



BRIGHT CENTRES

WORKING TOWARDS A BRIGHTER FUTURE

BC Teaching and Learning Policy

Bright Centres

Policy Date: January 2020

Review Date: December 2020

Contents

1 Aim	2
2 Objectives	2
3 Setting Standards	2
4 Evaluating Quality	3
5 The Systematic Improvement of Teaching	4
6 Addressing Underperformance.....	4
7 Monitoring and Evaluation of the Teaching Policy	4

1 Aim

Our core values are that:

Bright Centres will promote excellence in everything their pupils undertake. Centre leadership, classroom teachers, together with parents aim to improve social mobility and inspiration in the learners:

- High expectations, aspirations and a community of excellence.
- Personalised excellence – that results from a passionate belief that each individual is unique and special – our job is to nurture this talent.
- Healthy competition – that will permeate the life and conduct of the centre.
- Ambition for all students – to go to university or pursue a career.

Tutors and teaching really matter at Bright Centres. Indeed, there is no more important contributory aspect of improving centre performance than the skilful deployment of outstanding or a good teachers, in an environment where they can perform to their best. Creating a climate in which to orchestrate this is not a matter of chance. It requires rigorous leadership and management to commit effort and resources to generate the atmosphere and enthusiasm.

The ultimate judgement of a lesson will be dependent upon the learning and progress made by every pupil in every lesson.

2 Objectives

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| 2.1 | To secure outstanding and good teaching, learning and progress as a priority. |
| 2.2 | To secure robust procedures for monitoring, evaluating and quality assuring standards of teaching and learning. |
| 2.3 | To establish BC improvement systems needed to rapidly secure good teaching across all staff. |

3 Setting Standards

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| 3.1 | Bright Centres has defined a Teaching and Learning Framework to define outstanding planning, teaching and learning including homework and written feedback (see Appendix A) |
| 3.2 | This framework is informed by: <ul style="list-style-type: none">• The OFSTED evaluation framework• The National Standards for Teachers• Research and best practice guidelines |

3.3	<p>The framework sets out clear standards for teaching performance against the following criteria:</p> <ul style="list-style-type: none"> • Learning and Progress • Planning for progress • Staff deployment (if applicable) and planning of resources • Teaching expectations and strategies • Application of subject knowledge • Promoting progress in literacy • Monitoring, feedback & intervention • Students' behaviour, self-motivation and concentration. • Behaviour management • Marking to impact on progress • Homework
3.4	<p>The framework sets out four levels of performance:</p> <ul style="list-style-type: none"> • Outstanding • Good • Requires improvements • Inadequate
3.5	<p>All teaching staff are expected to use this framework to help them improve and new staff will receive training in the framework as part of their induction process.</p>
3.6	<p>All staff, including leaders and teaching staff will have annual teaching objectives as part of their Performance Management/appraisal</p>
3.7	<p>Effective planning is a foundation for outstanding teaching. Tutors are expected to have evidence of planning. This is through Schemes of Work and in their own planners. Planning needs to be informed by data and intervention.</p>

4 Evaluating Quality

4.1	<p>The Head of Standards & Assessment are responsible for overall teaching and will be accountable the quality of teaching across the Centre. Tutors will be accountable for the quality of teaching for their subject:</p> <ul style="list-style-type: none"> • Lesson observations, learning walks and informal drop-ins. • Scrutiny of teachers' lesson plans • Scrutiny of student work • Analysis of data on student performance • Student feedback surveys • The outcomes of this on-going monitoring process will be reported to via termly HOD reports
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4.2	The Head of Standards & Assessment will be responsible for quality assuring the monitoring and evaluation of teaching across the Centre and will use evidence from this process to update the SEF on a termly basis.
4.3	Staff will be observed teaching every subject they deliver. These observations will evaluate quality of teaching against each of the standards in the teaching and learning framework.
4.4	To ensure consistency of judgements and, therefore, the reliability of data, Tutors will take part in at least one joint observation with the Head of Assessment & Standards. Tutors will be observed by the Head of Assessment & Standards.
4.5	The outcomes of all monitoring and evaluation of teaching and learning will be taken into account in the Performance Management process and the overall quality of performance judged against the Teaching Framework. Securing outstanding teaching will be a priority for all staff.

5 The Systematic Improvement of Teaching

5.1	A strategy for the systematic improvement of teaching will drive this process. It will be drawn up by the by the Head of Standards and the Trustee.
5.2	The securing of outstanding teaching for all teaching staff will be a priority for the professional development program. At a Centre level, there will be a professional development program tailored to the overarching needs of the staff.
5.3	Tutors will be responsible for the improvement of teaching across their subjects and for individuals in their team. Their improvement strategy should be informed by the teaching profile for their team and should include professional development, performance and line management.
5.4	<p>The improvement of teaching will involve and connect range of Centre improvement systems and processes so that the drive for improvement is focused and comprehensive in its reach and impact. Specifically, the improvement strategy will identify the role to be played by:</p> <ul style="list-style-type: none"> ▪ Performance management; ▪ Line management and accountability; ▪ Professional development; ▪ Communications; ▪ Recruitment and retention

6 Addressing Underperformance.

6.1	Staff who fall below the levels of competence that are expected of them, and whose performance causes serious concerns that the Performance Management process has been unable to address will be managed under the formal stage of the Appraisal & Capability Policy.
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7 Monitoring and Evaluation of the Teaching Policy

7.1	The Centre Director and Head of Standards & Assessment will monitor the effectiveness of this policy.
7.2	They will report any proposed revisions to the Trustees which will, in any event, review the policy in or before December 2020.