

Leytonstone School

TEACHING AND LEARNING POLICY



Leytonstone
SCHOOL

“We are both teacher and student; when we make mistakes, we reflect, regroup and improve.”

Approved by:		
Last reviewed on:	January 2024 by JMQ and LTA - FGB	
Next review due by:	March 2027 by Lynne Tanswell	
The policy is communicated by the following means		
Governors	GovernorHub	
Staff	Policy folder in the staff shared area and email	
Parents	School website	
Pupils	School website	

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Teaching and Learning (T&L) at Leytonstone School

"We are both teacher and student; when we make mistakes, we reflect, regroup and improve."

1 Vision

To create teaching and learning ethos that puts the relationship between pupils and teachers at its heart; that facilitates high quality teaching and learning and supports pupils to make excellent progress in their learning journey. The policy is designed to be flexible to suit each subject, each teacher, and the needs of each group of Pupils.

2 Principles

At Leytonstone School we believe that:

- All pupils should receive the best outcomes possible through quality first teaching and learning.
- As professionals we continually aim to better our own practice and strive for excellence.
- Teaching and learning should be adapted to meet the needs of the individuals being taught.
- All pupils should be inspired to become curious learners who ask questions, are independent and aspirational.
- Success means something different for everyone, and should be celebrated when it is realised.

3 Resources linked to the Teaching and Learning Policy

Curriculum Policy	7.1 Curriculum Policy June 2024.docx
Embedding Formative Assessment resources	Year 1 EFA resources
QA process for staff	Quality Assurance Process for Staff .docx
Feedback policy	
Teacher Standards	Teaching standards - Meeting and Exceeding in the Standards.docx
Lesson Observation Form	Lesson Observation Form
Teaching and learning support plan	Teaching and Learning Support Plan.docx
Guide to effective marking and feedback	Guide to Effective Marking and Feedback.docx
Department implementation form	Departmental Implementation Policy.docx
Appraisal and Capability policy	Appraisal and Capability Policy
Homework strategy	COVER TO COVER - Home Learning at Leytonstone School.docx

4 Expectations

"We work hard together; hands held, challenged to improve, and we improve, every day."

We have high expectations of the teaching and learning that takes place in the classroom; we believe that the most impactful approach to pupil progress is quality first teaching (high quality, inclusive teaching for all pupils) and the strongest resource are our teachers.

Roles and responsibilities

Teaching and learning in our school is a shared responsibility, and everyone in our school community has an important role to play.

At Leytonstone School we expect:

- Everyone to aim for **excellence**, all the time.
- Teaching staff to follow the expectations for teaching and professional conduct as set out in the [Teachers' Standards](#)
- Teaching staff to have sound **knowledge of their pupils and their context** so that planning, modelling, instructions and scaffolding appropriately support and challenge pupils, enabling access and success.
- Teaching staff to **meet, greet and welcome** pupils at the door.
- Teaching staff to create a **positive, safe environment** free from distraction, discrimination or negative behaviour.
- Teaching staff to engage in the development and creation of **learning resources** to meet the diverse needs of all pupils.
- Pupils to have opportunities to **learn from the ideas of their peers** and to test their own ideas in a supportive and academically challenging environment.
- Pupils to be able to **articulate and discuss** the purpose of their learning.
- Teaching staff to take ownership of their own **professional development**, seeking out opportunities to improve through learning from other colleagues and organisations.
- Teaching staff to develop contextualised **seating plans** based on the knowledge of pupils and context.
- Learners to be engaged promptly at the start of each lesson through an effective '**Do Now**' activity.
- Teaching staff to acquire **expert knowledge** of examination requirements for their area of discipline.
- Teaching staff to put the acquisition and application of knowledge at the heart of their planning, appropriately **sequencing, repeating** and **assessing** its understanding and application.
- Teaching staff to be the experts and utilise an "I do, we do, you do" approach to **modelling**.
- Teaching staff to **monitor the progress of their pupils** and to respond appropriately, adapting their future planning based on systematic knowledge of prior and current attainment and progress.
- Teaching staff, in all lessons, to use **formative assessment strategies** to check for understanding (including PPPB and MWB strategies)
- Teaching staff to **support the needs of all pupils**, especially SEND, disadvantaged and the most vulnerable.
- Staff to develop and embed appropriate **routines** and consistently use the **behaviour policy**, including the awarding of **merits**

- Teaching staff to refer to prior knowledge and **previous learning** to ensure knowledge and skills are retained

Support staff will:

- Know pupils well and differentiate support to meet their individual learning needs
- Support teaching and learning with flexibility and resourcefulness
- Use agreed assessment for learning strategies
- Use effective marking and feedback as required
- Engage in supporting inspiring lessons and learning opportunities
- Feedback observations of pupils to teachers
- Ask questions to make sure they've understood expectations for learning
- Identify and use resources to support learning
- Have high expectations and celebrate achievement
- Demonstrate and model themselves as learners

Heads of department and subject leads will:

- Create well-sequenced, broad and balanced curriculum plans that build knowledge and skills
- Sequence lessons in a way that allows pupils to make good progress from their starting points
- Use their budget effectively to resource their subject, providing teachers with necessary resources for learning
- Drive improvement in their subject/phase, working with teachers to identify any challenges
- Timetable their subject to allocate time for pupils to:
 - Achieve breadth and depth
 - Fully understand the topic
 - Demonstrate excellence
- Effectively use department time to develop the team
- Moderate progress across their subject by, for example, systematically reviewing progress against a range of evidence and reviewing qualitative and quantitative performance data
- Improve on weaknesses identified in their monitoring activities
- Create and share clear intentions for their subject/phase
- Encourage teachers to share ideas, resources and good practice

The Quality of Education team and senior leaders will:

- Have a clear and ambitious vision for providing high-quality, inclusive education to all
- Celebrate achievement and have high expectations for everyone
- Hold staff and pupils to account for their teaching and learning
- Plan and evaluate strategies to secure high-quality teaching and learning across the school
- Manage resources to support high-quality teaching and learning
- Provide support and guidance to other staff through coaching and mentoring
- Input and monitor the impact of continuing professional development (CPD) opportunities to improve staff's practice and subject knowledge

- Promote team working at all levels, for example by buddying teachers up to support one another where appropriate
- Address underachievement and intervene promptly

Pupils will:

- Take responsibility for their own learning, and support the learning of others
- Meet expectations for good behaviour for learning at all times, respecting the rights of others to learn
- Attend all lessons on time and be ready to learn, with any necessary equipment for the lesson
- Be curious, ambitious, engaged and confident learners
- Know how to improve in each of their subjects
- Put maximum effort and focus into their work
- Complete home learning activities as required

Parents and carers of pupils will:

- Value learning
- Encourage their child as a learner
- Make sure their child is ready and able to learn every day
- Support good attendance
- Participate in discussions about their child's progress and attainment
- Communicate with the school to share information promptly
- Provide resources as required to support learning
- Encourage their child to take responsibility for their own learning
- Support and give importance to home learning

3.7 Governors

Governors at our school will:

- Monitor that resources and funding are allocated effectively to support the school's approach to teaching and learning
- Monitor the impact of teaching and learning on pupils' progress and attainment
- Monitor the effectiveness of this policy and hold the headteacher to account for its implementation
- Make sure other school policies promote high-quality teaching, and that these are being implemented

5 Teaching and learning framework

Leytonstone School staff aim to achieve excellence in the four key teaching principles; expectations and engagement, modelling, scaffolding and checking for understanding; staff should plan lessons to ensure all areas are present in each lesson taught; staff must also meet the minimum expectations as outlined below.

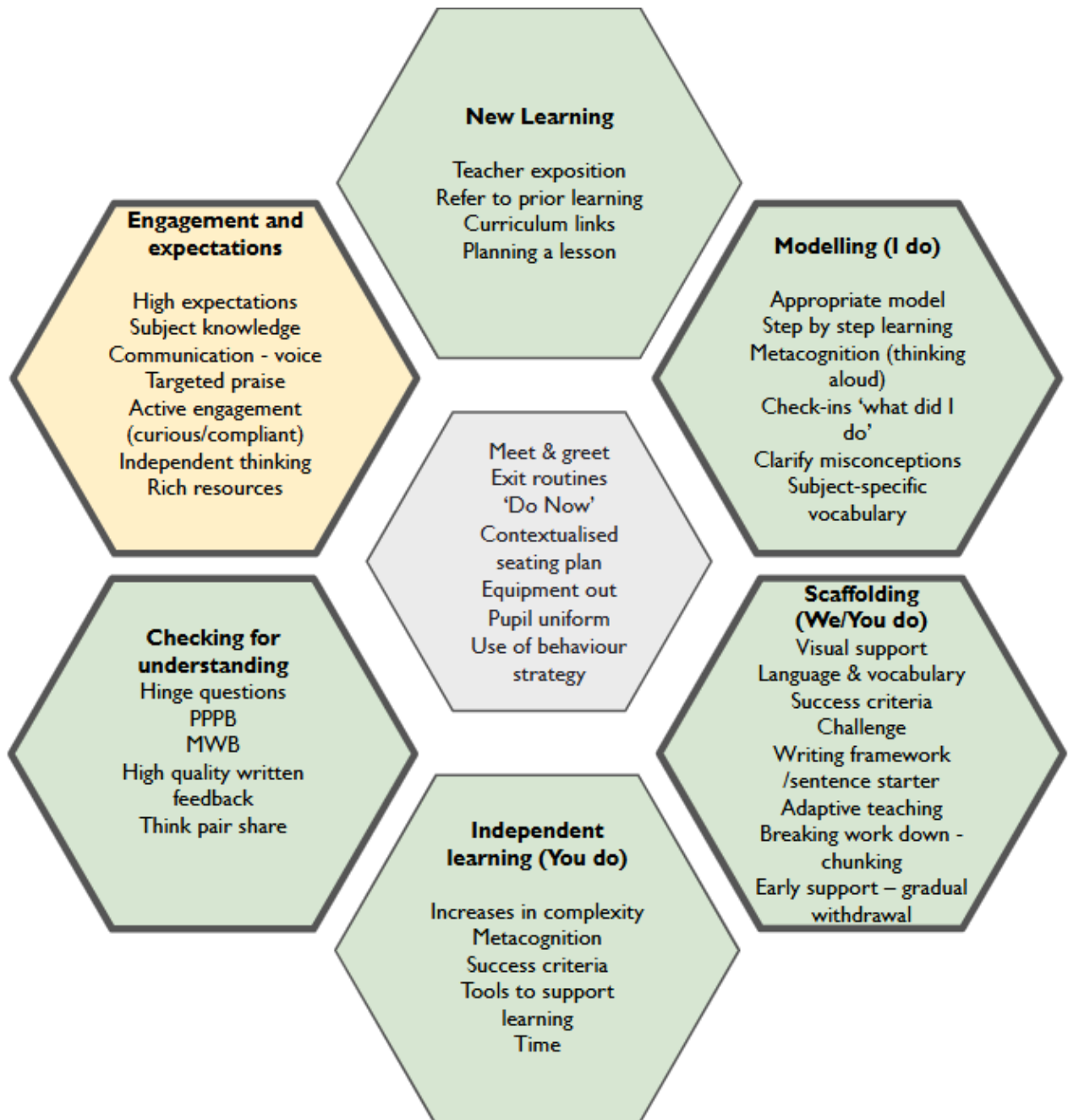
Teaching and Learning expectations - lessons

Minimum expectations	• Meet & Greet and/or exit routines • 'Do Now' at the start of the lesson • Contextualised seating plan • Upholding expectations of pupil uniform • Correct application of behaviour policy	
Modelling	• Model new learning/tasks or refer to prior models when teaching • Use appropriate methods to model and allow access to learning • Clarify and discuss common misconceptions	
Scaffolding	• Teachers effectively scaffold resources so that all pupils are appropriately supported, challenged and stretched • Teachers scaffold activities to ensure accessibility across ability ranges • Teachers consider SEND needs and ensure scaffolding allows access to the learning	
Checking for understanding	• Teachers use high quality, targeted and deep questioning to improve and secure skills, knowledge or understanding • Teachers use formative and summative assessment to ascertain understanding and modify teaching to get pupils back on track • Teachers address misconceptions • Pupils have the opportunity to ask questions and to clarify understanding	
Expectations and engagement	• Teachers inspire learning and encourage learning through: personal presence, choice of activity, pace, richness of resource etc. • The teacher has high expectations for all pupils. The teacher has excellent subject knowledge and is communicated to the pupils • Pupils are encouraged to become independent thinkers • The pupils are actively engaged and curious not simply compliant	

Teaching high quality lessons

Leytonstone lessons should be planned around the teaching and learning framework:

Teaching and learning professional development will link to development in these areas.



Leytonstone lessons incorporate checking for understanding techniques in each lesson. Pose Pause Pounce Bounce and Mini white boards are strategies used by all across every department.



POSE



PAUSE



POUNCE



BOUNCE



6 Differentiation and adaptive teaching strategies

Teaching and learning at our school will take the backgrounds, needs and abilities of all pupils into account. We will differentiate or adapt learning to cater to the needs of all of our pupils, including:

- Pupils with special educational needs and/or disabilities (SEND)
- Pupils with English as an additional language (EAL)
- Disadvantaged pupils
- Pupils who are high prior attainers

This will be achieved by teachers by:

- Knowing the pupils in the class
- Using inclusive checking for understanding strategies; Pose Pause Pounce Bounce (random selection) questioning and mini white boards are wholeschool techniques
- Using support staff effectively to provide extra support
- Working with the SEND team to establish the appropriate level of material to support pupils to make good progress
- Using ability groupings for certain subjects where appropriate
- Providing writing frames and key words and disciplinary literacy

7 Assessment

“We know that Rome was not built in a day; we dig deep, stick in our heels, and we make gains.”

At Leytonstone School we believe that all adults should provide accurate, useful feedback to our pupils that will make a difference to their outcomes both academically and personally, emotionally and socially.

Assessment calendar

The school outlines when assessments take place for each subject in each year group thus allowing pupils and families to prepare for these. It also allows the Teaching and Learning team to consider the calendar of assessments and ensure an even spread across the year. Timings of assessments should be considered when planning the curriculum; assessments should not happen for assessment sake but be timely and fully considered in terms of why it is being completed and what will happen as a result of it. The school's data collection calendar is considered in ensuring that robust assessment has taken place and quality data provided. However, data collection should not guide the timings of assessments.

There are times in the school calendar where whole school assessment takes place; these happen at KS4 and are calendared with oversight by the exams team.

When planning assessments departments should consider the school's assessment principles.

Principles around assessment

Planning the assessment

- Assessments must be planned with consideration of the pupils stage
- Assessments must cover content that has been taught
- Assessments should provide a range of challenge
- Assessments must have a clear mark scheme which is used by all markers
- Pupils in the same year group sit the same assessment (unless tiers are involved)
- Timings of the paper are appropriate for the content
- Standardisation should take place to ensure consistency of marking

Assessment preparation

- Pupils are given notice of the assessment - at least 2 weeks
- Revision advice and materials are provided as best practice; these should be appropriate and relevant to the stage of the pupils. Pupils should not be overwhelmed by large amounts of materials.

Practice following assessment

- Question level analysis of the assessment - where possible in teams
- Identify pupil misconceptions from the assessment
- Plan in time for feedback to pupils in 'Growth lessons' - feedback to include areas of strength and key areas for development (in line with the school's feedback policy)
- Consider shared marking or blind marking in order to ensure reduce the impact of biases
- Moderation should take place to ensure consistency of application of mark schemes

8 Marking and Feedback

Marking should serve a sole purpose; to advance pupil progress and outcomes. Each department within the school has their own adaptations for marking and feedback which suits the curriculum, nature of the subject and develops pupil outcomes. Leytonstone recognises that the provision of more detailed written feedback to pupils can have an important role to play in supporting their learning; heads of department (with the support of SLT) should decide where this is required. The school is sympathetic toward workload issues associated with marking and assessment and consider this in the calendaring and expectations of marking.

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Aims of feedback

- To help students make progress;
- To provide strategies for students to improve;
- To give students dedicated time to reflect upon their learning and put in effort to make improvements;
- To inform planning and structure the next phase of learning;
- To encourage a dialogue to develop between student and teacher;
- To encourage students to have a sense of pride in their presentation of work;
- To correct mistakes, with a focus on literacy/vocabulary skills.

Teachers will employ a variety of feedback methods, selected based on the learning objectives, the nature of the task, the age and ability of the pupils, and subject-specific requirements.

The feedback policy provides a more comprehensive overview of feedback; below are the key principles.

Live feedback

Our commitment to providing high-quality feedback is considerably strengthened through our school-wide focus on developing formative assessment. Across lessons, staff consistently provide and guide pupils to receive **feedback** using various methods.

These include:

- **Questioning:** Through our "Pose-Pause-Pounce-Bounce" (PPPB) questioning strategy, incorporating the consistent use of "no hands up" and randomisation, staff provide immediate and inclusive **feedback**. This allows for dynamic adjustment of instruction and targeted verbal **feedback**, ensuring understanding before moving on.
- **Whole-Class Feedback:** Teachers identify common misconceptions and strengths from pupil work. Concise whole-class **feedback** sessions or integrated lesson aspects are used to gauge understanding and outline clear "next steps" for improvement or re-teaching. Techniques such as whiteboards, voting, and RAG cards are regularly employed to facilitate this process.
- **Delivering Actionable Live Feedback in Lessons:** When planning curriculum and lessons, teachers should consider how live feedback can focus on key skills, knowledge, and application. For each task, key outcomes and skills should be identified and made clear to pupils, for example, through success criteria. When providing live verbal or written feedback, particular attention should be given to disadvantaged pupils (SEND/PP). As a minimum, teachers are expected to provide live feedback to at least three pupils per lesson.
- When live actionable written feedback is provided, it should be given in **purple pen**, and pupils are expected to action the changes using **green pen**.

Frequency of Feedback Strategies

- **PPPB** questioning should be utilised in all lessons where questioning takes place.
- **Whole-class feedback strategies**, which encourage a wider range of pupil responses, should be employed in each lesson, unless exceptional circumstances dictate otherwise.
- **Delivering Actionable Live Feedback**, should be expected in every lesson, where applicable and appropriate

Detailed, Targeted Feedback

All written feedback provided by teachers will be given in **purple ink**. This makes it immediately identifiable for students, helping them quickly locate, read, and focus on the feedback, ultimately improving their engagement with and response to the guidance provided.

More detailed written feedback will be provided on specific, pre-identified pieces of work. The focus remains on quality and impact over quantity - the minimum frequency for such feedback is as follows:

- KS3 core - twice per half term (Maths, English and Science)
- KS3 non-core - once per half term (e.g., Art, PE, RE, etc.)
- KS4 exam subjects - twice per half term (e.g., GCSE subjects)

Heads of Department (HODs) are responsible for identifying the specific 'pre-identified pieces of work that will receive this targeted written feedback.

This feedback will:

- Identify specific strengths linked to learning objectives.
- Highlight specific areas for improvement, linked to success criteria.
- Offer clear, actionable "next steps" for the pupil to progress.
- Be legible and succinct.

Pupil response

- **Green Pen:** All pupil responses to feedback are completed in green pen. This visually distinguishes it from prior work, making the response easy for students to locate and engage with for improved learning.
- **Dedicated Improvement and Reflection Time (DIRT):** Follows every instance of detailed feedback, enabling students to reflect on learning, address misconceptions, and apply feedback to enhance their work.
- These sessions are designed around the three Rs:
 - **Reteach:** Teachers provide additional instruction or support to address areas where students struggled.
 - **Redo:** Students revise their work based on the feedback they have received and the additional instruction they have been given.
 - **Reflect:** Students think about the feedback they have received and identify areas for improvement.

Marking and feedback overview

- Staff provide regular feedback to all pupils, not only on formalised work (summative assessments) but also through daily interactions in the classroom (see *feedback policy*)
- Department teams determine how feedback will be delivered in practice so that there is consistency in its application within departments
- Marking of pupil work must inform the planning process and address misconceptions in the classroom
- Feedback leads to responsive activities planned by staff so that it has a direct impact on pupils' outcomes.
- Pupils act on feedback - Feedback to mean more work for pupils than for teachers and time is dedicated for pupils to implement it in their learning 'DIRT'.
- Class teachers communicate the methods of feedback to their pupils and to ensure that all pupils understand how to use the feedback to make progress.
- Use knowledge of the pupils starting points and current assessment data to inform planning

8 Homework

"We seek experiences which will broaden our horizons."



At Leytonstone we are committed to providing valuable and meaningful home learning that supports and challenges pupils. Homework can recap prior learning, provide opportunities to study new concepts or extend pupils' understanding beyond what is explored in the classroom. The regular setting and completion of home learning is important in ensuring that they achieve their very best; they will learn to reflect on their learning and progress and develop into responsible and independent learners. Homework should challenge pupils to work independently, but be scaffolded for accessibility.

Setting of homework - expectations of the school

Homework tasks are **always set via ClassCharts**

Resources can be in various formats (e.g. homework booklets, IT platforms like Seneca, Sparx)

Frequency and Duration:

Years 7-9:

- Core subjects: Weekly (approx. 30 mins per subject)
- Other subjects: Fortnightly (approx. 30 mins per subject)
- PSHRE and PE will not set homework

Years 10-11:

- Core and Option subjects: Weekly (approx. 45-60 minutes for each subject)

Pupil Expectations

- Engage with their homework
- Complete their homework on time and do their best
- Ask for help if they don't understand something before it's due
- Stay organised – use their planner to keep track of deadlines
- Respect deadlines – they are expected to hand homework in on time

Family Expectations

- Encourage pupils to engage fully with the homework set
- Work with the school in regularly monitoring the completion of your child's homework via ClassCharts
- Provide a suitable space for your child to complete homework. If this presents a challenge, then families should encourage their child to attend homework club at school which provides a warm, safe, calm environment with support from staff

Teachers and departments will:

- Plan homework into **schemes of learning** in order that it is relevant

- Set homework according to the frequency outlined below
- Check pupils have completed their homework and log sanctions where they have not
- Refer to or feedback on homework in lessons - teachers are not expected to mark individual pieces of homework unless this is an identified summative assessment as part of the scheme of learning.

Supportive Measures

We want all of our pupils to be able to reach their full potential and this includes the independent work they do outside of the classroom. In order to help them do this the following are in place:

- **Quality First Teaching**
- **3 Homework Clubs** (Inclusion, KS3 & KS4) all Monday to Friday (3:15 - 4:15pm)
- **Collaborative Communication** (ClassCharts & direct communication from teacher/HoY)

At Leytonstone we believe that home learning:

- Requires careful **planning alongside the curriculum** to enhance its delivery.
- Should be **relevant, clear** and **linked** to learning in class
- Should be **monitored** by teachers for its efficacy.
- Should be **challenging** and be **scaffolded** for accessibility
- Should provide opportunities to promote **independence** and **self-confidence**.
- Encourages **parental cooperation** and **support**, involving them in the learning process.

9 Monitoring and Improving the Quality of Teaching and Learning

“Every member of our community is dedicated to growth.”

At Leytonstone School we recognise that no single snapshot can inform the quality of teaching over time, and that it is necessary to triangulate evidence from multiple sources to gauge the effectiveness of our curriculum implementation. Heads of Departments are responsible for monitoring all teaching and learning within their curriculum area, SLT line managers work closely to support the implementation involving department teams where necessary. SLT have the overall responsibility for the Quality Assurance of Teaching and Learning across the school; from time to time external advisors may be used to validate and support our monitoring.

Quality Assuring Teaching and Learning

The Leytonstone School Quality Assurance (QA) calendar outlines where aspects of teaching and learning will be monitored throughout the year. The QA calendar aims to work quickly and effectively to improve in areas that are identified; guiding and supporting middle leaders to select effective ways to monitor, develop and support their teams to drive excellence.

The QA calendar outlines four weeks in each term in which the Quality of Education (Q of E) team along with heads of department will consider specific areas of teaching and learning. In each week there will be a different measure to monitor quality (such as learning walks, work scrutiny, pupil voice, feedback sessions etc) The QA calendar aims to do the following:

- Be more bespoke – focus on developmental areas for different teams
- Support development of leadership
- Support department improvement
- Share excellence through the school

Lesson Observations – The process

All members of staff will be observed up to three times over the course of each year. If staff are observed as part of a department review this will count as one of their observations. The observers consist of department leads and the Senior Leadership Team (SLT). Early Career Teachers (ECTs) are included in the lesson observation cycles albeit the foci of these observations are specific to the Teachers' Standards (TS). The foci of the lesson observations for all other teaching staff are expectations and engagement; checking for understanding; modelling; scaffolding; the four key areas of the school's teaching practice are underpinned by the Teachers' Standards.

Developing practice

At Leytonstone School we believe that, whatever your stage in teaching, you should continue to develop your practice. Each staff member, in each observation, is set an action point. It is the expectation that, before the next observation, they will have engaged with a form of development to improve this area of their practice allowing for more bespoke, carefully planned, direct development.

The teaching framework supports observers to identify teacher's strengths and areas for development in each of the four key teaching areas (see the *Lesson Observation Form*). Observers consider progress made toward previous action points; this ensures more cohesive, developmental and meaningful process.

The School is committed to the development of practice; all staff are part of a coaching programme. Each staff member has a coach and are coached Through this programme staff will engage with 'peer-to-peer' observations across the academic year further strengthening Continuous Professional Development (CPD) opportunities.

Minimum expectations

The school have a shared set of minimum expectations that must be met in every lesson;

- Staff meet & greet and/or use exit routines
- There is a 'Do Now' at the start of the lesson
- Each class must have a contextualised seating plan
- The staff member upholds expectations of pupil uniform
- The correct application of behaviour policy is seen.

Anybody not meeting these minimum expectations will have a number of short observations, over the course of two weeks, with a focus on minimum expectation by the HoD and SLT line link

Observation feedback

We are committed to maintaining a supportive and non-judgemental culture, which is reflected through the verbal and written feedback teachers receive about their practice – Written feedback is recorded on SISRA Observe. However, we do recognise that there are times when staff will require more prescriptive support. This may be directed by a Head of Department or from a member of SLT, and will be detailed in an informal support plan, which will normally last between 6 and 8 weeks (see *appraisal policy* and *teaching and learning support plan*). Failure to make progress through a support plan may lead to formal capability. Please refer to the *Appraisal and Capability policy* for details about this process.

Sharing best practice

At Leytonstone School we are committed to ensuring that all teachers are given the opportunity to develop and share best practice. Firstly, through rigorous Performance Appraisal, where staff self-evaluate against the Teachers' Standards and set personal teaching targets for themselves that are closely linked to the School Improvement Plan (SIP). Secondly, through CPD, which is based on individual professional needs, the requirements of departments and whole school/national developments. We expect all our staff to support one another's development by delivering CPD, at least at the department level, to help improve teaching and learning across the school. Lesson observations are also triangulated with department quality assurance processes to also determine where support is required for staff.

Observations overview

- Observations of all staff take place up to three times per school year
- Where a department review has taken place this observation will count as one of the observations
- Observations are linked to previous action point/s (expectation and engagement, checking for understanding, modelling, scaffolding) – the observers refer to the previous targets in their feedback
- Pupil voice and feedback are considered in lessons
- In the event a member of the teaching staff does not meet the minimum expectations of a lesson observation they must be re-observed . Where minimum expectations are not met a second time an informal support plan is put in place for the member of staff
- Verbal feedback is given promptly (ideally within 48 hours) and written feedback should follow this which includes strengths and an action point/s
- Staff must engage with their action point/s and reflect on their feedback
- Calendared CPD and coaching are in place develop teaching and learning
- Staff strengths are identified – best practice is shared with teams/whole school

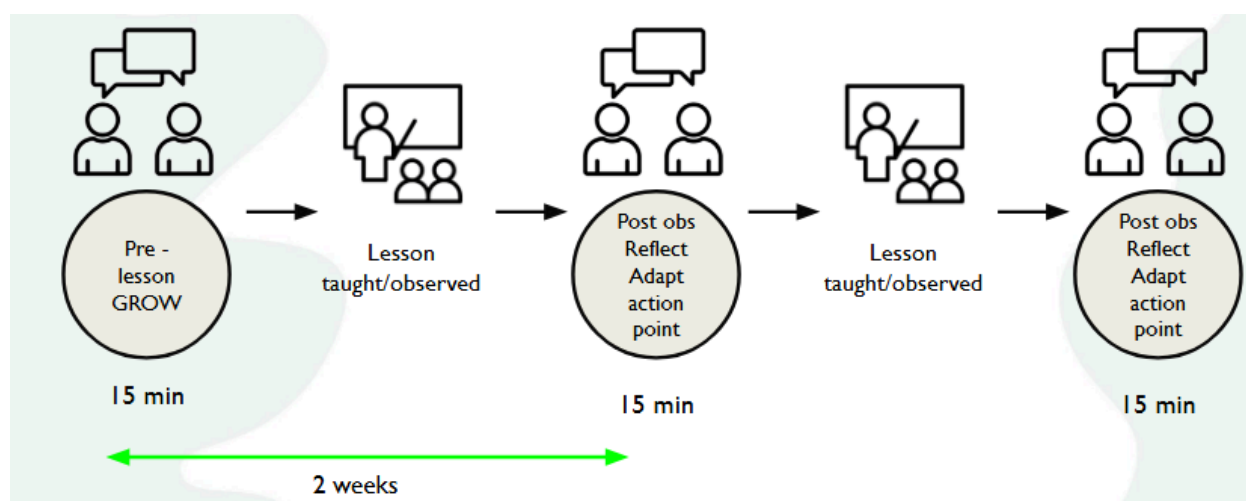
10 Professional Learning

The school is committed to developing every member of staff. There is an extensive range of staff development throughout the school and staff are encouraged to engage and reflect on their learning. Here are a range of training opportunities available to staff:

- Teaching and learning twilight INSET sessions
- Fortnightly department CPD
- Coaching programme
- HoDdles (CPD for Heads of Department)
- National college online training
- Mentoring (ECT and ITT)
- Bespoke/one off training sessions

Coaching

All teaching staff are trained to be coaches. This offers personalised professional development for all staff. All teachers will have a coach and be a coach themselves. Partnerships are formed considering the stage of staff in their career. Coaching targets are formed through GROW conversations and must be focused around one of the key teaching and learning strands.



Teaching staff track the progress of their teaching target and reflect in regular meetings with their coach.

II Initial Teacher Training and Early Career Teachers

“We are the future; we shine bright; we are powerful beyond measure.”

We are committed to building learning experiences for Initial Teacher Education (ITE) and Early Career Teachers (ECT) by:

- Building our ITE/ECT programme around the DfE ITE framework and enshrining the principles and procedures as outlined by the school’s ‘Induction of Early Career Teachers’ policy and DfE guidance.

- Working alongside our training providers to ensure effective delivery of the Early Career Framework
- Providing high quality professional development through a calendared CPD programme
- Scheduled and regular mentor meetings
- Providing an in school mentor to all ITEs and ECTs
- Regularly observing and giving feedback matched to the Teachers' Standards, in individual lessons and in termly reviews.
- Making opportunities to regularly observe other colleagues
- Providing opportunities to engage with and complete academic research about teaching and learning.

12 Workload management/considerations

Here are some of the workload management considerations incorporated into this policy:

- The marking policy outlines detailed strategies for managing marking workload including whole class feedback and peer and self assessment.
- We employ a collaborative approach to planning and lesson resources are shared
- Lesson plans are not written nor required for observations
- Training applies directly to classroom practice
- Quality of education calendar is shared at the start of the year

13 Implementation of this Policy

"As Leytonstone citizens we know what we want and we know how to get it."

At Leytonstone School we recognise there is no one right way to teach, and that each department will have unique pedagogical approaches to ensure effective implementation of their curriculum. We also recognise the need for there to be consistency of teaching and learning within departments. Therefore, each department is expected to use this teaching and learning policy to create a department specific sub-policy which, will be reviewed annually and sets out:

- The department's rationale or intent
- The department expectations of pupils
- The explicit pedagogical approaches used to ensure consistency of curriculum experience
- Assessment of key knowledge and skills - retrieval and recall
- The methods and frequency of marking and feedback employed by the department
- The department's approach to Cover to Cover
- The process for monitoring and improving the quality of teaching and learning within the department