key requirement that will support the learning of our students across the curriculum and equip them with essential skills for life.
- 6.2 Being numerate goes beyond simply doing basic arithmetic. It means having the confidence and competence to use numbers and think mathematically in everyday life; to interpret and process numbers, measures and interpreting and presenting data. It requires recalling mathematical techniques and an ability to solve problems in a variety of contexts.
- 6.3 This section of the teaching and learning policy aims to:
- Raise awareness across the whole school of the relevance and importance of Numeracy skills.
 - Identify numeracy needs across all subjects.
 - Every teacher should consider what they teach and why. And know when and how it is taught in other subject areas.
 - Increase consistency by adopting a whole-school approach for certain topics.

6.4 Responsibilities

Numeracy co-ordinator

- Make sure all numeracy links with different subjects are mentioned in the Mathematics Scheme of Work for each year group.
- Remind mathematics and non-mathematics teacher of the locations where subject links can be found.
- Make yearly adjustments to the policy where needed.

Mathematics teachers

- Be aware of prerequisites and numeracy links with other subjects. (See SoW)
- Support non-mathematics teachers.
- Apply the suggested techniques and way of displaying work as mentioned in the SoW.

Non – Mathematics teachers

- Not say to students sentences such as “I was never any good at maths”!
- Encourage the use of Mental Arithmetic and estimate to check their answers make sense.
- Reiterate the expectation of every student to have a calculator on them at all times.
- Apply the suggested way of displaying work and subject terminology as agreed with the numeracy coordinator.

SMT

- Senior staff to be aware of the policy and any updates.
- Teaching and learning lead to liaise with Numeracy coordinator on a regular basis.
- Line Manager for Mathematics department to discuss policy annually.

When this policy was reviewed, an equality impact assessment was conducted to ensure any changes did not have an adverse effect under the terms of the Equality Act 2010. Should you have any comments regarding this policy, please contact the school.