



David Ross Education Trust

Broadening Horizons

Teaching and Learning Policy

Published 27 June 2018



Teaching and Learning Policy

Contents

1. Teaching and Learning in our academies
2. Ready to Teach
3. Ready to Learn
4. Planning
5. Class data and seating
6. Format of exercise books
7. Presentation of pupils work
8. Homework
9. Assessment, Marking and Feedback
10. Quality Assurance

Appendices

1. Front of book sticker
2. My Progress Record
3. Trust secondary lesson plan
4. Additional marking guidance
5. Key components of an outstanding DRET lesson

Additional Quality Assurance Documents

1. Primary Learning Walk
2. Primary Pupil Voice
3. Primary Pupil Voice Questionnaire
4. Primary Book Monitoring
5. Primary Classroom Environment
6. Primary Observation Feedback part 1
7. Primary Observation Feedback part 2
8. Secondary Learning Walk
9. Secondary Student Voice
10. Secondary Book Monitoring
11. Secondary Observation Feedback part 1
12. Secondary Observation Feedback part 2
13. Personalised informal support programme



1. Teaching and Learning in our Academies

The aim of this policy is to explain the 'One Trust' approach that will ensure that Learning and Teaching is at the highest standards in each academy and contributes to our mission to deliver a World Class Education.

The purpose of the policy is to:

- Place learning and teaching at the heart of all that is done in our academies.
- Provide consistency of understanding and approach to learning and teaching throughout the academy
- Enable teachers to teach as effectively as possible
- Enable students to learn as efficiently as possible
- Provide a learning environment that is stimulating, celebratory and Interactive
- Give students the skills they require to continue to be effective learners who relate new concepts to previous experiences
- Prepare students to be effective members of society, good communicators, and lifelong learners
- Provide an inclusive education for all students



2. Ready to Teach

Our 'One Trust World-Class Standard' will ensure that all of our teachers have the highest expectations for every lesson; through high quality differentiated planning, including effective deployment of support staff. This is to ensure that all of our pupils / students have consistency in their learning experiences, in order to make rapid progress.

Students / Pupils:

- Punctuality for lessons
- Sit as per seating plans
- Equipment out ready
- Planner and pencil case (secondary: scientific calculator, pen, pencil, ruler)
- Complete first learning activity on arrival
- Follow presentation of work policy
- Pupils / students to ensure the classroom is clear and tidy and then exit the classroom in an orderly manner

Parents / Carers:

- Ensure pupils/students attend school on time, with the correct equipment
- Pupils/students have completed homework set for the lesson
- All missed work due to absence has been caught up

Academy / Teacher:

At the start of the lesson:

- Teachers meet the requirements of the teacher standards
- Teachers to ensure a clear and tidy learning environment, including the teachers' work space

- All teachers should 'meet and greet' pupils / students promptly at the classroom door
- Check uniform is correct and all equipment, planners etc. are ready for a prompt start to the lesson
- Ensure that the learning environment is tidy and orderly, with coats, bags etc. stored as per the academy's arrangements
- Pupils / students should be engaged in their learning as soon as they enter the classroom – 'instant engagement' with an appropriate starter activity / task to 'hook' them into their learning
- Register taken within the first five minutes
- All teachers must have a seating plan for the class including for: HAPS/MAPS/LAPS/PP/SEND (for primary, core subjects only)
- Teacher ensure that pupils / students know their next step targets and how these relate to their current learning

During the lesson:

- Pupils / students should know the context of the lesson - what they are to learn – with learning objective / lesson focus on the board in advance
- Objective should be clearly linked to the schemes of work and recorded in books as appropriate
- Have high expectations of all pupils / students
- Pupils / students facing the teacher and in primary academies with hands on table or arms folded when listening
- Have a challenging range of differentiated strategies / learning opportunities that meet the needs of every pupil / student
- Sequence of planning to build on previous learning as per Trust scheme of learning / curriculum



- Plan for and use effective questioning that challenges all pupils /students to make rapid progress in their learning
- Ensure assessment and feedback during lessons (AfL) allows pupils / students to understand and improve their work
- All teachers to ensure planning engages, motivates and enthuses pupils / students
- Effective planning will lead to pupils / students acquiring a depth of subject knowledge, understanding and skills
- Pre-teaching and same day interventions as necessary (primary academies)

Following the lesson:

- Work is marked as per Trust teaching and learning policy
- Feedback is timely, focused on specific areas for improvement
- Dismiss pupils / students promptly and in an orderly manner, ensuring the classroom environment has been left clear and tidy for the next lesson
- In primary, teachers / TAs to escort pupils to the their next classroom / hall / out to the playground, thereby ensuring orderly transition around the academy



3. Ready to Learn

Our 'One Trust World-Class Standard' will ensure that all pupils / students have the highest expectations and are actively engaged in their learning in every lesson; an expectation that extends beyond the classroom.

Pupil / Student Expectations

- Wear correct school uniform
- Positive attitude
- Enter the academy and classrooms quietly and calmly
- Follow academy rules and routines
- Listen, ask questions and engage appropriately in all lessons
- Ensure equipment, planners etc. is ready for learning
- Coats, bags etc. stored as per the academy's arrangements (pegs, lockers)
- Phones switched off (secondary)
- All homework / preparation complete
- Know where to sit
- Straight into learning on entering the classroom
- Pupils / students know their next step targets and how these relate to their current learning

Parental Responsibilities

- Ensure pupils / students attend school regularly and on time
- Ensure pupils / students have a nutritious breakfast
- Prepare them for the day ahead by talking about their learning
- Provide correct and smart school uniform
- Ensure pupils / students arrive at school with the correct equipment and kit

- Support and encourage pupils / students have a positive attitude towards school and their learning
- Support and facilitate the time and quiet space required for pupils / students to complete homework and to access online learning opportunities
- Encourage daily reading at home using the Trust recommended reading lists
- Attend parent consultations, academy events, workshops and meetings

Academy / Teacher Responsibilities

Primary:

- Ensure a positive classroom culture for learning
- Breakfast and after school / homework clubs
- Senior staff greet pupils and parents / carers at the school entrance each morning
- Morning tasks ready for pupils on arrival
- Teaching staff greet pupils arriving at classroom doors, checking uniform as they arrive
- Spare uniform made available to ensure conformity, followed up the same day as per academy procedure
- Pupils provided with equipment in advance of lessons
- Toilet and drinks before and after lessons to reduce lesson time disruption
- Every classroom to display a visual timetable

Secondary:

- Teachers meet and greet students at each classroom door, checking uniform on entry
- Where practicably possible same day detention for being ill equipped, late or not completing and returning homework to deadlines



- Structured tutor programme
- Deployment of teaching assistance are planned for to support learning outcomes
- Effective, challenging learning activities linked to prior and future learning
- Meaningful homework to be set

4. Planning

Our expectations:

The most effective lessons are those, which are well planned so that appropriate learning activities are employed to enable all pupils to make progress. Secondary schools should use the Trust secondary lesson plan (Appendix 3) when support with planning is required, this must incorporate the key components of an outstanding DRET lessons (Appendix 5).

Well-planned lesson are when teachers:

- Display high levels of organisation: the classroom layout, resources and equipment are all ready for a prompt start;
- Ensure there is an engaging arrival/starter activity;
- Share learning objectives and success criteria/outcomes with students;
- Check progress against objectives and outcomes [mini-plenaries/traffic lighting] throughout a lesson, and use student feedback to adapt the pace and content of teaching;
- Have secure, up-to-date knowledge and understanding of subject specific developments and a range of teaching and learning strategies;
- Deliver content and skills that meet current National Curriculum and examination board requirements and that ensure all students make at least expected levels of progress across an academic year and key stage;
- Make effective use of prior attainment data, current assessment data, SEN information etc. to ensure work is pitched to provide appropriate challenge for all students, including all appropriate sub-groups [This could include most able, English as a second language (EAL), pupil premium (PP), Special Educational Needs (SEN)] so that all students make good or better progress;
- Maintain up-to-date **green** class teacher file that include seating plans, student performance data (highlighting underperforming students & class teacher interventions), SEND student profiles, student photos, teaching and learning policy, behaviour for learning policy;
- Plan lessons and activities which provide pace and are active, interesting, engaging and varied including stimulating resources that have been tailored to meet individual needs;
- Use a variety of strategies for differentiation including by task, outcome, resource, method or group and plan for different starting points for all groups of children, particularly for the most able
- Have the confidence to adapt teaching resources and methods and trial new teaching ideas and strategies with their students;
- Use questioning strategies which provide stretch and challenge to all learners: differentiated questioning is targeted and probing, students are given time to respond to 'big questions' and encouraged to ask further questions or questions are reshaped to elicit stronger student responses;
- Take an interest in student responses – model listening skills with students;
- Give students time to explore, develop and consolidate knowledge, understanding and skills and



- encourage the transfer of these skills across the curriculum;
- Promote numeracy and literacy and embed consistent approaches to strengthen skills;
- Use technology appropriately and effectively to stimulate, broaden and consolidate learning, and to support the presentation and communication of ideas;
- Ensure that students can make use of additional resources independently to support and enhance their learning beyond the classroom/lesson; stretch and challenge activities are provided for the most able;
- Set homework that actively supports learning, understanding or the application of skills;
- Take the time to set homework up carefully and strive to do so at other points in the lesson than the end.
-

5. Class data and seating

Our expectations:

All adults who work in our classrooms should understand the different starting points of pupils within the classrooms and the barriers to learning, which they are aiming to overcome.

Class data and seating:

For each lesson teachers will make the decision on where pupils sit in accordance to the activities they are delivering and in most situations there will be a seating plan. This plan will contain a range of data on the pupils in the classroom or such information will be available in a teaching file. Adults working in the classroom and observers, without impacting on the dignity of the pupils, will be easily able to identify:

- The starting points of pupils and their prior attainment

- The targets which pupils are working towards
- Disadvantaged pupils
- SEN pupils
- EAL pupils

6. Format of exercise books

Our expectations:

The exercise book is the key vehicle in detailing a pupils' learning journey and for showing the progress that is made. They should be clearly labelled and contain the appropriate data to allow the child, parent and teacher to identify progress being made.

Format of exercise books in Primary Schools

- The intention is that exercise book will be in plastic wallets
- Exercise books should be A4
- On the front of the book will be the Trust sticker with the student's name, subject and class / teacher
- Inside each exercise book will be the Trust target card

Format of exercise books in Secondary Schools

- The intention is that exercise book will be in plastic wallets
- Exercise books should be A4
- On the front of the book will be the Trust sticker with the student's name, subject, teacher, teaching group and the number of lessons per week
- Inside each exercise book will be the Trust sticker with the student's minimum expected grade and their performance at each assessment point and whether the student is on track to be above, in-line or below their minimum expected grade.
- Inside each exercise book there will be a summary of the curriculum content which students will be working upon



7. Presentation of pupils work

Our expectation:

Pupils are expected to present their work to the highest possible standard. Teachers should model and teach the skills of high quality presentation at all times. When pupils do not achieve their best, they should be challenged upon this.

Presentation of pupils' work in Primary Schools

- Ensure books are well presented and the following expectations will be displayed in each exercise book
- All work is dated
- All written work should be completed in pencil or black pen
- All work has an underlined title \ learning objective
- Handwriting is the best a student is capable of
- There is no graffiti, doodling or scribbles
- All sheets should be neatly stuck in books
- Teachers will mark in green ink
- Pupils will reflect on their learning in purple ink
- Diagrams should be drawn in pencil using a ruler were appropriate

Presentation of students' work in Secondary Schools

- Ensure books are well presented
- All work is dated
- All written work should be completed in blue or black pen
- Date and title are always underlined
- Handwriting is the best a student is capable of

- There is no graffiti, doodling or scribbles
- Homework is labelled and underlined
- All sheets should be stuck in books
- Teachers will mark in green ink
- Pupils will reflect on their learning in purple ink
- Diagrams should be drawn in pencil using a ruler were appropriate

8. Principles of Homework

Our expectation:

All pupils should receive regular homework. All homework should be meaningful with an appropriate level of challenge. The amount of homework will increase through each Key Stage. Providing regular opportunities for pupils to read both fiction and non-fiction is an important aspect of homework.

Homework in Primary Schools

- Homework will generally be set once each week for each class
- Homework will be of a level of challenge appropriate for pupils
- Reading books will be sent home daily

Homework in Secondary Schools

- Homework will generally be set once each week by each department
- Homework will be of a level of challenge appropriate to pupils' pathways and minimum expected grades
- In year 7 one homework should take approximately 30minutes to complete
- Homework will be set on and submitted on a specified day for each subject as per the academy's homework timetable



9. Marking, Feedback and Assessment

Our expectation:

Marking and feedback is sufficiently frequent and encompasses students tackling various tasks of suitable challenge and having the opportunity to respond to personalised feedback.

Prior to each assessment point all pupils will complete a task, which allows the teacher to make a judgement on their progress and attainment. This will feed into the KPI cycle. Academies will moderate the both tasks and the judgements made.

Marking, Feedback and Assessment in Primary Schools

As a minimum:

- Every piece of work is marked

What does marking look like?

The teacher uses one colour of highlighter (green) for identifying strengths and a second colour (yellow) for areas of development. Marking deepens pupils' skills or knowledge with the appropriate next steps clearly communicated which are linked to the pupils' learning or target. This marking should consolidate, correct or extend (Blooms taxonomy).

The pupil is then expected to respond in purple. Such marking encourages a purposeful dialogue with pupils in order to enable progress without having to write extensively in books. Teachers should identify age appropriate spelling errors or punctuation to a maximum of three per piece. Teachers must ensure that previous

errors are still being addressed and improved upon.

Marking, Feedback and Assessment in Secondary Schools

As a minimum:

- If a pupil has 1-2 lessons per weeks the teacher completes 2 pieces of deep marking per half term. One of these will be the KPI assessment task.
- If a pupil has 3 or more lessons per week the teacher completes 3 pieces of deep marking per half term. One of these will be the KPI assessment task.

What does marking look like?

Deep marking should be based on exam style / skills based questions completed independently. It should identify strengths and weaknesses, including marking for literacy, which the children respond to.

All deep marking should identify whether the quality of work means the student will achieve above, in-line or below their minimum expected grade. The strengths and targets, which students respond too are written.

10. Quality Assurance of T&L

Monitoring of T&L must occur regularly and takes place in 5 different ways:

- Formal Lesson Observations – A minimum of 3 times a year.
- Learning Walks - A minimum of twice every half term (unannounced)
- Books Scrutinies – A minimum of 4 times a year
- Pupil / student voice – A minimum of 5 times a year
- Data analysis of external and KPI data



Monitoring of Teaching and Learning is quality assured through a model of paired observation during Lesson Observations and Learning Walks. The monitoring of quality of teaching also includes a comparison of outcomes so as to give a broader picture of the success of teaching over time. Teaching over time is judged via book scrutinies and analysis of KPI Data. Book Scrutiny take place after every Assessment Point, a report is put together which highlights strengths and areas for development for each department and/or staff.

Formal Lesson Observations:

There should be a minimum of three formal lesson observations, once per term lasting a minimum of 30 minutes. When formal lesson observations take place, teachers are expected to provide a set of progress data and seating plans for their class. The observer will use the standard lesson observation form.

Protocol:

- Staff receive one week's notice.
- Observation last a minimum of 30 minutes and it can take place at any point during the lesson. The observer can decide to stay longer if necessary.
- A book scrutiny of the books from that class takes place during or after the LO.
- Those teachers who have a concern identified, are given the opportunity of a re-observation the following week. Same protocol applies.
- Verbal and written Feedback to be given within 48 hours.

Support for Teachers:

Staff are supported in improving their teaching in the following ways:

- In-house coaching programme (teachers working in small groups to enhance their own practice)
- DRET programmes/course

Learning Walk

These are used to establish a system that allows leaders to monitor and capture typicality in T&L. Learning Walks should be unannounced to provide school leaders with a very accurate picture of typicality regarding T&L.

Protocol:

- SLT and Middle Leaders conduct LWs twice every half term. Other members of staff who have volunteered to take part in the process can accompany them. Such collaboration acts as a moderation process as well as professional development for those members of staff involved.
- Every member of staff is being visited once every half term.
- Evidence is recorded on the learning walk proforma.
- During the Learning Walk, books are considered to determine quality of progress, feedback/marking, development of literacy and numeracy and opportunities for peer and self-assessment.
- No judgement made on the teacher/lesson recorded on the form.
- Learning walks should be developmental by using findings to inform future CPD sessions.
- Duration: 10 minutes
- The focus of each learning walk will change and in order to respond to appropriate issues in each academy which could have arisen through analysis of data or pupil behaviour.

Staff conducted LWs are expected to:



- Check 2 planners (1 boy, 1 girl)
- Check two books (1 boy, 1 girl)
- Speak to 2 other students (1 boy 1 girl)
- Use questions from the bank below.

Questions to ask the students:

1. What are you doing this lesson?
2. Do you do these activities often?
3. What level/grade are you working at? How do you know?
4. Do you record your level/grade anywhere?
5. When checking marking if you see any codes – ask students if they know what they mean.
6. How do you find the work in this subject? Is it easy, challenging but do-able, or too hard for you?
7. What does your teacher do that really helps you to learn? What are the really good bits of teaching that help you to learn best?
8. How does the teacher give you feedback about how well you are doing? How does your teacher give you feedback to help you to improve your work? Can you show me examples of feedback that you have received from the teacher and what you did as a result of this feedback?
9. Are lessons in this subject always like this?
10. What do you do when you get stuck or finish work before others?
11. Can you show me a piece of work you have done for this teacher/in this subject that you are particularly proud of? What makes this piece of work special?
12. What homework do you get in this subject/lesson? Is it always set? How long does it take you to do? How long is it supposed to take? What would happen if you didn't do it?

Book Scrutinies.

Four book scrutinies will take place each school year. Middle Leaders are expected to support SLT in the completion of this task. In addition to whole school, book scrutinies, middle leaders will conduct a Book Scrutiny in their faculties every half term.

Staff will be expected to make available all books for monitoring so that a random sample can be chosen. All requested work must be delivered to the designated room by 9:00am.

All staff will receive a copy of the work scrutiny feedback form, outlining how strengths, areas for development and any actions required. They will also receive a more detailed form outlining strengths, areas for development and any actions required. Some suggested support ideas may include subsequent continued professional development, marking partners, celebration of good practice for benchmarking, faculty response time etc.

Data Analysis

Each half term all leaders will analyse the progress data for each class. In primary this will consider all subjects for each class and in secondary the data for each subject class will be considered.

At the beginning of each year leaders will determine a base line for all pupils. They will then compare pupil progress against appropriate targets whilst considering the starting point of pupils at the beginning of each year.

Leaders will use this information to make judgements on the progress that the pupils are making. Senior leaders will hold progress meetings with middle leaders and then middle leaders will conduct a similar



process with class teachers. In small schools this will be just one meeting.

Quality Assurance Timetable

The following timetable should be used in primary and secondary academies. The Principal will decide according to their staffing structure and the size of their academy which colleague will undertake the Middle Leader quality assurance. In our smallest academies were the same quality assurance function is completed by senior and middle leaders, only one will occur. For example in HT1, were two learning walks are programmed; only one will occur.

	HT1	HT2	HT3
Senior Leaders	Learning walk Book scrutiny	Learning walk Lesson observation Pupil voice	Learning walk Book scrutiny
Middle Leaders	Learning walk Book scrutiny Data Analysis (Exam results)	Learning walk Book scrutiny Student Voice Data analysis KPI1	Learning walk Book scrutiny Pupil Voice Data analysis KPI2
	HT4	HT5	HT6
Senior Leaders	Learning walk Lesson observation Pupil voice	Learning walk Book scrutiny	Book scrutiny Learning walk – open classrooms Lesson observation
Middle Leaders	Learning walk Book scrutiny Pupil Voice Data Analysis KPI3		Book scrutiny Pupil Voice Data analysis KPI4 Learning walk – open classrooms



Quality of Teaching over Time

Leaders in each academy will triangulate the findings from all components of quality assurance and make a judgement for each teacher on their quality of teaching over time. A key element of this will be considering pupil progress data. For primary, this will be across each subject area and for secondary across each teaching group. At the beginning of each academic year, externally validated data will have added weight and as the year progresses the importance of KPI data will increase.

This information will be used to complete the teacher matrix, which is shared with the Trust each half term in the academies Key Performance Indicator (KPI) return.



My [Subject] Book

Name

Teacher

Teaching Group

Lesson per week



Appendices

Appendix 1: Sticker on front of book

[Academy
Logo lock up]

My Progress Record

[Academy] Lesson Expectations

- Arrive on time and ready to learn.
- Have my planner, pencil case and equipment on the desk at the start of the lesson.
- Take pride in my work and presentation.
- Label each piece of work correctly. **C/W** or **H/W** in the margin, **date** on the right-hand side and **title** of the work in the middle. All should be underlined using a ruler.
- Write in blue or black ink.
- Any drawings/diagrams should be completed using pencil.
- Read my teacher's feedback carefully. Use a purple pen for dialogue with my teacher, self-reflection/evaluation and peer assessment.
- Do not doodle or graffiti anywhere in my book.



Appendix 2: Sticker inside book

[Academy
Logo lock up]

Minimum Expected Grade	Progress towards MEG Above / In-line / Below	Predicted Grade
KPI1		
KPI2		
KPI3		
KPI4		
KPI5		
KPI6		



Appendix 3

Trust Secondary Lesson Plan			
Subject	Date	Lesson	Class
Learning Objectives		Success Criteria	
Lesson Phase		Teacher notes	
Direct Instruction What subject specific language will you use? What are your key questions? How will you make new learning relevant and engaging? How will you use class data to maximum effect?			
Guided Practice How will you model exemplar answers? What common misconceptions might students have? How will you develop oracy when students answer questions? How will you ensure that pace and challenge are maintained? Which students are you targeting and why?			
Plenary How are you going to review the learning? Peer/self-assessment? How will you know that all students have made progress?			
Demonstration of Learning How will you know that all students have met the success criteria?			
Evaluation Which students did not make expected progress? What learning needs to be revisited next lesson?			



Appendix 4: Additional marking guidance

The following points describe aspects of effective practice:

- Teachers' comments are personalised, specific and detailed, outlining 'next steps' precisely
- Additional questions and tasks provide students with extra challenge that extends their skills. Students always respond to this challenge.
- Teachers model excellent use of language with correct spelling, punctuation and grammar
- Teachers set a good example with regard to presentation; handwriting is neat and legible.
- Very rapid progress is evident as a direct result of teachers' input.
- Tasks and activities reflect very high expectations.
- Errors in students' work are not persistently repeated.

The following points describe aspects of practice that do not meet our expectations:

- Books features low-level tasks/low-value tasks, which lack challenge and do not promote students' progress.
- Marking is infrequent and therefore does not support students' progress
- There is little or no evidence of the impact of marking and feedback on students' work and progress

Appendix 5:

