

**HORIZONS
ACADEMY
BEXLEY**



Horizons Academy Bexley

Teaching and Learning Policy

Responsible post holder	D Thurlow
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I. Aims

This policy aims to:

- Explain how we'll create an environment at our school which promotes pupil engagement in learning
- Summarise expectations to make sure everyone is committed to achieving a consistent approach to teaching and learning across our school
- Promote high expectations and raise standards of achievement for all pupils in our school
- Involve pupils, parents and the wider school community in pupils' learning and development

Purpose

- To ensure that high quality learning takes place in every lesson, resulting in measurable pupil progress
- To provide all stakeholders with a set of 'Teaching and Learning' principles that underpin the classroom experience, promoting a culture of high standards.
- To provide staff with a 'Teacher Toolkit' that helps aid their development in the classroom, enabling them to use a range of pedagogical approaches, promoting best practice across the school.
- To embed an agreed range of pedagogical approaches ensuring that teaching is adaptive in lessons and supports pupils to make progress. This is guided by the 'EEF's 5-a day' research to ensure teaching is inclusive, accessible and focused on improving outcomes for all.
- To provide an agreed set of common routines to ensure children experience consistency
- To provide new staff with a clear framework of the school's expectations
- To provide information regarding 'Blended Learning' in the event of school closure.
- To provide information to staff about CPD and relevant opportunities for learning.
- To provide information about Quality assurance and SRE processes and activities within the school.

2. School Objective and Core Values

We aspire to provide the best possible experience for all our pupils, which is underpinned by our objectives.



- Raise **ASPIRATIONS**
 - *For now, and in the future.*
- Develop **BEHAVIOURS**
 - *Encouraging pupils to:*
 - 'Be Safe'
 - 'Be Respectful'
 - 'Be prepared'
 - *By following instructions and doing the right thing.*
- Offer an innovative **CURRICULUM**
 - *Focusing on next steps and destination.*

Additionally, our school values help provide us with the guidance to shape our curriculum and how we approach teaching and learning to ensure our children receive a 'curriculum for destination' so that students are ready for their next stage, whether that be reintegration or transition. We focus on the skills or qualifications that students need to be a success.

The key to learning here is based upon the caring and trusting relationships that are built and we believe that every young person should have the opportunity to thrive. At Horizons, we simply C.A.R.E.

Communication

Through our curriculum we focus on developing our learners social skills and oracy. Giving learners the tools to effectively communicate by increasing their cultural capital is part of their experience with us to improve their future.



Accessibility

Improving access to education is something we passionately believe in. Right from the induction process, diagnostic assessments and by having reading at the heart of our curriculum we ensure our focus is on improving learner's ability to access.



Relationships

Helping learners build positive relationships with themselves, their peers and staff is something we believe will help them achieve success in the future. Our smaller setting and dedicated staff team ensure we have the space to develop these key relationships.



Equity

Equity is defined as giving everyone what they need to be successful and not everyone needs the exact same thing. We believe our bespoke approach will help remove barriers to education creating opportunities for success.

Teaching & Learning Principles

Our Teaching and Learning principles ensure that there are clear expectations for both staff and pupils within the different learning environments throughout the school. This helps to create a positive experience for all pupils so that they can be successful in each lesson.

Communication

Checking for Understanding

Staff build relationships with pupils through the way in which they address misconceptions using a range of methods to assess pupils understanding in lessons.

Feedback

Pupils' relationships with staff are positive and they are motivated by meaningful, accessible feedback that allows them to progress to the next stage of learning.

Relationships

Common routines

Staff take a consistent approach to the start and end of lessons, ensuring that learning takes places in an environment rooted in mutually respectful relationships.

Learning environment

Pupils respect their learning opportunities by making the right choices about their conduct and behaviour.

Accessibility

High Expectations

Staff build resilience in our pupils by equipping them with skills and knowledge to thrive in every lesson.

Cognitive and Metacognitive Strategies

Pupils overcome the barriers to learning through developing their ability to effectively using a range of learning strategies including retrieval tasks at the start of each lesson.

Equity

Adaptive Teaching

Staff are ready and able to plan lessons that meet the needs of all pupils through:

- Explicit Instruction
- Modelling
- Scaffolding
- Using Technology

Transition

Pupils work towards successful outcomes to aid their transition to the next stage of their educational journey.

At Horizons we believe that establishing a safe environment with consistent routines fosters a sense of readiness for learning that improves future outcomes for our pupils.



Starting activities:

The first ten minutes of a lesson

- A calm entrance to the room with the teacher greeting pupils at the door
- A seating plan in place that is understood by pupils
- Books and pens on the desk ready for pupils
- A 5-minute 'Horizon's Flashback' projected on the board for pupils to begin as soon as they are seated
- The 'Horizon's Flashback' is an appropriate retrieval task linked to prior learning and involves low stakes quizzing.
- Following this, pupils are provided with clear objectives and outcomes for their learning.

Lesson Content:

The content of the lesson is underpinned by 'Horizon's Teaching and Learning Principles' including a mixture of teacher-led, peer/group work and individual learning.

The content of the lesson is effectively planned to meet the needs of all pupils and accessibility is the focus of our staff.

Staff can refer to the 'Horizon's Teacher Toolkit' for examples of a range of different pedagogical strategies to use in lessons.

Summing up and plenary:

The last five minutes of a lesson

- Has clear plenary tasks for pupils – clarify your expectations i.e., 'write 3 calculations/ write to this point'
- Use pre-warnings to let pupils know they are entering the last 5 minutes of the lesson
- Use tidying up as a learning experience issuing clear instructions and modelling routines
- Use a marker on your PPT slide to signal the close of the lesson
- Pupils pack away their belongings and stand behind tucked in chairs waiting to be dismissed
- End the lesson with a positive comment
- Dismiss pupils in stages to provide a calm and orderly exit

**Classroom walls should include:**

- Examples of pupil work – with written feedback / praise (to be referred to in teaching)
- Literacy and numeracy strategies i.e., lists of key words for your subject
- Displays that can be used interactively during lessons i.e., for AFL
- Displays that promote curiosity with the subject area
- Commonly used words / word of the week
- Curriculum levels / Assessment Criteria
- SMSC and British values links to your subject
- The school's values and vision to be displayed at all times

All corridors should include:

- Photographs of enrichment activities (trips/clubs etc.)
- More able provision – such as details of competitions
- Promotion of subject / Rewards given and/or opportunity
- Pathways of subject choice
- Links to careers and post-16 transition
- Posters that explicitly demonstrate good behaviour and conduct
- Poster that promote 'good talk' to foster respect amongst pupils

Other good ideas for departments to consider:

- Model answers (with teacher annotation)
- Working walls
- Pictures of pupils' learning and being successful
- Boards created by the pupils allowing them opportunities for leadership and responsibility
- Key pages from text books or exam specifications blown up and laminated
- Help desk – to assist in making pupils more independent.

Avoid:

- Messy areas and disorganised books left lying around
- Small unreadable messages for pupils
- Displays that don't link to the learning and don't help aid progress

In the event of a school closure, the school is committed to providing continuity of education to its students and will do so through a process of remote or blended learning.

The type of task set will vary between subjects, but examples of appropriate tasks might include:

- Taking part in live lessons through google classroom
- Provision of work packs for students in the event of planned closures.
- Accessing recorded lesson content
- Completing independent tasks
- Reading and noting new material from a common subject area textbook or electronic resource
- Working through subject-specific presentations or worksheets provided by the subject area
- Watching a relevant video resource and making notes on it
- Completing a listening exercise – a podcast or audiobook
- Reading
- Written responses to prompt questions, essay plans etc.
- Completion of practice questions or past papers, particularly for those in examination years






In the unlikely event of school closure, we will aim to:

- Minimise the disruption to pupils' education and delivery of the curriculum.
- Ensure provision is in place so that all pupils have access to high quality learning resources.
- Ensure robust safeguarding measures continue to be in effect during the period of remote learning.
- Ensure all pupils have the technology they need to complete their work to the best of their ability.
- Ensure all pupils remain happy, healthy and supported during periods of remote learning.

7. EEF's 5-a day

'The evidence which informed the EEF's 'Special Education Needs in Mainstream Schools' guidance report indicated that there are five particular approaches which can be integrated into day-to-day teaching practice to raise attainment among children with additional needs, as well as their classmates.

Best of all, this 'Five-a-day' is already part of most teachers' practice (or can be relatively easily added), meaning that small tweaks could make a significant positive difference for the pupils we teach.'

1	Explicit instruction	<i>Teacher-led approaches with a focus on clear explanations, modelling and frequent checks for understanding. This is then followed by guided practice, before independent practice.</i>	
2	Cognitive and metacognitive strategies	<i>Managing cognitive load is crucial if new content is to be transferred into students' long-term memory. Provide opportunities for students to plan, monitor and evaluate their own learning.</i>	
3	Scaffolding	<i>When students are working on a written task, provide a supportive tool or resource such as a writing frame or a partially completed example. Aim to provide less support of this nature throughout the course of the lesson, week or term.</i>	
4	Flexible grouping	<i>Allocate groups temporarily, based on current level of mastery. This could, for example, be a group that comes together to get some additional spelling instruction based on current need, before re-joining the main class.</i>	
5	Using technology	<i>Technology can be used by a teacher to model worked examples; it can be used by a student to help them to learn, to practice and to record their learning. For instance, you might use a class visualiser to share students' work or to jointly rework an incorrect model.</i>	

8. Horizons Academy Bexley – Teacher Toolkit

This toolkit provides staff with snapshots of effective pedagogy that should be integrated in daily classroom practice. It also utilises 'The National College' platform and their series of webinars to support personal development. Under each heading is a live link which leads you to a relevant webinar to help refresh and hone for teaching practice. This enables staff to take ownership of their professional development independently. Our CPD programme will also be focused, but not limited, to the areas below in order to focus on supporting all teachers to be experts in utilising pedagogy effectively with our pupils.

<p>Horizon's Flashback</p> <p>Retrieval Practice</p> <p><i>Opportunities are embedded for retrieval to support long term recall at the start of every lesson...</i></p> <p>The National College</p>	<p>Dual Coding</p> <p>Visual and verbal explanations are provided to aid students with remembering more information, as they 'code' information in two ways</p> <p>The National College</p>	<p>Differentiation</p> <p><i>Teachers will differentiate to build upon the diversity of students' learning foundation. Differentiation will address differences in ability and learning styles setting the foundation for success for every student. Teachers will not rely solely on differentiation by outcome</i></p> <p>The National College The National College The National College</p>	<p>Scaffolding</p> <p>Scaffolded tasks, like worked examples, allow students to develop their metacognitive and cognitive skills. Content is presented in steps with an opportunity to practise after each stage. Students actively utilise scaffolding to access challenging tasks</p> <p>The National College The National College</p>
<p>Low Stakes Testing</p> <p><i>Low Stakes Testing is regular to allow students to retrieve information. Students are given the opportunity to try repeatedly, make mistakes and learn from mistakes</i></p> <p>Low Stakes Testing: Key principles for the classroom by @abowdenj – UKEdChat</p>	<p>Disciplinary Literacy</p> <p><i>This focus on disciplinary literacy makes clear that every teacher communicates their subject through its own unique language, and that reading, writing, speaking and listening are at the heart of knowing, doing, and communicating Science, Art, History, and every other subject in primary/secondary school.</i></p> <p>The National College The National College EEF Blog: What do we mean by 'disciplinary literacy'? EEF (educationendowmentfoundation.org.uk)</p>	<p>Modelling</p> <p><i>Modelling by the teacher reveals the thought processes of an expert learner to develop students' metacognitive skills.</i></p> <p><i>All new material is presented in steps with the teacher modelling what success looks like so that students can see how to make progress.</i></p> <p>The National College The National College</p>	<p>Feedback</p> <p>Feedback is regular and provides information about the individual's performance relative to learning goals or outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve. Feedback should be varied and not be limited exclusively to written marking. Feedback should comment on misconceptions, errors and strengths in equal measure.</p> <p>The National College The National College</p>

Skilful Questioning

Questioning serves many purposes: it engages students in the learning process and provides opportunities for students to ask questions themselves. It challenges levels of thinking and informs whether students are ready to progress with their learning. Questions that probe for deeper meaning foster critical thinking skills and higher-order capabilities such as problem solving, and encourage the types of flexible learners and critical thinkers needed in the 21st century.

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DIRT

Dedicated Improvement Reflection Time is regularly offered, providing students with valuable thinking time after receiving feedback which allows them to engage fully with feedback and then demonstrate progress

[DIRT: Dedicated Improvement & Reflection Time with a Metacognition & Self-Regulation Focus!](#)
(globalmetacognition.com)

[EEF Feedback Practice Review.pdf](#)
(educationendowmentfoundation.org.uk)

Assessment Data

Data is used to help identify misconceptions and gaps in learning to support pupil's progress to the next stage of learning. It is used to help teachers to plan their lessons and schemes of work in a responsive and effective way.

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Technology

Technology will be used to enhance the quality of teaching and learning and will support the physical and interactional presence of the teacher in order to improve outcomes for young people

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For any queries regarding access to 'The National College Platform' or any feedback, questions and suggestions email: danielle.thurlow@horizons.lseat.org.uk



The whole curriculum should:

- Have a clear statement of intent.
- Be bespoke for the context and cohort underpinned by the school's values
- Be well sequenced, demonstrated through curriculum journeys and maps.
- Include a range of options to engage pupils with their learning opportunities and motivate them
- Allow pupils to acquire knowledge, skills, understanding and practical abilities
- Enable pupils to make a successful post-16 transition
- Incorporate cognitive science allowing for retrieval practice to support the development of the long-term memory.
- Extend the effective use of language
- Develop the effective use of number
- Appreciate human achievement in all areas of activity including art, music, science, literature, mathematics and construction
- Acquire an understanding of the social, economic and political nature of society
- Help develop the full potential in individuals for their lives at home, at work, at leisure, in the community and as active empowered participants in society
- Develop a sense of self-value and self-respect and to understand and respect the right to social and cultural differences amongst others
- Develop British Values within all our pupils
- Utilise technology to enable pupils to have access to and confidently use technology to extend their learning experiences and prepare them for the wider world. Technology should also be used to bridge the gap between disadvantaged and non-disadvantaged pupils and work towards removing barriers to learning.

With the help of the whole school community, Horizons has developed a curriculum, which we feel is relevant and exciting and addresses the aims above.

10.

Continuous Professional Development

We are committed to ensuring that staff have access to a range of CPD and that it is informed by developmental needs highlighted through any SRE work that is undertaken.

The SRE cycle will include:

- Quality Assurance conducted through the framework of the 'Alternative Provision Toolkit'
- Supportive learning walks with a focus on highlighting excellent practice as well as opportunities for development.
- Observations as part of the formal appraisal process through 'Bluesky'. These will also allow for further developmental opportunities and longer-term focus in line with the appraisal cycle.
- Book looks and informal drop-ins.
- Opportunities for staff feedback.
- Sharing of best practice across the school with a focus on improving pedagogy and student outcomes.
- Student voice.
- Data Analysis.

Teachers have a responsibility to reflect on their practice, enhance and update their professional knowledge and skills. This is to ensure that consistently high standards of teaching and learning are maintained, and national Teacher Standards are met. Horizons' CPD programme will provide opportunities for staff to participate in a variety of activities to support the individual professional needs of staff and build whole school capacity.

We are committed to ensuring that all staff, regardless of position, have opportunities for development and see what training is appropriate. We are subscribers to the National College of Education which has a plethora of webinars and resources allowing staff to take ownership of their development.

We are also creating a 'CPD Pathway' which can be used in line management meetings and appraisal processes to help staff consider next steps and professional satisfaction and development.