Robert Bloomfield Academy

Teaching and Learning Handbook

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Contents

1. **Vision and Values**
2. **Curriculum Design**
3. **Lesson Design**
4. **Lesson Delivery**
5. **Adaptive Teaching**
6. **Supporting Students with SEND**
7. **Pitch Practice**
8. **I Can Statements**
9. **Marking and Feedback**
10. **Assessment and Reporting**
11. **Quality Assurance Cycle**
12. **Continued Professional Development**
13. **Monitoring and Evaluating**

Teaching and Learning Policy

1. Vision & Values:

Robert Bloomfield Academy (RBA) is committed to the pursuit of excellence in all our endeavours, including our approach to teaching and learning. That excellence is one of the five values that sit at the heart of all that we do; values which ensure that all students demonstrate:

- **V** - **Vitality**, by being enthusiastic, energised and healthy
- **O** - **Opportunity**, by achieving and experiencing exciting things
- **I** - **Independence**, by developing the skills and resilience to succeed in life
- **C** - **Community**, by serving and respecting the wider school community
- **E** - **Excellence** by being the academic and personal best they can be at all times

By living these values at all times, we at RBA strive to ensure all students, regardless of ability, SEND or circumstances, reach their full potential by gaining the academic and personal skills and knowledge necessary to be successful in school and beyond.

The acronym VOICE is also indicative of our intention to offer students numerous, rich oracy opportunities throughout their time at RBA.

2. Curriculum Design:

Our curriculum intent seeks to embed those VOICE values through the delivery of a judiciously sequenced curriculum that takes account of both the starting points and next steps of our learners.

In addition, the four year journeys that our students experience are founded upon the building of component knowledge and skills that allow them to show, know and remember the pertinent elements and attributes required in order for them to make excellent progress.

3. Lesson Design:

Our VOICE values are further embedded through the 5 Part VOICE Lesson Structure

This is an approach to lesson planning that is informed by both EEF research and 'The Great Teaching Framework.'

The EEF guidance recommends a five part lesson structure that moves through the following phases: activate, engage, practise, reflect and review. Our approach is similar, but uses the language of our VOICE values and maps key aspects of The Great Teaching Framework into a coherent sequence.

While we do not expect every aspect of the process, or the strategies embedded therein to be present in every lesson, we do expect sequences of lessons to incorporate all of these aspects. We trust the professionalism and expertise of our teaching staff to determine the ratio and frequency.

4. Lesson Delivery:

In order to provide consistency of lesson delivery expectations and experience for staff and students, we have further codified our approach to lessons by creating our Bloomfield Basics

These are ten, core elements of our approach to pedagogy that we expect to see delivered in every lesson in order to ensure that our students are consistently in receipt of excellent teaching.

A process of 'decomposition', or 'decomposing', our practice into into core elements was undertaken to ensure that each element our staff deliver is rooted in our school values, and/or research into pedagogical best practice (including Rosenshine's '*Principles of Instruction'*, Lemov's '*Teach Like a Champion',* Sherrington's *'Walkthrus',* Dix's '*When the Adults Change'* and the '*Great Teaching and Learning Framework'*). Aspects of our CPD are targeted at developing teacher proficiency in these basic elements and staff are encouraged to 'recompose' them into coherent sequences of activities (as per our 5 Part VOICE Lesson).

The adherence to these basics underpins our drive for a consistently high quality, and inclusive provision for all, especially for those students who are vulnerable or who may have SEND.

Codified routines are an important part of our practice and as such, within the Bloomfield Basics, there are protocols for the starts and ends of lessons (Vital Start and Excellent Ends) and for gaining back the attention of the class when seeking to change the focus/phase of the lesson (VOICE Alert).

5. Adaptive Teaching:

We are committed to creating an inclusive learning environment for all. We ensure that lessons are fully accessible by implementing our adaptive teaching strategy.

We recognise that pre-planned and skilled use of adaptive teaching is most likely to support student success. Therefore, special educational needs, individual/group starting points and prior knowledge all inform lesson planning.

Feedback gathered through the retrieval practice used in our 'vital starts' helps identify gaps and we remove barriers for students through a variety of modelling and scaffolding techniques. Additionally, dynamic adjustments to lessons are made in response to the feedback elicited via assessment for learning strategies.

6. Supporting Students with SEND

The intent of our SEND strategy is to ensure that the learning and well-being needs of all learners are catered for on a daily basis, helping them to make progress commensurate with their peers. We aim to foster an inclusive, calm, welcoming and supportive learning environment for all SEND pupils through individualised provision for pupils with EHCPs and in class support and strategies for those on our SEND register. This is achieved through a variety of strategies as appropriate to need and resources at the school. Links made to the voice values which also support all children's development of these key qualities, along with enhancing oracy skills. We are proud of our inclusive approach and do not disapply students with SEND in our curriculum. More information and detail about our approach to SEND at RBA can be found in our SEND Policy

7. PITCH Perfect Practice

At RBA, our approach to inclusion and removing barriers for attainment and progress for students is through Pitch Practice. This means being **precise** by using data to identify and target students on a need basis; including the use of our inclusion register, ensuring approaches are targeted to the **individual** needs of learners, **tracking** progress and acting accordingly to ensure interventions are impactful, providing **consistent** high quality learning opportunities in every lesson and employing a **holistic** approach to supporting these learners; maximising their academic and personal development in all classrooms.

This approach seeks to provide additional monitoring and support to key cohorts of learners at the school, provide further challenge at all levels from the classroom through to data monitoring and assessment analysis and the targeting of appropriate interventions. Our inclusion tracker sits at the heart of this approach and ensures that all staff know our learners well and can support them in all aspects of their development.

8. I Can Statements

I Can Statements are a framework designed to help individuals understand the content they are learning over the course of a unit of study; this may be a half term, a discrete unit or a module. These statements describe the content to be covered with a narrative about the topic, key vocabulary to be learnt and a series of 'I Can Statements' that list the knowledge and skills that will be developed over the course of their learning.

Students will RAG rate themselves against these statements at the start of a topic to determine their individual starting points and then revisit them as their learning progresses to check in and consider how the content being covered links to the key learning points. At the end of the unit students will revisit the statements and RAG rate themselves again to review their final progress and see how their knowledge and skills have developed throughout the unit.

I Can Statements are published on the RBA School Website for all stakeholders to be able to view the curriculum content and engage with the learning being undertaken at school.

'I Can Statements' also form the basis of our marking and feedback to students, with staff providing feedback to students in relation to the statements using green and pink as detailed below.

9. Marking and Feedback

Our approach aims to improve the learner and not the work. To achieve that we follow our marking and feedback guidance, which requires teachers to provide students with regular, diagnostic feedback.

For key assessed elements, on yellow find it, fixt it, forward it sheets, teachers highlight **WWW** 'what went well' in green (*Green = Great*) and **EBI** 'even better if' in pink (*Pink = Think*). These sheets include diagnostic, meaningful 'fix it tasks', which students complete in green pen to make it clear to them that they are addressing their gaps/misconceptions. The Marking for Literacy Guide is to be used during live feedback as staff circulate the room as well as summatively in conjunction with our feedback sheets.

Students should also have a 'forward it task' which extends their learning and applies it to a new concept, context or scenario to allow them explore further connections in their development of knowledge and skills.

10. Assessment and Reporting:

Staff at RBA follow the Assessment and Reporting Guidance, with Heads of Department/Faculty ensuring that within their respective subject(s) assessment is configured as required to ensure teachers can accurately judge whether students are attaining below, at or above (-/=/+) age related expectations (ARE) at three data capture points throughout the year.

Progress is also reported on at these data capture points and differs from ARE in that teachers take account of the individuals starting points and prior attainment before assigning one of the following descriptors: Excellent, Significant, Secure, Limited or Minimal.

Students are also given a grade of 1-4 based on their attitude to learning, with 1 being the highest and 4 being the lowest.

All this data is then analysed to give an overall picture on student progress, attainment and attitude to learning in a subject. It is acknowledged that not all students will work at ARE, where some may consistently work above ARE, however, the key metric of progress remains with the emphasis given to this measure to ensure that no student is below ARE and not making progress or conversely above ARE and coasting.

After each data capture point, attainment, progress and attitude to learning are shared with students and parents. Along with each marking cycle, students are informed if they are making progress and also an indication of their attitude to learning based on the presentation and quality of their work (commensurate with their ability/starting point.)

11. Quality Assurance Cycle:

Both SLT and Middle leaders robustly quality assure teaching and learning as part of our quality assurance cycle. This includes:

- Reviewing curriculum and lesson planning
- Undertaking lesson visits
- Learning walks
- Monitoring behaviour data
- Reviewing students' books and folders during work scrutinies
- Analysing attainment and progress data
- Listening to student and parent/carer voice
- Conducting stakeholder surveys

Our overarching approach to quality assurance from 2026 onwards is linked to a whole school focus on the quality and quantity of work from students and student responses to feedback. Therefore our monitoring has adjusted to focus more regularly on lesson visits, learning walks and work scrutiny. In this way we aim to ensure that our push on the value of independence is securing students who are motivated and understand what they are learning through 'I Can Statements', who engage with the feedback via our 'find it, fix it forward it' approach, and who are producing work of a high standard (relative to their ability and starting points).

This quality assurance will happen at key intervals throughout the academic year such as data collection points, pre-assessment windows etc. and will target different cohorts at these times including Y6, SEND, Pupil Premium, target cohorts, intervention students etc.

12. Continued Professional Development

CPD at RBA is based around the need to ensure that students have teachers delivering high quality teaching and learning opportunities, rooted in the latest thinking around this subject and with deep curricular subject knowledge; we recognise that expert teachers have the greatest impact on student progress. As such, our CPD is aligned to the the 'Great Teaching Toolkit' which has been codified into our Bloomfield Basics and as such, we deliver tailored CPD linked to these fundamental concepts for teaching and learning for all staff, whilst also providing time to ensure that our staff are developing subject specific knowledge and developing their own practice, thus being more able to provide high quality teaching and learning for our students. We also recognise the need to ensure that inclusion is at the heart of all we do as a school, and as such we have a regular focus on inclusive practice, supporting key learners and best practice related to inclusion, taking a research led approach.

We use a range of approaches including regular staff meetings, weekly briefings, department meetings, 'if you teach' meetings, INSET days, twilight inset, online resources and external sources to deliver our CPD to

staff. Time is given weekly to CPD via the regular staff meeting cycle, T&L top-tips provided via our staff weekly dashboard.

Further to this, all staff are actively engaged in coaching, linked to a specific area of interest, aligned to the school development plan. This coaching will focus on developing this area of interest into actionable practice that can be shared across the academy through our 'market places' and INSET training throughout the academic year. With individual coaching, peer-to-peer lesson visits and reflective practice being undertaken by all teaching staff.

In addition, our holistic approach to CPD, bespoke training and support is delivered on a needs basis as identified through our quality assurance processes. This will include, but not limited to teaching and learning working parties, coaching groups, informal support plans, individualised training plans, peer to peer coaching, external CPD courses and additional work scrutiny.

All ECTs at RBA follow further training as delivered through our Induction Tutor and commensurate with the requirements of the ECF and guidance from BEST.

13. Monitoring and Evaluating

Monitoring and evaluation of the delivery of the Teaching & Learning Policy Will be carried out by Heads of Department and Subject Leaders, the Senior Leadership Team and Governors.

Heads of Department and Subject Leaders:

- Maintain their curriculum intent, implementation and impact documentation, including subject curriculum overviews, data capture sheet and Team Improvement Plans (TIPs)
- Ensure curriculum and lesson planning is effectively sequenced, aligns with VOICE values and meets the requirements as set out in the National Curriculum
- Follow the quality assurance cycle, including regular lesson visits
- Take action where areas for improvement have been identified
- Identify CPD needs and seek support as required, either at department level or on an individual basis, while also ensure the CPD provided to their teams is necessary and current
- Devise and deliver assessments that allow staff to accurately report on attainment and progress
- Scrutinise samples of students' work, moderate and standardise books
- Check team members are adhering to the marking and feedback guidance and acting on concerns
- Ensure all staff meet the agreed assessment and reporting deadlines
- Seek stakeholder feedback, including from students and act accordingly

Senior Leadership Team:

- View teaching and learning through the lens of our VOICE values, seeking to ensure they imbue all areas of our practice
- Relentlessly ensure that the detail of this policy is adhered to by all colleagues
- Follow the quality assurance cycle and identify strengths and areas for development
- Support heads of subjects and departments to act where areas of concern are identified
- Support heads of subjects and departments in the delivery and sourcing of CPD as required by individuals/teams
- Conduct learning walks as per the learning walk cycle and at the direction of the AHT T&L
- Engage with a range of teaching and learning data, including attendance, behaviour and outcomes
- Identify trends and patterns in that data that are linked to teaching and learning and take appropriate action

- Complete self-evaluation documentation related to school improvement, i.e Self-Evaluation Form and School Development Plan
- Hold the teams they line manage to account by ensuring their TIP/RIPs are aligned to whole school priorities and that middle leaders are meeting targets (providing support where needed)
- Act on internal/external reports as required
- Seek stakeholder feedback and act accordingly

The Governing Board

- Agree and review this policy as required
- Scrutinise reports provided by the headteacher and heads of department on a termly basis, including external reports, e.g. SIA
- Ensure the quality of education group meets on a termly basis to monitor the school's progress based on targets.
- Provide appropriate levels of challenge and support where areas for improvement have been identified.
- Visit the school to:
    - Visit lessons
    - View samples of student work
    - Talk to pupils about their experiences with learning at the school.
    - Talk to teachers about their experiences about teaching at the school.
- Report the findings from any visits to the school to the governing board