Teaching and Learning Policy

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Sections

1. Purpose
2. Guiding Principles
3. Monitoring and Evaluation of classroom practice
4. Appendices

1. Purpose

Our aim is for every teacher to develop excellent practice and be capable of delivering consistently effective lessons. We expect it to be evident from what teachers do that they have a firm and common understanding of the curriculum intent within their subject area, and what it means for their practice. Across all areas of the school our teaching must meet the individual needs of our students and provide opportunities to gain the knowledge and skills that are needed to be successful.

A purposeful environment in the school and the classroom is essential for students to be able to learn. We believe that effective teaching requires the teacher to underpin their subject knowledge with effective routines and to have high expectations for all students. All Hayesbrook staff should at all times be promoting an inclusive environment that meets the needs of all students, irrespective of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation.

Through the implementation of this policy teachers will ensure that students' work across the curriculum is consistently of a high quality and that all students, regardless of their starting point or educational barriers are provided with the best possible educational experience.

2. Guiding Principles

For the teacher
- Teachers observe all of the teacher standards (appendix 1).
- Teachers have expert knowledge of the subjects that they teach. If they do not, they are supported to address gaps in their knowledge.
- Teachers enable students to understand key concepts, presenting information clearly and encourage appropriate discussion.
- Teachers check students' understanding effectively, and identify and correct misunderstandings.
- Teachers ensure that students embed key concepts in their long-term memory and apply them fluently.
- Teachers recognise the power of talking to learn and expect students to regularly engage in discussion.
- Teachers ensure that students receive timely feedback about their performance which enables them to make progress (refer to assessment, feedback and feedforward policy)
- Teachers follow the academies 'Routines for learning' expectation (appendix 2).
- Teachers and other adults in the classroom contribute to a safe and purposeful learning environment.

For the curriculum
- The subject curriculum is designed and delivered in a way that allows students to transfer key knowledge to long-term memory. It is sequenced so that new knowledge and skills build on what has been taught before and students can work towards clearly defined end points.
- Teachers use assessment to check students' understanding in order to inform teaching, and to help students embed and use knowledge fluently.

For teaching
As an academy we believe that effective teaching is underpinned by pedagogy which is evidence based and avoids the pitfalls of short term fads.

We believe that the foundations of Rosenshine's principles of instruction provide clear guidance on teaching pedagogy for use in lessons to best support the delivery of the curriculum and enable our students to know more, understand more and be able to do more.

Barak Rosenhine's Principles of Instruction can be read here : Principles of Instruction: Research-Based Strategies That All Teachers Should Know, by Barak Rosenshine; American Educator Vol.

Hayesbrook staff can access further CPD on this area here: Rosenshine and in the Staff reading area.

- Begin a lesson with a 'Do Now'. It settles the students and sets the tone for the lesson. Quizzing slides
- Review prior learning. This can be developed into weekly and monthly review of material drawing on the principles of spacing and interleaving to support the

transference of information into the long-term memory. Weekly & Monthly Review slides

- Only present small amounts of new material at any time and then assist students as they practice this material.
- Give clear and specific instructions and explanations.
- Provide students with models and worked example. Worked Examples & Backward Fading slides
- Guide student practice: Successful teachers spend more time guiding students' practice of new material. Students need extensive, successful, independent practice in order for skills and knowledge to become automatic. Guided Practice slides
- Ask a large number of questions and check the responses of all students: Questions help students practice new information and connect new material to their prior learning. Asking questions also provides the teacher with feedback about any misconceptions so they can be identified and rectified. Questioning techniques include but are not limited to; cold calling, pause, pounce, bounce, hinge questions, recall and process.

Questioning and Feedback
- Provide systematic feedback and corrections.
- Provide opportunities for all students to achieve success. Encourage students to 'think hard' and to embrace failure as part of learning. A ratio of 80% success and 20% failure is suggested as the optimum.
- Do not allow students to practice and embed errors or misconceptions.
- Provide scaffolds for difficult tasks, scaffolding is needed to develop expertise. Scaffolding means providing temporary support to assist students when they learn difficult tasks. These scaffolds should be reduced / removed as students demonstrate greater expertise. Scaffolding slides

Appendix 2 explains the routines for learning which must be applied by each teacher, each lesson within lesson time.

In addition to these universal techniques there are specific actions which teachers must take to support those with SEND / EAL. These are explored in more detail in Appendix 3.

3. Monitoring and Evaluation of classroom practice

The aim of any classroom observation is to provide developmental and supportive opportunities for staff as part of their continuous professional growth. Regular monitoring of classroom practice is essential to inform school improvement, assess teacher performance and create a culture of shared learning. Teachers are actively encouraged to develop their own practice through peer observation and use of lesson recording equipment. We want to encourage an open door policy across the academy. Staff involved in observations will:

- Carry out the role with professionalism, integrity and courtesy;
- Evaluate objectively;
- Report accurately and fairly;
- Respect the confidentiality of the information gained.

Where there are concerns about a teacher or teaching assistant's performance, support and next steps will be agreed with their line manager and VP for Learning and Teaching.

Appendix 4 details the process for the quality assurance processes used to monitor the implementation of this policy. Practices including but not limited to lesson observation and feedback, book looks / work scrutiny and student feedback are used as part of the quality assurance process.

4. Appendices
Appendix 1 - Teachers Standards

Part One: Teaching
1. Set high expectations which inspire, motivate and challenge students
- establish a safe and stimulating environment for students, rooted in mutual respect
- set goals that stretch and challenge students of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of students.

2. Promote good progress and outcomes by students
- be accountable for students' attainment, progress and outcomes
- be aware of students' capabilities and their prior knowledge, and plan teaching to build on these
- guide students to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how students learn and how this impacts on teaching
- encourage students 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 students' 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 students 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 students
- know when and how to differentiate appropriately, using approaches which enable students to be taught effectively
- have a secure understanding of how a range of factors can inhibit students' 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 students' education at different stages of development
- have a clear understanding of the needs of all students, 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.

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 students' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give students regular feedback, both orally and through accurate marking, and encourage students 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 students' needs in order to involve and motivate them
- maintain good relationships with students, 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 students' 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.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
- treating students 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 students' 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 students' vulnerability or might lead them to break the law.
- 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.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

Appendix 2 Routines for learning

Preparation

'Do now' activity is displayed/set out and materials for the lesson are on students' desks

Entry to the classroom

Students should enter in an orderly and controlled way. As they enter they are welcomed with a positive greeting and reminded to start the 'Do Now' activity and get out their writing equipment, planners and any subject specific equipment for the lesson. Bags should be put away.

Whilst students are completing the 'Do now' the teacher completes the register and completes any 'changeover' activity.

Where homework is being collected it may be appropriate for students to submit this on their way in (although any issues should be picked up later to maintain a positive and swift start to the lesson) *Students who fail to comply with positive requests and instructions during the entry and meet and greet stages should be given every chance to get it right i.e. instructions repeated and/or asked to come in again with appropriate warnings.*
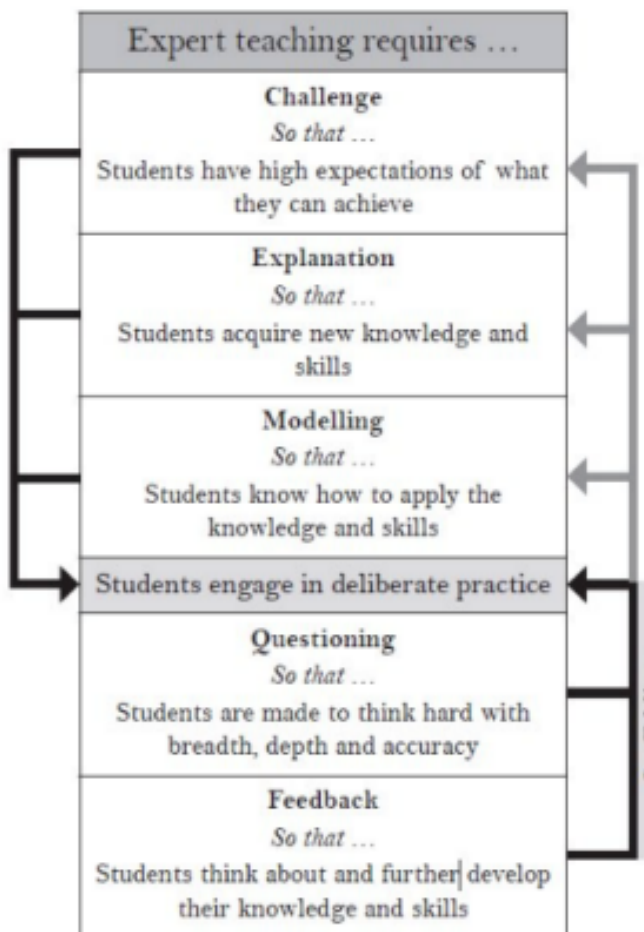
'Do now' activity
This should be completed in silence while the teacher takes the register/ deals with any matters that have arisen. The 'Do now' must reinforce prior learning/ introduce lesson topic or have a literacy focus appropriate to the planned objective of the lesson. i.e. key terminology that will be used. Whilst many staff do utilise some form of retrieval practice at the start of their lessons, there is no requirement that it has to be this.
- Self-Starting/managed
- Written or visible outcome
- Suitably challenging – experience success immediately
- Positive start.

Lesson delivery
We believe that teachers should be free to plan their lesson delivery in the way that best suits their students and their own strengths.

We do believe that it is possible to follow a simple model for teaching which can support effective planning. This model is the one highlighted in the 'Making every lesson count: Six principles to support effective teaching' series, by Allison and Tharby.Copies of the book are available in the staff CPD library and further information can be read here: Class Teaching | Finding & sharing teaching 'bright spots'

Expert teaching requires …

Challenge
So that …
Students have high expectations of what they can achieve

Explanation
So that …
Students acquire new knowledge and skills

Modelling
So that …
Students know how to apply the knowledge and skills

Students engage in deliberate practice

Questioning
So that …
Students are made to think hard with breadth, depth and accuracy

Feedback
So that …
Students think about and further develop their knowledge and skills

Not all of these principles may be appropriate for every lesson but across a sequence of lessons, effective teaching would clearly develop all six areas. The lesson should also be structured in the order which best suits the lesson, learning environment and needs of students.

Teachers are expected to have high expectations of students throughout the lesson and repeated failure to engage with the lesson should be dealt with as per the Behaviour for Learning policy.

Lesson Closure
Students are instructed when to begin to pack away and then stand behind their chairs. At this point the teacher should use the opportunity to do any of the following:

- publically celebrate any key achievements made by the class/ individuals
- do a high speed Q and A to reinforce learning or to address anything that has arisen during the plenary activities
- model and re-explain homework task
- check any misunderstandings have been rectified

Exit

The teacher moves to the doorway and invites students to leave in rows/ groups. The dismissal should include a positive comment to students as they leave and uniform should be checked on exit. Students who are not properly dressed or who do not follow the explicit instructions should be asked to return to their seat and repeat the process.

Appendix 3 - Support the students with SEND and EAL

SEND

Students with SEND are supported through the use of an individual Pupil Passport. This details their academic, social and personal needs as well as QFT strategies for accommodating these in the classroom setting. All support and intervention is bespoke and written in conjunction with the student and their families. These are updated annually or at the point of review for students with an EHCP. Pupil passports are monitored through the academy quality assurance processes (see appendix 4). The SEN register differentiates need by using codes V (identified as vulnerable by academy SEND team) K (Identified SEND by a medical professional) and E (EHCP).

All students identified with an EHCP (E) will have a personalised provision plan which has recorded the outcomes on their EHCP plan and the provisions in place for them. Students coded with a K on the SEND register may also have a personalised plan, which is reviewed regularly. The relevant details on the plans are shared with classroom teachers. Students and their families as well as academy professionals review Provision plans together up to three times each academic year.

Students with an EHCP

Support for students with an EHCP is bespoke and is dependent on the details set out in the plan. The academy will make every effort to accommodate all aspects of support set out in an EHCP dependent on the resources at its disposal. EHCPs are reviewed annually. Students with an EHCP will in addition have a Personalised Provision plan and Pupil Passport as detailed above.

EAL

Students for whom English is not their first language will have bespoke support dependent on their level of need. This will be assessed by the SENCO and appropriate provision will be put in place dependent on the resources available, in order that their academic and personal needs are met. A member of the TA team will deliver specific personalised support for students with a very high level of need.

Ensuring Effective sharing of information

In order to ensure that classroom staff are knowledgeable about the needs of SEND and EAL students we have dedicated communication mechanisms so that professionals can make informed decisions about how best to support their progress. These include:

- Briefings at the weekly teaching and learning forum
- A SEND focus in the bulletin, highlighting a strategy or student/s.
- 'Spotlight' sessions during staff meeting times
- Personalised meetings with the teachers of specific students
- All staff receive a copy of Pupil Passports for their students to be included in the planning file
- Email updates after reviews and meetings with families and students

Appendix 4 - Quality Assurance Process

Appendix 5 - Examples of the six principles to support great teaching and learning

Challenge
- Are learning objectives single and challenging for all?
- Are all students expected to develop their knowledge and skills during the lesson?
- Is formal, subject specific, academic language modelled by teachers and encouraged from students?
- Is the bar of expectation high for all students?
- Is appropriate support and scaffolding in place to enable all students to achieve this level of expectation?
- Are examples of excellence shared, discussed and deconstructed with the class?
- Is subject content relevant and challenging?
- Are assessment criteria referred to explicitly?

Explanation
- Is prior knowledge established and used to 'hook into' new knowledge?
- Does the explanation focus on the key learning points, success criteria and subject threshold concepts?
- Are there opportunities that are taken, to make the explanation more concrete and credible e.g. Demonstration, visual, practical, appropriate use of analogy, etc?
- Does the explanation generate curiosity and so 'open up the learning gaps'?
- Is explanation clear and concise, especially when subject matter is challenging?
- Is teacher talk and gesture enthusiastic, kind and inclusive?

Modelling
- Is practical work and other activities carefully modelled?
- Are examples of excellent work shared and compared? "This is great because…"
- Are exemplary examples of subject specific products, including writing, deconstructed with the students?
- Is subject specific writing then modelled and co-constructed with the students?
- Is 'expert thinking' modelled by verbalising implicit thought processes?
- Is modelling scaffolded to maximise the learning for all students?

Practice
- Once the students have had input from the teacher, are they given time to practice the new knowledge and skills?
- Are mistakes observed or understanding checked, leading to intervention when necessary to ensure that practice is perfect?
- Are mistakes utilised as a key aspect of learning?
- Is practice supported by scaffolds and support when necessary?
- Are scaffolds and supports removed at the right time to allow for independence?
- Is there evidence that threshold concepts (Key subject-specific knowledge and skills) are practised regularly to improve retention?

Feedback

- Is there an appropriate mix of verbal and written feedback?
- Are students encouraged to critique the work of their peers?
- Is feedback kind, specific and helpful?
- Is feedback designed to make them think – instead of giving them the answer?
- Is feedback timed right i.e. are students given enough 'struggle time'?
- Are students expected to move towards 'closing the gap' by responding to feedback?
- As a result. Do students know what they need to do to achieve?
- Are self-assessment strategies such as proofreading, editing and redrafting employed to aid metacognition?
- Is teaching flexible, based on feedback from the performance of students?
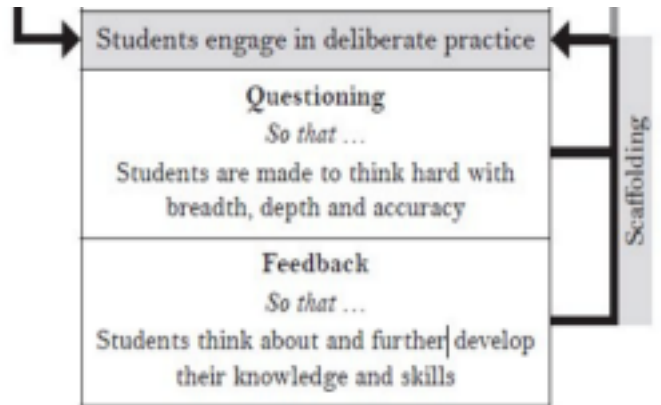
Questioning

- Does questioning involve a wide range of students?
- Does questioning both deepen and develop thinking and check for common misconceptions?
- Are students' responses developed by further questioning?
- Are reluctant responders encouraged to respond by careful scaffolding and paired talking?
- Are students encouraged to respond to and evaluate the responses of their peers?
- Are students encouraged to ask questions?
- Are students expected to rephrase answers in Standard English?