Bromley Beacon Academy

Teaching and Learning
And
Marking and Feedback Policy

Responsible post holder	Rob Harding & Catherine Gould
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1. Aims

We believe that every learner in our school is entitled to the best possible education that we can provide. We ensure that all our learners achieve their full potential and gain the skills and knowledge necessary to become successful citizens in the future.

We believe that high quality teaching and learning is key to achieving this aim and this policy reflects our high expectations of all staff and learners who work in our school.

At BBAB, our Teaching and Learning Policy is underpinned by our Core Values – RIHTT as we encourage:
Relationships: We value positive **R**elationships with each other.
Integrity: we are **H**onest with each other's and ourselves.
Honesty: We have **I**ntegrity in all we do.
Trust: We work together as a **T**eam.
Teamwork: We build **T**rust with each other.

At BBAO, our Teaching and Learning Policy is underpinned by our core Values- LIFE as we encourage:
Learning
Independence
Friendships
Emotions
The purpose of this policy is: -
- To ensure that high quality learning takes place in every lesson, which results in high standards of learner's achievement
- To embed an agreed range of good or better practices across the school
- To ensure consistency throughout the school
- To provide new staff with a clear framework of the school's expectations
- To provide agreed focus for monitoring learning and classroom practice.
- To provide opportunities for learning through a blended curriculum, for example, using Showbie as a platform or show my homework.

2. School Expectations for Learners

- To be engaged in their learning;
- To work effectively and purposefully in a range of contexts;
- To be prepared to share their learning and ideas in an atmosphere of trust;
- To ask questions where appropriate – of each other and the teacher;

- To support one another, working collaboratively, recognising the contributions of all;
- To undertake self-assessment or peer assessment with some confidence, becoming increasingly able to apply the criteria for success and to set appropriate targets for improvement;
- To know where to go for help and recognise that further progress can always be made;
- To develop resilience in approaching problems and new learning challenges;
- To act on all assessment, marking and feedback;
- To use initiative and develop more independent learning.
- To attend school every day and be on time for each lesson
- To complete work and work to the best of their ability at all times
- To follow instructions as requested
- To treat everyone, including self, with respect including each other's cultures and beliefs
- To have a helpful attitude towards staff and others to help me to learn.
- To engage in online learning

3. Teaching

Teachers are required to keep a 'Teacher Folder' that includes the following (this can be an electronic folder):

1. Whole school timetable
2. Schools vison and values and school priorities
3. Whole school calendar
4. Seating plans
5. Class lists and registers
6. Curriculum maps
7. Schemes of work
8. PLCs
9. Data
10. Progress review document
11. Subject reviews and action plans
12. Records of learning walks/lesson observation and outcomes of these.
13. Copy of feedback and marking policy, assessment policy and T&L policy

We expect to see a range of the following from lessons:
- All lessons underpin the school's values and vison
- **DR ICE** is used as a planning tool to support deeper and profound thinking
- Staff to begin every lesson with a **BBAB7** at BBAB and **Flashbacks** at BBAO as a retrieval task.
- Knowledge organisers ae use to support learner's retention of knowledge and to support scaffolding the learning.
- Staff to have secure subject knowledge and understanding – when support is needed teachers can seek advice from Senior Leaders or other subject specialists
- Staff to plan appropriately for all groups of learners and access high quality resources
- That every lesson has clear Learning Objectives and success criteria that link to the 'I Can' statements and PLCs.
- LOs are explained to the individual learners and class and remain on display throughout the lesson and that these LO are clearly linked to half termly assessment targets
- lessons to include or promote the use of the focused literacy and a numeracy targets
- 'What's the Point' is embedded within the SoW along with careers links being made through the lesson and in the classroom environment
- That all lessons demonstrate key elements of good AfL practice

- That activities are differentiated to ensure that learners explore, develop and practice new skills/concepts, SMSC Principles and British values.
- That staff cater for a range of differing learning styles and cultural diversity thus ensuring learners participation and understanding
- Staff to provide appropriate resources which support and challenge all learners including the More Able learners
- That staff have high expectations of presentation, quality and quantity of work
- Staff to assess learners' learning regularly though the BBAB7 and Flashback retrieval task as well as throughout the lesson through a range of AfL approaches.
- That staff are not chair / desk bound in lessons. Furniture is flexible and can be moved for purpose
- PPs to be fully involved in lessons and are part of the planning process
- Staff mark learners' work regularly and a summative progress comment is offered each week to be completed by the teacher/learners during DIT
- Staff encourage learners' independence and interdependence
- All lessons to include a clear beginning using the BBAB7/Flashbacks and a clear end.
- Teachers to keep up to date mark books of learners' progress and ensure that Learners PLCs are updated weekly through learners conferencing.
- PLCs are used weekly and updated alongside the learners I can statements to support effective and timely intervention.
- Staff to work with teachers across the Trust in order to share good practice and moderate.
- Blended learning is fully immersed in the existing curriculum and schemes of work, it is expected that at least two core subject lessons per week will incorporate digital learning (e.g., Showbie or show my homework).
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Planning

The half termly planning documents should be completed which plan for the LOs, task, resources, assessments and the Learners I can statement, based on National Curriculum and Exam Criteria

- **DR ICE** is used as a planning tool to support and embedded shallow, deep and profound thinking.
- All planning includes a **BBAB7/Flashbacks** task which focus on retrieval practice to enhance the long-term memory.
- Curriculum Maps are planned around the core skills required for the subjects and to ensure that there are cross-curricular links and practical activities embedded.
- Half-termly plans are written to show a sequence in lessons, skills that will taught, and the link to the "I can" assessments taken from National Curriculum as well as the PLCs.
- Knowledge organisers are used to support the learning journey of the learners.
- Use assessments from the plenary of the last lesson assessment related to success criteria
- Adaptive learning is evident in all lessons to cater for and stretch all learners
- Self/peer assessment opportunities give using success criteria and/or exemplars to model expectations
- Generate open ended questions, differentiated to assess understanding of the more able to provide further challenge
- Use information from marking - responses from learners to teacher's comments
- Lessons planned with clear learning objectives and success criteria, structure and challenge
- Planning is linked to assessment opportunities
- Staff should make use of all available information, both statistical and personal, to set clear, realistic, yet challenging targets

- Effective use of PPs to be planned for
- Stimulating resources prepared and in place before lessons
- Groups and seating to be considered; can be changed dependent on need and task
- Constructive movement of learners to be considered and planned for e.g., walk the line tasks
- Work is not dependent on the use of worksheets to evidence learning.

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:'

High quality teaching benefits pupils with SEND
The 'Five-a-day' principle

The research underpinning the EEF's guidance report 'Special Educational Needs in Mainstream Schools' indicates that supporting high quality teaching improves outcomes for pupils with SEND. Five specific approaches—the 'Five-a-day' indicated below—are particularly well-evidenced as having a positive impact. Teachers should develop a repertoire of these strategies, which they can use daily and flexibly in response to individual needs, using them as the starting point for classroom teaching for all pupils, including those with SEND.

1 Explicit instruction

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.

2 Cognitive and metacognitive strategies

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.

3 Scaffolding

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.

4 Flexible grouping

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.

5 Using technology

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.

https://educationendowmentfoundation.org.uk/news/eef-blog-five-a-day-to-improve-send-outcomes

BBA – Teacher Toolkit

This toolkit provides staff with snapshots of effective pedagogy that should be integrated in daily classroom practice. It also utilities '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.

In addition, and to continue our pursuit to 'Keep Getting Better', BBA use the 'Great Teacher Toolkit' which is part of the Evidence based Education to further support and enhance pedagogical approaches and knowledge. https://evidence-based-education.thinkific.com/enrollments

Evidence Based Education

BBA7 and Flashback Retrieval	Dual Coding	Differentiation	Scaffolding
Practice Opportunities are embedded for retrieval to support long term recall at the start of every lesson… The National College - retrieval	Visual and verbal explanations are provided to aid students with remembering more information, as they 'code' information in two ways The National College dual-coding-theory	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. The National College Differentiation to Support Disadvantaged Pupils (Secondary) The National College differentiation to support disadvantaged pupils primary The National College TA support disadvantaged pupils secondary	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. Scaffolding in Education & Better Classroom Learning (nationalcollege.com) scaffolding-strategies

Low Stakes Testing	Disciplinary Literacy	Modelling	Feedback
Low-stakes (or "formative") assessments provide opportunities for students to practice, make mistakes, and get feedback on their learning without those mistakes greatly affecting their ultimate grade in the course. https://my.chartered.college/impact_article/low-stakes-testing-technology-and-learning/	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. https://educationendowmentfoundation.org.uk/news/eef-blog-what-do-we-mean-by-disciplinary-literacy	Modelling by the teacher reveals the thought processes of an expert learner to develop students' metacognitive skills. All new material is presented in steps with the teacher modelling what success looks like so that students can see how to make progress. https://nationalcollege.com/webinars/mini-masterclass-modelling	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. https://nationalcollege.com/webinars/effective-teacher-feedback-primary https://nationalcollege.com/webinars/effective-teacher-feedback-secondary

Skilful Questioning	DIT	Assessment Data	Technology
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 the 21st century. https://nationalcollege.com/webinars/power-of-effective-questioning	Dedicated Improvement 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. https://www.globalmetacognition.com/post/dirt-dedicated-improvement-reflection-time-with-a-metacognition-self-regulation-focus	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. https://nationalcollege.com/webinars/data-to-drive-classroom-practice-primary	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 https://nationalcollege.com/webinars/using-assistive-technology

6. Assessment for Learning

All lessons will contain one or more of the following AfL elements:

At the planning stage:
- Use assessments from the **BBAB7/Flashbacks** and plenary of the last lesson and assessment related to success criteria.
- use **DR ICE** as a planning tool to support shallow, deep and profound thinking.
- Are learners secure/require further personalised adaptive learning?
- Peer / self-assessment.
- knowledge organisers
- Generate open-ended questions, differentiated to assess understanding of the more able to provide further challenge in next lesson during plenary.
- Use information from marking - responses from learners to teacher's comments.

During the Introduction
- If appropriate, spend time re-visiting feedback from the last piece of work marked DIT.
- Recap on previous learning—**BBAB7 /Flashback** task
- Share learning objectives for the lesson. What does this mean? What do you know already?
- Introduce Success Criteria - what will make this a good piece of work? How will know I have been successful in this lesson?
- Model the activity (demonstrating process, shared writing etc.).
- Use focussed questions to check understanding.
- Ensure activities are engaging and varied.

Main Activity
- Identify in the planning individual learners to work with for the duration of the main activity
- Use mini plenaries for example to revisit learning objective and Success Criteria to share a good example - have they achieved all elements of the learning objective? Can learners identify which elements of the success criteria they have followed?
- Consider extension or challenge activities and means for learners to be independent/self-checking whilst support staff are working with other individuals/groups.
- Digital learning will be used to promote independence and provide opportunities for self-assessment.

We share the belief that consistent use of assessment for learning should:

- Enable learners to demonstrate what they know, understand and can do using the core components of our Assessment Model – Beginning, Developing, Secure
- Make learners' aware of the level at which they are working
- Ensure learners are aware of the learning outcomes and success criteria to support their means of achieving success (I can half termly target). This will be put into the learners' book and/or folders.
- Give learners positive reinforcement that celebrates their achievements
- Involve learners in recognising what needs to be done to improve their work based on 'I Can Statements' that frame our assessment model
- Use DIT lessons/tasks/activities/BBAB7 /Flashbacks to embed knowledge, build on knowledge or secure knowledge.
- Inform the target setting process by identifying areas that will support the progress of individuals

- Provide information to inform whole school evaluation and strategic planning

7. SRE

Formal observations, learning walks and work scrutiny (including digital platforms and e-folders) will take place throughout the year to ensure that teachers are well prepared and trained to deliver high quality, blended learning lessons and get the best outcomes for their learners.

At BBA, as part of our observation cycle, we have also adopted the triad lesson observation approach, which takes place once during our academic year. Teachers are placed into groups of three and will observe each other teach, giving timely and constructive feedback and support as well as providing opportunities to share best practice.

OVERVIEW
The triad lesson observation approach:
- Groups three teachers together from different subjects
- Encourages teachers to plan collaboratively
- Teachers can focus on their own personal areas of development, and advise each other on strategies for improvement
- Lesson observations are conducted as a supportive measure and are used to inform performance management

Continuing Professional Development (CPD):
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. Bromley Beacon Academy's CPD programme will provide opportunities for staff to participate in a variety of activities in order to support the individual professional needs of staff and build whole school capacity.

8. The Learning Environment
Classroom walls should include:

- Examples of learners' work – with written feedback / praise (to be referred to in teaching)
- Working walls
- Literacy and numeracy strategies e.g., lists of key words for your subject
- Commonly used literacy symbols / words / word of the week
- Curriculum levels / Assessment Criteria
- SMSC and British values links to your subject
- A copy of the whole school TT should be made visible
- The school's values (RIHTT) (LIFE) and vison to be displayed at all times
- Links to careers and 'What's the Point?'

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 KS3 to KS5 and beyond

Other good ideas for departments to consider:

- Model answers (with teacher annotation)
- Pictures of learners learning and being successful
- Class boards with the class name at the top and the class help to display the work as well as create it
- Key words linking to the wider curriculum in Primary classes
- Zones of regulation displays used as part of everyday learning.
- Key pages from text books or exam specifications blown up and laminated
- Help desk – to assist in making learners' more independent.

Avoid:

- Messy areas and random books left lying around
- Small unreadable messages for learners
- Making it too complicated
- Environments to be over stimulating for learners, particularly with ASD and ADHD.

9. The Curriculum (see curriculum policy for more details)

The whole curriculum should enable learners to:
- Acquire knowledge, skills, understanding and practical abilities with the motivation to use them
- Incorporate cognitive science which allows for retrieval practice to support the development of the long term memory.
- Develop qualities of mind, body, feeling and imagination through creative activities that stretch and challenge thinking.
- Encourage independent learning through personalised planning for all learners.
- 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, construction and food tech.
- 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 learners
- The curriculum is underpinned by the schools RIHTT and LIFE values
- 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 learners' and work towards removing barriers to learning.

With the help of the whole school community, Bromley Beacon Academy has developed a curriculum which we feel is relevant and exciting and addresses the aims above. It is a skill based curriculum which aims to draw curriculum links in a meaningful way and takes into account the new national curriculum introduced in September 2014.

10. Assessment (see assessment policy for more details)

Assessment Statements used to judge learners 'progress

Progress targets are set each academic year at whole school level. Targets for each class are set at 80% of all learners achieving '3 Steps of Progress' as measured from the baseline assessment. These targets are then personalised for each learner to ensure they make at least 3 steps of progress at an appropriate age equivalency. The 'I Can' statements that are set cover a whole scheme of work therefore providing challenge, high aspirations and clear direction on where the learners learning journey should take them.

Teachers and Progress Partners use the following Statements to judge Progress

Beginning - Red
New learning - the learners has been introduced to the skill however they cannot grasp the concept at this time or the learners is at a pre learning state and not accessing the skill or curriculum at present.

Developing - Amber
The learners is starting to develop their understanding of the concept and is starting to use the skill in their work. This may not be done independently.

Secure - Green
The learners are able to use the skill independently and accurately overtime.

13. **Marking and feedback**
It is an expectation that **all staff** working with the learners in the classroom are familiar with this policy and follow it consistently.

The purpose of marking is to:

- Provide motivation by acknowledging success and praising achievement.
- Provide feedback on strengths and shortcomings in a piece of work.
- Provide guidance on future learning and so contribute to raising achievement.
- Assess and record learner progress.
- Provide information to guide future teaching.

Teachers have a responsibility to:

'Give learners regular feedback, both orally and through accurate marking, and encourage learners to respond to the feedback' (*Teachers' Standards)*

Progress Partners will play a significant part in the role of feedback and marking of work.

Marking and feedback should follow a collaborative approach whereby every Learners feels that they can receive feedback from either teacher or PP.

Feedback:

- Helps our Learners to learn by providing clear next steps
- Informs the teacher's planning
- Facilitates progress over time and in lessons
- Provides strategies to help improve literacy and numeracy
- Engages learners in the assessment of their own understanding
- Acknowledges, gives recognition and demonstrates respect for the work produced
- Tells a story. What stories do our learners' books tell?

Feedback and marking should include Green Pen where possible but the exam specification requirements do override this Teachers have the responsibility for establishing high expectations. The quality of work presented in books and folders is a direct reflection of teachers' expectations. All learners should be challenged and try their very best at all times.

Our vision is to encourage our learners to become independent and self-reflecting; as such, it is vital that our marking be positive but constructive. It should highlight the learners' achievements, identify areas for development and provide a clear dialogue between teacher and learner.

Marking should;

- Where appropriate, be made in relation to the learning objective, steps to success, the learners' individual 'I Can' targets or in relation to specific teaching points made during the lesson.
- Show consistency and continuity so that learners have a clear understanding of the teacher's expectations.
- Acknowledge and show appreciation for a student's efforts and achievements and celebrate these through praise. This should be recorded as a 'What Went Well' (WWW) comment and or a MOT (More of This) comment.
- Show learners how they can improve through their 'Even Better If' (EBI) comment. This should be aimed at how correction and improvement can be made or what targets they should be working towards achieving.
- Provide a clear dialogue between teacher and student using a range of strategies appropriate to the subject.
- Be completed regularly in green pen with detailed WWW and EBI feedback on at least 3 in every 5 pieces of work for all learners to ensure that marking requirements are manageable and to give children sufficient time to respond appropriately; remaining pieces are to have a brief comment observing the learners' efforts or class participation. Work should be marked promptly after completion to allow effective and immediate feedback.
- Teacher should use clear handwriting to model best practice and use accurate SPaG.

- Look for persistent errors and patterns of errors, rather than every error made: be selective and sensitive in marking e.g., not every incorrect spelling will be highlighted, only words that an individual pupil should be reasonably expected to know.
- Provide an opportunity to identify where learners have achieved their 'I can' target with 'and PLCs being updated at least weekly. Marking also provides opportunity to identify when learners have achieved their personal targets and then new ones set accordingly.
- Not penalise learners' attempts at adventurous vocabulary; praise for effort and discuss with student.
- The quality of verbal feedback provided via online platforms as voice notes etc. needs to be in line with the quality of written feedback which would normally be expected in children's workbooks and should still use the language of WWW and EBI.

In order for learners to work towards independent learning, they need to be provided with the necessary tools to do so. Learners need to develop an awareness of their own strengths as well as being aware of their areas for development. Therefore, it is vital that they:

- Be made aware of the Learning Objective (LO) and steps to success in every lesson for all subjects. The same depth of information (LO and SC) should be provided when using digital learning.
- Have time to respond to feedback. Wherever possible, learners should be present at the time of marking so that an immediate dialogue can be formed which is meaningful to learners. All learners should be given 'Dedicated Improvement Time' (DIT) whereby they can edit, improve and correct their work as well as responding to feedback using the feedback provided by the teacher or PP or voice notes or types text in digital learning. This should, improve standards by encouraging learners to give their best and improve on their last piece of work. All learners are to reflect on feedback during DIT (which is planned for thorough the week and part of the class routine), however, feedback which is given with the pupil present may be responded to immediately.
- Understand the high exceptions of presentation in their books, folders, eFolder's and digital learning.

Monitoring and Evaluating Teaching and Learning

- **Leads for Teaching and Learning** will monitor the quality of work and marking in student books. This will feed into and inform CPD.
- Focused learning walks will be completed frequently by the Leads for TLA, and other SLT
- Quality of work and marking will inform lesson judgements as well as Performance Management
- Stretch and challenge should be evident in work and feedback
- Next steps and response to next sets should be evident
- Books will be monitored alongside subject data and will formulate part of the lesson observation cycle and deep dives.

Marking and Feedback Expectations

It is essential that acknowledgement markings are made on every piece of learner's work. On all marking, the following symbols should be followed, but on the deep marking, WWW and EBI must also be included, including any forms of digital learning.

The teacher will use their professional judgement when providing verbal and or written feedback on digital platforms.

Types of Feedback

Feedback Type	Identification	Detail
SPaG knowledgement	Literacy Codes (see table) Ticks	• Marking for Spelling, Punctuation and Grammar (SPaG) • Student checking work for accuracy and completion of success criteria • Teachers know their groups, have a responsibility for improving SPaG and should use their professional judgement in the amount of SPaG corrected • Learners are given time to improve their SPaG
Presentation	Brief comment	• Title (underlined) central • Date (underlined) top right • Work written in an appropriate pen • Books and folders show effort and pride in work • No graffiti • A variety of activities/tasks are evident in books or folders. • Books, folders and eFolder's are organised and show a record of learners' progress • Learners are expected to present their best work at all times, regardless of ability. • Work to be crossed out neatly (example) • Where possible, diagrams, charts, graphs & tables drawn neatly, labelled and pen/pencil used appropriately and drawn accurately and neatly
Quality first teacher feedback	WWW (what went well) EBI (even better if) MOT (More of this)	• Marking includes questions which prompt learners to think and respond (yellow highlighter box) • Subject equivalent mocks, PPE, exam style questions show high level feedback to ensure challenge. • It is written in language that the learners can access and understand. • The Dedicated Improvement Time (DIT) influences the next piece of marking. • It shows dialogue between teacher and student based on content, SPAG and exam skills. • Learners respond to and act upon feedback; impact is evident in subsequent pieces of work. • It signposts DIT work which has demonstrated impact. • It has impact on literacy, numeracy and subject content.

Feedback Type	Identification	Detail
		• It is positive and encouraging and pushes learners to the next level. • Feedback linked to grades and/or success criteria. • There is evidence that learners have read feedback and further developed their work as a result. • There is evidence that learners' responses to feedback have been followed up again by the teacher. • Ebi comments become www in subsequent pieces of work • Takes place every week (best practice) • At least once piece of work per feedback cycle must be set to allow learners to show understanding, extend their knowledge, develop thinking and support literacy through extended writing • Grades/levels/marks given where appropriate • PLCS/ I can statements are in the student books
Intervention	DIT	• Working the room – the teacher circulates giving feedback to move student learning forward • Learners write a response to teacher comments/ statement, demonstrating they understand what they need to do • A yellow highlighted box indicates where the learners should improve their work by using the EBI comments • Learners are given time to read and act on comments for example, redrafting, completing, amending… • Learners are given next stage challenging to move the learning on in the sequence.
Quality student feedback (self/peer)		• Success criteria (SC) must be provided (Part of Termly Targets) • SC in 'learners' language' to help break down 'I can Statements' for ease of understanding • Annotated exemplar work so that learners can see what a graded/levelled piece of work 'looks like' WAGOLL • Sufficient time to complete the task • DIT activities should be embedded within the SOL • Develop skills that enable learners to self and peer assess – Learning to Learn lessons planned into SOL
DIT – Dedicated Improvement Time		• Learners should be given the time to respond to feedback given by re-drafting/editing work • During DIT, Learners should be using the teacher comments to improve their work or be challenged at a higher level. • DIT should happen once a week to allow for Learners to act on the feedback given.

Mark/Sign (in margin)	Means
P and underline	Punctuation error
Sp and underline – spelling to be written out three times by student	Incorrect spelling
C and underline	Missing or wrongly used capital letter
T and underline	Tense error
G and underline	Grammatical error
/	New line
//	New paragraph needed
I	Independent work
PP	Worked with PP
T	Worked with teacher
Sc	Scribed by an adult

Feedback Type	Identification	Detail
Tracking if 'I can' statements		• All teachers are expected to keep an up-to-date Pupil Asset Account as an electronic tracker for assessment and progress monitoring purposes • All teachers should have an up-to-date PLC that tracks progress of all learners and informs intervention. • Available on request and for all lesson observations as part of teacher file of evidence/planning (Paper Doc) • Provides evidence to enable accurate assessment

The following **literacy codes** will be used when marking all work.

Marking/DIT Procedure at BBA

Subject	Type	Frequency	DIT Frequency	Notes
English	1. Verbal feedback 2. Extended writing All other work acknowledged	1. Daily 2. In depth - weekly Weekly	Weekly	. Use www & ebi MOT . Include DIT . Feedback to be linked to 'I can' statements where appropriate
Maths	1. Calculations 2. Verbal feedback 3. www 4. ebi	1. Daily 2. Daily 3. Weekly (praise for effort, resilience or volume of work) Weekly	Weekly	. Daily mark to support guided groups for the next day. . Use www & ebi MOT . Include DIT Feedback to be linked to 'I can' statements

				where appropriate
Subjects timetabled twice or less a week	1. Verbal feedback 2. All work acknowledged www & ebi	1. Every lesson 2. Weekly Twice per half term	Twice per half term	. Use www & ebi MOT . Include DIT . Feedback to be linked to 'I can' statements where appropriate
Non-classroom-based subjects/practical	Verbal feedback including www & ebi	Every lesson	Weekly	. Feedback to be linked to 'I can' statements where appropriate

DIT - Response to feedback marking

All subjects should include DIT as a regular part of feedback and planning. Learners should be given time to respond to the EBI and make any improvements or changes. This is an opportunity to plan for bespoke intervention for key areas. Learners to reflect on their learning through fortnightly student conferencing sessions to review their targets set for the half term.

Feedback – example sentence starter

Feedback (www)

I liked the way you …

You have used this very effectively by …

It was excellent to see you using/mentioning …

Your use of … was very effective

Feed forward (ebi)

How can you implement this...

What would happen if…

Why do you need to apply this…

When should you …

MOT (more of this)

A more of this comment should be included where appropriate to motivate and encourage learners. Some examples could include a comment about their commitment in the lesson, answers they have given verbally or how they have supported another student.

DIT (dedicated improvement time)

Learners should be given time to respond to the EBI and make any improvements or changes. This is an opportunity to plan for bespoke intervention for key areas.
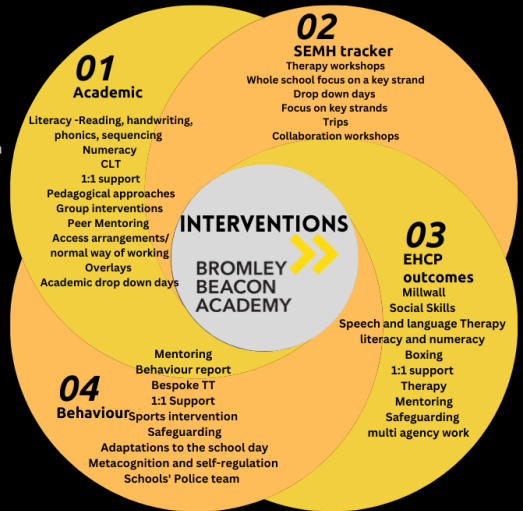
11. BBA Habits of Excellence

Area	Our responsibilities (Whole school consistency)
School Values	• School values underpin why we do what we do. • We recognise pupils whom uphold the school's values and demonstrate a willingness to give back to the school community.
Timetable and curriculum maps	• Up-to-date timetables are on display outside every classroom along with the curriculum map. • Timetable and curriculum maps are sent home in the first week of every half term. • Classes always follow class timetables unless it is a drop-down day.
Tutor time	• All pupils are offered breakfast at the start of every school day • Each afternoon there is a different focus for form time which include, conversations about attendance, conversations about current issues in society, Votes for Schools, checking in with pupils and keeping track of their academic successes.
Assemblies	• These take place each week and link to EDI events, world events and local events. • All staff and pupils are involved. • Pupils deliver assemblies for specific topics and we have outside speakers.
Teaching models	See below
BBA FIVE teacher habits for effective teaching	See below
Ready for learning	• Pupils complete a range of activities every day. • Activities can be paper based, on a whiteboard or on a device.
Learning I Can targets	• I can targets are placed in all books and marked off when achieved. • All I can targets are tracked on the main class PLC. • Interventions can be used to bridge any gaps in learning and are diagnosed through the tracking of I Cans. • Pupils use the I can targets to articulate their learning.
SEMH targets	• SEMH strands are embedded into planning and articulated to the pupils through all aspects of the school day.
EHCP targets	• Targets are linked to EHCP targets and are accessible on their pupil passport. • Where pupils have EHCPs, all targets are linked to the outcomes. • Targets are discussed regularly with pupils and reviewed for updating half termly.
Vocabulary	• New vocabulary is introduced, and pupils explore using the word in context. • The new vocabulary is displayed at the front of the classroom throughout the lesson. • The keyword for the lesson forms part of the success criteria. • At the end of the lesson, the keyword is placed on the working wall for that subject, along with other words previously taught (pupils should have already been taught all the words on display). • Teachers ask the pupils about previously taught key vocabulary as part of retrieval practise.

Learning habits	• **Learning intention and success criteria** are read and displayed to the class (should include key vocab and could include grammar element) • **Retrieval practise** takes place - this could be exploring what happened previously in the text or previously learned writing outcomes/genres (for example) • **Key vocabulary** is introduced, this should be one word ideally. • **Shared reading/modelled reading or discussion of prior reading** of the text takes place. The class will explore the text and the teacher will ask VIPERS questions to check understanding. • The **learning practise/task** will be introduced to the pupils and independent learning will take place. Where scribing part sentences or sentence openers is required to help build resilience and confidence, this is building towards independence. • **Differentiation** may be by learning intention, success criteria, level of support, questioning, supportive resources provided etc (never by outcome). • **Plenary –** this will be a focus on an element from the success criteria or the sharing of good work with peer-to-peer review and feedback.
SMSC	• Spiritual, Social, Moral and Cultural development of pupils is the thread that runs through our curriculum and interactions.
Interventions	SEE BELOW
Learning Breaks	• Learning breaks can be used to support pupils who need a break between period of focus. • Learning breaks should be set for between 2 and 5 min. • Learning breaks can be a quiet calm activity either at the pupil's desk or seating in another area of the classroom. • Learning breaks should be controlled and with a view to return to the learning.
The role of a PP	• Always be seated with a pupil, supporting in engaging pupils in the learning. • Always aim for independence - do not over scaffold (absolutely no scribing on whiteboards). • Always be role-modelling expectations for good classroom etiquette and behaviour for learning (always seated on a chair, at a table with a pupil). • Challenge pupils – use a coaching approach to ask questions which support pupils in their learning – do not give them the answer!

Interventions at BBA

Intervention summary at BBA

There is a three tiered approach to interventions at BBAB:

1. Students with a specific intervention named as an outcome on their EHCP e.g. Literacy support. (Throughout the academic year)
2. Students with a SS score of below 85 receive literacy and numeracy intervention. throughout the academic year)
3. Students identified as not progressing in a key area. This intervention last for 4-6 weeks. E.g. self - regulation - boxing.

INTERVENTIONS
BROMLEY BEACON ACADEMY

01 Academic
Literacy -Reading, handwriting, phonics, sequencing
Numeracy
CLT
1:1 support
Pedagogical approaches
Group interventions
Peer Mentoring
Access arrangements/ normal way of working
Overlays
Academic drop down days

02 SEMH tracker
Therapy workshops
Whole school focus on a key strand
Drop down days
Focus on key strands
Trips
Collaboration workshops

03 EHCP outcomes
Millwall
Social Skills
Speech and language Therapy
literacy and numeracy
Boxing
1:1 support
Therapy
Mentoring
Safeguarding
multi agency work

04 Behaviour
Mentoring
Behaviour report
Bespoke TT
1:1 Support
Sports intervention
Safeguarding
Adaptations to the school day
Metacognition and self-regulation
Schools' Police team

BBA 5 Teacher habits for effective teaching

BBA 5 TEACHER HABITS FOR EFFECTIVE TEACHING

DAILY RECALL AND RETREIVAL PRACTICE
Retrieval practice boosts learning by pulling information out of students' heads, rather than cramming information into students' heads

REPSONSIVE TEACHING
Setting clear goals and planning learning carefully based on needs and current levels of understanding. It's identifying what pupils have understood and where they are struggling.

MODELLING AND INSTRUCTIONAL TEACHING
Modelling is an instructional strategy in which the teacher demonstrates a new concept or approach to learning and students learn by observing.

ADAPTIVE TEACHING
This involves teaching the same lesson objectives to all students whilst providing scaffolds to support all students in making progress.
We have a deep understanding of the needs of our students and we use a range of strategies to adapt learning to meet the needs of the students.
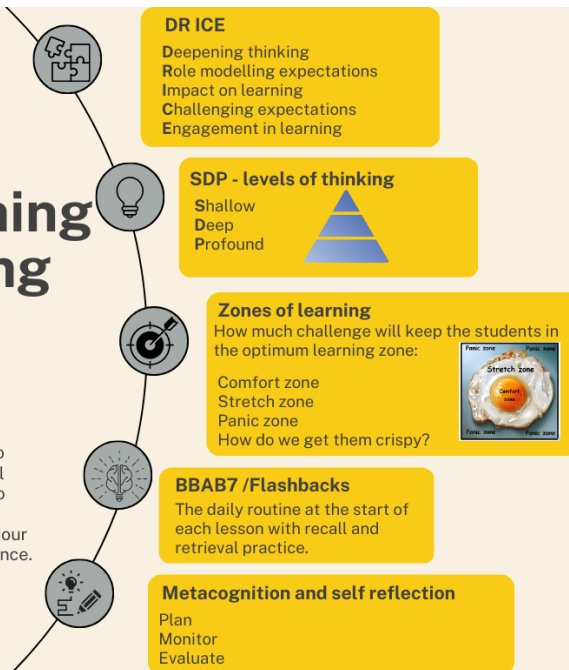
REFLECTION AND EVALUATION
Self-assessment and self-reflection is a powerful way to enhance a student's learning experience. It plays an important role in teaching students not just what to learn, but also how they learn and what they can do to improve their learning outcomes.

BBA Teaching and learning Models

BBA Teaching and learning models

These are the models that are used to frame the learning experiences for all students. They enable the students to have a consistent approach to their learning, therefore supporting behaviour expectations and a culture of excellence.

DR ICE
Deepening thinking
Role modelling expectations
Impact on learning
Challenging expectations
Engagement in learning

SDP - levels of thinking
Shallow
Deep
Profound

Zones of learning
How much challenge will keep the students in the optimum learning zone:
Comfort zone
Stretch zone
Panic zone
How do we get them crispy?

BBAB7 /Flashbacks
The daily routine at the start of each lesson with recall and retrieval practice.

Metacognition and self reflection
Plan
Monitor
Evaluate