



Teaching and Learning Policy 2023-24

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. Each lesson begins with a recall and retrieval, 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 reflect and review, during which students should be able to answer the question that was posed to them as the title of the lesson.

- **Support for remembering**

In addition to our prioritisation of retrieval practice through recall and retrieval, quizzes and interleaving, two weeks prior to assessments, students will be given (discussed in lessons but posted on google classroom) a sheet of revision with links to sites to support, practice questions and a reminder of the lessons relating to the assessment (also found on google classroom), and will be supported by the class teacher to learn how to learn/revise in preparation for assessments.

How will this be monitored?

We have calendared learning walks which support quality assurance on campus. In addition, curriculum leaders carry out monitoring and evaluation for their teams including the following processes:

- **Student voice**

Curriculum leaders will discuss with different groups of students (across a variety of age and ability levels, always including SEND and PP students) 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**

These are carried out by curriculum leaders and other members of staff who lead groups in CLC. Members of SLT may support on learning walks but these are driven by curriculum leaders. Learning walks are carried out on areas the curriculum leader wishes to focus on due to their knowledge of their team, as well as the focus of the CLC group.

- **Work scrutiny**

Book scrutinies are carried out in department meeting time, led by the curriculum leader but generally 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.

We also have a calendared series of reviews of all curriculum areas, where a 'deep dive' is carried out.

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 ECTs 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.

- **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.

- **Department CPD**

Subject knowledge and pedagogy is addressed through planned time in department meetings. There are 3 virtual hours which can also support non-specialist staff.

- **CPD site**

Our CPD site (<https://sites.google.com/wykhampark-aspirations.org/banbury-aspirations-campus-cpd/home>) contains all aspects of CPD, from new staff, our 10 min wins programme, behaviour, SEND, PP to our subject pages.

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/SGR.

Other related policies

Feedback Policy

Assessment Policy



Wykham Park Academy Banbury
an Aspirations Academy



Futures Institute Banbury

Appendix 1

M&E flow chart

