

TEACHING AND LEARNING (SECONDARY) POLICY

CENTRAL POLICY

Version and Date		Action/Notes
1.0	September 2018	Version 1 (new policy though former policy incorporated)
2.0	September 2019	Reviewed by L McConaghie
3.0	November 2020	Reviewed by Operations Director / Executive Headteacher – No content changes made from Version 2

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Signature of CEO: 	Signature of Chair of Trustees: 

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1. Vision

1.1 The Dean Trust Teaching and Learning Policy is designed to be motivating, meaningful and manageable whilst developing a love of learning:

- 1.1.1 Motivating – teaching and learning practices will help to inspire teachers and learners to possess a desire for continual self-improvement.
- 1.1.2 Meaningful – evidence informed practices that advances pupils' progress in their learning.
- 1.1.3 Manageable – the policy eliminates any unnecessary workload and it encourages teachers to adjust their approach as necessary.

2. Rationale

2.1 We fully recognise that, by its complex nature, teaching and learning must take account of prior learning experiences alongside individual, cultural and contextual differences. Every pupil is entitled to a variety of learning experiences which inspires them to achieve their full potential. All staff have a responsibility, collectively and individually, to contribute to the delivery of the broad, challenging and appropriate curriculum. To be effective classroom practitioners all teachers should understand how learning occurs, and ensure that teaching and learning is of the highest quality.

3. Principles

- 3.1 Pupils learn in an environment of respect and tolerance.
- 3.2 Success is celebrated through a climate of praise and encouragement.
- 3.3 Teachers support pupils to develop the dispositions to be successful learners.
- 3.4 Pupils are given the opportunity and skills to clarify and communicate effectively.
- 3.5 The curriculum helps pupils to understand, interpret and critique the world.
- 3.6 Pupils are empowered to take risk without the fear of failure.
- 3.7 Aspirational targets and evidence informed practice advances pupils' progress.
- 3.8 Home-learning is used to reinforce and extend what is learned in the classroom.
- 3.9 High standards and expectations will challenge and engage all learners.
- 3.10 Pupils are provided with feedback on their progress and precise guidance on how to improve.
- 3.11 Teachers invest in their own professional development to acquire new knowledge and skills

4. Teaching Practice

4.1 Effective teaching over time will invest in evidence-based practice: it may specify a commitment to, or draw upon, the practice below to enable pupils to make progress in their learning:

- 4.1.1 Daily review
- 4.1.2 New material in small steps
- 4.1.3 Ask questions
- 4.1.4 Provide models
- 4.1.5 Guide pupil practice
- 4.1.6 Check pupil understanding
- 4.1.7 Obtain a high success rate
- 4.1.8 Scaffolds difficult tasks
- 4.1.9 Independent practice
- 4.1.10 Frequent review



5. Teaching and Learning Protocols

5.1 The teaching and learning protocols reflect, a commitment from all teachers in the Dean Trust to undertake their responsibilities in a consistent manner. These are the foundations of our custom and practice, contributing to effective teaching and learning in our academies. These are specified in Appendix I.

6. Improving the Quality of Teaching and Learning (IQTL)

6.1 There is a rigorous process of IQTL in each academy. This is based on regular and focused observations and work scrutiny, further supported by regular lesson drop-ins and pupil voice throughout the year. The IQTL process aims to achieve the following:

- 6.1.1 Monitoring of the quality of teaching and learning.
- 6.1.2 Providing feedback to teachers to improve the quality of teaching and learning.
- 6.1.3 Using a non-judgement process to develop teachers and teaching.
- 6.1.4 To create opportunities for reflective dialogue.
- 6.1.5 Providing focused areas of strength and development.
- 6.1.6 Encouraging self-reflection as a lever for improvement.
- 6.1.7 Informing middle and senior leaders of priority areas.

6.2 There is a commitment to ensure that all teachers are given the opportunity to develop and share best practice. The annual academic calendar is designed to ensure that teaching and support staff engage in a cycle of monitoring, review and development. This is supported in two ways:

6.2.1 Through a rigorous Performance Management/Appraisal schedule. As a result, staff set and review academic and personal teaching targets for themselves. These are closely linked to the school improvement plan (SIP) and complement the areas for pupil progress, teaching and learning and leadership and management.

6.2.2 Through CPD. This is based on individual professional learning needs, whole school targets and national developments. They may consist of:

- Whole staff INSET sessions.
- Teaching and learning programmes.
- Teaching and learning forums.
- Research groups.
- Department development time.

6.3 In addition, these are supplemented by external courses and collaboration within The Dean Trust of schools, including Trust Improvement Partnerships (TIPs) and with other Teaching School Alliance partner schools.

7. Roles and Responsibilities

7.1 The **Headteacher** will ensure that:

- 7.1.1 The policy and its procedures are followed.
- 7.1.2 The teaching and learning policy is readily available and actively promoted.
- 7.1.3 Teaching in school supports the vision and procedures outlined in the policy.
- 7.1.4 Teaching in school addresses the emerging needs of pupils.



- 7.1.5 Teaching in school supports the development of whole school priorities.
- 7.1.6 Training in school supports the development of teachers.
- 7.1.7 All staff understand their role in promoting effective teaching and learning and receive appropriate support through the aforementioned suite of training.

7.2 The **Senior Lead for Teaching and Learning** will ensure that:

- 7.2.1 Teaching in school supports the vision and procedures outlined in the policy.
- 7.2.2 Appropriate training is undertaken in order to support staff in carrying out their teaching responsibilities.
- 7.2.3 Monitoring, evaluating and improving the quality of teaching and learning occurs across the academy.
- 7.2.4 Reports are prepared for governors outlining the action taken within the preceding year, and evaluating the impact of that action; the annual report for governors will also outline recommendations for SIP targets for the following year.
- 7.2.5 Staff and governors are kept up to date with relevant information relating to the quality of teaching and learning in the school.
- 7.2.6 The effectiveness of the training has a positive and effective impact on teaching and learning and outcomes across the school.
- 7.2.7 Staff are kept up to date on current research and evidence within teaching and education.

7.3 **All staff** will ensure that:

- 7.3.1 They have read the policy and understand their responsibilities.
- 7.3.2 They promote the core values outlined by the policy.
- 7.3.3 They engage in performance management.
- 7.3.4 They set teaching and learning targets in their Performance Management/Appraisal schedule and Departmental Self-Improvement Plan which meet their emerging needs.
- 7.3.5 They engage in IQTL activities.
- 7.3.6 They engage in Teaching and Learning training.
- 7.3.7 They maintain a record of training attended.



 THE DEAN TRUST Believe Achieve Succeed		<h2 style="text-align: center;">The Teaching and Learning Protocols</h2> <p style="text-align: center; font-size: small;">The creation of the following protocols reflects both an expectation of and a commitment from all teachers at The Dean Trust to undertake their responsibilities in a consistent manner. These are the foundations of our custom and practice, contributing to the outstanding teaching and learning at the school and in supporting our whole school ethos.</p>	
Entry/Exit Protocols Supports a calm and purposeful atmosphere for learning by:			
▶ Greeting/d dismissing pupils at the classroom door.	<i>This ensures the standard of behavior remains high in both classrooms and on the corridors.</i>		
▶ Ensuring formal entry and exit of pupils.	<i>Pupils should enter, stand behind their chairs in silence and be ready to learn. Pupils should not exit until the teacher is satisfied that the learning environment has been left in a clean and tidy manner and the pupils are stood in silence behind their chairs.</i>		
▶ A formal start must be made to each lesson.	<i>Lessons should begin with a starter activity task that helps set the tone for the lesson and requires pupils to think hard about learning.</i>		
Pupil Planners Enhance good learning habits by ensuring effective use:			
▶ Planners are out on the desk every lesson.	<i>Teachers should make sure that pupils' planners are visible at all times.</i>		
▶ RAG pages in planners are to be used during individual work.	<i>Pupils should place their planner on the desk, open on the green page at the start of any individual task. Pupils should change to amber and red to indicate that they may need support in their learning, allowing teachers to take appropriate action.</i>		
▶ Homework is recorded accurately in accordance with the homework policy.	<i>This may involve setting appropriate time aside in the lesson to enable it to be recorded accurately. Teachers need to think carefully about the nature of the tasks and how they articulate them.</i>		
Lessons Ensure highly effective learning by:			
▶ Knowledge organisers to be visited regularly.	<i>The key is that pupils can articulate what they are learning and where they are in their learning journey.</i>		
▶ The learning objective is to be shared as a challenging question at the start of each lesson, which must be visible for pupils throughout.	<i>The question must be planned so that enables teachers to identify where pupils are in relation to the outcomes.</i>		
▶ The learning objective/challenging question is to be entered into books as a title and revisited at appropriate points within the lesson.			
▶ All individual work is to be completed in silence.			
▶ The quality of pupils' work is checked regularly.			
		Visitors to Lessons Substantiate the culture of The Dean Trust and Teaching School work by:	
		▶ Ensuring that pupils stand up when a visitor enters the room.	<i>This does not apply to Sixth Form students.</i>
		▶ Where, when and if appropriate acknowledge visitors and encourage a dialogue with pupils about their learning, standing to do so.	<i>All visitors should be welcomed into our classrooms but should not disrupt the learning.</i>
Written Feedback & Marking Ensure highly effective learning by:			
		▶ Teachers should be aware of both the whole school policy and their faculty's / department's response.	<i>Each faculty has outlined how they will meet the expectations of the whole school policy and how they will ensure their approach impacts on learning.</i>
		▶ Teachers are expected to use a feedback summary sheet when assessing pupils' work.	<i>The feedback sheet will be subject specific and should be used to identify common strengths, mistakes and misconceptions.</i>
		▶ Teachers should use the completed summary sheet to design whole-class feedback sequences (improvement lesson).	<i>Improvement lessons should provide high quality, constructive feedback that challenges pupils to review, reflect and improve their work/consolidate their learning.</i>
		▶ The development of pupils' literacy skills should be embedded in the feedback process.	<i>Tasks should be set so that pupils can develop their literacy skills/correct literacy errors. The areas of literacy to prioritise are; spelling, grammar, sentence structure and paragraphing.</i>
		▶ Teachers will mark in purple ink. Pupils complete improvement work in green pen, which may be in response to self, peer or teacher assessment.	<i>Pupils should work in green pen during improvement lessons so that corrections, re-drafts and improvements are clearly identifiable.</i>
		▶ If self and/or peer assessment is used as a method of feedback teachers should use explicit success criteria and scaffolds.	<i>Use of scaffolds and making success criteria explicit will ensure that peer assessment is purposeful and that it contributes to pupils' learning.</i>
		▶ Faculties / departments will use a process after each formal assessment which enables pupils to monitor and reflect on their own progress.	<i>Pupils will be required to record their progress on a subject-specific target sheet in the front of their books.</i>