

At Brook Learning Trust we bring together our unique academies in our belief in the power of education to change lives and communities. It is our steadfast purpose to challenge and defy the barriers that constrain the educational progress of any child. We set high aims for aspiration and secure collective responsibility for all our children's achievements. Our work is underpinned by the values of Integrity, Respect, Courage, Optimism, Excellence and Accountability.

Learning and Teaching Handbook

We expect every teacher to develop outstanding practice and teach excellent lessons. Teaching which requires improvement is not good enough. Teachers must uphold all of the teacher standards at all times (appendix A).

1 Lesson Planning and Preparation

Every student at the academy has the right to receive the highest quality education. Lessons should be planned in relation to the relevant knowledge organiser for each subject.

Lessons must be challenging. Learning activities with low levels of challenge, which are never appropriate, include: making posters; internet research; story boards; copying and gap fill.

In essay based subjects, extended writing should be done at least once every three lessons. Worksheets should be kept to a minimum, and text books encouraged. Any loose sheets e.g. assessments, should be firmly secured with treasury tags.

Each lesson must have a clearly defined purpose. This must be written in the teacher planner. Teacher planners must be left open on the teacher desk throughout every lesson. Teachers must keep their data files up to date and available on the teacher desk during every lesson.

1.1 Ensuring the progress of all pupils

Teachers must ensure the progress of all pupils within their classes, as highlighted in their seating plans: SEND, EAL, PP and High Ability. Teachers must:

- Follow the pupil profile of SEND pupils.
- Be aware of disadvantaged pupils.
- Ensure challenge for high ability pupils.
- Ensure support for EAL pupils.

1.2 Prep time and Self-Quizzing

Pupils should spend their prep time self-quizzing in their prep books according to the prep and home learning timetable. The purpose of self-quizzing is for students to memorise subject material by taking advantage of the testing effect in which memory of facts is improved by the act of testing them. Students should self-quizz according to the following routine:

1. **LOOK:** Read through the set key terms on the knowledge organiser.
2. **COVER:** Cover up the knowledge organiser.
3. **WRITE:** Write out from the set key terms from memory, perfectly, without leaving any gaps between lines.
4. **CHECK:** Uncover the knowledge organiser and check the work, ticking each correct word, including spelling, and correcting mistakes in green.

Whilst pupils are doing this, the tutor should be actively monitoring to make sure the routine is followed in full, particularly checking that pupils are writing from memory and not simply copying from the knowledge organiser as this will not lead to learning. The tutor should also check each pupil's prep and home learning from the previous night (or from the weekend on Mondays) and should issue a behaviour point on SIMS for missing or incomplete work. It is expected that pupils complete a minimum of one full page of self-quizzing during prep time and another for home learning (although tutors should use their judgement if a pupil has particularly large or small writing). If there is an assembly during prep time, the prep must still be completed. On Tuesdays, tutors will need to check the Year 11 students' revision folders, in which there should be two pieces of revision for each night of the school week in addition to their prep (10 pieces of revision in total per week).

In the lesson following the self-quizzing, pupils must be tested on their knowledge by their subject teacher and the results recorded. Tests should be done in the back of exercise books, and the subject teacher must monitor the results and intervene as appropriate when students are repeatedly not making progress.

Knowledge organisers are to be kept together in a folder which pupils take to and from lessons. These should be on pupil desks at all times.

2 Precision teaching: the consistent approach

At The Ebbsfleet Academy we believe that systems and routines for effective teaching and learning are essential to our pupils' progress and success. This does not mean that lessons should be boring; quite the contrary. Pupils should be inspired and motivated by their teacher. To ensure consistency in teaching and learning, the following non-negotiables must be adhered to:

Non Negotiable Routines

- Classrooms are set up in rows.
- All books and equipment are ready before the pupils arrive, where practicable.
- Teachers are on duty at the start and end of every lesson.
- Teachers greet pupils at the door with 'Good morning' or 'Good afternoon' and use their name.
- Pupils come into the lesson and immediately start the work.
- Inappropriate uniform is dealt with swiftly and robustly.
- Pupils sit according to the seating plan – bags under the desk and planners/textbooks/equipment on the table. Pupils must keep their planners and knowledge organisers on their desk throughout the lesson.
- The register is taken within the first ten minutes of each lesson.
- The behaviour policy is complied with.

- Teachers must not sit at their desks during a lesson.
- All titles are underlined with a ruler and a full date is written on the left hand side.
- Pupils complete all work in their exercise books. No work should be completed on loose sheets of paper.
- Pupil work adheres to the highest standards of presentation. Where it does not, this work is done again.
- All student work is written in black pen. For diagrams and drawings a ruler and pencil are used, any labels are written in black pen.
- When pupils read, they do so with a ruler.
- Key facts are drilled through 'I say, you say.'
- Written work is completed in silence.
- For essay based subjects, pupils write a minimum of one paragraph per lesson and read at least one paragraph of challenging text.
- When demanding silence, the teacher must use the phrase '3-2-1 LEARN.'
- Technology is used judiciously. Excessive use of PowerPoint should be avoided and no unstructured research should be set.
- Pupils must take their exercise books home unless required for feedback.
- Pupils must stand behind their chairs and wait for dismissal. Pupils are dismissed a row at a time and directed promptly to their next lesson. Pupils are not kept back between lessons.
- Pupils must leave the room tidy.



3 The Learning Environment

A well organised and stimulating environment has a direct impact on the quality of teaching and learning.



- Classrooms are for learning and should not include any personal items. No clutter, mess or clothing should be left in classrooms. As with the pupils, only water should be consumed in the classroom. Teacher desks should be "paperless" and must be kept free from clutter.

- Teachers should keep their classroom doors wedged open at all times, this is important to create a collaborative working environment.
- Display should be kept tidy and colourful.
- Student books will be stored neatly in every classroom using storage box files or lever arch files. These books should be accessible at all times.



Pupil books should be easily accessible for children to find or distribute. Building good routines for pupils to find their books is key to managing a workable system. By contrast, if books are left on the teacher desk or scattered around a room, this conveys confusing messages to children that their books are not valued and makes it harder for pupils to access work books independently.

Old books should be kept within the department to evidence progress over time.

4 Feedback and Assessment

At The Ebbsfleet Academy, teachers do not mark books. Instead, teachers give regular, high quality and detailed whole class verbal feedback.

Regular feedback will:

- Help pupils become better learners by giving a clear picture of what they have done and what they need to develop.
- Provide clear direction for the next learning steps.

A feedback form must be completed (appendix B) and whole class feedback given the following lesson. Pupils should then have time to implement the feedback. Teachers should read student work at least once every five lessons.

Pupils who receive additional literacy intervention in Year 7 will have all of their books marked once every 5 lessons for spelling, punctuation and grammar.

Three EA Exams will be completed each year. Teachers may of course do more if they wish. Following each EA Exam, teachers will complete an EA Exam front sheet (appendix C). Directed improvement and reflection time must be built into subsequent lessons for pupils to redraft and improve their work.

5 Monitoring and Evaluation of Classroom Practice- Creating a Culture of Success

The aim of any classroom observation, be it formal lesson observation or learning walk, is to provide developmental and supportive opportunities for staff as part of their on-going professional development. Regular monitoring of classroom practice is essential to inform school improvement, assess teacher performance and create a culture of shared learning. Teachers are actively encouraged to develop their own practice through peer observation across a range of subjects. Teachers new to the profession will be observed by their mentors every half term as part of their training and development. Teachers new to the academy will be observed at least twice in the first half term. In addition, joint learning walks will be carried out by the Leadership Team and Directors of Learning. Every member of staff will have one learning walk per half term, lasting between 20-25 minutes. Detailed feedback will be given.

Staff involved in observations will:

- Carry out the role with professionalism, integrity and courtesy;
- Evaluate objectively;
- Report accurately and fairly;
- Respect the confidentiality of the information gained.

Book scrutinies will also take place within departments.

Where there are concerns about a teacher or teaching assistant's performance, support and next steps will be agreed with their line manager and VP for Learning and Teaching (*please refer to The BLT Academy Trust Policy for Appraising Teacher Performance and The BLT Academy Trust Capability (Competence) Policy and Procedure*)

We will regularly seek student feedback and use pupils to help monitor and evaluate the quality of learning.

6 Cover Work

We expect all staff to have 100% attendance as we believe that every adult in the academy should model expectations for pupils. In the rare case of absence, knowledge organisers may be used as cover work, or independent work may be set from a text book.

7 Pupil Absence

Where pupils have missed work through absence, it is expected that they complete catch-up work so as not to be disadvantaged in subsequent lessons. Teachers are expected to set meaningful catch-up work and to check that this has been completed to the required standard by the student.

POLICY REVIEW AND RATIFICATION

Policy reviewed annually and ratified by the academy council in December

This review by SLT July 2018 with amendments made in November 2018

Amendments made to these sections in respect of:	1.2	Prep Time & Self-Quizzing section
	4	Details of EA exams
	5	Learning Walks & Feedback
	6	Knowledge organisers / text books

Ratified by the academy council December 2018

Next review & ratification December 2019

Appendix A: Teacher Standards

see following page

Part One: Teaching

1. Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2. Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

3. Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4. Plan and teach well structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5 Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate

6. Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

7. Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8. Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
- treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
- showing tolerance of and respect for the rights of others
- not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

Appendix B: Feedback Sheet

Date:

Class:

Teacher:

Merits	Book standards		Misconceptions and actions
Missing/incomplete work			
Class WWWs	Spellings		
Any other notes or actions			

Appendix C: EA Exam Front Sheet

EA Exams: Subject Year (Teacher please add)

Student forename (first name)		Student surname (last name)	
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Student signature		Teacher name	
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Year Group		Date	
Assessment Number		Assessment Title	
Duration			

Exam score	
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Strengths	
Areas for development	