

Eastbrook School



Teaching and Learning Policy

Principles and Aims

The intention of this policy is to provide guidance and make expectations clear to ensure effective lessons where all groups of students make rapid progress.

At Eastbrook School we are committed to staff development and believe that effective teaching involves teachers talking about teaching, teachers observing each other's practice, teachers planning and evaluating their work together and teachers who teach each other.

Learning is the core purpose at Eastbrook School and effective teaching is central to ensuring that all students are able to achieve their full potential. Teachers should therefore provide challenging lessons that engage and stimulate students in a variety of ways. Teachers should assess frequently and accurately and provide appropriate feedback which enables students of all abilities to make good progress.

Teaching methods and learning activities direct and scaffold learning and inspire students. The pace of lessons is used effectively and all transitions should be smooth. There should be clear links between learning episodes. Opportunities are given for collaboration and creative thinking. Teaching is flexible and adapts to student response. In this way students learn effectively at Eastbrook.

Eastbrook teachers understand the most effective and engaging ways to fully develop students' learning. Their passion for the subject is communicated clearly and enthuses students in their work. Teachers keep up-to-date with developments and reflect on their practice, often with others, through internal and external CPD. Teachers are intellectually curious.

The following documents provide additional information and this policy should be viewed alongside them:

- The Whole School Review
- The School Development Plan, SEF and SLT Work Plan
- The Marking and Feedback policy
- The Behaviour for Learning policy
- The Whole School Handbook
- The Middle Leaders Handbook
- The Pastoral Handbook

Leadership of Teaching and Learning

All teachers are leaders of learning in their classrooms, subject leaders drive improvements in subject specialist teaching and learning and senior leaders ensure that all teaching is highly effective and leads to excellent student progress.

Teaching and learning is monitored through formal observations, focus weeks, learning walks and work scrutinies. Assessment of teaching will be based on multiple sources viewed together within the school Teaching Profile:

- Data analysis meetings following examination results and in year progress checks
- Department Focus Weeks outcomes and actions
- Evidence of sharing of good practice through departmental meetings and INSET
- QA meetings with line managers – outcomes and actions
- Scheme of work audit and actions
- NQT Induction procedures
- Appraisal procedures
- Peer observation
- Marking, book scrutiny and work sampling
- Teaching squares and Leadership Pairs – outcomes and actions
- Teaching observations (peer observations are used to help improve teaching but are not used to assess teaching)
- Student voice feedback

Staff engage in personalised and whole school CPD, which is essential to improvement.

Focus weeks and learning walks are used to monitor the strengths and development areas of departments and whole school issues. Middle leaders refer to The Middle Leaders Handbook for further guidance.

Feedback to teachers must:

- focus on student outcomes
- be specific, clear and challenging
- focus on the learning
- encourage reflection
- challenge and support
- have clear actions and timelines to follow for improvement.

Staff not yet 'securing good' will be supported through a bespoke improvement and development package.

Teachers' Standards

In line with the teachers' standards; a teacher must:

1. Set high expectations which inspire, motivate and challenge students
2. Promote good progress and outcomes by students;
3. Demonstrate good subject and curriculum knowledge;
4. Plan and teach well-structured lessons;
5. Adapt teaching to respond to the strengths and needs of all students;
6. Make accurate and productive use of assessment;
7. Manage behaviour effectively to ensure a good and safe learning environment;
8. Fulfil wider professional responsibilities

The Code of 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:

1. treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
2. having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
3. showing tolerance of and respect for the rights of others
4. 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
5. ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
6. having 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.
7. having an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

Roles and Responsibilities in continually improving Teaching and Learning

Governing Body

- **Support, challenge and hold the Senior Leadership Team to account, in undertaking their responsibilities**

Monitor, scrutinize and discuss:

- Focus Week and Learning Walk outcomes
- Examination Results / Progress Data and impact of interventions
- The impact of CPD
- Appraisal procedures and outcomes
- School Development Plan and SEF
- External Evaluations
- QA procedures
- All action plans

Senior Leadership Team

- **Support, challenge and hold the Middle Leadership Team to account, in undertaking their responsibilities**
- Ensure Subject Leaders complete Departmental Action Plans and monitor the impact through effective line management, appraisal and teaching observations
- Scrutinise data and other relevant information in order to plan appropriate whole school, target group and departmental interventions

Middle Leadership Team

- **Support, challenge and hold teachers in their team to account, in undertaking their responsibilities**
- Ensure Quality Assurance procedures are in place and represent the teaching and learning of their team
- Make expectations explicit through written communication, meetings, role modelling, schemes of work, departmental INSET and feedback from observations and work sampling
- Follow guidance and procedures outlined in The Middle Leaders Handbook
- Ensure teachers of their subject follow specification advice and recommendations given, monitoring performance throughout the year
- Are proactive in sharing progress, strengths, concerns, and interventions
- Contribute appropriate CPD develop aspects of teaching and learning that promote high standards of teaching within their department.
- Are aware of developments in teaching and learning, especially in their subject area, and the requirements of relevant examination courses.

Teachers

- Seek to develop their own practice through professional development
- Ensure good practice techniques are known and implemented accordingly in lessons, including marking and feedback expectations.
- Act on advice from Leadership
- Seek help and advice where practice needs development
- Accurately self-assess against teacher standards as part of the Performance Management / Appraisal process and work consistently to meet objectives set
- To note any specifics from Ofsted subject guidance

Securing Good Teaching and Learning

Essential

Teachers should provide the following documents for each class they teach:

- Data sheets in line with the school's system
- Context sheets
- Seating plans
- Evidence of planning

Eastbrook Teaching Conventions

At Eastbrook School we aspire to secure good and outstanding teaching but we do not demand a single style. Drawing on the expertise of teachers at Eastbrook School, as well as evidence-informed good practice, we believe that the most effective teaching and learning features the following conventions:

Planning

1. The start of each lesson motivates, challenges, engages and makes links with prior learning. It sets the direction and goals of lesson and communicates expectations.
2. Conclusions and plenaries enable students to be clear about what they have achieved.
3. Learning objectives challenge students appropriately, are shared and can be used to judge student progress.
4. Teachers are aware of all target groups, their starting points and current rates of progress and ensure that they achieve their full potential.
5. Effective planning ensures student progress within lessons and over time and is informed by prior attainment and subject specialist understanding.
6. Additional support and intervention is well focused resulting in closing any attainment gaps.

Homework

1. Homework and independent study are used to extend and consolidate learning. Challenging, accessible and engaging tasks are provided to motivate students in continuing their learning beyond the classroom and to enquire independently.

Behaviour for Learning and Teaching

1. Good student-teacher relations and the classroom environment create a purposeful atmosphere for learning. Students feel welcomed and valued and there is a good rapport with classes and individuals. This encourages all to participate fully.
2. Generally Eastbrook students' attitude to learning is very positive. They are motivated, enthusiastic, and enjoy learning. Their behaviour enables them to remain actively engaged, to concentrate and to persevere.
3. High expectations of all students result in rigorous planning and teaching which challenges. These expectations are communicated clearly to students and this contributes to the good progress they make. Students are inspired to try their best, persevere and produce the highest standards of work. There are clear expectations for behaviour and the school BfL policy and procedures are followed.

Assessment and Feedback

1. Assessment, monitoring & feedback is regularly used formatively with students, to help them understand what they are doing well and what they need to do to improve. It includes:
 - written feedback
 - oral feedback
 - post marking / feedback actions to be undertaken
 - self-assessment
 - peer-assessment
2. Subject moderation ensures that assessment is accurate and consistent across the department and in line with national standards. Feedback is consistent, accurate and clear; highlighting progress, success and areas to improve.
3. The teacher sets marking activities which challenge the learner to improve, allowing time for students to act on the feedback in lessons.

The Marking and Feedback policy provides further detail and expectations.

Questioning

1. Questioning, discussion & dialogue is used to monitor students' understanding, provide access and challenge to encourage higher-order thinking.
2. Carefully targeted, it encourages and extends students so that they reach new understandings, reflect on their learning and think independently.
3. Key questions are planned. Teachers are encouraged to use open questions where possible and questioning techniques should encourage classroom dialogue.
4. The school's use of reciprocal teaching methods provide a strong structure for effective questioning.

Review and Evaluation

This policy will be formally reviewed every two years. However, it is recognized that interim adjustments may be beneficial and these will be taken to staff and the Governing Body as needed.