Leytonstone School

TEACHING AND LEARNING POLICY

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CONTENTS

Teaching and Learning (T&L) at Leytonstone School

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

1 Our Rationale

To create a teaching and learning policy that puts the relationship between pupils and teachers at its heart. To enable teachers to be professionals and to allow pupils to make progress.

2 Our Principles

"We are curious, we ask questions, we delve and discover."

At Leytonstone School we believe that:

- Teaching and learning happens everywhere, in every interaction with one another, and that everyone has the ability and should have opportunity to progress and succeed.
- All pupils should receive the best outcomes possible through learning journeys that are guided by professionals who continually aim to better their own practice and strive for excellence.
- There is empowerment through knowledge and that it is everyone's duty to extend one another's understanding of how to apply it in different contexts.
- Learning isn't linear and that there is no one route that works for everyone.
- Success means something different for everyone, and should be celebrated when it's realised.
- Teaching and learning is a moral endeavour and must develop the whole person – head, hand and heart.
- The acquisition and progression of knowledge, skills and learning habits takes time and effort because learning happens when we are asked to think hard.
- The best intervention a pupil can have is quality first teaching, every time, all the time.

3 Our Expectations

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

At Leytonstone School we want our pupils' provision to be supported by a deep understanding of their context and to be planned using evidence-based research. In considering how to meet the needs of all, we aim to inspire and create curious learners who ask questions, are independent and aspirational. We believe that everyone has the right to learn and work in a positive, safe environment, free from distraction, discrimination or negative behaviour. By working in and an open-door culture where everyone is confident to experiment and take risks and through collaboration at all levels, we will ensure equitable access to the curriculum and opportunities to experience the wider world. At Leytonstone School we expect:

- Everyone to aim for excellence, all the time.
- Teachers and leaders to make sound pedagogical and professional decisions, based on a deep understanding of their subject and grounded in evidence-based practice.
- That staff aim to exceed against the four key teaching principles the school has identified; expectations and engagement, modelling, scaffolding and checking for understanding –
  see **Appendix 1** – and take ownership of their own professional development, seeking out opportunities to improve through learning from other colleagues and institutions.
- That staff aim to acquire expert knowledge of examination requirements for their area of discipline.
- That staff put the acquisition and application of knowledge at the heart of their planning, appropriately sequencing, repeating and assessing its understanding and application.
- All staff to have sound knowledge of their pupils so that planning, modelling, instructions and scaffolding appropriately support and challenge pupils, enabling access and success.

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- Teachers to be the experts and utilise an "I do, we do, you do" approach to modelling.
- Each department to create and maintain a centralised store of shared learning resources to support modelling and scaffolding for all pupils that will be readily available in every classroom and include: pupil portfolios/model answers, knowledge organisers, literacy support resources, and resources to stretch pupils and support those with specific learning needs.
- All staff to engage in the development and creation of learning resources to meet the diverse needs of all pupils.
- That pupils have opportunities to learn from the ideas of their peers and test their own ideas in a supportive and academically challenging environment.
- Learners to be engaged promptly at the start of each lesson through an effective 'Do Now' activity.
- A clear rationale for organising and seating pupils based on the learning activity.
- Pupils to be able to articulate and discuss the purpose of their learning.
- Teachers to monitor the progress of their pupils and respond appropriately, adapting their future planning based on systematic progress checking.
- All staff to work in concert, regularly sharing the necessary knowledge and information to support needs of all, especially SEND and the most vulnerable.
- Staff to develop and embed appropriate routines and consistently use the behaviour policy so that learning time is used effectively.
- That staff create a caring, safe and inclusive environment by meeting, greeting and scanning at the door and publicly celebrating pupil success.
- Everyone to engage in a process of continuous learning, supporting one another to meet these expectations everyday through observation, feedback and being professionally curious.

4 Our Approach to Marking and Feedback

"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. At Leytonstone School we expect:

- All adults working with pupils across the school to provide regular feedback to pupils, not only on formalised work but also daily interactions in the classroom.
- The professionals (departments, teachers and LSAs) to determine how feedback will be delivered in practice so that there is consistency in its application within departments – some ideas for effective approaches to feedback are located in *Appendix 2*.
- The marking of pupil work to inform the planning process and address misconceptions in the classroom.
- That feedback will lead to responsive activities planned by staff so that it has a direct impact on pupils' outcomes.
- That feedback should mean more work for pupils than teachers and time is dedicated for pupils to implement it in their learning.
- Class teachers to communicate the methods of feedback to their pupils and ensure that all pupils understand how to use the feedback to make progress.

5 Our Approach to Prepared Learning at Home

"We seek experiences which will broaden our horizons."

We believe that preparatory learning at home:

- Requires careful planning alongside the curriculum to enhance its delivery.
- Should be monitored by teachers for its efficacy.
- Should be challenging but appropriate, meaningful and varied, and always matched to pupil needs.
- Should provide opportunities to promote independence and self-confidence.
- Encourage parental cooperation and support, involving them in the learning process.
- Should extend the learning covered in class or prepare for new learning activities.
- Give pupils an opportunity to take ownership and responsibility for learning, developing subject-specific skills and knowledge, notably through 'Cover to Cover' – see **Appendix 3**

6 Our Provision for 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, provided by the North East London Teaching School Hub (NELTSH)
- Scheduled and regular mentor meetings provided by NELTSH
- Regularly observing and giving feedback matched to the Teachers' Standards, in individual lessons and in termly reviews.
- Making opportunities to regularly observe other colleagues and partnering with other institutions to provide contrasting experiences.
- Providing opportunities to engage with and complete academic research about teaching and learning.

7 Our Process for 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 snap-shot 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. We believe in the first instance it is the class teacher's responsibility to monitor and evaluate the quality of teaching and learning in their classroom. The Head of Department is responsible for monitoring all teaching and learning within their particular curriculum area, while SLT will have the overall responsibility for the Quality of Teaching and Learning Assurance (QTLA) across the school. From time to time external advisors may be used to validate and support our monitoring. The following processes will be used to give feedback to staff:

- Observations with a pre-agreed focus (expectation and engagement, checking for understanding, modelling, scaffolding)
- In the event a member of the teaching staff is deemed 'working towards' in any of the school's four key areas of practice, the staff member must arrange a peer observation of a member of the Teaching and Learning team before arranging a re - observation – see **Appendix 7**

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- Work scrutiny audits (x3), which may focus specifically on a year group; key stage; pupil group; school priority based on analysis of data
- Work study at department and whole school level
- Staff contributions to the work in departments
- Pupil voice and feedback
- Departmental review
- Three 'peer-to-peer' observations across the academic year reflecting the T&L foci addressed through the School Improvement Plan (SIP) Continuous Professional Development (CPD). The observations consist of one peer observation with colleagues within the same department and two observations of colleagues outside of the department
- Mentoring partnerships
- Coaching to develop teaching and learning from the Teaching and Learning team
- Performance Development Review

Lesson Observations – The process

During the autumn and summer terms, all colleagues are observed. The observers consist of Heads of Department (HoDs), SLT and members from the Teaching and Learning Team (T&LT). Early Career Teachers (ECTs) are included in the lesson observation cycles albeit the foci of these observations are specific to the Teachers' Standards (TS) and agreed in advance which TS is the focus of the lesson observation. 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. The lesson observations support in identifying whether a teacher's practice 'allows access' to learning for all pupils or whether an area(s) of practice are 'working towards' allowing access to learning for all pupils.

Lesson Re – Observations

In the event any member of staff is deemed 'working towards' in any area of the school's four key areas of practice, the member of staff should:

- Engage with professional development opportunities by arranging a peer observation of a member from the T&LT with some agreed foci (usually the foci are the practice(s) the member of staff is 'working towards')
- Arrange a re – lesson observation to be observed by the HoD and SLT line link

Lesson observations are also triangulated with work scrutiny audits (three per year) to also determine whether a member of staff's practice 'allows access' to learning.

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 – see **Appendix 8** for the observation feedback proforma. Written feedback is also recorded on SISRA Observe. However, we recognise that there are times when staff will require a more prescriptive support. This may be directed by a Head of Department or from a member of SLT, and will be detailed in a support plan, which will not last longer than 6 weeks – see **Appendix 9**. 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.

At Leytonstone School we are committed to ensuring that all teachers are given opportunity to develop and share best practice. Firstly, through a rigours Performance Management schedule (PDR), 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.

9 Our 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 explicit pedagogical approaches used to ensure consistency of curriculum experience
- The methods of organising and encoding pupils' learning for retrieval and recall
- The methods and frequency of marking and feedback employed by the department
- The rationale and approach used to support preparatory learning in each year group
- The process for monitoring and improving the quality of teaching and learning within the department
- Any additional expectations personalised to the department

See ***Appendix 10*** – for the department implementation proforma