



Holte School

Teaching and Learning Policy

Lead member of staff:	Mr L Farmer Associate Deputy Headteacher, T&L
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Signed By Chair Of Governors: Mrs C Hardy	C Hardy

1. Vision and ethos

1.1 We are committed to every student's entitlement to the highest quality teaching that brings to life our thoughtfully planned, sequenced, and academic curriculum. Central to our vision is robust challenge and high expectations of all students so that they are set and complete demanding work meaning they are enabled to achieve excellence. High challenge is facilitated by high support, inclusivity and belief in the success of every child.

1.2 Our ethos is to have the highest expectations of all and to support and scaffold to ensure every child is enabled to achieve excellence across a broad range of subjects. As a result, every student sees they are 'capable of excellence', builds knowledge cumulatively as they progress across the curriculum and ultimately achieve the highest possible outcomes. Linked with high expectations and challenge for all is our commitment to mastery learning meaning we do not narrow or diminish what any student is entitled to learn.

1.3 All teaching, learning and assessment is underpinned by an ethic of excellence where every single lesson matters in students' journeys towards becoming articulate and knowledgeable subject-specialists. Curriculum, teaching and assessment are inextricably linked. When all three are aligned and of the highest quality, they should facilitate effective learning for all students, irrespective of their starting points and this should translate into all students making good progress and achieving strong academic outcomes.

1.4 We are committed to creating a safe and inspiring place for all children to learn and develop, where children's rights are respected, their talents are nurtured and they are able to thrive as individuals and as a community. The UN Convention on the Rights of the Child (CRC) is at the heart of our ethos and our curriculum.

The four guiding principles of the UN Convention on the Rights of the Child state that:

- All children are entitled to the same rights without discrimination of any kind.
- All actions concerning children will take into account the best interests of the individual child or group of children as the primary consideration.
- All children have the right to survival and development.
- Children have the right to express their views in all matters affecting them.

Holte School is committed to the guiding principles of the Convention and is actively committed to promoting all articles of the convention in all areas of the school and its work. The following articles are protected and promoted through this policy – articles 3, 12, 13, 14, 17, and 28.

2. Aims and objectives

2.1 We have the vision to provide transformational educational opportunities for all of its students. Through outstanding teaching and learning, students will be given the knowledge, skills and experiences required to flourish socially, morally, spiritually and culturally, (SMSC).

2.2 Through an ambitious curriculum and a broad range of co-curricular opportunities, students at Holte School will be given the skills, knowledge and attributes required to succeed. The school is committed to ensuring that all students are developed as individuals through their learning experience both in and out of the classroom

2.3 We ensure that all teaching and support staff have access to the highest quality training programmes and resources to provide the innovative and cutting-edge learning opportunities for every student.

2.4 The teaching and learning policy has the following aims and objectives:

- Meet the needs and aspirations of all students;
- Ensure all students can successfully access the curriculum, making any reasonable adjustments required where particular needs are identified;
- Establish an evidence informed framework for great teaching and learning across the school;
- Ensure consistency across the school in terms of the quality of teaching, learning and assessment;
- Inform teachers about how the quality of teaching and learning will be monitored to ensure a self-improving system;
- Involve all staff in developing and improving the quality of learning and teaching through a culture of collaboration and coaching;
- Provide all staff with professional developmental opportunities to extend and enhance their teaching;
- Develop staff to deliver skills beyond their own subject specialism and incorporate cross curricular initiatives, in particular literacy, critical thinking and SMSC;
- Identify students' achievements and areas for improvement, through rigorous monitoring of progress and to plan appropriate interventions to enhance learning;
- Improve levels of achievement and attainment as a consequence.

We hope to achieve these aims through a teaching and learning policy that is evidence informed, and committed to professional development, and a system of instructional coaching.

3. Our framework for teaching and learning

3.1 Effective teaching is defined as that which leads to improved student achievement using outcomes that matter to their future success. Over two hundred pieces of research conclude that ‘the higher the quality of teaching, the greater the levels of progress a pupil makes’. Our priority is simple – to improve the quality of teaching in the classroom.

3.2 Our aim is to establish a framework that defines the key elements of great teaching. Our framework includes four components suggested by research and cognitive science that teachers should consider when assessing teaching quality.

1. Understanding the content
2. Creating a supportive environment
3. Maximising opportunities to learn
4. Activating hard thinking

Within this framework there are core principles of effective practice that we would expect to see in all lessons.

- Quality of Instruction
- Modelling and scaffolding
- Checking for understanding

Through an evidence-informed approach we want to use the wisdom of great teachers alongside evidence from research to distil great teaching into a framework of clear pedagogical principles. It is by focusing on these principles that we can improve student outcomes. Good quality teaching will likely involve a combination of these attributes manifested at different times, underpinned by a commitment to promoting literacy and numeracy across the curriculum.

3.3 Our framework for teaching and learning is not prescriptive and should not be used as a check-list. As Professor Coe concludes in The Great Teacher Toolkit, “the complexity of teaching cannot be reduced to an itemised list of competencies. But the best way to become better may be to work on these skills.” We are committed to providing opportunities for all staff to focus on specific techniques, skills or areas of knowledge and practising to a high level of proficiency to improve overall effectiveness. We recognise the individuality of each teacher and believe in the uniqueness of each subject being taught and its subject pedagogy (pedagogical content knowledge).

3.4 Our framework is ‘rigid but flexible’ - teachers must be rigid in terms of focusing on sound pedagogical principles, but are free to implement the framework in their classroom in a way that best suits them, their subject and the students they are teaching. They have professional autonomy. We want to establish a common language based on this ‘rigid but flexible approach’ encouraging purposeful and reflective practice for teachers. We don’t want to talk about outstanding teaching – we want to talk about great teaching. Outstanding teaching is formulaic; great teaching accepts that successful teaching looks different in different contexts.

3.5 Our framework for teaching and learning is inspired by the Great Teaching Toolkit and the book *Making Every Lesson Count*. The Great Teaching Toolkit is a meta-analysis of decades of research into what makes teachers effective and helps answer the question, what should we focus on to improve. *Making Every Lesson Count* bridges the gap between research findings and classroom practice and distils great teaching and learning into six core principles.

3.6 Our 'rigid but flexible' framework for teaching and learning weaves together pedagogy, behaviour, metacognition and motivation as necessary ingredients for success in the classroom. We want to increase teacher agency and put the emphasis back on individual teachers to identify priorities and look for solutions informed by the evidence. The Great Teacher Toolkit and *Making Every Lesson Count* provide an excellent framework for all teachers to use to improve their practice.

Understanding content

- Having deep and fluent knowledge and flexible understanding of the content being taught.
- Knowledge of the requirements of curriculum sequencing and dependencies in relation to the content and ideas being taught.
- Knowledge of relevant curriculum tasks, assessments and activities, their diagnostic and didactic potential; being able to generate varied explanations and multiple representations/analogies/ examples for the ideas being taught.
- Knowledge of critical thinking, literacy, metacognition and self-regulation, misconceptions and sticking points in relation to the content being taught.

Supportive Environment

- Promoting interactions and relationships with all students that are based on mutual respect, care, empathy and warmth; avoiding negative emotions in interactions with students. Knowing our pupils well.
- Promoting pupils' social, moral, spiritual and cultural development. Being sensitive to the individual needs, emotions, culture and beliefs of student including SEND pupils.
- Promoting a positive climate of student-student relationships, characterised by respect, trust, cooperation and care
- Promoting learner motivation through feelings of competence, autonomy and relatedness
- Creating a climate of high expectations, with high challenge and high trust, so learners feel it is okay to have a go; encouraging learners to attribute their success or failure to things they can change

Opportunities to learn

- Managing time and resources efficiently in the classroom to maximise productivity and minimise wasted time (e.g., starts, transitions); giving clear instructions so

- students understand what they should be doing; using (and explicitly teaching) routines to make transitions smooth
- Ensuring that rules, expectations and consequences for behaviour, including rewards and recognition are explicit, clear and consistently applied by all teachers. Any challenging behaviour is followed up by teachers, e.g. restorative meeting.
- Preventing, anticipating & responding to potentially disruptive incidents; reinforcing positive student behaviours; signalling awareness of what is happening in the classroom and responding appropriately.

Activating hard thinking

- Explanation: presenting and communicating new ideas clearly, with concise, appropriate, engaging explanations; connecting new ideas to what has previously been learnt; using examples (and non-examples) appropriately to help learners understand and build connections; modelling/ demonstrating new skills or procedures with appropriate scaffolding and challenge; using worked/part-worked examples
- Modelling: giving students an appropriate sequence of learning tasks; signalling learning objectives, rationale, overview, key ideas and stages of progress; matching tasks to learners' needs and readiness; scaffolding and supporting to make tasks accessible to all, but gradually removed so that all students succeed at the required level
- Questioning: using questions and dialogue to promote elaboration and connected, flexible thinking among learners (e.g., 'Why?', 'Compare', etc.); using questions to elicit student thinking; getting responses from all students; using high-quality assessment to evidence learning; interpreting, communicating and responding to assessment evidence appropriately
- Feedback: responding appropriately to feedback from students about their thinking/knowledge/understanding; giving students actionable feedback to guide their learning
- Practice: giving students tasks that embed and reinforce learning; requiring them to practise until learning is fluent and secure; ensuring that once-learnt material is reviewed/revisited to prevent forgetting.

The Great Teaching Toolkit aims to help teachers identify the areas they can work on in their own professional development that will have the most impact on their learners' outcomes.
<https://www.cambridgeinternational.org/Images/584543-great-teaching-toolkit-evidence-review.pdf>

3.7 The framework for great teaching is not:

- Subject specific, it is a tool for planning and teaching based upon general principles of effective teaching and learning. Exactly what each part of the framework and the accompanying evidence-informed practices best look like in each subject area is up to the department to decide based on their shared subject pedagogical content knowledge.

- A rigid structure. It is a framework to support planning and teaching and to provide a common language about effective practice.
- A checklist or a single one hour lesson cycle, although it can be used to plan single lessons.

3.8 Time is teachers' most precious commodity and time spent producing quantities of lesson planning which are not having a discernible impact on learning is time not spent wisely. There is no requirement of teachers to complete lesson plans for individual lessons. There is a basic expectation that all lessons are effectively planned by teachers. Teachers may wish to complete lesson plans using the school's planning tool. We encourage teachers to learn from each other and talk together about planning, discussing everything from learning intentions, success criteria, learning progression to what it means to be 'good at' a subject.

4. Roles and responsibilities

4.1 Teachers - are the key to our success as a school community. We recognise the individuality of each teacher and believe in the uniqueness of each subject being taught and its subject pedagogy. All teachers, and support staff must model our core values and develop their practice within our 'rigid but flexible' framework for teaching and learning. In particular they must:

- Have high expectations for learning and behaviour. They know all our pupils can achieve and that they will meet whatever expectations we set for them;
- Build positive relationships. All our learners are individuals and we want their particular learning needs to be met within a supportive, warm and happy environment;
- Plan purposefully. This ensures that all learning experiences are coherent and feed into longer term progress for all;
- Embed clear routines, ensuring that there is no loss to learning and creating orderly, safe, purposeful environment in which pupils can be confident to participate and engaged without distraction;
- Create the right climate for learning. Classrooms need to be purposeful and orderly if great learning is going to take place.
- Seek to activate 'hard thinking' through methods of direct instruction, skilful questioning, modelling and scaffolding, responsive feedback and assessment so that every pupil is able to make more progress;
- Reflect on our practice and continually seek to improve. We want to be better teachers so that our pupils can be better learners. As a community we engage in regular and meaningful practice, reflection, focused discussion and training to challenge ourselves and support each other to improve.

4.2 Heads of Department or Faculty - will model expectations and promote high quality teaching and learning and consistently high standards in their department. In particular they are expected to:

- Communicate and promote a vision for great teaching and learning in their subject within the context of the school's 'rigid but flexible' framework;
- Ensure curriculum coverage, continuity and progression in the subject for all pupils, including those of high ability and those with special educational needs;
- Ensure effective development of pupils' literacy, critical thinking and social, moral, spiritual and cultural development through the subject;
- Monitor and evaluate the quality of teaching and learning in their department through the school's appraisal, self-evaluation and development and quality assurance processes;
- Initiate and plan a programme of support for teachers who require it, in conjunction with the senior leadership team, where appropriate.

- Identify and promote opportunities for continuing professional development in teaching and learning for their department, including participation in instructional coaching and T&L board meetings.
- Lead subject development and review meetings (SDR) and the review and development of teaching and learning process for their department;
- Share good practice, and use the school data systems to ensure that there is a consistently high quality of teaching and learning in their subject area.
- Provide regular feedback to the senior leadership team to help the school evaluate its practice.

4.3. The Special Educational Needs Coordinator (SENCO), and the wider SEND team will ensure that students with special educational needs are at the heart of our Teaching and Learning policy. In terms of Teaching and Learning the SENCO will:

- Support the identification of and disseminate the most effective teaching approaches for individual students with SEND.
- Work with teachers and Heads of Department and Faculty to develop effective teaching and learning strategies to overcome barriers to learning.
- Contribute to the school's evidence informed CPD curriculum for teaching and learning.
- Collect and interpret specialist assessment data to inform practice.
- Undertake day-to-day co-ordination of SEND pupils' provisions through close liaison with teachers, parents and external agencies.
- Collaborate with teachers, key stage and middle leaders to ensure all pupils learning is of equal importance and that there are high and realistic expectations of pupils.
- Oversee the deployment of Teaching Assistants on a pedagogical and non-pedagogical basis so that students become confident, competent, independent and successful learners.

4.4. The schools 'teaching and learning team' - has been established In order to communicate and promote a vision for great teaching and learning. This team includes Teaching and Learning Ambassadors, who are experienced and successful middle leaders and Teaching and Learning Coordinators who are teachers with an interest and expertise in evidence informed practice. Their roles and responsibilities include:

Teaching and Learning Ambassadors

- Promote a strategic vision for great teaching and learning that is evidence informed.
- Provide support to teachers through a programme of instructional coaching;
- Provide support to subject leads so that they are able to improve teaching and learning in their subject areas
- Contribute to the Teaching and Learning Board meeting and SDR meetings;
- Contribute to the school's teaching and learning CPD curriculum, including the T&L newsletter and focus of the week;

- Lead the school's induction programme for new staff;

Teaching and Learning Coordinators

- Promote a strategic vision for great teaching and learning that is evidence informed.
- Provide support to subject leads so that they are able to improve teaching and learning in their subject areas
- Contribute to the Teaching and Learning Board meeting and SDR meetings;
- Contribute to the school's teaching and learning CPD curriculum, including the T&L newsletter and focus of the week;
- Oversee a range of interventions to improve outcomes for all students, including those with SEND and disadvantaged students.
- Oversee T&L resources including Uplearn, GCSEPod and Seneca

4.5 The Headteacher and Senior Leadership Team - will ensure that the Teaching and Learning policy is disseminated and is implemented fully to ensure and sustain high quality teaching and learning throughout the school. They will ensure that they keep up to date with the latest research and recommendations in relation to teaching and learning. In addition the following senior leaders will:

Associate Deputy Headteacher and Assistant Headteacher – Teaching and Learning

- Establish, develop and promote a strategic vision for great teaching and learning that is evidence informed.
- Ensure that this vision is implemented and disseminated through senior and middle leader meetings, the Teaching and Learning Board meeting, and Subject Development and Review Meetings.
- In conjunction with the Assistant Headteacher, Teaching and Learning lead the school's 'teaching and learning team'.
- Monitor and evaluate the quality of teaching and learning across the school in conjunction with the senior leadership team, primarily through the Review and Development of T&L and Quality Assurance processes.
- Develop a teaching and learning CPD curriculum that is accessible to all teachers and support staff that encourages a culture of collaborative and reflective practice.
- Provide support for teachers in improving their practice in conjunction with Heads of Department and Faculty and the Senior Leadership Team, including through instructional coaching.

Associate Deputy Headteacher – standards and development

- Establish, develop and promote a strategic vision for great teaching and learning that is evidence informed.
- Organisation of thematic reviews that include the monitoring and evaluation of the quality of teaching and learning.
- Ensure that assessment data on pupil progress is used to improve teaching and learning at department and whole school levels.

Deputy Headteacher – Curriculum

- Establish, develop and promote a strategic vision for a broad, rich and balanced curriculum and that is well-taught so that students achieve well.
- Lead, motivate support challenge and develop Heads of Department and Faculty to secure improvement, in terms of the curriculum and quality of teaching and learning.
- Organise and lead the whole school calendar of quality assurance activities, including the monitoring and evaluation of teaching and learning.

Associate Deputy Headteacher -ITT & ECT Induction/Staff Development

- In conjunction with the Associate Deputy Headteacher, Teaching and Learning develop a teaching and learning CPD curriculum that is accessible to all teachers and support staff that encourages a culture of collaborative and reflective practice.
- Develop the ITT and ECT induction programme, including the dissemination of the school's teaching and learning policy.

4.7. The governing body - it is essential that Governors are informed about the effectiveness of the Teaching and Learning Policy and how it impacts upon raising standards. Governors support, monitor and review the school policies on Teaching and Learning. In particular they:

- support the use of appropriate teaching strategies by allocating resources effectively;
- ensure that the school buildings and premises are best used to support successful teaching and learning;
- monitor how effective teaching and learning strategies are in terms of raising pupil attainment;
- ensure that staff development and appraisal policies promote good quality teaching;
- Monitor the effectiveness of the school's teaching and learning policies through the school's self-evaluation process.

4.8 Parents and carers - have a fundamental role to play in helping their children to learn. As a school, we believe that when parents and school work together, for the good of their child, we see positive outcomes for both behaviour and learning. Parents may support their child's learning through their participation in parent consultation evenings, parent forums and parent partnership meetings.

5. Professional development and learning

5.1 We have a strong commitment to teachers as professionals and we are aware that the biggest single factor impacting students and their outcomes is the teachers they have and their experience in the classroom. We strive to nurture a culture where teachers strive to improve not, as Dylan Wiliam says, because “they are not good enough but because they can be even better” with an emphasis on there being “no limit to what we can achieve”.

5.2 The pedagogical skills and subject expertise of staff and its specific relationship with pedagogical content knowledge is prioritised and supported. Teachers are expected to evaluate and improve their performance through completion of professional learning and review processes. The ‘teaching and learning team’ consult and distil a wide range of evidence-based research, including the practice and experience of the most effective teachers, with the aim of making it accessible for teachers to use to inform their teaching, and plan and evaluate of schemes of learning.

5.3 Professional development for our teachers is a formative process. We will ensure that all teachers know what their strengths are and what they need to do to improve. By establishing a framework for ‘great teaching’ and describing the techniques that great teacher’s use, focusing our training around the development of those techniques all teachers are given the opportunity to become great at what they do. Because we are all clear on what great teachers do, we are able to support each other – identifying excellent practice and working together to develop weaker practice.

5.4 We follow an instructional leadership model of improvement and therefore all teachers regularly receive feedback on their teaching. As coaches will always give feedback that can be acted upon immediately to make improvements and as teachers we will always act on this feedback that, seeking advice if we are struggling to make the required changes. We will also reflect on our planning as teams through Subject Development and Review (SDR) meetings. Every topic will be reviewed after assessment points and schemes of work will be improved to take into account what worked well and what didn’t. The improvements will be written into the schemes of work for implementation the following year.

5.5 The following opportunities exist to support the professional development of our teachers:

- An extensive teaching and learning CPD library;
- A Teaching and Learning VLE including a wide range of resources for teachers;
- The online Walkthrus (Sherrington and Caviglioli) professional development resource;
- Every department has multiple copies of the Walkthrus 1, 2, and 3 (Sherrington and Caviglioli) book;
- Training available on the National College and the Key portals;
- T&L Foci of the Fortnight;
- T&L ‘bitesize’ briefings held every fortnight;
- Teaching and Learning coaching programme;

- Access to Steplab as a coaching and CPD resource
- Teaching and Learning Newsletter issued once every term;
- CPD offered by the Research Schools Network and National College;
- Teaching and Learning Impact Group meeting.
- Support from Teaching and Learning Ambassadors and Coordinators

5.6 Our processes for appraisal and the review and development of teaching and learning are focused on one important thing, developing and improving the practice of all teachers in the school. All teachers, including Early Career Teachers (ECTs) complete the review and development of teaching and learning process three times a year. The process will be completed in departments or faculties during the autumn and summer term. In the spring term teachers will work across subject areas with teachers who have similar appraisal targets to them. The summer term will include an ‘unseen observation’ rather than a classroom observation, that involves teachers planning and reviewing lessons collaboratively. During the spring term departments will work collaboratively and complete the review process in pairs or triads with teachers from different subject areas.

This review and development of teaching and learning process includes three stages:

1. Review meeting – this meeting establishes a dialogue on teaching and learning between the teacher and reviewer. They will reflect on the teacher’s strengths and areas for development, focusing on the core principles of ‘great teaching’ and whole school priorities. As part of this meeting a clear teaching and learning focus for the observation or observations should be agreed.
2. Observation of teaching and learning – at least one lesson should be observed over the course of the term. This observation should not exceed thirty minutes. If a teacher would like the reviewer to observe a sequence of lessons, or parts of lessons that should be agreed during the initial review meeting. There is no requirement for any teacher to be observed more than once. Observations must be through the lens of the focus agreed in the initial review meeting.
3. Development meeting – the final meeting will continue the dialogue between the teacher and reviewer focusing on the evidence from the observations of teaching and learning. It is expected that the teacher and reviewer will identify explicit teaching and learning targets. There will be a discussion of what guidance and support is required to achieve these targets, including CPD.

Review pairings are determined by Heads of Department and Faculty. ECTs will lead reviews with senior and middle leaders. The outcomes of all review meetings will inform department and whole school evaluations and development plans. The review process is clearly aligned with the school’s appraisal process. All teachers are expected to have an explicit teaching and learning appraisal target that is taken directly from the review and development of teaching and learning process. This target will relate directly to the school’s framework for ‘great teaching and learning’. As part of this process teachers are expected to clearly plan their teaching and learning CPD for the academic year.

5.7 In order to support the development of our teachers we offer a programme of instructional coaching led by our ‘teaching and learning team’. This programme is voluntary and is not linked in any way to the school’s appraisal or capability processes. All teachers are offered the opportunity to participate in the coaching programme, regardless of their experience and role within the school. Instructional coaching will involve teachers working with a coach over the period of six to eight weeks using the coaching resource Steplab - <https://steplab.co>. The coach and teacher, work side by side, on a level, discussing the problems and actions associated with teaching, observe each other and plan collaboratively. The Walkthru (Sherrington and Caviglioli) resource is an integral part of the school’s CPD and instructional coaching programme. An overview of the outcomes of coaching programme, including suggestions for further professional development is shared with the teacher and their Head of Department.

5.8 The Subject Development and Review (SDR) meeting is an integral part of the school’s teaching and learning CPD curriculum. These meetings involve departments working together to review and develop teaching and learning. They are evidence and research informed and provide an opportunity for teachers to share good practice and collaborate on developing teaching and learning resources. Each SDR meeting will engage with the whole school focus for teaching and learning for each half term. The foci for teaching and learning for each half term are determined at the beginning of the academic year, informed by the outcomes from the review and development of teaching and learning process. Prior to each SDR meeting the teaching and learning team create a Teaching and Learning Newsletter that includes research and resources for teachers to engage with. Heads of Department will select a Walkthru to discuss during the SDR and will encourage teachers within the department to lead such discussions. The impact of these meetings will be reviewed by middle and senior leaders over through the subsequent quality assurance processes.

5.9 Teaching and Learning Impact Group – the teaching and learning impact group meet once every half term. The meeting is led by the Assistant Headteacher, Teaching and Learning and is attended by teachers from all departments, and teaching assistants. The aim of the group is to develop the expertise of attendees by engaging them with and reflecting on the latest research and evidence on teaching and learning. The meeting will focus on the content of SDR meetings and will use the Walktrhus online professional development resource to explore research and strategies to improve teaching and learning. Meetings will also involve a Teach Meet style presentation where departments share examples of effective teaching practice. Teaching and Learning representatives are then responsible for feeding back to their departments and for identifying a blog, journal or chapter from a CPD resource to discuss during their department meetings.

6. An inclusive approach to teaching and learning

6.1 Disadvantaged students and those with SEND are at the heart of our Teaching and Learning policy. This is clear in our high expectations of all. We know that excellent teaching for disadvantaged students and students with special educational needs and disability (SEND) is excellent teaching for all as ‘there is clear evidence that, within schools, teachers’ classroom practice is the single most important factor in improving the performance of disadvantaged [and indeed, all] students’ (Social Inequality and Schools, 2010).

6.2 Our ethos is that we are all teachers of SEND, we strive to teach in the most effective way possible as all students are entitled to high quality teaching and learning. We advocate direct instruction because it positively impacts all students but particularly those who are disadvantaged and with SEND.

‘Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff’

‘High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching’

[SEND Code of Practice, 2020](#)

6.3 Teachers use the ‘assess, plan, do, review’ cycle (the Graduated Approach) to continually make appropriate adjustments for all learners, particularly those who have additional educational needs, and ensure all students have access to a broad and balanced curriculum.

6.4 Teachers use this approach to support the SENCo in identifying students who may have SEND and referring to appropriate specialised interventions, whilst recognising that such interventions must happen in conjunction with excellent, differentiated classroom teaching.

7. Learning outside of the classroom

7.1 We do not have a rigid homework timetable for any year group. We fully recognise the importance and benefits of homework as a way for students to further consolidate, review and revisit their learning and to practise and embed skills as the bridge between consolidating and connecting new learning. It is most effective when it is challenging, connected to what students have been learning about in their lessons and when it is an integral part of schemes of learning. As we do not have a rigid timetable, is it up to teachers and subject teams to decide what is appropriate and when to set it in line with their curriculum plans.

7.2 The following evidence informed principles and practices relate to effective home learning:

- Planned daily, weekly and monthly review so that students are supported to recall, retrieve and remember what they have learnt.
- Clear signposting of links between prior learning and new learning so that new knowledge is connected to and builds upon what has been learnt before.
- Regular opportunities for the revisiting of previously learnt concepts so that across the curriculum pupils are supported to remember long term the content they have been taught and to integrate new knowledge into larger ideas.
- Relentless championing of the acquisition and retention of subject-specific vocabulary and academic language so that students increase their word hoards of Tier 2 and 3 vocabulary.
- Relentless championing of subject- specific reading, reading strategies and the acquisition and retention of Tier 2 and Tier 3 vocabulary so that students become expert readers and increase their word hoard acquiring deeper and more specific knowledge.
- Regular expectations for redrafting so that students learn the value of crafting their work and the process of incremental improvement in order to achieve excellence.
- Effective questioning to assess and check for understanding so that all students think hard with breadth, depth and accuracy.
- Routine opportunities for deliberate and independent practice so that students have opportunities to demonstrate excellence by embedding knowledge and skills securely and progressively.

7.3 All students are expected to record their home learning tasks in their school planners. Home learning tasks may be set using GCSEPod, MyMaths, MASSOLIT, Kerboodle, and Seneca Learning. Teachers will provide details of homework set on a weekly basis in as part of the remote learning guides shared each week.

8. Monitoring the quality of teaching and learning

8.1 We trust that teachers' professionalism, a high-quality curriculum and effective teaching and assessment mean that students know, retain, can do more and are more fluent and articulate as they make progress across the curriculum. This is firstly noticed by and responded to by teachers in the classroom and monitored by leaders both Heads of Department and Faculty and Senior Leadership Teams through:

- Appraisal – all teachers will be observed once as part of the school's appraisal process. This observation is conducted by the teacher's line manager. Teachers will receive constructive feedback on their performance. Feedback will highlight particular areas of strength as well as any areas that may need development.
- Review and development of teaching and learning – as part of the review and development of teaching and learning process all teachers will be observed, for no longer than thirty minutes, in the autumn and summer term. An unseen observation will be completed in the spring term. These observations are peer observations and will be organised within and across departments. Outcomes from these observations will be included in the strategic evaluations and development plans for each subject and the school as a whole.
- Quality assurance – a series of 'drop-ins' to inform monitoring of the quality of learning completed once every half term. They are not a lesson observation of teaching and focus on students learning. Observations will be conducted by subject leaders monitoring the quality of teaching and learning taking place within their department and senior leaders to assess the standard of learning that is taking place in the school. Quality assurance will include observation of learning, book trawls, remote learning and homework checks and student voice activities completed by the teaching and learning team and SLT. From September 2023 Steplab will be used to record the outcomes from quality assurance. This will empower Heads of Department to monitor standards effectively, provide coaching support and recognise exemplary practice. Outcomes from these observations will be included in the strategic evaluations and development plans for each subject and the school as a whole.
- Informal Arrangements – other observations may take place during the year. These may be more informal observations, coaching observations to aid professional learning, or subject leaders monitoring the teaching and learning taking place within their department. Additional observations may also take place to provide support for new staff and for staff earlier in their career.
- Thematic Review – teachers may be observed as part of subject or thematic reviews (e.g. 6th Form, SEND, boys attainment). This will enable leaders to gain a clear picture

of teaching and learning standards across the whole department. Feedback will be received for all observations.

- Miscellaneous – senior leaders and Heads of Department and Faculty will also use the following mechanisms to evaluate the quality of teaching and learning in their departments: analysis of data, scrutiny of work, student voice interviews, staff voice interviews

8.2 Feedback from each of these processes is shared with teachers, faculty leadership teams, followed up through line management and can be used to set priorities, celebrate and share effective practice and ascertain professional learning needs. Formal observations should include feedback given using the school's observation form.

8.3 Teachers are not required to complete lesson plans for individual lessons, but there must be evidence that a lesson has been effectively planned. Teachers may choose to plan their lessons using the school's 'lesson planning tool'.

8.4 If an observation (formal or informal) is considered to demonstrate expert practice this colleague should be encouraged to do one or more of the following:

- Lead a workshop as part of the Subject Development and Review meeting, or Teaching and Learning Impact meeting.
- Conduct peer observations;
- Encourage to buddy up with a colleague;
- Summarise a book or a piece of research pertinent to the subject as part of the teaching and learning focus or teaching and learning newsletter
- Undertake Action Research and feedback to teachers in their department

8.5 If there are concerns regarding the quality of teaching and learning a teacher must be made aware. This applies to all types of lesson observation both formal and informal. The observer will meet the teacher to:

- give clear feedback about the nature and seriousness of the concerns;
- give the teacher the opportunity to comment and discuss the concerns;
- Discuss any support that may be required

Where there are concerns a meeting will be held between the teacher and the relevant Head of Department or Faculty. Through discussion with their Head of Department or Faculty a plan of support will be determined. In addition it will be made clear how, and by when, progress will be reviewed. This will include further lesson observations. A repeat formal lesson observation should take place within two weeks in order to gather further evidence and inform any support that will follow.

If any lesson is observed that raises 'serious concerns about the progress or safety of students' then a support programme must be put into place. This may include:

- Head of Department involvement and support mechanisms triggered at a departmental level.

- The teacher being able to undertake peer observations; pairing with a colleague whose teaching is judged to be effective
- Team teaching.
- Participation in the school's teaching and learning coaching programme.
- Scrutiny of lessons by the Head of Department or Faculty or senior leader.
- Time limited period of support plan after which further procedures may be necessary.
- Further professional learning opportunities
- For an ECT any support package will usually be provided by the Associate Deputy Headteacher -ITT & ECT Induction/Staff Development and/or their subject mentor.

In the rare cases where the quality of teaching and other indicators show no or insufficient improvement, the Headteacher may decide that continued informal support is appropriate or decide that the support outlined in the school's Capability Procedure should be initiated. This is a rare occurrence which the supportive ethos of the school usually makes unnecessary.

Appendices

Appendix One - Professional development opportunities

Suggested CPD activities
<p><i>As part of the review and development meetings think carefully about what support you require in order to develop your practice. The list below includes some ideas of what CPD opportunities exist at Holte School. If you are interested in exploring any of these opportunities please speak to your HoD, LJF or the Teaching and Learning Ambassadors.</i></p> <ul style="list-style-type: none">• Read a book from the school's teaching and learning CPD library• Use the resources available on the Teaching and Learning VLE• Use the Walkthrus (Sherrington and Caviglioli) professional development resource• Complete the training available on the National College and Key portals.• Observe a colleague outside of your department• Organise a visit to another school where there are strengths in specific areas of teaching and learning.• Find and read some relevant blogs/research articles on a specific area.• Request to be part of the coaching programme.• Ask a T&L Ambassador to observe you teach.• Observe a T&L Ambassador, or member of SLT teach• Get in touch with a subject specific organisation to explore what CPD they offer.• Apply to become an examiner in your subject area.• Write a reflective article that we can share with other teachers through the weekly blog or Teaching and Learning Newsletter• Lead a presentation on 'area' of teaching and learning at a SDR meeting• Have an 'in lesson' coaching session from a T&L ambassador• Use the Research Schools Network to find a specific training programme or course.• Attend the school's Teaching and Learning Impact Group meeting.• Complete a 'walk around' of the school with a member of SLT with a focus on teaching and learning.• Shadow! Meet with a member of support staff, middle or senior leader to find out more about their role.

Appendix Two – Planning tool

Lesson Planning Tool A planning framework for 'great teaching and learning'		
Teacher	Subject	
Date	Time of day	Group
Objectives		Context of learning (incl. why is this lesson being taught?)
Understanding content -Is there challenge? -Key knowledge to be covered -Link to prior learning -Assessment opportunities -Common misconceptions -Metacognition -Literacy & critical thinking		
Supportive environment -High expectations -Positive relationships -Progress of SEND pupils -SMSC development -Differentiation -Interventions to support -Deployment of TA		
Opportunities to learn -Sequence of activities -Variation & routines -Rules & expectations -Plan for behaviour -Reward & recognition		

<p>Activating hard thinking</p> <ul style="list-style-type: none"> -Explanations so that students can acquire new knowledge and skills. -Modelling so that students know how to apply knowledge and skills. -Students engage in deliberate practice. -Questioning so that students are made to 'think hard' with breadth and, depth and accuracy. -Feedback so that students think about and further develop their knowledge and skills. 	
<p>Additional comments</p>	

Appendix three – lesson observation form

Observation of Teaching and Learning		
Teacher	Observer	
Date	Time of day	Subject
Focus (main purpose of observation)		Context of lesson (lesson objective or overview of activity)
Understanding content -Challenge -subject knowledge -curriculum knowledge -Use of assessments -Address misconceptions -Metacognition -Self-regulation	<u>Strengths</u> <u>Areas for development</u>	
Supportive environment -High expectations -Positive relationships -Progress of SEND pupils -SMSC development -Inclusive classroom	<u>Strengths</u> <u>Areas for development</u>	
Opportunities to learn -Effective planning -Sequence of activities -Variation & routines -Rules & expectations -Plan for behaviour -Reward & recognition	<u>Strengths</u> <u>Areas for development</u>	

Activating hard thinking	<u>Strengths</u>
<ul style="list-style-type: none"> -Explanations so that students can acquire new knowledge and skills. -Modelling so that students know how to apply knowledge and skills. -Students engage in deliberate practice. 	<u>Areas for development</u>
<p>Additional comments or observations</p>	

Appendix Five – review and development of T&L process

Review meeting
<p><i>The purpose of the review meeting is to establish a reflective dialogue focusing on teaching and learning. The teacher and reviewer will reflect on strengths and areas for development and agree a clear focus for the review and observation process. Complete the following questions in as much detail as possible.</i></p>
Reflect and review
<ol style="list-style-type: none">1. How have you developed your teaching during the current academic year?2. What did you do to improve your teaching?3. What has been the impact on children's learning?4. What challenges have you faced in improving your teaching?5. How have you tried to address these challenges? How effective has this been?
What is the agreed focus for the review process, including the observation of teaching?

Development meeting

The purpose of the development meeting is to reflect on the outcomes of the observation of teaching and learning. From this meeting the teacher will establish a target for developing teaching and learning and create a plan for how this will be achieved. Appropriate and effective CPD will also be explored.

Review of teaching and learning

1. What good practice could be shared with other teachers?
2. What strategies could you use to improve teaching and learning?

Next steps

1. What are your targets for developing teaching and learning for the new academic year?
2. How will you achieve these targets? What will you do?
3. What support, including CPD do you require in achieving these targets?

Appendix Six – Teaching & Learning roles and responsibilities 2023-24

Associate Deputy Standards & Development	Associate Deputy Teaching & Learning	Assistant Headteacher Teaching & Learning	Assistant Headteacher Teaching & Learning & 6 th form	Disadvantaged Pupils Lead
<ul style="list-style-type: none"> -Examinations -Line management: SA -SISRA -Data analysis -Ofsted preparation -T&L reviews -Assessment -Reporting to parents, -PLCS, -Calendar, -SEF & DDP -Target setting & results -Census -Academic interventions 	<ul style="list-style-type: none"> -T&L CPD -Instructional coaching, including Steplab -Line management: AHT T&L -Line management T&L Ambassadors -Leadership of sixth form -T&L Quality Assurance and reviews -T&L Newsletter -Review and development of T&L process -SLT rota -SEF & DDP -T&L Impact Board -Disadvantaged Pupils -Lower & higher attainers 	<ul style="list-style-type: none"> -T&L CPD, coaching and reviews -Quality Assurance -Line management: T&L Coordinators -Lead and develop T&L Impact Board -Coordination of T&L focus and briefing -Whole school oracy strategy -Support whole school strategy for literacy -Collaboration with curriculum -Oversee and develop functional skills qualifications -School calendar -Assessment and trackers 	<ul style="list-style-type: none"> -T&L CPD, coaching and reviews -KS5 T&L -Quality Assurance -Leadership and oversight of 6th form -6th form academic interventions -6th form curriculum -Line management of YCO/YM -6th Form SMSC, incl. Citizenship & PSHE -6th Form recruitment -UCAS and Pathways -6th Form work experience -Coordination of results day -16-19 Fund -6th form safeguarding 	<ul style="list-style-type: none"> -Pupil Premium SDP/SEF -Academic interventions -Catch-up -PP interventions -PP evaluations -Disadvantaged strategy -T&L PP strategies -Report to governors -16-19 fund

T&L Ambassadors x2	T&L Coordinator (i)	T&L Coordinator (ii)	T&L Coordinator (iii)	Data Manager	T&L Admin
<ul style="list-style-type: none"> -Coaching -T&L support -T&L CPD -T&L Newsletter -Study Skills -Steplab 	<ul style="list-style-type: none"> -T&L CPD -CPD library -T&L Research -T&L Newsletter -T&L displays -T&L Briefing -T&L Focus -Coaching -Parental Engagement -Voice 12 Oracy -T&L literacy link -GCSEPod -UpLearn -KS3 study skills 	<ul style="list-style-type: none"> -T&L CPD -T&L Research -T&L Newsletter - T&L Briefing -T&L Focus -Coaching -Department Link -Y13 Academic Interventions -Brilliant Club -Research Schools Network -MASSOLIT -KS5 Study Skills -Parents Evening 	<ul style="list-style-type: none"> -T&L CPD -T&L Research -T&L Newsletter -T&L Briefing -T&L Focus -Coaching -Department Link - Y11 Academic interventions -Pupil Premium -Education Endowment Fund -Access Project -SENECA -KS4 study skills -T&L VLE 	<ul style="list-style-type: none"> -SISRA -SIMS assessment -Reporting to parents -Line management of invigilators - Examinations -Academic Mentoring data -Organisation of examinations -Census 	<ul style="list-style-type: none"> -6th Form Administration -T&L Administration -Sixth form bursary -Sixth form admissions -Sixth form census -6th form home school liaison

