



Active engagement in learning
Questioning challenges and probes learning further
Effective promotion of literacy
Challenge
Consistent checking and advancing learning

Teaching and Learning Policy

To achieve our learning vision we have 5 core teaching and learning expectations.

Engagement, Questioning, Literacy, Challenge and Assessment.

Engagement	FAST starts Consistent B4L routines Clear learning intentions Challenging learning questions
Questioning	High quality learning dialogue through student/teacher questioning Differentiated questioning to challenge all
Literacy	Good literacy is actively promoted through a wide range of reading, structured talk, responsive listening and extended writing Students use subject specific vocabulary in all lessons
Challenge	High expectations for all Challenging language to promote good learning Learning scaffolded to ensure all achieve their aspiration Students demonstrate resilience
Assessment	Feedback both verbal and written supports a high quality learning dialogue Regular opportunities to assess and improve learning High quality work is modelled and displayed

Birches Head Academy – Big 5

Engagement

- Carefully considered seating plans.
- Clear and consistent B4L routines and high classroom expectations.
- Use interesting, appropriate and relevant teaching strategies to engage, motivate ensuring students are focused and keen to learn.
- Ensure students understand why they are learning as well as what and how they are learning.
- Encourage all to learn with and from each other in paired, group and whole class work.
- Praise, reward and celebrate improvement.

Questioning

- Questions are effectively used to help scaffold improvement.
- Differentiated questioning targets specific students during mini plenaries.
- Questioning checks the depth of understanding and moves learning on.
- Different types of questions are modelled and highlighted.
- Students clearly understand what a good question for learning is and regularly ask these questions.

Literacy (see literacy policy)

- Teaching actively promotes discussion and talks for learning.
- Excellent literacy is modelled and exemplified by all.
- Subject specific vocabulary is regularly referenced through out the lesson.
- Literacy will support all learners through a variety of suitable resources.
- Marking will identify errors and misconceptions in spelling, punctuation and grammar.

Challenge

- Plan for the needs of the highest ability and scaffold down.
- Have high expectations for all learners.
- Sliders used to ensure planning is challenging.
- Set clear, stretching and measurable learning questions linked to current school data.
- Plan engaging learning tasks with challenge tasks always available for the more able.

Feedback

- Feedback for improvement from teachers and peers is constructive and helpful
- SAIL is completed with quality responses every 2/3 weeks
- Learners understand clearly the specific features that make work high quality
- Learners are given regular opportunities to improve their own learning to enhance, improve and progress
- High quality work is modelled and analysed (see assessment policy)

BHA – Classroom expectations

Resilience and Pride
<ul style="list-style-type: none"> • Positive relationships with consistent use of praise, reward, competition and consistent use of the PMD system.
<ul style="list-style-type: none"> • Greet students – opportunity to check uniform, and dismiss in an orderly way.
<ul style="list-style-type: none"> • Equipment on the desks and students stand behind their seats.
<ul style="list-style-type: none"> • Students in a routine of not talking when the teacher or other students are talking.
<ul style="list-style-type: none"> • Students can confidently discuss their learning involving subject specific vocabulary
Active Engagement
<ul style="list-style-type: none"> • Planning using class sliders ensures interesting and appropriate teaching methods create a positive and vibrant climate for learning.
<ul style="list-style-type: none"> • Starter activity engages learners with a purpose of either; assess current skills, connect prior learning or introduce new learning.
<ul style="list-style-type: none"> • Learning activities have clear timeframes to support pace.
<ul style="list-style-type: none"> • Students are aware of their current level, target level and work shows developing literacy through writing.
Assessment, Questioning and Feedback
<ul style="list-style-type: none"> • No hand up questioning develops a dialogue of learning (through open/higher order being asked and bounced from learner to learner).
<ul style="list-style-type: none"> • AFL strategies (mini whiteboard/RAG) are well timed and move learning on.
<ul style="list-style-type: none"> • Student’s work is well presented; homework is set and regularly marked.
<ul style="list-style-type: none"> • Students respond to SAIL tasks as teachers circulate and students can verbalise what they need to do to improve.
<ul style="list-style-type: none"> • Literacy errors and misconceptions are identified through SAIL/LTS opportunities
<ul style="list-style-type: none"> • Students work demonstrates a developing competency in writing/SPAG
Stretch and Challenge
<ul style="list-style-type: none"> • Seating plan identifies all different groups of learners; appropriate strategies are deployed to engage learning from all.
<ul style="list-style-type: none"> • Learning Questions focus on the skills/knowledge that will challenge learners to go beyond their target levels, and are differentiated to ensure all are challenged.
<ul style="list-style-type: none"> • Every lesson has support mechanisms in place for all learners and suitable extension activities to stretch learners.



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Birches Head Academy Literacy Policy

The aim of this policy is to inform teachers of the key literacy skills pupils need in order to become well established and successful learners. We want our pupils to be able to develop increasing confidence and competence in their literacy skills. In order for this to happen, we will expect our pupils to:

Speaking and Listening

- Be able to clarify, express and explain their ideas confidently and in full sentences during questioning
- Adapt speech to a range of purposes and circumstances
- Listen sensitively and respond appropriately
- Have the opportunity to speak individually, in pairs and in groups

Reading

- Read material that is suitable for their age and ability
- Have opportunities to both read aloud and read independently in both form time and lessons
- Skim and scan for specific information, in order to enhance understanding and comprehension
- Be exposed to a wide variety of reading materials and styles from a range of sources

Writing

- Be encouraged to use accurate punctuation, spelling and legible handwriting in written work
- Respond to teachers' literacy marking codes and act on making the necessary corrections to their work
- Use, understand and spell subject specific vocabulary correctly in their writing
- Have regular opportunities to write in an extended way and in a variety of forms across the curriculum