

TEIGN SCHOOL TEACHING & LEARNING POLICY 2020/21

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|  | This policy was recommended by Committee on: | 24 June 2020 |
| | This policy was adopted by the governing body on: | 24 June 2020 |
| | Policy review date: | June 2021 |
| | Monitoring review date: | June 2021 |
| | Reviewing Committee: | Governing Body's Quality of Education Group |

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1. INTRODUCTION

The purpose of this policy is to ensure consistency of Teaching & Learning across the school and for pupils to have every opportunity to achieve their full potential.

2. VISION and ETHOS

Teign School is a school where we:

- ensure and celebrate achievement; so that every child achieves their aspirational goals;
- embrace and foster a love of learning; through innovation and creativity and an excellent environment for learning;
- are all part of the Teign Community; establish and build the values of citizenship and responsibility; strengthen links to put Teign School at the centre of the local community;
- support each other; through consistently high expectations, treating others as you wish to be treated yourself, encouraging tolerance;
- grow the 'best' mindset; where the outcomes are brilliant, happy and resilient young people and where difficulties are seen as part of the learning experience;
- are ready for the world; through the delivery of a broad, balanced and meaningful curriculum; the ability to work collaboratively as part of a team, to be work place and culturally aware; to grow future leaders.

3. TEACHING & LEARNING VALUES, EXPECTATIONS & PRIORITIES

3.1 Our Values:-

- Achievement - for all pupils to be given the tools and opportunities to reach their full potential.
- Excellence – in innovative, creative and inspiring teaching
- Expectations – consistently high to support all pupils to be the best they can be - *Pride through Success*

3.2 Our Expectations:-

- Teachers act in a professional manner at all times and meet the Teachers Standards

- All pupils have a broad and balanced curriculum which offers them the best opportunities for the future
- Pupils make outstanding progress

3.3 Our Priorities:-

The key priorities facing the School in terms of Teaching and Learning are characterised as follows:-

1. Routines
 - a) Marking, assessment and feedback – feedback is effective and marking is immediate and manageable, assessment is accurate and formative
 - b) Effective homework that consolidates and extends learning to meet the demands of the KS4 and KS5 examinations
2. Checking for Understanding (CFU)
 - a) Extending all pupils through 'right is right' questioning
 - b) Frequent 'checking for understanding', especially for SEN pupils
3. High Academic Expectations
 - a) Presentation as an indicator of 'best work'
 - b) a focus on subject specific and academic literacy (key words)

4. MONITORING AND EVALUATION

- 4.1 Consistency of this Policy is monitored through middle leaders and senior leaders.
- 4.2 Monitoring takes place through learning walks, book looks, department review processes, pupil feedback, parental feedback, exam results, Post-16 participation rates and through professional discussions and performance management process.
- 4.3 Senior Leadership evaluate the effectiveness of the Policy through school self-evaluation, subject reviews, external reviews, evaluation of exams results' feedback from staff, pupil and parent questionnaires, and Governor visits.

5. TEACHING EXPECTATIONS

Teaching Standards – How this looks at Teign

| Teaching Standards A teacher must: |  TEIGN SCHOOL |
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| 1. Set high expectations which inspire, motivate and challenge pupils <ul style="list-style-type: none"> • establish a safe and stimulating environment for pupils, rooted in mutual respect • set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions • demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils. | Our classrooms are immaculately organised. We greet all pupils on entry with a smile and, given time, by name. Lessons start with a silent starter while the teacher takes a register immediately. In our spoken feedback, we relentlessly seek improvements in pupils' learning and our own. We insist the Presentation of Work policy is followed. |
| 2. Promote good progress and outcomes by pupils <ul style="list-style-type: none"> • be accountable for pupils' attainment, progress and outcomes • be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these • guide pupils to reflect on the progress they have made and their emerging needs • demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching • encourage pupils to take a responsible and conscientious attitude to their own work and study. | Regular assessments (6 per year) are tactical to ensure responsive teaching with lesson time devoted to bespoke whole class, group and individual feedback. RSL meetings at department and tutor level implement interventions to ensure pupils meet their aspirational targets. We use PLCs to clarify the big picture and build knowledge by identifying cross-curricular links and consolidate prior learning. Our teaching files demonstrate our knowledge of up to date information about our individual pupils. We use data to be sure of what it is pupils can and cannot do regularly and plan accordingly. |
| 3. Demonstrate good subject and curriculum knowledge <ul style="list-style-type: none"> • have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings • demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship • demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject • if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics • if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies. | We track pupils as they work, picking up errors and misunderstandings at an early stage. We role model passionate reading around our subject areas, including during 'drop and read' and silent reading in tutor time, showing a genuine interest in pupils' choices. We run clubs that demonstrate a passion for our subject area. We do not 'dumb down' academic terminology or our vocabulary but explain 'key words', check for understanding and draw attention to their use in context. We follow the Calculations Policy. |
| 4. Plan and teach well structured lessons | We make learning objectives explicit and break down success criteria into stages |

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| <ul style="list-style-type: none"> • impart knowledge and develop understanding through effective use of lesson time • promote a love of learning and children's intellectual curiosity • set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired • reflect systematically on the effectiveness of lessons and approaches to teaching • contribute to the design and provision of an engaging curriculum within the relevant subject area(s). | <p>We use moment by moment, skilful targeted questioning to incite curiosity and check understanding.</p> <p>We set knowledge-based homework on Epraise, giving success criteria and guidance to support parental engagement</p> <p>We use Responsive Marking sheets to review the effectiveness of schemes of learning.</p> <p>We reflect on schemes of learning at regular department meetings and collaborate with colleagues across the MAT.</p> |
| <p>5. Adapt teaching to respond to the strengths and needs of all pupils</p> <ul style="list-style-type: none"> • know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively • have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these • demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development • have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them. | <p>Every teacher has a class folder that identifies pupils by group and contains effective strategies for Most Able, disadvantaged, EAL, SEN pupils and others, which form the everyday practice of those classes.</p> <p>Pupils' work shows differentiated resources, and guidance.</p> <p>We speak to pupils with kindness and frequently remind them how much we believe in their potential. We find time in class to have 1:1 Dialogue for Progress conversations to review recent progress and achievements and set 'next step' SMART targets.</p> |
| <p>6. Make accurate and productive use of assessment</p> <ul style="list-style-type: none"> • know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements • make use of formative and summative assessment to secure pupils' progress • use relevant data to monitor progress, set targets, and plan subsequent lessons • give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback | <p>We use Responsive Marking sheets to review the effectiveness of current lessons and how to adjust ensuing lessons to fill gaps in understanding and move the learning forward.</p> <p>Pupils show their written responses to feedback in green pen</p> |
| <p>7. Manage behaviour effectively to ensure a good and safe learning environment</p> <ul style="list-style-type: none"> • have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the School, in | <p>We highlight positive behaviours and are firm and fair in respecting the 'ready to learn' Rights applying sanctions appropriately . Everyone supports each other by consistently following the rules on visible behaviours.</p> |

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| <p>accordance with the School's Behaviour Policy</p> <ul style="list-style-type: none"> • have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly • manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them • maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary. | <p>Epraise points, awarded by teachers and A2L improvements are celebrated in assemblies and good work is used as exemplars using visualisers or scanned copies.</p> |
| <p>8. Fulfil wider professional responsibilities</p> <ul style="list-style-type: none"> • make a positive contribution to the wider life and ethos of the school • develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support • deploy support staff effectively • take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues • communicate effectively with parents with regard to pupils' achievements and well-being. | <p>Staff show their commitment through their wholehearted contribution to Parents' Evenings, Sports Day, Activities Week, Prom, celebration assemblies and contact with primary schools. Cover work is of high quality and reflects high expectations of pupils as independent learners and shows support for cover supervisors by using the Teign Cover Pro Forma..</p> <p>The Coaching programme is regularly reviewed to ensure it is improving teaching and learning. Teachers make regular phone calls home to praise outstanding work and to discuss below expectation performance, behaviour or attendance..</p> |

6. LINKS TO OTHER POLICIES

This policy should be read in conjunction with the following policies:-

- Assessment for Learning Policy
- Ready to Learn Policy
- Teaching and Learning Handbooks for staff

Appendix 1: Teaching Standards

Teachers' Standards

PREAMBLE

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

PART ONE: TEACHING

A teacher must:

1. Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2. Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

3. Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4. Plan and teach well-structured lessons

- impart knowledge and develop understanding through effective use of lesson time

- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5. Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6. Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

7. Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8. Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

1. Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:-
 - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
 - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
 - showing tolerance of and respect for the rights of others
 - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
 - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
2. Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
3. Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.