

Policy title	Teaching and Learning Policy
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Status	Agreed
Summary of change	N/A

Approval date	1 st September 2024
Review date	1 st September 2025

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1. Aims

This policy aims to:

- Explain how we'll create an environment at our school where pupils learn best and love to do so
- Summarise expectations to make sure everyone is committed to achieving a consistent approach to teaching and learning across our school
- Promote high expectations and raising standards of achievement for all pupils in our school
- Involve pupils, parents and the wider school community in pupils' learning and development

2. Our guiding principles

Pupils learn best at our school when they:

- Have their basic physical needs met
- Feel secure, safe and valued
- Feel a sense of belonging to the group
- Are engaged and motivated
- Can see the relevance of what they are doing
- Know what outcome is intended
- Can link what they are doing to other experiences
- Understand the task
- Have the physical space and the tools needed
- Have access to the necessary materials
- Are not disrupted or distracted by others
- Can work with others or on their own, depending on the task
- Are guided, taught or helped in appropriate ways at appropriate times
- Can practise what they are learning
- Can apply the learning in both familiar and new contexts
- Can persevere when learning is hard
- Can manage their emotions if things are not going well
- Recognise that all learners make mistakes and mistakes can help us learn

3. Roles and responsibilities

Teaching and learning in our school is a shared responsibility, and everyone in our school community has an important role to play.

Teachers

Teachers at our school will:

- Follow the expectations for teaching and professional conduct as set out in the [Teachers' Standards](#)
- Actively engage parents/carers in their child's learning, including clearly communicating the purpose of home learning
- Update parents/carers on pupils' progress and produce written reports on their child's progress
- Meet the expectations set out in Trust and Academy policies set out here:

<https://www.theburgesshillacademy.org.uk/key-policies/our-policies>

<https://www.brightonacademiestrust.org.uk/key-documents/our-policies>

Support staff

Support staff at our school will:

- Know pupils well and differentiate support to meet their individual learning needs
- Support teaching and learning with flexibility and resourcefulness
- Use agreed assessment for learning strategies
- Use effective marking and feedback
- Engage in providing inspiring lessons and learning opportunities
- Feedback observations of pupils to teachers
- Ask questions to make sure they've understood expectations for learning
- Identify and use resources to support learning
- Have high expectations and celebrate achievement
- Demonstrate and model themselves as learners
- Meet the expectations set out in Trust and Academy policies set out here:

<https://www.theburgesshillacademy.org.uk/key-policies/our-policies>

<https://www.brightonacademiustrust.org.uk/key-documents/our-policies>

Subject Leaders

Subject Leaders at our school will:

- Model excellent teaching practice
- Help to create well-sequenced, broad and balanced curriculum plans that build knowledge and skills
- Sequence lessons in a way that allows pupils to make good progress from their starting points
- Use their budget effectively to resource their subject, providing teachers with necessary resources for learning
- Celebrate achievement and have high expectations for everyone
- Drive improvement in their subject, working with teachers to identify any challenges
- Provide support and guidance to other staff through coaching and mentoring
- Hold staff and pupils to account for their teaching and learning
- Timetable their subject to allocate time for pupils to:
 - Achieve breadth and depth
 - Fully understand the topic
 - Demonstrate excellence
- Moderate progress across their subject by, for example, systematically reviewing progress against a range of evidence and reviewing qualitative and quantitative performance data
- Improve on weaknesses identified in their monitoring activities
- Input and monitor the impact of continuing professional development (CPD) opportunities to improve staff's practice and subject knowledge
- Promote team working at all levels, for example by buddying teachers up to support one another where appropriate
- Address underachievement and intervene promptly
- Create and share clear intentions for their subject
- Encourage teachers to share ideas, resources and good practice
- Meet the expectations set out in Trust and Academy policies set out here:

<https://www.theburgesshillacademy.org.uk/key-policies/our-policies>

<https://www.brightonacademiustrust.org.uk/key-documents/our-policies>

Senior leaders

Senior leaders at our school will:

- Model excellent teaching practice
- Have a clear and ambitious vision for providing high-quality, inclusive education to all
- Celebrate achievement and have high expectations for everyone

- Hold staff and pupils to account for their teaching and learning
- Plan and evaluate strategies to secure high-quality teaching and learning across the school
- Manage resources to support high-quality teaching and learning
- Provide support and guidance to other staff through coaching and mentoring
- Input and monitor the impact of continuing professional development (CPD) opportunities to improve staff's practice and subject knowledge
- Promote team working at all levels, for example by buddying teachers up to support one another where appropriate
- Address underachievement and intervene promptly
- Meet the expectations set out in Trust and Academy policies set out here:

<https://www.theburgesshillacademy.org.uk/key-policies/our-policies>

<https://www.brightonacademiestrust.org.uk/key-documents/our-policies>

Students

Students at our school will:

- Take responsibility for their own learning, and support the learning of others
- Meet expectations for good behaviour for learning at all times, respecting the rights of others to learn
- Attend all lessons on time and be ready to learn, with any necessary equipment for the lesson
- Be curious, ambitious, engaged and confident learners
- Know their targets and how to improve
- Put maximum effort and focus into their work
- Complete homework
- Meet the expectations set out in Trust and Academy policies set out here:

<https://www.theburgesshillacademy.org.uk/key-policies/our-policies>

<https://www.brightonacademiestrust.org.uk/key-documents/our-policies>

Parents and carers

Parents and carers of pupils at our school will:

- Value learning
- Encourage their child as a learner
- Make sure their child is ready and able to learn every day
- Support excellent attendance
- Participate in discussions about their child's progress and attainment
- Communicate with the school to share information promptly
- Provide resources as required to support learning
- Encourage their child to take responsibility for their own learning
- Support and give importance to homework

Local Board

The Local Board at our school will:

- Monitor that resources and funding are allocated effectively to support the school's approach to teaching and learning
- Monitor the impact of teaching and learning strategies on pupils' progress and attainment
- Monitor the effectiveness of this policy and hold the headteacher to account for its implementation
- Make sure other school policies promote high-quality teaching, and that these are being implemented

4. Curriculum

Our curriculum underpins everything that we do at The Burgess Hill Academy. This Teaching and Learning Policy outlines how we implement our curriculum statement on a daily basis.

Curriculum Statement

Our curriculum is powerful; learning is both the journey and the destination and becoming a well-educated young person is a goal worth striving for in itself. Therefore, our curriculum encourages students to learn for the sake of learning, but also opens doors for their futures.

Our curriculum is local; we value our local area and teach our students about where they come from, as well as how to understand the wider world around them. Our students will leave us as well-educated young people with the knowledge and skills to positively impact their community.

Our curriculum is diverse; it enables our students to widen their perspectives beyond what they experience every day. We highlight a broad range of voices and perspectives, so that our students can appreciate the full range of achievement, creativity and beauty in the world.

We encourage every student to believe in their best, because they have been taught the very best that has been thought and said.

<https://www.theburgesshillacademy.org.uk/teaching-and-learning/curriculum>

5. Teaching and Learning

Our Teaching and Learning vision is '**Teaching should engage students at their level in order to inspire confidence to progress in their learning**'.

The strategies set out within this document are designed to ensure a consistent approach to Teaching and Learning at The Burgess Hill Academy. This is achieved in class through the application of this policy and also the implementation of each subject's '**Best Practice Overview**'. This document, which is available within each subject's curriculum folders, outlines what the best teaching and learning practice looks like in a subject area. By following this document, teachers will ensure that they are delivering the best pedagogical approach for their subject.

5.1 Planning



Lessons will be planned well to ensure good short-, medium- and long-term progress.

At The Burgess Hill Academy lessons are planned around the Learning Loop structure.

What does teaching and learning look like at The Burgess Hill Academy?

The Learning Loop is a teaching and learning framework which is used to:

- Embed a consistent approach to teaching and learning
- Embed common language
- Extend and share good practice
- Increase student engagement through independence & autonomy

Teachers are expected to plan their lessons using the Learning Loop template. An example lesson plan, that uses this template, can be seen below:

Ready to Learn

Sunday, 06 November 2022

Do Now

Ready to Learn Checklist


- ☐ On time
- ☐ Full uniform
- ☐ Coats off
- ☐ Sitting in your allocated seat
- ☐ Equipment ready
- ☐ Homework completed

With a partner, discuss the following:

1. What does this sign tell you?
2. Where else do you see public messaging and how is it displayed?

Write down a list of all your ideas.





THE BIG PICTURE

THE BIG PICTURE

Sunday, 06 November 2022


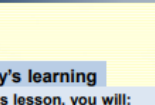
What? Identify elements of a good poster

How?

- Choose search terms relating to a particular issue
- Use tools to copy an image into another application
- Identify key features of a good poster

Why? To ensure that in all media we can 'get our message across'

KWs (use in full sentences): Complementary, reflects, communicate

Today's learning

In this lesson, you will:

- write a list of search terms to find environmental posters.
- use those terms to find a good poster.
- take a screenshot and annotate it, identifying its good features.


Future Learning

Next lesson, you will create your own poster using the class list of good features to guide you.

Previous Learning

At Primary School you have used search terms and Microsoft Office applications

KWs (use in full sentences): Complementary, reflects, communicate



THE UNIVERSITY OF HULL

Faculty of Education

Sunday, 06 November 2022


What? Identify elements of a good poster

Similar to road signs, posters use pictures and text to communicate messages.

First, you will focus on what makes a good poster.

Then, you'll use those features to make your own poster.

Title



Message.....
.....

KWs (use in full sentences): Complementary, reflects, communicate

Build It Together


Sunday, 06 November 2022

What? Identify elements of a good poster

Scientists tell us we need to do more to protect and save our planet. There are lots of charities working to protect and improve the air, land, and sea.

To start your research, you will search for posters from environmental charities.

Write a list of search terms you think will help you find posters.



KWs (use in full sentences): Complementary, reflects, communicate


Build It Together

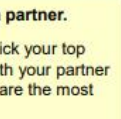
Sunday, 06 November 2022

What? Identify elements of a good poster

Discuss your list with a partner.

From both of your lists, pick your top three terms and agree with your partner why you think that these are the most important.





KWs (use in full sentences): Complementary, reflects, communicate

Build It Together

Sunday, 06 November 2022


What? Identify elements of a good poster

Class list of top terms:

- 1.



KWs (use in full sentences): Complementary, reflects, communicate



THE
EUROPEAN
SCHOOL OF
MANAGEMENT

Sunday, 06 November 2022

What? Identify elements of a good poster


Web search

You're now going to use your search terms to find a poster that you think is good.

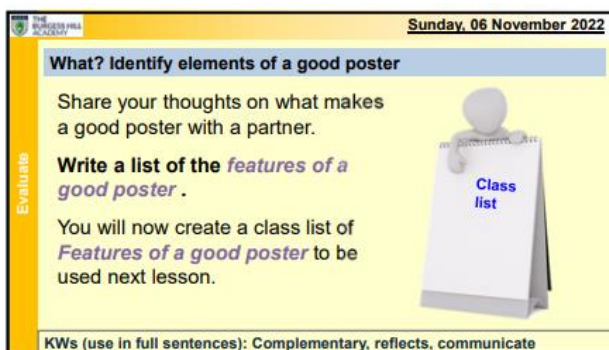
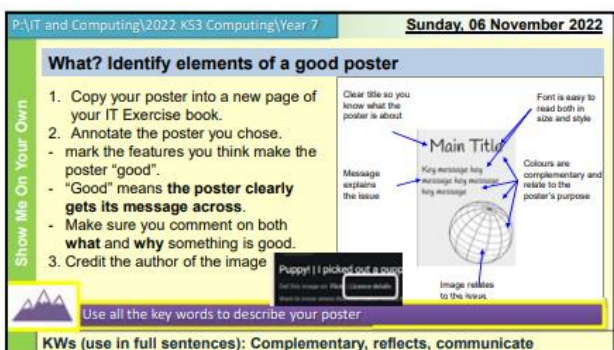
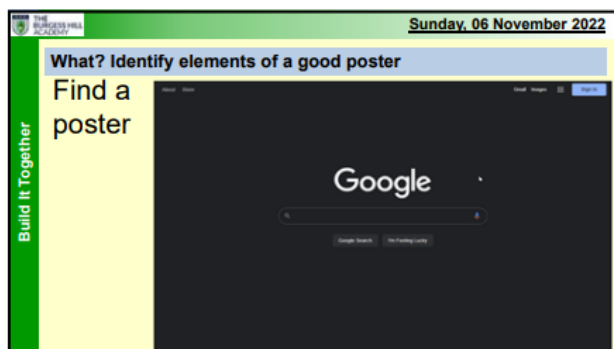
"Good" means **the poster clearly gets its message across**.

Tasks:

1. Find a poster
2. Take a screenshot of the poster



KWs (use in full sentences): Complementary, reflects, communicate



5.2 Differentiation

Teaching and learning at our school will take the backgrounds, needs and abilities of all pupils into account. We will differentiate learning to cater to the needs of all of our pupils, including:

- Pupils with special educational needs and disabilities (SEND)
- Pupils with English as an additional language (EAL)
- Disadvantaged pupils
- Pupils that are most able:

Some strategies that we will use to do this, include:

- Using support staff effectively to provide extra support
- Working with our SEN coordinator (SENCO), our pupils with SEND, and their parents to establish the appropriate level of material to support these pupils to make good progress
- Using ability groupings for certain subjects where appropriate
- Providing writing frames and word banks
- Assessment for Learning strategies, such as using mini-whiteboards and hinge questions.

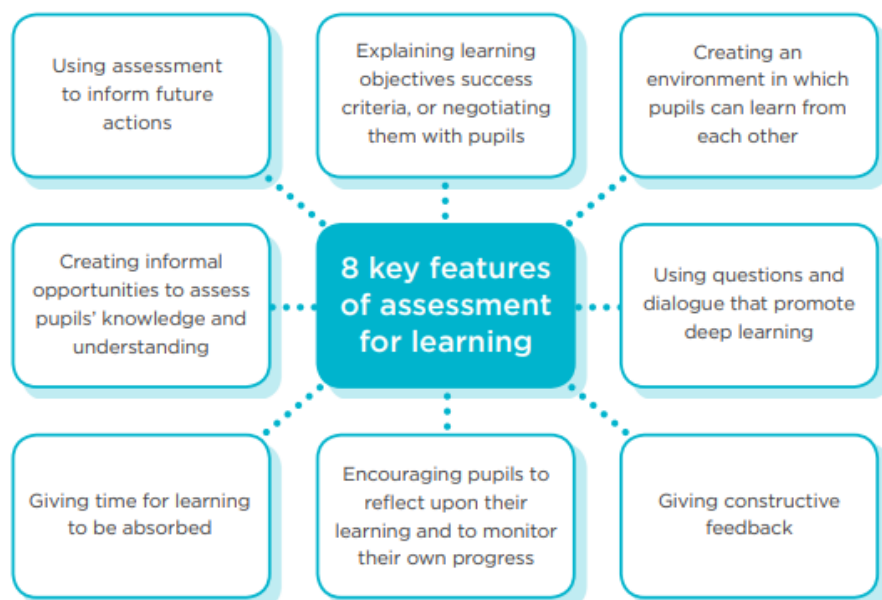
5.3 Marking and feedback

The ultimate purpose of all feedback is to improve student progress.

Formative assessment

Formative assessment or Assessment for Learning (AFL) is an approach to teaching and learning that creates feedback which is then used to improve students' performance. Assessment for Learning should occur in every lesson.

Underlying the AfL approach is the recognition that every teaching and learning task or activity offers assessment opportunities, and that AfL should be embedded in day-to-day classroom practice as a means of continuously assessing knowledge, informing teaching and providing feedback to improve pupil learning (https://www.nfer.ac.uk/media/3094/assessment_for_learning.pdf)



AfL is an impactful and timely way to drive progress, addressing student's misconceptions, challenging pupils to reflect and engage with their own learning and enabling them to act promptly and independently on advice given. From our experience, by using AfL students become more involved in their learning process and from this gain confidence in what they are expected to learn and to what standard.

Assessment for Learning strategies can include:

- draw a concept map in class to represent their understanding of a topic
- submit one or two sentences identifying the main point of a lesson
- turn in a research proposal for early feedback
- verbal feedback should be an integral part of each lesson. All verbal feedback should be timely, differentiated, clear, specific, personalized & phrased so as to encourage student self-reflection and active participation

All marking will follow the *TBHA Marking Code*

Peer and self-assessment

Self and peer assessment are important aspects of assessment for learning (AfL) practice. Assessing their own work or that of others can help pupils develop their understanding of learning objectives and success- criteria.

It is recommended that peer assessment should be introduced first, only moving self assessment when both teachers and pupils are fully comfortable with the former. All marking will follow the *TBHA Marking Code*

Peer assessment guidelines

Make the guidelines for giving feedback explicit and ensure that pupils understand and follow these when working in groups or with response partners.

- Respect the work of others.
- Identify successful features.
- Think about the learning objective and the success criteria when suggesting improvements.
- Word suggestions for improvement positively.

on to

https://www.nfer.ac.uk/media/3113/self_and_peer_assessment.pdf

Summative Assessment

Summative assessments are used to monitor progress over time. They are a method of evaluation typically performed at the end of a unit, module or time period, e.g. term. Summative assessments allow teachers to measure a students' understanding against standardised criteria and usually result in the student receiving a determined grade that tells the student how well they are performing academically. Teachers will use this information to determine intervention groups and adjust teaching methods.

Guidelines for Summative Assessment:

- Summative Assessment should:
 - at least every 20 lessons
 - provide information for data capture
 - be at points that most impact on student progress
 - for subjects on rotation, e.g. DT, Textiles, Computing there should be a summative assessment at the end of the rotation.
- Quality over quantity: the *amount* of feedback and whether it is completed solely by the teacher or in conjunction with the student(s) is down to departmental judgement so long as the impact is clear.
- Staff might give summative marks separately to written feedback to allow the student to focus on *how* to improve.

Summative Assessment Feedback

- Teachers may use an assessment matrix as part of their summative assessment marking
- All marking will following the *TBHA Marking Code*
- Written feedback should follow the WWW (What Went Well) and EBI (Even Better If) format.
- Written comments should be specific, targeted and differentiated for the individual student and relate to their learning.
- Teachers will mark on green slips or use a green pen/ font
- Students will respond to feedback in purple pen/ font
- All written feedback should be responded to by the student as DIRT or homework (see below)

Dedicated Improvement and Reflection Time (DIRT)

Dedicated Improvement and Reflection Time will be used post in conjunction with summative assessment feedback to ensure progress is made. DIRT should be long enough for students to make the improvements needed for effective progress to be seen. Time should be given for students to seek clarification of comments and for staff to check their understanding after a summative assessment.







If work is not improved to the expected standard, it should be given back to improve further with clear feedback on how to do this. Each student will be challenged to work to their full potential.

TBHA Marking Code

How to use the Marking Code

- The marking code will be used for all marking (formative or summative)
- Teachers and students will use the marking code

- Between 3 and 5 mistakes should be highlighted in a piece of work. Mistakes to be corrected should be those that would make the most difference to student progress.
- Spelling corrections will be written out three times by the students. Teachers may ask students to write these spellings in a specific place within their exercise book so as to keep a spelling log.

	Marking Code
	Error on this line
	Missing/ incorrect capital letter, punctuation or grammar
sp	Incorrect spelling
//	New paragraph
	Approved
WWW	What Went Well
EBI	Even Better If
	Feedback
	Response

5.4 Presentation of work

We encourage students to take care in the presentation of their work. It is important for students to present their work in a clear & legible way so that it is easily understood by the reader. All work should be completed in black or blue pen, unless otherwise advised by a teacher.

Exercise Books

The front of the student's exercise books should contain:

- Student's full name
- Subject
- Class code
- Teacher(s)

Presentation of work within the student's exercise books should follow this format:

- Date: Full written date on the top line and right aligned.
- Title: written for each piece of work, underlined with a ruler and aligned to the centre of the page.
- Handwriting: at all times, student's handwriting should be legible

- Worksheets should be folded in half and stuck into student's books within the lesson. The title of the worksheet should be written on back so it is clear what it contains when looking through the book.

Students should not doodle on their exercise books. Any instance of this should be addressed by the teacher.

5.5 Learning environment

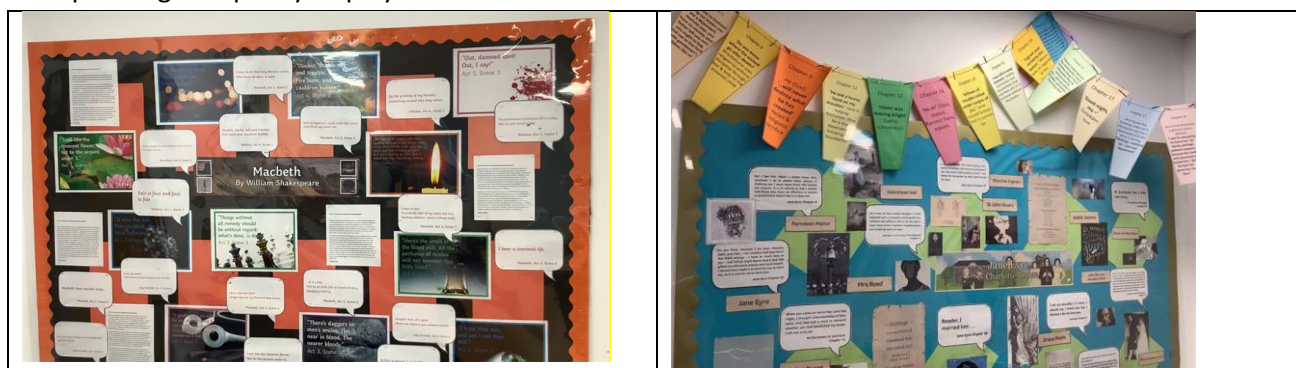
When pupils are at school, learning will predominantly take place in classrooms, outdoor spaces, halls, music rooms and ICT suites. These spaces will be kept safe, clean and ready for pupils to use them. They will be arranged to promote learning through a consistency in our Classroom Standards:

Classroom Standards

All classrooms should contain:

1. Display boards, which are:
 - a. Backed
 - b. Have a boarder
 - c. Be less than a year old
 - d. Contain student work
2. A Great Learners poster
3. A Learning Loop poster

Examples of good quality displays can be seen below:



In addition we would expect this classrooms to contain:

- Posters of material pupils have previously learned about and can identify
- Accessible resources for learning such as books, worksheets and other equipment
- A seating layout that allows everyone to see the board and participate

5.6 Homework

Homework is used to broaden, consolidate, extend or enhance the learning experience

At The Burgess Hill Academy, homework is viewed as a valuable part of a student's learning. EFF research <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework> found that 'Homework has a positive impact on average (+ 5 months), particularly with pupils in secondary schools' We

believe that effective homework can improve learning and help our students to develop lifelong skills. Our aim is for homework to be structured, meaningful and coherent for all concerned. Homework at The Burgess Hill Academy should broaden, consolidate, extend or enhance the learning experience.

The purpose of Homework:

- Setting homework is part of the Teachers' Standards and is outlined in the following way: *'Teachers should set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired.'*
- Homework should be used to consolidate learning of the curriculum, deepen understanding and prepare pupils for further study in the future.
- Homework requires lifelong learning skills such as organisation, time management, resilience and independence, all of which we promote at The Burgess Hill Academy in order to help our students to achieve their *'best'* at The Burgess Hill Academy and beyond.
- To provide parents with the chance to support their child's progress and engage in dialogue about school experiences

How homework will be set

Teachers will set homework through *'Class Charts'*. Students will be able to check their homework and deadlines by going into *'Class Charts'*.

The types of homework we will set and why

At The Burgess Hill Academy, we endeavour to use evidence-informed practice and research in order to provide the most effective types of homework tasks to enhance our students' learning experience.

Time to be Spent Completing Homework or self-directed study

The tables below outline the *average* amount of time (in hours) that a student should spend completing homework each day.

Year	English	Maths	Science	Option Subjects (1 hour each)	Hours per week	Hours per day
11	2:00	2:00	2:00	4:00	10:00	2:00
10	2:00	2:00	2:00	4:00	10:00	2:00

Year	English	Maths	Science	Technology Rotation	MFL	Art	Citizenship	Drama	Geography	History	Music	Hours per week	Hours per day
9	1:00	0:45	0:45	0:30	0:30	0:15	0:15	0:15	0:15	0:15	0:15	5:00	1:00
8	0:45	0:45	0:45	0:30	0:45	0:15	0:15	0:15	0:15	0:15	0:15	5:00	1:00
7	0:45	0:45	0:45	0:30	0:45	0:15	0:15	0:15	0:15	0:15	0:15	5:00	1:00

Students will be expected to undertake a variety of homework activities (these can be seen below in the **Typical homework tasks for each subject area** table). These activities will differ depending on the teacher and subject. We would also like to highlight that the guidelines may include self-directed study time which we would encourage our students to undertake on a weekly basis to target and embed their individual gaps in knowledge or skill. **Effective learning strategies** which students could use during their self-directed study time can be seen below:

Typical homework tasks for each subject area

Subject	Typical homework task
Art and Photography	KS3: Completing a project KS4: Follow on work from a lesson
Drama	Pre-learning lesson content for GCSE controlled assessments
DT	Pre-learning lesson content. Extension of learning through booklets.
English	KS3: reading and/or spelling, punctuation and grammar. KS4: revision, practising skills, learning vocabulary
Film Studies	Follow-up tasks Research tasks.
Geography	Revision Pre-learning lesson content Project work.
Health and Social Care	Learning vocabulary
History	Project work
IT & Business	Pre-learning lesson content IT skills practice Follow-up tasks
Languages	Vocabulary learning and grammar practice
Maths	Past papers Online learning platform General revision Lesson consolidation
Music	Rehearsing/completing coursework
PE	Online learning platform
Science	Revision Online learning platform

Effective learning strategies

	Homework activity/tasks could include the following:	How the activities/tasks will help students to become better learners:
Read it	<p>Reading novels</p> <p>Reading key extracts of texts/literature</p> <p>Reading articles</p> <p>Accessing bespoke reading through 'Reading Plus'</p>	<p><i>'Language and literacy provide us with the building blocks not just for academic success, but for fulfilling careers and rewarding lives'.</i></p> <p><i>(Education Endowment Foundation)</i></p> <p>Reading helps to improve vocabulary, communication, grammar and writing skills.</p>
Spell it	<p><i>Spelling and vocabulary tests</i></p> <p><i>Exploration of the etymology of key words</i></p>	<p><i>Spelling tasks help students to be able to spell key words within their subjects correctly. The more practice that students have at spellings, the better chance they have at remembering them. Being able to spell words correctly is something that will help students all through their life.</i></p>
Apply it	<p><i>Extended written responses to a question</i></p> <p><i>Producing a piece of work which will demonstrate understanding of a topic or concept</i></p>	<p><i>These tasks might require students to demonstrate how well they have understood and learnt key things from their lessons. They might be extended written responses to a question which require students to apply their knowledge and understanding.</i></p>
Retrieve it	<p><i>Knowledge Organisers</i></p> <p><i>Quizzes</i></p> <p><i>Self-testing</i></p> <p><i>Flashcards</i></p> <p><i>Graphic Organisers</i></p> <p><i>Learning grids</i></p>	<p><i>These are tasks which prompt students to recall/remember key information. The more we encourage students to retrieve information, the more chance we have of it 'sticking' and remaining in the long term memory for students to retrieve with ease.</i></p>
Practise it	<p><i>Practice of skills</i></p> <p><i>Rehearsal of lines</i></p> <p><i>Practice of dance moves</i></p> <p><i>Music practice for performance pieces</i></p> <p><i>Use of platforms such as 'Hegarty Maths'</i></p>	<p><i>Practice makes perfect! Repeatedly practising something eventually helps students to remember and to master something to an excellent standard.</i></p>

1. Flashcards

Simply create cards with questions on one side and answers on the other side. You can colour code for specific topics and quiz yourself or others frequently.


















Post its can also be useful for key words and timelines. You can also create excellent flashcards online, or on your phone, using the Quizlet website or app.



2. Organise your learning.

Graphic organisers are a great way of **'transforming'** your notes/information into visual revision topics. They can be used to create links, show a narrative, identify the causes/consequences and importance of something.

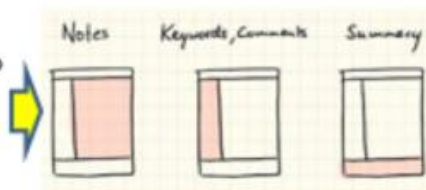


KEY PURPOSE OF THE ORGANISER	SAMPLE GRAPHIC ORGANISERS		
Recalling, grouping, classifying, summarising ideas	 Spider diagram	 Affinity/cluster web	 Concept map
Sequencing events, ordering ideas	 Cycle circle	 Flow chart	 Tadpole
Showing causal links (cause and effect)	 Fishbone	 Bridge	 Pathway
Deeper analysis—describing an idea into specific components and exploring different attributes	 Y chart	 T chart	 Venn diagram
Planning and decision making or reviewing	 Scales	 Comic strip	 ECG graph



3. Cornell Notetaking.

This can be used in your revision books as a great method to get you to 'think' about your revision. Simply split your page into 3 sections as shown on the diagram on the right:



- **Note Taking** – key ideas, dates, people diagrams or formulas
- **Cues** – Key words or key questions.
- **Summary** – A short summary of the page, in your own words.

4. 'Chunking'.

The average person can only hold seven 'items' in their working memory, grouping items together into 'chunks' can increase capacity. This is generally used for remembering numbers (think of how you remember phone numbers by grouping the seven digits into 2 or 3 chunks) but can be applied in various subjects.



F-B-I-T-W-A-C-I-A-I-B-M

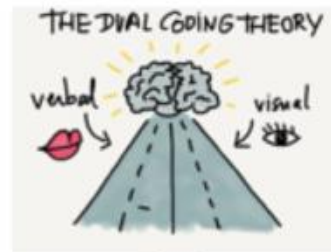
FBI TWA CIA IBM
4 chunks

5. Dual Coding.

'Dual coding' is the method of putting your knowledge into visual form alongside words. It increases the chances of you remembering it.

How to:

1. Use simple drawings with matching simple descriptions.
2. The drawing should represent your understanding of the topic.
3. Try to draw links between images.



6. Retrieval Practice

Testing what you know is a powerful tool in learning, the effort to remember something really strengthens your memory.

Create quizzes then test yourself, or get someone to test you, it's works!

Types of testing

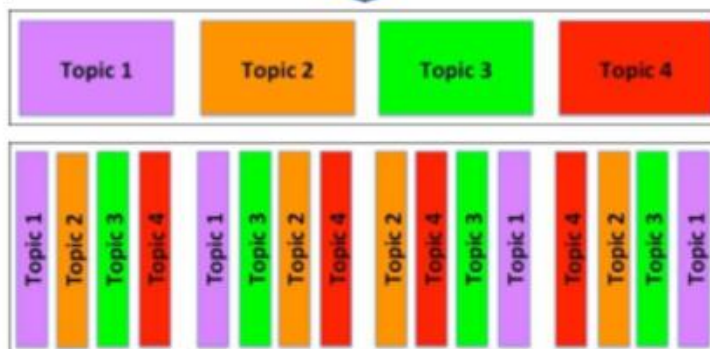
There are a number of types you can create:

- Multiple Choice Questions
- True or False
- Short Explanation Questions
- Odd One Out
- If this is the answer then what is the question?
- Recalling and writing out notes or 'chunks' of knowledge from memory.



7. Interleaving and Spacing.

Don't revise all your topics in one go, you should revise 'chunks' of a topic for small amounts of time (15-20 minutes) and then move onto another 'chunk' from a different topic. You must then revisit the different 'chunks' of knowledge, as per the diagram below. This will improve your memory!



Least effective strategies include.

- Highlighting text and doing nothing else with it.
- Just reading through notes, or your book.
- Searching the internet without recording what you read.

WARNING

WARNING

What our students can expect in terms of Feedback

At The Burgess Hill Academy we strive to provide timely and purposeful feedback. A variety of methods will be used to provide feedback, such as whole class feedback, verbal feedback and follow-up tasks. Quizzes, spelling tests and numeracy tests will provide pupils with immediate feedback. We may use more extensive, targeted marking on longer tasks which may require written feedback.

Expectations and Support

Teachers are expected to:

- Set homework that is appropriate for the age and stage of pupils;
- Set time aside during lessons for homework to be fully explained and questions answered;
- Set homework that aligns with the faculty and whole school homework policy;
- Allow enough time for the homework to be completed to an excellent standard, reminding students to question if the standard of their homework 'Is excellent yet?' (This includes avoiding overnight homework whenever possible.)
- Provide additional support with homework if requested by the pupil or parent – for example, paper copies of resources;
- Provide timely and effective feedback. This may involve providing the opportunity for peer assessment or individual reflection on their progress.

Students are expected to:

- Listen to homework instructions in class and check 'Class Charts' daily for homework set and deadlines;
- Complete homework to the best of their ability and hand it in on time;
- Communicate appropriately with the class teacher if they are having any difficulties with the work, well before the deadline.

Parents can support by:

- Discussing homework with their child in order to help and encourage them;
- Checking their child's homework when it has been completed – insist on high standards of presentation and remind them of our key question: 'Is it excellent yet?'
- Notifying the school of any issues or problems that may prevent the completion of homework.

In addition to the above, The Burgess Hill Academy will provide a space for students to complete their homework during lunch-time and after school. The current arrangements for this are every lunchtime in the Learning Resource Centre and Monday and Tuesday (3pm-4:30pm) in the Learning Resource Centre. All students are welcome to attend these sessions.

Rewards and sanctions

At The Burgess Hill Academy, we believe that students should be rewarded for effort and application of their learning at home. That means we will praise continued good effort and reward pupils who apply themselves successfully to the homework set. We will also employ sanctions, if homework has not been completed or the homework is of poor quality and no contact has been received from the parents/ carers outlining any issues with completing homework.

Extra-curricular activities

At The Burgess Hill Academy, we offer an extensive programme of extra-curricular opportunities and we would also encourage children to pursue out-of-school activities which will help them to further develop lifelong learning skills. For details on our extra-curricular opportunities, please see our website.

6. Continual Professional Development (CPD)

Teachers will be supported to develop their practice through a **Continual Professional Development (CPD)** programme. Each week will have a similar structure, this can be seen below:

	Morning Time:8:10am-8:20am	Afternoon Time: 3:15-4:15pm
Monday	All Staff Briefing (8:10-8:20am)	
Tuesday		SLT Meeting
Wednesday		Staff CPD & Meetings <ul style="list-style-type: none"> ▪ Subject Leaders ▪ Pastoral Leaders ▪ Departmental Meetings ▪ Coaching
Thursday		Termly Teaching & Learning CPD/ Parents Evenings
Friday	All Staff Behaviour Briefing (8:10-8:20am) every three weeks	

The finalised CPD structure will be visible on the staff calendar.

7. Assessment, recording and reporting

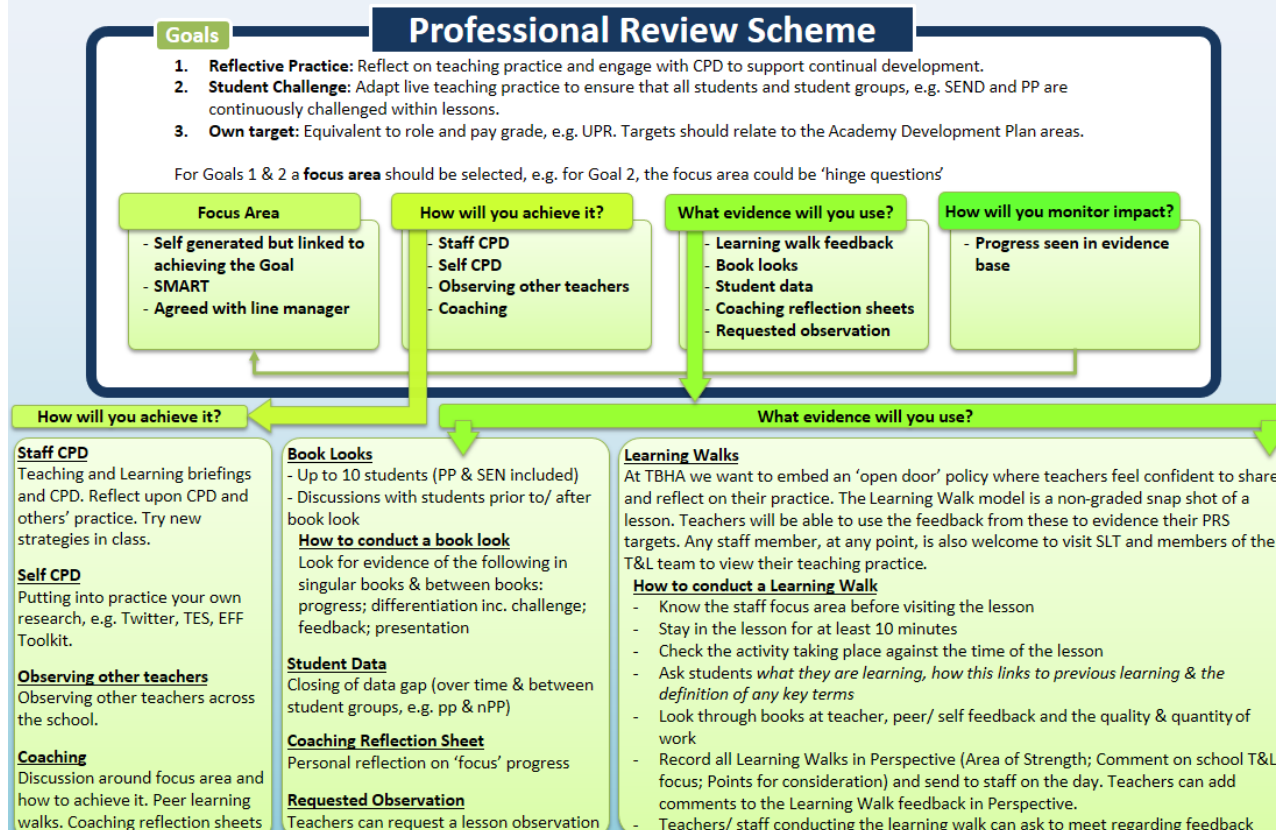
We will track pupils' progress using a combination of formative and summative assessment.

We will provide regular targets for pupils, and provide verbal reports against these at parents' evenings. Pupils will receive a report containing their current progress and Attitude to Learning grades annually. For more information, please refer to the Assessment Policy.

8. Monitoring and evaluation

We will monitor teaching and learning in our school to make sure that all of our pupils make the best possible progress from their starting points. The monitoring of teaching and learning is built into the Professional Review Scheme cycle of teachers appraisal (see infographic below)

Supporting Teaching & Learning Development



Should teaching practice be continually of a high standards, the teacher will be invited to join the Teaching and Learning Team. Where they will support the development of staff and contribute to CPD.

Should teaching practice fall below expectations, and despite support and informal support, the Academy will following the C9 Staff Capability Policy.

9. Review

This policy will be reviewed every year by whole school community.

10. Links with other policies

This policy links with the following policies and procedures:

- Behaviour policy
- Curriculum policy
- Special Educational Needs and Disabilities Policy
- Home-school agreement
- Assessment policy
- Non-examination assessment policy
- Equality information and objectives
- C9 Staff Capability Policy