

eotas|swindon
better choices for **better** lives

61. Teaching and Learning

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See EOTAS policy control document (held by the Business Manager) for status, notes and actions about this policy



Teaching and Learning Policy

Version	Status	Date	Title of Reviewer	Purpose/Outcome
1.0	adopted	June 2020	Headteacher	Adoption of Teaching and Learning Policy
2.0	Reviewed	September 2024	Headteacher	Review of Teaching and Learning Policy



Contents

Introduction	4
Visions, Aims and Purpose.....	4
We expect teachers across EOTAS to:	4
Rationale.....	5
Classroom Basics and Non-Negotiables.	7
Monitoring, Review and Evaluation	7
Observation and Feedback	7
Professional Development.....	8
Monitoring and Support	8
Expectations of Pupils – Our learning partners.....	8
Appendix One – Teachers’ Standards.....	9
Appendix Two – 5 Firsts for Pupil Premium.....	10



Introduction

This policy is closely associated with the school's:

- Curriculum Policy
- Assessment Policy
- Appraisal Policy
- Personal Development and Behaviour Policy

This policy is reviewed annually, taking account of teaching and learning priorities

Visions, Aims and Purpose

This policy sets out the framework for teaching and learning across EOTAS to promote and secure a consistent practice and ensure our pupils' best possible teaching and learning experience. The purpose of this policy is to:

- Provide clarity on the school's vision and aims for teaching and learning.
- To inform review, evaluation, planning and development to bring about improvement
- Prompt staff to reflect and engage in ongoing professional dialogue and subsequent professional development

In line with our school values of:

- Aspiration and Achievement
- Resilience and Responsibility
- Courage and Confidence

our aim is to:

- a) develop successful learners who enjoy learning, work hard, progress and achieve.
- b) confident and ambitious individuals with great aspirations for the future and the aptitude, determination and commitment to go on and achieve well in life.
- c) responsible citizens who can make a positive contribution to society.

Teaching and learning are at the heart of our work with young people. We are committed to the continuous development of teaching and learning to ensure the best possible provision and outcomes for our learners. Excellence is our standard. Furthermore, we believe that the best teachers are the best learners. Irrespective of career stage, we expect teachers to engage with their own professional learning fully and always strive to develop their professional practice to provide the very best teaching and learning experience for our young people – *better choices, better lives*.

"It's good learning that leads to good teaching" Michael Brearley

We expect teachers across EOTAS to:

- consistently meet the Teachers' Standards (see Appendix 1) in their work at a level that generally meets or exceeds the expectations of a teacher at his/her career stage and level.
- Provide good or better teaching – teaching and learning that is rich, stimulating, challenging and supportive, meets the needs of learners and leads to good or better educational outcomes for all pupils and students.



- Proactively engage in and take full responsibility for developing their professional practice, including responding positively to advice, feedback, training/INSET and any individually tailored CPD offered. We expect teachers to develop a range of teaching styles, strategies, methods, and resources to meet the needs of all learners and ensure success.

“Every teacher needs to improve, not because they are not good enough, but because they can be even better” Dylan Williams

EOTAS leaders will:

- Regularly monitor, review, and evaluate the quality of provision and identify priorities, actions, and targets for individual teachers, departments, and the whole school. This work will inform teacher appraisal, department and school self-evaluation, and development planning.
- Provide appropriate professional development, training, support and/or intervention, including observation and feedback, to effectively develop practice and improve teaching and learning.

Rationale

Great Teaching @ EOTAS: The Teaching and Learning framework is informed and underpinned by the latest research evidence and our unique school context. Therefore, it is reviewed regularly as new evidence comes to light and the needs of our school change. Personal development is an interwoven strand through the four principles of the framework. We pride ourselves on knowing our pupils well, so learning is adapted to individuals based on their pathway through EOTAS. The framework will support progress for all students, including our most vulnerable learners while allowing teachers to be creative and autonomous so that they feel empowered to be classroom leaders.

Our framework aligns with the latest research from the EEF on ‘Effective Professional Development’ and its recommendations:

1. When designing and selecting professional development, focus on the mechanisms. There are 14 mechanisms, including revisiting prior learning, presenting information from a credible source, modelling the technique, and encouraging monitoring. (see EEF document in appendices)
2. Ensure professional development effectively builds knowledge, motivates staff, develops teaching techniques, and embeds practice.
3. Implement professional development programmes with care, considering the school's needs and context.

The 2024/2025 training plan ensures that all teachers have input on the key components of Great Teaching @ EOTAS each half term. This is implemented at the College level through curriculum sessions and the Raising Standards Group and at the whole school level through training development days. We recognise that many teachers work in isolation in their college, so there are built-in opportunities during training for subject areas to come together.

There are conscious links between the training programme and the school development programme. For example, Quality of Education school development priorities include Reading, acquiring curriculum knowledge, assessment, and feedback.





Understanding the Content

- Having deep and fluent knowledge and flexible understanding of the content you are teaching
- Knowledge of the requirements of curriculum sequencing and dependencies in relation to the content and ideas you are teaching
- Knowledge of relevant curriculum tasks, assessments and activities, their diagnostic and didactic potential; being able to generate varied explanations and multiple representations for the ideas you are teaching
- Knowledge of common pupil strategies, misconceptions and sticking points in relation to the content you are teaching.



Creating a 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 pupils; being sensitive to the individual needs, emotions, culture and beliefs of students
- Creating a positive climate of pupil-pupil 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 OK to have a go, encouraging learners to attribute their success or failure to things they can change.



Maximising opportunity to learn

- Managing time and resources efficiently in the classroom to maximise productivity and minimise wasted time (eg Do Now, I do, we do you do); giving clear instructions so pupils understand what they should be doing; using (and explicitly teaching) routines to make transitions smooth
- Ensuring that expectations and consequences for behaviour are explicit, clear and consistently applied.
- Preventing, anticipating and responding to potentially disruptive incidents; reinforcing positive student behaviours; signaling awareness of what is happening in the classroom and responding accordingly.



Activating hard thinking

- Structuring: giving pupils an appropriate sequence of learning tasks; signaling learning objectives,; matching tasks to learners' needs and readiness; scaffolding and supporting to make tasks accessible to all, but gradually removed so that all pupils succeed at the appropriate level. Explaining; presenting and communicating new ideas clearly, connecting new ideas to what has previously been learnt. Using examples appropriately to help learners understand and build connections; modelling, demonstrating news skills (I do, You do, WE do)
- Questioning: using questions and dialogue to promote elaboration and connected, flexible thinking among learners; 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.
- Interacting; responding appropriately to feedback from students about their thinking/knowledge and understanding; giving pupils actionable feedback to guide their learning
- Embedding; giving students tasks that embed and reinforce learning; requiring them to practice until learning is fluent and secure; ensuring that once learnt material is revisited
- Activating: Helping students to plan, regulate and monitor their own learning; progressing appropriately from structured to more independent learning as pupils develop knowledge and expertise.

Classroom Basics and Non-Negotiables.

EOTAS expects teachers to adhere to the school's Basics and Non-Negotiables, including the "Five Firsts," when working with disadvantaged pupils (See Appendix 2). These help to ensure consistency in teaching and pupils' learning experiences across the school, including with respect to the setting of learning objectives, planning, marking and assessment and the setting of home learning. Consistent application of Basics and Non- Negotiables are conditional to good or better teaching within EOTAS

Monitoring, Review and Evaluation

Teaching and learning provision is regularly monitored, reviewed, and evaluated by EOTAS leaders, including faculty leaders, heads of colleges, and SLTs.

Monitoring activities include:

- Learning observations, including scheduled Planning and Progress Portfolio lessons
- Learning observations and walks
- NQT, ITT, RQT, and QTLS teacher trainees are observed as part of their development programme
- Scrutiny of pupils' written work; listening to their views and explanations of their learning
- Analysing pupils' outcomes in tests and examinations
- Checks at the start and end of the day

Faculty leaders are expected to carry out regular quality assurance and development work (QAD), which includes observations of learning, QAD learning checklists, book scrutiny, and pupil questionnaires/voice.

Review and evaluation activities include:

- Individual teacher appraisal, including the use of provision trackers
- Subject line reports, self-evaluation and development planning
- Deep Dives – focusing on a curriculum area
- Audits of the overall quality of teaching and learning provision (reviewed by the SLT)
- School self-evaluation and development planning
- Summary reviews of pupils' performance information, test and examination outcomes
- Reports to the Management Committee, including reviews of progress against learning and teaching priorities in the school's Action plan.

EOTAS uses external expertise (e.g. PIXL, LA school effectiveness partners) to help leaders verify standards and quality assurance teaching and learning of PPP lessons. EOTAS schedules several "Planning Lessons" across the year to provide opportunities for colleagues to work collaboratively on their planning and delivery of teaching and learning. All teachers are expected to keep a Planning and Progress Portfolio (Teacher Folder), which should include basic information on the class, including information on pupils' learning needs, class context sheets, and class mark book (SIMS). See Appendix 3 for further details on the Planning and Progress Portfolio. Some "Planning Lessons" may focus on EOTAS teaching and learning development priorities (e.g., being themed in response to a specific INSET session) to support teaching colleagues in implementing new teaching strategies or methods or developing an aspect of teaching practice. As part of this, teachers are expected to share a copy of their plan with the observers, which should inform discussions during observation feedback.

Observation and Feedback



EOTAS' practice is to focus on providing purposeful and developmental feedback. Verbal feedback should be provided within 48 hours, and a written summary of the teaching and learning observed should be provided within five working days.

Observers should aim to help colleagues reflect on what went well and how to improve and develop their practice. We believe it is important that colleagues spend time working collaboratively – sharing great practice, engaging in meaningful professional dialogue and observing each other. Judgements on the quality of teaching provision should be formed over time when sufficient evidence becomes available. This should consider not only observations of learning but also pupils' written work, their views and explanations of their learning, and evidence of their progress and learning over time.

Professional Development

EOTAS expects teachers to take full responsibility for developing their professional practice in collaboration. Throughout the year, verbal and written feedback will identify strengths and areas for teaching and learning provision development. Training, support and/or interventions may be directed (e.g. working with a coach or attending INSET training sessions). Professional development requirements should be discussed regularly with line managers and appropriate members of the SLT. Effective engagement in professional development activities is key to developing high-quality teaching and sustained improvement in pupils' learning, progress and outcomes.

Monitoring and Support

EOTAS will provide support to all teachers who require it through the various levels of monitoring and support that EOTAS operates (see Appraisal Policy for more information). All new staff, newly qualified teachers, and unqualified teachers are subject to a level of monitoring and support appropriate to their career stage and induction and training requirements.

Expectations of Pupils – Our learning partners

We believe successful schools have clear expectations about behaviour and attitude to learning. EOTAS' behaviour system makes the expectations very clear to all. Behaviour and attitudes that are disruptive to learning will not be tolerated. Teachers should be able to teach, and pupils should be able to learn. We expect all teachers to follow the points system and develop pupil's LORIC skills through the curriculum (Leadership, Organisation, Resilience, Initiative, and Communication). EOTAS' behaviour system aims to ensure disruption-free learning. We expect pupils to collect their points and behave in a way conducive to a positive, productive and successful learning environment. Teachers may issue reminders to redirect any behaviour that is disrupting learning. Repeated disruptive behaviour will result in the Personal Development and Behaviour policy being applied with scheduled catch-up sessions. Please see EOTAS Personal Development and Behaviour policy for further information about the system and procedure



Appendix One – Teachers’ Standards



Teachers’ Standards

PREAMBLE

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

PART ONE: TEACHING

A teacher must:

1 Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2 Promote good progress and outcomes by pupils

- be accountable for pupils’ attainment, progress and outcomes
- be aware of pupils’ capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

3 Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils’ interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher’s specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4 Plan and teach well structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children’s intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5 Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils’ ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils’ education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6 Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils’ progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

7 Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school’s behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils’ needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8 Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils’ achievements and well-being.

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher’s career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
 - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher’s professional position
 - having regard for the need to safeguard pupils’ well-being, in accordance with statutory provisions
 - showing tolerance of and respect for the rights of others
 - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
 - ensuring that personal beliefs are not expressed in ways which exploit pupils’ vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

The Teachers’ Standards can be found on the GOV.UK website: <https://www.gov.uk/government/publications/teachers-standards>

Appendix Two – 5 Firsts for Pupil Premium

PPG Tilt Strategy - our disadvantaged pupils' right to succeed

