



DSLIV Teaching and Learning Policy

2018-20

Document provenance

This policy was approved by Trustees as follows –

Education and Personnel Committee	Date: February 2018
Frequency of review: every two years	Next review date: February 2020
ELT Owner: National Director of Education	Author: Regional Education Director (North)

Summary of changes at last review:

- Added in quotes from Ofsted's inspection handbook.
- Significant changes made to reflect Crest's teaching rubric
- Changes to incorrect capitalisation, hyphens and punctuation
- Significant changes to the equality and diversity section which is very weak and not compliant with legislation
- Appendix 2 removed as this is a repeat of the same things mentioned elsewhere

Related documents:

- Crest's teaching rubric and the cross-academy teaching rubric
- Crest's teaching and learning policy

DSLTV Teaching and Learning Policy 2018-20

1. Introduction and purpose

- 1.1 Effective teaching reflects the commitment and determination of all staff to ensure that every student succeeds. It requires methods that engage students in productive learning and the imagination to make learning vivid and relevant. It requires the skill to build on what students know and to evaluate how well they are achieving.
- 1.2 The purpose is to maximise the learning potential of every student through the highest quality of teaching.
- 1.3 The academy aims to meet the criteria laid down in Ofsted's school inspection handbook for an outstanding judgement. In that, we aim to make sure that:
 - Teachers demonstrate deep knowledge and understanding of the subjects they teach. They use questioning highly effectively and demonstrate understanding of the ways pupils think about subject content. They identify pupils' common misconceptions and act to ensure they are corrected.
 - Teachers plan lessons very effectively, making maximum use of lesson time and coordinating lesson resources well. They manage pupils' behaviour highly effectively.
 - Teachers provide time for practice to embed the pupils' knowledge, understanding and skills securely. They introduce subject content progressively and constantly demand more of pupils. Teachers identify and support any pupil who is falling behind, and enable almost all to catch up.
 - Teachers check pupils' understanding systematically and effectively in lessons, offering clearly directed and timely support. Teachers provide pupils with incisive feedback about what pupils can do to improve their knowledge, understanding and skills. The pupils use this feedback effectively.
 - Teachers embed reading, writing and communication and, where appropriate, mathematics exceptionally well across the curriculum, equipping all pupils with the necessary skills to make progress.
 - Teachers are determined that pupils achieve well. They encourage pupils to try hard, recognise their efforts and ensure that pupils take pride in all aspects of their work. Teachers have consistently high expectations of all pupils' attitudes to learning.
 - Pupils love the challenge of learning and are resilient to failure. Teachers enable them to be curious, interested learners who seek out and use new information to develop, consolidate and deepen their knowledge, understanding and skills.
 - Teachers are quick to challenge stereotypes and the use of derogatory language in lessons and around the school. Resources and teaching strategies reflect and value the diversity of pupils' experiences and provide pupils with a comprehensive understanding of people and communities beyond their immediate experience.

2. Scope

- 2.1 This policy applies to all teachers, qualified and unqualified, those in their NQT and RQTs years, student teachers, including Teach First and teaching assistants.

3. Legislation and regulation

3.1 Teachers' Standards were introduced on 1 September 2012 to set a clear baseline of expectations for the professional practice and conduct of teachers. This policy builds on these expectations.

4. Teaching and learning at DSLV

4.1 Each academy understands that expectations of teachers will vary depending on the stage they are at in their career. Teachers on the upper pay spine, for example, or with a teaching and learning responsibility, should demonstrate the highest quality teaching skills which will be greater than newly qualified or unqualified teachers. The academy follows E-ACT's teaching and learning rubric which identifies teachers in four main stages of their careers: pre-mastery; beginning mastery; mastery and advanced mastery.

4.2 The academy has identified some key strands of teaching and learning and follows E-ACT's teaching and learning rubric to identify where each teacher is on each of the strands. The strands are:

- climate for learning
- precision planning
- learning and teaching
- assessing and re-teaching
- pride and professionalism.

5. Responsibilities

5.1 In the first instance it is the class teacher's responsibility to monitor and evaluate the quality of learning and teaching in the classroom.

5.2 The head of department/learning leader is responsible for monitoring all learning and teaching within their curriculum area while the deputy headteacher will have the overall responsibility for the quality assurance system of learning and teaching across the school. From time to time the monitoring process will be supplemented by the involvement of external advisors.

5.3 The regional and deputy regional education directors and the region's system leaders have responsibility for making sure that teaching improves.

6. Monitoring and evaluation

6.1 This policy will be monitored by:

- Regional education director and deputy regional education director
- The region's system leaders
- headteacher
- deputy headteacher
- leadership team
- heads of department
- teacher self-monitoring

6.2 Monitoring will be by RABs, lesson observation, sampling of students' work, sampling of lesson plans and talking to students and talking to staff. Heads of department will monitor according to the termly monitoring programme. The subject self-review process is implemented by the head of department.

7. Review

7.1 This core of this policy will be reviewed every two years by the national director of education and approved by the board of trustees. The policy will then be adapted as necessary by academies, with the input of the regional education directors.

Appendix 1: Teaching

1. How good is teachers' command of subjects and courses?

- Teachers' expertise in their subject at and beyond the level required for the courses they teach, are essential starting-points for effective teaching. Students should be learning from experts. Deficiencies in subject knowledge and competence have a significant adverse effect on what students achieve.
- Teachers must show good use of standard spoken English.
- Teachers need a good command of the assessment requirements of the awarding body in subjects and courses that are externally moderated and examined. They also should use assessment carefully in key stage 3 to plan lessons and next steps for students.
- Teachers should use their subject knowledge to ask relevant questions that deepens students' understanding, skills and knowledge. They should ask open-ended questions orally, and in the tasks that they set, that make students explain, reason, develop conceptual understanding and elaborate their answers.
- Excellent teacher subject knowledge enables them to explain new ideas in ways that make sense to students. Teachers should use their knowledge to provide relevant first-hand experience to students, drawing on different contexts, a wide body of knowledge including, where relevant, the world of work. Teachers should help students to make connections across subjects. They should know and use the most appropriate and up-to-date resources, especially ICT, that interest and challenge students and promote effective independent study.

2. Do teachers plan effectively, with clear learning objectives and suitable teaching strategies?

- Planning should indicate that thought has been given to how knowledge, understanding and skills are to be built up. Lessons should be planned based on the current assessment of students' knowledge and skills. It is important planning for lessons gives support staff a good framework for adapting the work and modifying approaches for individual students with SEN/D and difficulties.

Learning objectives should:

- make clear what students will learn
- build on where students are at but challenge to get students to higher grades
- be understood by students
- take account of students' differing needs.

Activities should be:

- appropriate to meet the objectives
- evaluate how well the learning objectives are met, whether they are realistic and what steps teachers take to assess the learning in planning further work.

3. How well do teachers interest, encourage and engage students?

Teachers must capture students' interest. Imaginative lessons are vivid, real and relevant. They motivate learners and develop students' conceptual development.

Excellent teaching:-

- coaxes and manages reluctant learners
- has a high level of visual imagery; film clips; photo clips; and is relevant.
- encourages students to try out new tasks and work independently
- builds on and improves what students already know
- makes links between subjects and between ideas in the same subject
- builds students' vocabulary and their reading skills.

4. How well do teachers challenge students, expecting the most of them?

Effective teaching extends students intellectually, creatively and physically.

Teachers show high expectations by:-

- teaching that is closely matched to students' needs linked with individual or group curricular targets;
- questioning and intervention that provide challenge and extend students' learning
- clear models to show how students should approach their work and behave;
- suitably demanding use of materials and learning resources.

5. To what extent do teachers use methods and resources that enable students to learn effectively?

Methods, resources and organisation should result in high standards of work and behaviour. If any students or groups are not learning effectively, strategies should be developed to address this.

An effective range of methods and resources include:-

- ways of teaching and resources that excite, inspire or motivate students to contribute and develop their ideas;
- teaching strategies reflecting different learning styles; in particular visual, auditory and kinaesthetic;
- techniques that are adjusted well to achieving the learning objectives, such as well-informed exposition and demonstration or questioning that probes understanding;
- practical work, investigations and problem-solving exercises that develop students' skills, creativity and understanding;
- judicious grouping of students that enables the teacher and other staff to work with them effectively and the students to collaborate where appropriate;
- good quality materials that help students learn;
- opportunities for students to apply skills and knowledge in English language and literacy and

mathematics across the curriculum;

- considered use of ICT and e-learning to promote effective learning;

6. Do teachers make effective use of time and insist on high standard of behaviour?

Good teaching establishes a productive climate for learning. This is likely where the focus is on learning rather than controlling behaviour, and where students' contributions are valued. Features that reduce the incidence of inappropriate behaviour include:

- a prompt and stimulating start to the lesson
- clear and efficient organisation of activities and groups
- fast response to teachers' requests and instructions
- little distraction from the tasks, behaviour supports fast progress
- mutual respect and properly established work habits;
- relevant activities that engage the interest of the students;
- an emphasis on self-discipline and mature behaviour;
- consistent and effective implementation of behaviour management policy.

7. Do teachers make effective use of teaching assistants and other support?

Teaching assistants and other support should contribute to the achievement of learning objectives for individual students, groups, or the whole class.

Effective use is made when:-

- the skills and expertise of assistants and support staff are sufficient, known by the teacher and used well
- they are well briefed so they are fully aware of the learning objectives, and how they are to be met
- they carry out a useful range of support tasks, so freeing the teacher's time for teaching
- they are involved in planning, staff meetings and have access to professional development.

8. How well do teachers promote equality of opportunity and inclusive practice?

Students' individual needs are met when:-

- all students are treated with respect and their contributions valued and encouraged
- teaching methods and resources are without bias, free from stereotyping, and are properly matched to meeting the needs of all students
- sensitivity is shown to students' individual circumstances, beliefs and cultures in the way questions are asked or ideas promoted;
- the school has due regard for the SEN Code of Practice and follows the equality act of 2010
- teachers must, through their teaching, promote different genders, sexualities, races, faiths, ages, marriages, transgenders and disabilities.

Students who have special educational needs and/or disabilities

Work should be matched to students' needs but should be challenging. Teaching assistants must not 'spoon feed students with the answers' but should make them think and should help to deepen students' understanding. Wherever possible SEN/D pupils should be taught in mainstream classes and should not be reliant on adults learning to be independent.

Students with a disability should be included in all activities including PE, art, technology. In some cases, students may have specially adapted lessons/activities e.g. wheelchair-users playing modified basketball.

Students from minority ethnic groups and different faiths

Teachers must not assume that pupils from minority ethnic groups cannot achieve as well as others. Teachers must make sure they are fully included in all activities.

Teachers must make sure those with different faiths and beliefs, or no belief, are fully included in lessons whilst being able to maintain their faith (as long as it does not contradict fundamental British values).

Students who speak English as an additional language (EAL)

Many students who speak EAL will need no additional support or guidance, this is because they are bi- or tri-lingual and fluent in those languages. Those less proficient or INA (international new arrivals) may need extra support. Good practice in teaching for EAL students:

- specific teaching of speaking and listening skills;
- provision of effective models of spoken and written language;
- use of the first language among learners when appropriate to support learning;
- high-quality, culturally relevant visual aids and other resources;
- partnership teaching, involving EAL specialists;
- the use of bilingual support assistants who are well qualified and briefed appropriately
- identify those who need support not just at the early stages of learning English but also at more advanced levels when level of English may fail to keep pace with academic potential
- Greater explanation of technical vocabulary

Students who are or who may become, LGB

- Teachers should make sure their teaching takes account of LGBT students and not use homophobic phrases such as 'man up', 'that's so gay'.
- Teachers in their teaching such not make assumptions that all people are heterosexual or have opposite-gender partners.
- Teachers should include LGB-specific teaching e.g. in history mentioning the LGB pogrom, and in SRE making sure LGB relationships and families are identified.

Students of different genders and those who are or may become transgender

- Teachers should avoid gender-specific or sexist language and derogatory language such as 'man up', 'police man, fireman'.
- Teachers should make sure they raise the aspirations of girls and make sure they know they can be engineers, astrophysicists etc. They should make sure they teach about different genders and transgender.

Appendix 2: Assessment

1. To what extent do teachers assess students' work thoroughly and constructively?

Assessment should be used as a natural part of Learning and Teaching. It should be effective in diagnosing students' strengths and helping them to recognise and overcome their weaknesses. Good teachers target their questions and pitch them to match their understanding of students' capabilities. They use students' answers to deal with any misunderstandings or to deepen knowledge and understanding.

Assessment, verification and moderation procedures should follow the awarding body requirements. Students should be encouraged to comment on and assess their own work, and understand and use the criteria that teachers use to assess their work.

Assessment is more than responding to national tests and examinations. However, statutory requirements should be met for assessment in the relevant subjects of the National Curriculum. Teachers' assessments should be consistent with the results of National Curriculum tests and external examinations.

The effective school builds on its assessment procedures when identifying students with special educational needs and takes into account the Code of Practice. There should be consistent approaches across all departments that enable the school to identify those whose progress is not adequate and where adjustments may need to be made to the teaching. Staff should be clear when they need to make additional provision, in liaison with the Special Educational Needs Co-ordinator (SENCO), at the school action phase.

2. How well do teachers use assessment to inform their planning and target-setting to meet the needs of individual students and groups?

Assessments might guide planning through:

Analysing students' oral and written responses so as to adjust the pace, content or methods of teaching;

- Review of students' progress, including whether targets have been met at the end of a unit of work, to inform teaching and target-setting for the whole class, groups, or individuals.
- Assessments should lead to regular reviews and refinement of targets and teaching programmes.

For example:-

- information about students' attainment on entry to the school should be used to determine their programmes for learning and as a basis for checking their progress;
- assessments are followed through and students are supported where this is needed;
- targets for individual students of all abilities are agreed, and the basis for any change to them;
- changes are made to teaching approaches as a result of assessment;
- assessment contributes to planning work for gifted and talented students and those with special educational needs or disabilities, and the outcomes are considered in reviews;
- staff respond to signs that students are underachieving.

3. Do students understand how well they are doing and how they can improve?

In the best practice, students:

- know that making mistakes is inevitable, and that they can learn from sorting them out;
- appreciate that work that is always right may well be too easy;
- have a clear view of how they are doing in different subjects and courses and what they must do to improve;
- have a view of their work that is consistent with that of their teachers.