Broadway Academy Trust Policies

Our Children. Our Community. Believe it can be done!

Teaching and Learning Policy

Approved by: Deep Academics Committee
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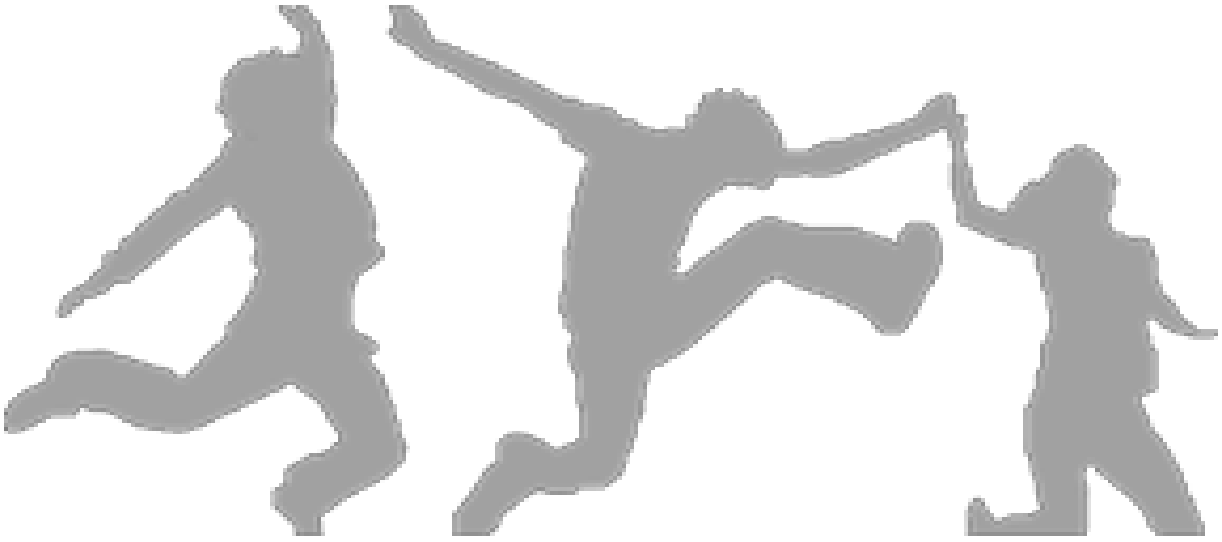


Contents

1. Vision

The Broadway Academy Teaching and Learning Policy is designed to be motivating, meaningful and manageable whilst developing a love of learning.

- Motivating — teaching and learning practices will help to inspire teachers and learners to strive for continual self-improvement
- Meaningful — developing evidence informed practices will advance pupils' progress in their learning.
- Manageable — we will consistently aim to eliminate unnecessary workload and encourage and support teachers to adjust their strategies as necessary.

2. Rationale

We fully recognise that, by its complex nature, teaching and learning require quality of relationships and must take account of prior learning experiences alongside individual, cultural and contextual differences. Every pupil needs access to a variety of learning experiences, which will inspire them to achieve their full potential.
All colleagues have a responsibility, collectively and individually, to contribute to the delivery of our broad, challenging and relevant curriculum. We will carefully monitor transition and progression from one Key Stage to another, incorporating the teaching of Broadway Values to promote character development and develop lifelong learners.

Classroom practitioners will be encouraged to develop their understanding of how learning occurs and can become embedded and aim to be the best that they can be for the sake of our students and their own professional fulfilment.

3. Monitoring

Monitoring of Teaching and Learning and student progress across the academy will be conducted mainly through Teaching and Learning Reviews, Learning Walks and scrutiny of student work.

4. Purpose of Teaching and Learning Reviews

The purpose of the Teaching and Learning Reviews is to engage with colleagues in evaluating the quality of Teaching and Learning across the academy at chosen points in time and to use the conclusions as springboards for individual and team development.

a. Teaching and Learning Review

The Teaching and Learning Reviews will take place throughout the academic year in the form of ‘Deep Dives’ to share in evaluating the quality of education, behaviour and attitudes in all curriculum areas. Evidence from the reviews will be recorded and used to inform CPD. They will also have value in affirming progress and discerning challenges.

b. Learning Walks

Senior and middle leaders will conduct Learning Walks. They will use the “Lessons at Our Academy” form (Appendix 5), within the framework of one or more Teaching and Learning themes that will be determined by Academy needs and priorities. This will also be used as a platform to share and celebrate best practice across the academy.

c. Work Moderation

Student work (exercise books, student folders and portfolios) will be moderated during the Learning Walks and during calendared work moderation. Further details of the work moderation process can be found in the Work Moderation Guidance document.

5. Teaching and Learning

Using the Teach like a Broadway Champion (TLABC) booklet as the main resource and 'Walkthrus' as a supplement, the key areas of focus are the four phases: Planning for student success, Classroom Climate, Classroom Conduct and Reading for Fluency and Understanding (Collaboration of numeracy in particular KS5).
Our focus will be on quality and variety of learning experience and capacity to retrieve and relate what has been learned.
Further guidance can be found in the booklet in (Appendix 1)

6. Knowledge, Recall and Application

Knowledge, **Recall** and **Application** are key aspects of teaching and learning and each of the four phases of the Broadway lesson. They may not be evident in every lesson but should be maintained as key elements throughout a period of study. The degree and intensity of focus will be determined by each teacher, with respect to the subject and lesson-type, to promote the best positive outcomes.

7. Teaching and Learning Principles and Protocols

Principles	Protocols	Toolbox (Appendix 1/2)
Character and values led curriculum	Teachers and students use language of values and character Teachers and students exhibit behaviours in line with school's values and character	Broadway Academy Values (Appendix 2)
High level of academic challenge	Teachers plan to maximise challenge and support for all students	Phase 1 Step 3 – Plan for Error Phase 2 Technique 7 Stretch it (Appendix 1)
Adaptive teaching to meet the needs of all	Teachers use RAPs to inform planning to meet the needs of all students Effective scaffolding and modelling and guided support	Assess, Plan, Do, Review Diagnostic Questions I, We, You Show Call (Appendix 2) Phase 2 Technique 1 – Board =Paper Phase 2 Technique 5 – Break it down Phase 2 Technique 9 – At Bats Phase 4 Technique 3 – Modelled and Shared Writing (Appendix 1)
Effective use of time	Pace is planned for and managed carefully	Phase 2 Technique 2 – Wait Time Phase 2 Technique 4 – Change the Pace (Appendix 1)
Effective questioning	Questioning is targeted purposefully and deliberately	Phase 1 Step 5 Targeted Questioning Phase 2 Technique 3 – Cold Call

		Phase 2 Technique 6 – Right is Right Phase 2 Technique 7 – Stretch it. (Appendix 1)
Systematic formative and summative assessment	Adhere to Assessment and Marking Policy	Phase 1 Step 5 Targeted Questioning Phase 1 Step 6 – Exit Ticket Phase 2 Technique 3 – Cold Call Phase 2 Technique 7 Stretch It Phase 2 Technique 9 – At Bats (Appendix 1) Low-stakes quizzes (Appendix 2)
Relentless routines	4 to Start 4 to Finish / Threshold	Phase 3 Technique 2 – Strong Start Phase 3 Technique 3 – STAR/SLANT (Appendix 1)
Research informed practice	Colleagues are committed to their own professional development and supported in achieving their goals	Broadway 'Cogs': 6 principles for effective learning (Appendix 2)
High expectation of attitudes to learning	Adhere to Behaviour Policy Any behaviours that impact learning are dealt with swiftly and effectively	Phase 3 Technique 4 – RADAR/ Be Seen Looking Phase 3 Technique 5 – Firm Calm Finesse Phase 3 Technique 6 – Strong Voice Phase 3 Technique 7 – Warm/ Strict Phase 3 Technique 8 – Joy Factor (Appendix 1)

8. Use of Artificial Intelligence

See Appendix

Appendix 1

Teach Like a Broadway Champion (TLABC) Booklet

Appendix 2 Toolbox

Character and values led curriculum
Broadway Academy Values

Character	Focus of the character
Aspiration	A strong desire, longing, or aim; ambition: intellectual aspirations. A goal or objective that is strongly desired; a strong desire to achieve something high or great. A highly motivated desire to achieve a specified goal or outcome?
Generosity	The habit of giving without expecting anything in return. It can involve offering kindness in the form of talents, money or time to aid someone in need.
Integrity	Standing up for what you believe is right, living by your highest values. Being honest and sincere with others and yourself. You are a person of integrity when you 'walk the talk'. You don't fool yourself into doing what you know is wrong.
Inclusivity	Constantly aiming to ensure that everyone is included and valued equally as an individual member of our Broadway community. Inclusivity is intended to model and encourage all young people to respect everyone.
Optimism	Mentally positive attitude or 'mindset', reflecting a belief or hope that the outcome of some specific endeavour, or outcomes in general, will be successful, favourable, and desirable.
Respect	Showing regard and appreciation for the worth of someone or something. To show consideration for the feelings and rights of yourself, others and the world around you.
Responsibility	That we do the right thing even when no one is looking. We do the right thing just because it is right and not because we will get credit or praise for doing it.

High level of academic challenge

- Plan for error (TLAC 7)

Increase the likelihood that you'll recognise and respond to errors by planning for common mistakes in advance

Adaptive teaching to meet the needs of all

- Assess, Plan, Do, Review

As Broadway colleagues we all share a responsibility to meet the needs of each student. Where students require additional support in lessons, use the Assess, Plan, Do, Review cycle. Assess the needs of your students, plan a strategy to intervene, implement the strategy, and review its impact.

- Diagnostic Questions

Diagnostic Questions (or Hinge Questions) are carefully planned and directed questions which enable the teacher to know whether it is appropriate to move on, to briefly recap, or completely reteach, a concept before moving on. These questions act as a 'hinge' between activities in a lesson. If all students can answer them confidently, the teacher can move on. If students cannot answer them, the teacher needs to adapt accordingly and recap or reteach.

(the point I am making is that some colleagues ask a question and presume from a correct answer that everyone has understood)

- I do, We do, You do

Effective modelling can be structured in three parts. Begin by modelling an example yourself, narrating the process to make the implicit explicit. Then, ask students to help you complete a second example, working together to solve the problem. Finally, hand the problem over to students and ask them to complete it independently while you circulate and check for misconceptions. The cycle can then begin again.

- Show Call

Create a strong incentive to complete writing with quality and thoughtfulness by publicly showcasing and revising student writing – regardless of who volunteers to share. Use of a visualiser supports this.

(I have the feeling that the visualiser is neglected as a great teaching learning tool in many secondary schools)

Effective use of time

- Change the Pace (TLAC 27)

Establish a productive pace in your classroom. Create "fast" or "slow" (high pressure and reflective?)moments in a lesson by shifting activity types or formats.

Effective questioning

- Targeted Questioning (TLAC 2)

Ask a series of carefully chosen, open-ended questions directed at a strategic sample of the class and executed in a short time period.

- Cold Call (TLAC 33)

Call on students regardless of whether they've raised their hands. (Does this suggest most questioning is based on hand raising? The strategy of : Question / named student either chosen or at random is reckoned to be more effective.

- Stretch It (TLAC 13)

Reward "right" answers with affirmation and harder questions.

Systematic formative and summative assessment

Formative and summative assessments are both essential in the classroom because they serve different but complementary purposes in supporting student learning and evaluating educational outcomes. Here's why each is vital:

Formative Assessment
Definition:
Formative assessment is conducted *during* the learning process to monitor student progress and provide continuous feedback.

Why it's vital:

1. Guides Instruction: Helps teachers identify what students understand, what misconceptions they have, and where instruction needs to be adjusted.
2. Promotes Active Learning: Encourages students to reflect on their learning and take ownership of it.
3. Supports Differentiation: Enables teachers to tailor lessons and support based on individual student needs.

4. Reduces Learning Gaps Early: Detects misunderstandings early, preventing small gaps from becoming larger issues.
5. Encourages a Growth Mindset: Emphasizes learning as a process, where mistakes are part of progress.

Examples:

- Quizzes
- Exit tickets
- Think-pair-share
- Drafts and peer reviews
- Class discussions

Summative Assessments

Definition:

Summative assessment is given *after* instruction to evaluate what students have learned.

Why it's vital:

1. Measures Learning: Determines whether students have met learning goals or standards.
2. Provides Accountability: Offers data for reporting to parents, school leadership, or external bodies.
3. Informs Curriculum and Program Decisions: Reveals patterns that can guide curriculum improvements or teaching strategies.
4. Motivates Performance: Students often work harder for high-stakes assessments, reinforcing commitment.
5. Certifies Achievement: Essential for grading, promotion, and graduation decisions.

Examples:

- Final exams
- Standardised tests
- End-of-unit projects
- Term papers
- Portfolios (when used for final evaluation)

Together, formative assessments help improve learning, while summative assessments help evaluate it. Without formative assessment, teachers might not catch issues in time. Without summative assessment, there's no clear measure of what students have achieved.

- Low-stakes quizzes

Use frequent quizzes, multiple-choice tests and tests without pressure to both routinely diagnose misconceptions and promote transfer of learning to the long-term memory. When designing multiple-choice tests, use plausible distractors to limit the extent to which students can guess or infer the answer.

Particularly of value as lesson starters for knowledge retrieval: including: last lesson, homework reading, two weeks ago, last term's work

Relentless routines
Entry Protocol:

- Meet and greet at the door
- Silent starter/bell work
- Equipment on desks

- Exit Protocol:

- Tidy away
- Stand behind your chairs in silence
- Leave the classroom when the teacher dismisses you row by row

(I used to feel that it was a sign of mutual trust with Year 10 and above that they would leave the room like mature students without being marshalled!)

Research informed practice

- Broadway 'Cogs': 6 principles for effective learning

The Learning Scientists are cognitive psychological scientists interested in res*earch on education. Their* main research focus is on the science of learning. *They outline six principles for effective learning, based on educational research and cognitive psychology. These principles are:*

1. Spaced Practice

Spacing out study over time

2. Retrieval Practice

Practice bringing information to mind

3. Elaboration

Explain and describe ideas with many details

4. Interleaving

Switch between related ideas while studying

5. Concrete Examples

Use specific examples to understand abstract ideas

6. Dual Coding

Combine words and visuals

For detailed information on these six principles, visit http://www.learningscientists.org.

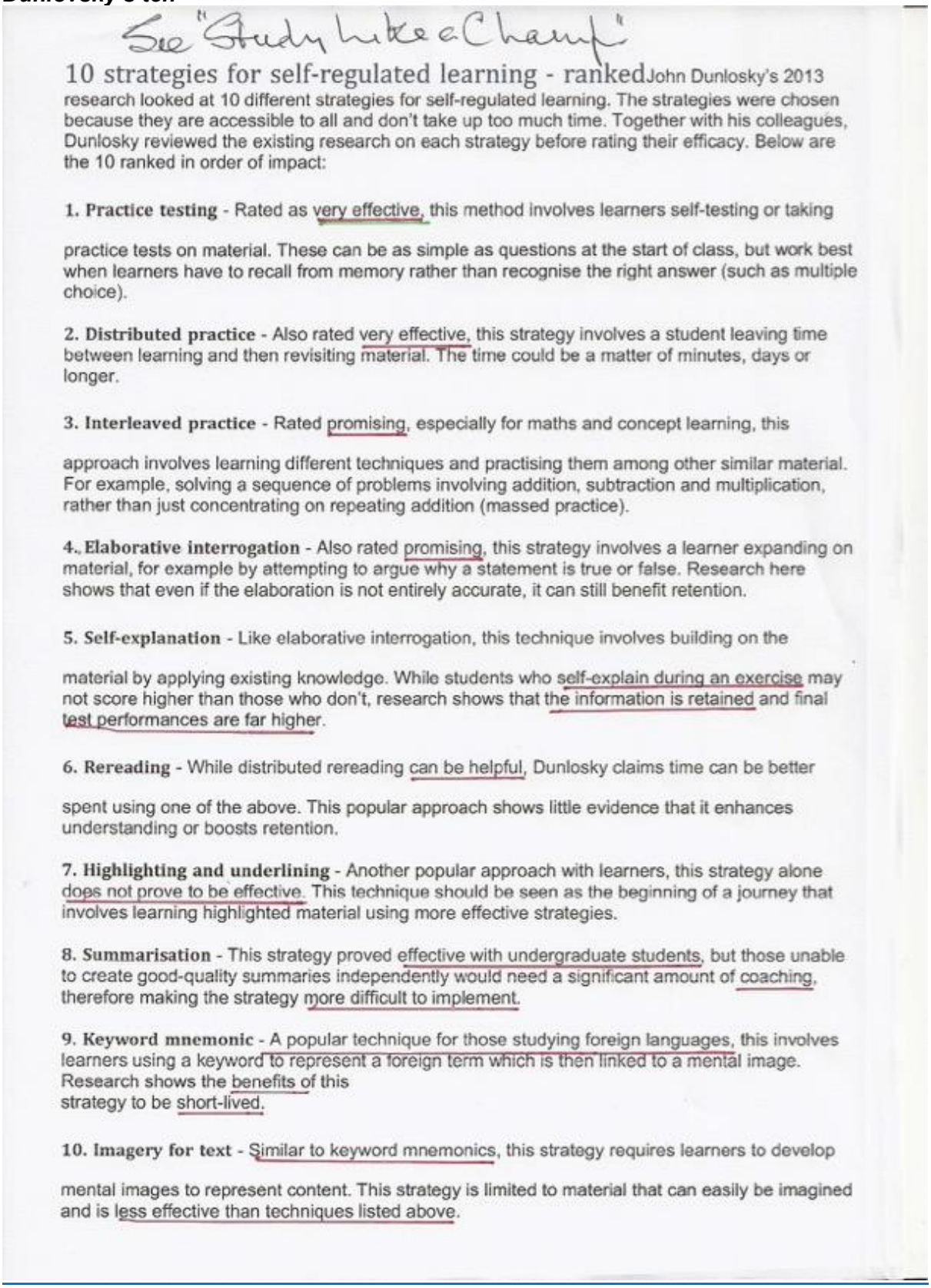
Rosenshine's Principles of Instruction

Barak Rosenshine succinctly presents ten research-based principles of instruction that should inform all sequences of instruction.

- Begin a lesson with a short review of previous learning
- Present new material in small steps with student practice after each step
- Ask a large number of questions and check the responses of all students
- Provide models
- Guide student practice
- Check for student understanding
- Obtain a high success rate
- Provide scaffolds for difficult tasks
- Require and monitor independent practice
- Engage students in weekly and monthly review

https://www.aft.org/sites/default/files/periodicals/Rosenshine.pdf.

Dunlovsky's ten



See "Study like a Champ"

10 strategies for self-regulated learning - ranked John Dunlosky's 2013 research looked at 10 different strategies for self-regulated learning. The strategies were chosen because they are accessible to all and don't take up too much time. Together with his colleagues, Dunlosky reviewed the existing research on each strategy before rating their efficacy. Below are the 10 ranked in order of impact:

1. Practice testing - Rated as very effective, this method involves learners self-testing or taking practice tests on material. These can be as simple as questions at the start of class, but work best when learners have to recall from memory rather than recognise the right answer (such as multiple choice).

2. Distributed practice - Also rated very effective, this strategy involves a student leaving time between learning and then revisiting material. The time could be a matter of minutes, days or longer.

3. Interleaved practice - Rated promising, especially for maths and concept learning, this approach involves learning different techniques and practising them among other similar material. For example, solving a sequence of problems involving addition, subtraction and multiplication, rather than just concentrating on repeating addition (massed practice).

4. Elaborative interrogation - Also rated promising, this strategy involves a learner expanding on material, for example by attempting to argue why a statement is true or false. Research here shows that even if the elaboration is not entirely accurate, it can still benefit retention.

5. Self-explanation - Like elaborative interrogation, this technique involves building on the material by applying existing knowledge. While students who self-explain during an exercise may not score higher than those who don't, research shows that the information is retained and final test performances are far higher.

6. Rereading - While distributed rereading can be helpful, Dunlosky claims time can be better spent using one of the above. This popular approach shows little evidence that it enhances understanding or boosts retention.

7. Highlighting and underlining - Another popular approach with learners, this strategy alone does not prove to be effective. This technique should be seen as the beginning of a journey that involves learning highlighted material using more effective strategies.

8. Summarisation - This strategy proved effective with undergraduate students, but those unable to create good-quality summaries independently would need a significant amount of coaching, therefore making the strategy more difficult to implement.

9. Keyword mnemonic - A popular technique for those studying foreign languages, this involves learners using a keyword to represent a foreign term which is then linked to a mental image. Research shows the benefits of this strategy to be short-lived.

10. Imagery for text - Similar to keyword mnemonics, this strategy requires learners to develop mental images to represent content. This strategy is limited to material that can easily be imagined and is less effective than techniques listed above.

High expectation of attitudes to learning

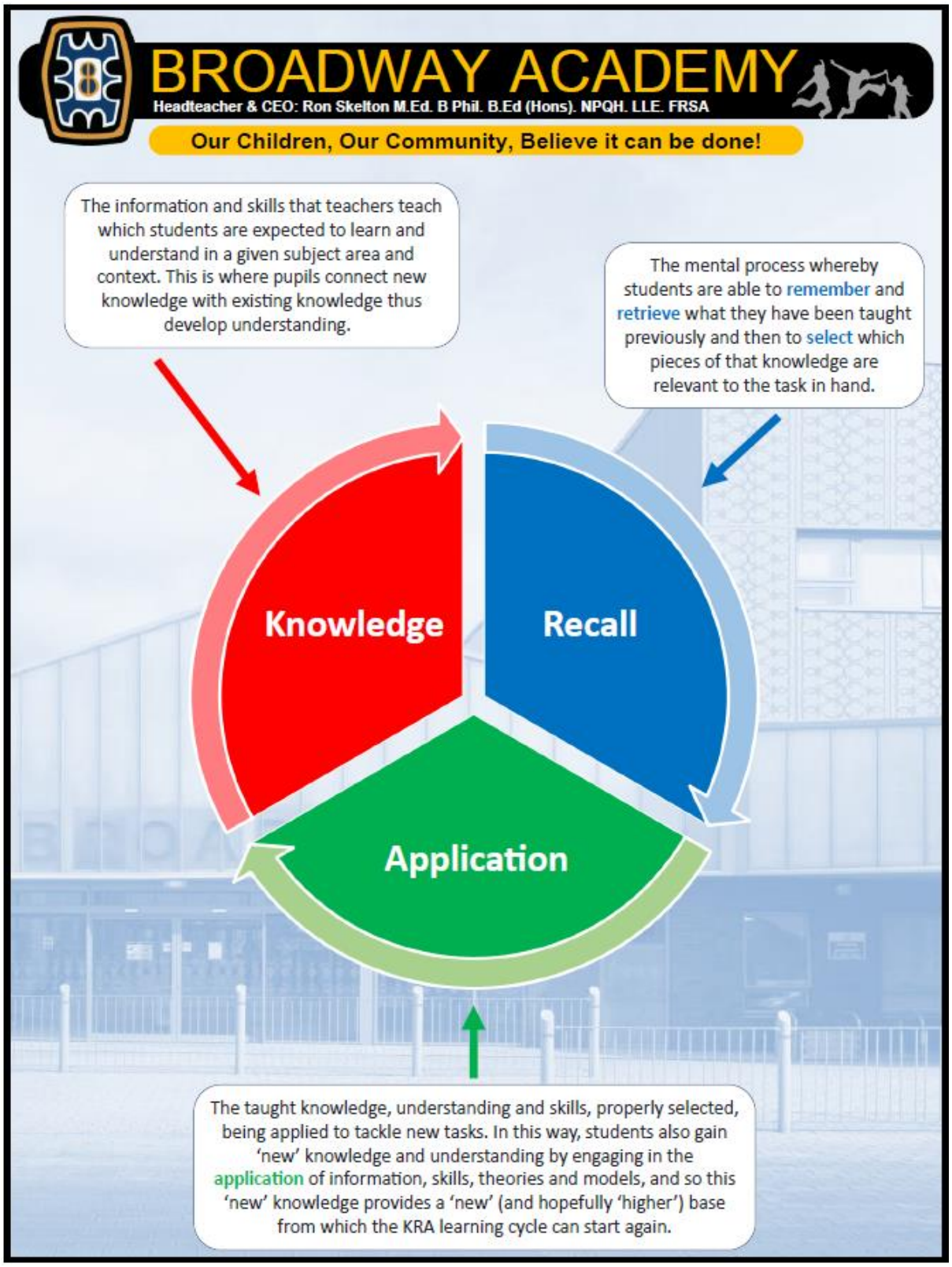
See in Appendix 1

Appendix 3 Reading list

Broadway Academy Teaching and Learning Reading List

- *Teach like a Champion 3.0*, Doug Lemov
- *Understanding How We Learn: A Visual Guide*, Dr Yana Weinstein and Dr Megan Sumeracki
- *Principles of Instruction*, Barak Rosenshine (https://www.aft.org/sites/default/files/periodicals/Rosenshine.pdf)
- *Rosenshine's Principles in Action*, Tom Sherrington
- *The Learning Rainforest*, Tom Sherrington
- *What does this look like in the classroom?,* Carl Henderson and Robin Macpherson
- *The Writing Revolution*, Hochman and Wexler
- *Dual Coding*, Oliver Caviglioli
- *How to explain absolutely anything to absolutely anyone*, Andy Tharby
- *Why don't students like school?,* Daniel Willingham
- *Making Every Lesson Count,* Shaun Allison and Andy Tharby
- *Making It Stick,* Peter C. Brown, Henry L. Roediger, Mark A. McDaniel
- *Visible learning: A synthesis of over 800 meta-analyses relating to achievement,* Hattie, J. (2008). Routledge.

Appendix 4 KRA Poster



Appendix 5 – Lessons at Our Academy

Phase 1: Planning (Seen Through Classroom Practice)	**Look For:** Clarity of purpose aligned activities, and formative assessment.	TLABC PAGE	Department Priority
Begin with end	Objective is precise and drives lesson activity.		
Double plan	Teacher and student actions planned and visible in routines.		
Plan for error	Misconceptions anticipated and addressed.		
Do now	Independent, purposeful task that starts learning immediately.		
Targeted Questioning (FA)	Strategic, open-ended questioning to check understanding.		
Exit Ticket	Aligned end-of-lesson learning check.		
Phase 2 Classroom Climate (Culture for Thinking & Participation)	**Look For:** High expectations, engagement, and academic rigour.		
Board=Paper	I do, we do		
At Bats	You do (Questions for students to complete)		
Wait Time	Thinking time is deliberate and productive.		
Cold Call	Inclusive participation through chosen questioning.		
Change the Pace	Varied activity formats maintain focus.		
Break it down	Teacher gives just enough support for students to succeed independently.		
Right is Right	Accurate, complete answers required.		
Stretch It	Follow-up questions deepen knowledge.		
Circulate	Purposeful movement supports learning and behaviour.		
Turn and talk	Structured pair discussions build reasoning.		
Phase 3 Classroom Conduct **(Routines, Behaviour, and Presence)**	**Look For:** Calm, orderly, purposeful environment for learning		
Threshold	Positive greeting and expectations set at the door.		
Strong Start	Clear routines create a rapid launch into learning.		
STAR/SLANT	Consistent active learning behaviours.		
Radar/Be seen looking	Teacher scanning prevents off-task behaviour.		
Firm Calm Finesse	Corrections delivered with composure and clarity.		
Warm/Strict	High expectations delivered with warmth and respect.		
Joy Factor	Celebrate the work of learning as you go.		
Phase 4 Literacy &Numeracy	**Look For:** Explicit teaching of academic language and thinking.		
Explicit Vocabulary Instruction	Direct teaching of key academic terms (e.g., Frayer models, word maps).		
Reciprocal Reading	Structured roles: predictor, clarifier, questioner, summariser to build comprehension.		
Modelled and Share writing	Teacher models of writing, students co-construct text.		
Annotation and close Reading	Students annotate meaning, structure, language; deep focus on key passages.		
Numeracy collaboration in Particular KS5	Structured peer collaboration to support problem-solving and reasoning.		

Appendix 6 Use of AI

Work in progress.