

Teaching and Learning Policy

Version 1.2

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TEACHING AND LEARNING POLICY

East Barnet School, Chestnut Grove, East Barnet, Herts EN4 8PU

Our school ethos is “*I want to learn*”. It is at the centre of everything we do. This policy outlines the responsibilities of all stakeholders in the learning process. We strive to deliver a personalised learning curriculum in which all students are supported and challenged to reach or exceed their personal learning goals. They are encouraged to work hard and think deeply. All students engage in green pen marking in which they are able to identify content that has been mastered and improve their learning further. We provide a knowledge-based curriculum and use the mark-plan-teach approach to delivering quality first teaching. Teachers are supported through a comprehensive Continuing Professional Development (CPD) programme to ensure they offer the best learning experiences for our students within and beyond the classroom. Teaching and Learning is central to the school’s development plan and our governors have an important role in monitoring the quality of learning provided for our students.

A. Statement of Principle

- All students can learn and achieve beyond their potential – growth mindset.
- All students are challenged to work hard and think deeply.
- Effective questioning enhances learning.
- Effective feedback is central to enhancing progress.
- Learning is a shared responsibility.
- Rigorous monitoring and analysis are essential in providing appropriate interventions to enhance progress.
- Strategically planned developmental opportunities are fundamental to improvements in quality and consistency of teaching and learning.
- Developing and improving the quality of Teaching and Learning is the responsibility of all teachers.
- All staff are teachers of literacy and numeracy.
- Learning opportunities extend beyond the classroom and are life-long.
- Learning and progress is widely celebrated.

B. Mark – Plan – Teach

Marking and assessment have two purposes. One, students act on feedback to make progress over time. Two; it informs future planning and teaching comprises many fixed cameras.

Requirement of the Senior Leadership Team (SLT):

- Ensure that all Heads of Faculty (HOFs) implement and adhere to the School's Feedback Agreement (Appendix 1).
- Regularly share expectations of marking and feedback with staff.
- Monitor the quality of marking and feedback on a regular basis.
- Identify and provide support for staff who do not adhere to the *School Feedback Agreement*.
- Provide CPD opportunities to share effective marking and feedback practices and promote consistency.

HOF/ HOD requirements:

- Devise and implement an effective *Faculty Feedback Agreement*.
- Ensure all faculty members adhere to the *Faculty Feedback Agreement*.
- Monitor the quality of marking of students' work within subject area on a regular basis.
- Challenge and support faculty members if Feedback Agreement is not adhered to.
- Maintain department/ faculty records of key assessments to track progress.
- Use data effectively to identify students for targeted support interventions.

Subject Teacher requirements

- Provide meaningful feedback to students in line with Faculty and School Agreement.
- Ensure feedback is timely, regular and meaningful.
- Provide opportunities for verbal feedback in every lesson.
- Provide regular opportunities for green pen marking in lesson time (Appendix 1).
- Mark for literacy and numeracy in addition to subject specific content of work.
- Provide opportunities for students to respond to teacher feedback in lesson time.
- Maintain evidence of marking and feedback to help inform learning conversations and data drops (for termly reports).

Student Requirements:

- Actively engage in green pen opportunities provided in lessons.
- Respond to teacher feedback to enhance learning and progress.

Parent/ Carer Requirements:

- Engage proactively with their child regarding all learning and feedback received.
- Support their child in responding to teacher feedback.
- Look for evidence of green pen marking in child's books/ folders.
- Be familiar with all *Faculty Feedback Agreements* (available on EBS website).
- Praise child where appropriate on work produced and help child engage with teacher feedback received.
- Liaise with subject teachers if feedback does not meet the standards outlined in *Faculty Feedback Agreement*.

C. Mark – Plan – Teach

Planning is a process not a product. It has one purpose; to enable high quality delivery which meets the needs of all students.

Requirement of SLT:

- Ensure the planning and delivery of a broad and balanced curriculum.
- Ensure that each faculty/ department designs an ambitious curriculum.
- Provide opportunities for curriculum review and development to promote equality, diversity and inclusion.
- Provide opportunities for and map Careers Education within the curriculum.
- Ensure all students are given the knowledge and cultural capital to succeed later in life.
- Ensure a wide range of learning opportunities exist beyond the classroom.
- Ensure classrooms and the school building inspire students to learn.
- Ensure short, middle and long-term planning is undertaken by all faculties.
- Ensure assessment opportunities are planned for in order to ensure data is robust.
- Provide directed time for middle and long-term curriculum planning.
- Provide opportunities for cross-curricular planning.

- Strategically plan for whole school literacy and numeracy.
- Plan and deliver a CPD programme which enables staff to further develop their practice.
- Provide a CPD pathway which provides staff with opportunities for career progression (Appendix 5).

HOF/ HOD requirements:

- Ensure Schemes of Work (SOW) are in place for all units for all year groups.
- Provide a well-structured resource bank on SharePoint to aid planning of lessons.
- Encourage collaborative planning of lessons.
- Ensure lessons are planned using the *EBS Lesson Framework* (Appendix 2).
- Ensure lessons are based on the *Principles of Better Practice* (Appendix 3).
- Plan cumulative assessments to ensure progress can be robustly measured.
- Ensure planning is effectively sequenced.
- Ensure planning provides students with the knowledge and skills for future learning and employment.
- Provide effective support for colleagues teaching outside of their subject specialism/ area.
- Co-ordinate appropriate resources which are accessible for cover supervisors.

Subject Teacher requirements:

- Plan lessons using the *EBS Lesson Framework*.
- Plan lessons which incorporate the *Principles of Better Practice*.
- Ensure that lessons are learning centred - Deliberate practice and effective feedback are significant components of every lesson.
- Ensure lessons are planned to challenge the most able (Teach to the Top).
- Plan scaffolding opportunities to ensure all students are able to make personal progress in lessons.
- Plan lessons which anticipate common misconceptions
- Make effective use of additional educational needs (AEN) information and resources to ensure appropriate support and challenge for all students.
- Plan strategies to develop students as independent learners.
- Ensure that homework is meaningful and aids progress.

- Create a seating plan for every class to maximise learning potential.

Student requirements:

- Arrive at school and in lessons on time, equipped and ready to learn.
- Make use of planned support in class if required.
- Manage time effectively to complete homework tasks by deadlines set.
- Sit in allocated seat as designated by the teacher.

Parent/ Carer requirements:

- Make use of the School's website to become familiar with the curriculum offer.
- Be aware of subject content through information on the website.
- Look for opportunities beyond school to enhance learning.
- Be involved with the planning of curriculum paths at the end of Key Stages e.g. support their child with option choices.

D. Mark – Plan – Teach

Teaching is a lifetime's craft. *"Every teacher needs to improve, not because they are not good enough, but because they can be even better."* (Professor Dylan Wiliam)

Requirement of SLT:

- Establish an open-door policy that encourages lesson visiting.
- Co-ordinate a Wider Senior Leadership Team (WSLT) *Roaming programme* to provide ongoing support of teachers.
- Implement and embed Developmental Drop Ins (DDIs) to improve consistency of Teaching and Learning (Appendix 4).
- Use DDI feedback to plan effective CPD which meets the needs of teachers.
- Offer a bespoke CPD pathway for teachers of varying experience level (Appendix 5).
- Ensure teaching and learning features in the School's priorities (part of School Action Plan)
- Establish an effective Teaching and Learning Working party to lead on CPD
- Embed Teaching and Learning in Performance Development process

- Provide support for colleagues where identified necessary to improve Teaching and Learning standards
- Ensure Disruption Free Learning (DfL) works effectively to create a positive climate for learning.

HOF/ HOD requirements:

- Model best practice in the classroom.
- Implement Teaching and Learning School priorities at subject level.
- Be accountable for the standards of learning and teaching within their department.
- Support colleagues in the delivery of high-quality lessons.
- Support colleagues in the effective use of DfL to create positive learning environments.
- Monitor quality of lessons delivered in department/ faculty.
- Maintain regular contact with the relevant link Governor to provide updates on Teaching and Learning in the faculty and student achievement.

Subject Teacher requirements:

- Be explicit about learning outcomes in every lesson
- Ensure language enhances learning through concise instructions and explanations
- Pace each lesson based on learning achieved as opposed to a lesson plan
- Ensure that learning has 'stuck' through a variety of retrieval practice strategies in addition to the regular Recall of Prior Education (RoPE) Challenge feature of all lessons (Appendix 2).
- Ensure students work harder than the teachers in lesson time.
- Encourage active participation of all students through targeted or cold-call questioning.
- Motivate students in the learning process.
- Ensure the well-being of students and report any safeguarding concerns immediately via Safeguard.
- Use AEN support effectively in the classroom to ensure learning for all.
- Use a range of teaching resources including digital platforms e.g. Skooler to vary and enhance the learning experience.
- Set high expectations of learning and use praise appropriately.
- Create a positive environment that engages students and enhances learning.

- Engage in DDIs to provide opportunities to see others teach and promote good learning conversations.

Student requirements:

- Actively engage in learning opportunities
- Follow the DfL policy to develop good learning behaviours.
- Be equipped and ready to learn.
- Actively seek support in class if barriers to learning exist.
- Work hard and adopt a growth mindset
- Respond to teacher instruction promptly
- Access digital learning platforms e.g. Skooler when required.

Parent/ Carer requirements:

- Initiate regular conversations with their child about their learning experience.
- Encourage and support their child where possible with learning outside of the classroom.
- Attend all scheduled Consultation and Curriculum Evenings.
- Support their child in using digital learning platforms to enhance learning.
- Communicate with the school if barriers to learning exist.
- Celebrate learning achievements.

Feedback

Rationale:

- to ensure marking, feedback and assessment enable student progress.
- to achieve consistency across the school, whilst being sensitive to the demands of each faculty.

School Expectations:

The following are expected of every member of staff irrespective of the faculty they work in.

1: Verbal feedback should be used as often as written.

Rationale: Quality verbal feedback is instant is designed to be meaningful and motivating, allowing the student to progress in real time. It is as valuable as the written feedback students receive.

2: Time must be factored into lessons for students to respond to teacher marking using a green pen.

Rationale: Factoring in time in lessons for pupils to respond to marking creates an opportunity for them to understand what you are asking of them, creating a platform in which they can ask personal questions, develop their work under the watchful eye of the teacher, leading to better and more efficient progress. The green pen marking policy allows student changes to be seen easily. 'Green for growth'.

3: Marking will be diagnostic. After an assessment or analysis, summaries must include what went well (WWW) and even better if (EBI).

Rationale: Making it clear to a student how to improve a piece of work and overall learning, rather than having them transfixed on a grade will help them realise what it is they need to improve on. Grades are important but only useful if pupils are aware of their context/next steps. Targets are useful if they are SMART. Formative rather than summative assessment should ensue.

4: Students work will be marked according to where they are in the curriculum, considering the context of each student and the purpose of the work set.

Rationale: Promising students, parents or colleagues a particular frequency of marking, encourages marking for the sake of adherence. Marking should instead be regular, proportionate to the curriculum and meeting the needs of the pupils.

5: The depth of marking will be dependent on the importance of the work in question.

Rationale: By being selective about the tasks that require in depth marking, quality rather quantity ensues.

6: All HWK will be acknowledged by the teacher and marked according to its context.

Rationale: Homework is important part of independent learning. It therefore requires acknowledgement if it is to be valued. Its context is crucial, therefore the teacher approach to acknowledgement will vary dependent on the task set.

7: Marking for literacy will take place using a common marking code.

Rationale: Poor levels of literacy (and numeracy) impact negatively on student learning and self-perception. These skills are necessary to cope with the demands of further education and employment.

8: Teachers will record evidence of assessment.

Rationale: To help inform learning conversations, sanctions/rewards, intervention strategies and evidence of progress; a record of assessment is imperative.

Glossary of terms

Term	Description	Explanation
EBI	Even Better if...	A student will be given clear instructions as to how they can improve the quality of their work
WWW	What Went Well...	The teacher will acknowledge what the student did well with respect to the work completed.

SMART	Specific, Measurable, Achievable, Realistic and Timed	Targets for improvement must be SMART, in order for the feedback to be effective in enabling progress.
Green Pen Marking	Student engagement in the feedback process	All students at EBS are equipped with a green pen to actively mark work themselves with teacher guidance in lessons and to show improvements made to work after teacher feedback has been received.

Please note: Each faculty has an individual Feedback Agreement which details what effective feedback looks like within each subject area. This information is available on the EBS website.

EBS Lesson Framework



Entry Routine



RoPE Challenge



Teacher Instruction (Input)



Deliberate Practice (Do)



Learning Check (Review)



Final Review



Exit Routine

Principles of Better Practice

Principles of 'better practice'	So that...
1. High Expectations of Learning Behaviour	
<ul style="list-style-type: none"> a) Routines in place and effective classroom management. b) Consistent application of behaviour policy. c) Active participation promoted, not passive compliance. d) Reinforcement and recognition of effort, responding to feedback, collaboration and a 'go for it' attitude. 	<ul style="list-style-type: none"> • Minimal lesson time is wasted dealing with low-level disruption. • Pupils can think about their learning and complete tasks free from distraction. • All pupils are engaged in thinking about key learning. • Participation is high from a wide range of pupils. • Pupils understand the connection between achievement and good learning attitudes and skills.
2. Quality of Teaching	
<ul style="list-style-type: none"> a) Precise and concise explanations. b) Clearly defined outcomes. c) New knowledge founded upon old knowledge. d) Teachers model excellence and how to achieve it. e) Teachers use effective strategies to question and gain responses from students. 	<ul style="list-style-type: none"> • Pupils quickly grasp ideas. • Pupils have clarity around what they are learning and what success looks like. • Pupils can learn new ideas by reference to ideas they already know. • Pupils know what excellence looks like as well as how to achieve it. • Pupils are able to contribute to class discussion.
3. Subject Knowledge	
<ul style="list-style-type: none"> a) Comprehensive understanding of the curriculum, including end of year expectations. b) Clear understanding of progression in knowledge and skills for subject taught. c) Misconceptions are planned for and addressed. d) Highest standards of literacy and numeracy promoted. 	<ul style="list-style-type: none"> • Pupils reach or exceed the expected progress for their year. • Teachers are able to confidently teach to the top of the group. • Teachers are able to move pupils on. • Pupils overcome common misconceptions. • Pupils read, write and speak with fluency and accuracy.
4. Making it Stick - Remembering	
<ul style="list-style-type: none"> a) Learning is reinforced, including through effective questioning, repetition techniques and opportunities for application. 	<ul style="list-style-type: none"> • Pupils can embed learning into their long-term memory. • Pupils can develop fluency and accuracy in key skills.

<ul style="list-style-type: none"> b) Opportunities given to 'deliberately practise'. c) Lessons are innovative, with opportunities for students to apply new knowledge and skills. d) Opportunities to make connections between concepts. 	<ul style="list-style-type: none"> • Pupils revisit learning in a way which promotes long-term memory. • Pupils can make links within and across key subject skills.
5. Adaptive Teaching	
<ul style="list-style-type: none"> a) All groups of students are supported, enabled and challenged. b) All lessons are pitched high. c) Adapts teaching as needs emerge. 	<ul style="list-style-type: none"> • All pupils are able to access the learning they are doing. • All pupils are challenged to exceed expectation. • All pupils make progress.
6. Effective Feedback	
<ul style="list-style-type: none"> a) Timely feedback to maximise learning. b) Formative assessment is embedded throughout a lesson. c) Comments are specific, accurate and clear. d) Time to reflect and act upon feedback. 	<ul style="list-style-type: none"> • Pupils can swiftly unlock further learning. • Teachers know which topics to re-teach that were not grasped first time. • Pupil actions are refocussed or redirected to achieve a goal. • Pupils are self-regulated learners.

Developmental Drop-Ins (DDIs)

Rationale:

At East Barnet School we have designed and embedded a programme of Developmental Drop-Ins. The continuous CPD programme replaces the one-off lesson observations which staff formally endured as part of their Professional Development appraisal. We believe that having the opportunity to drop in to a colleague's lessons to view Teaching and Learning in action and then to offer meaningful and non-judgemental feedback, encourages reflective practice helping to improve consistency of T&L provision across the school.

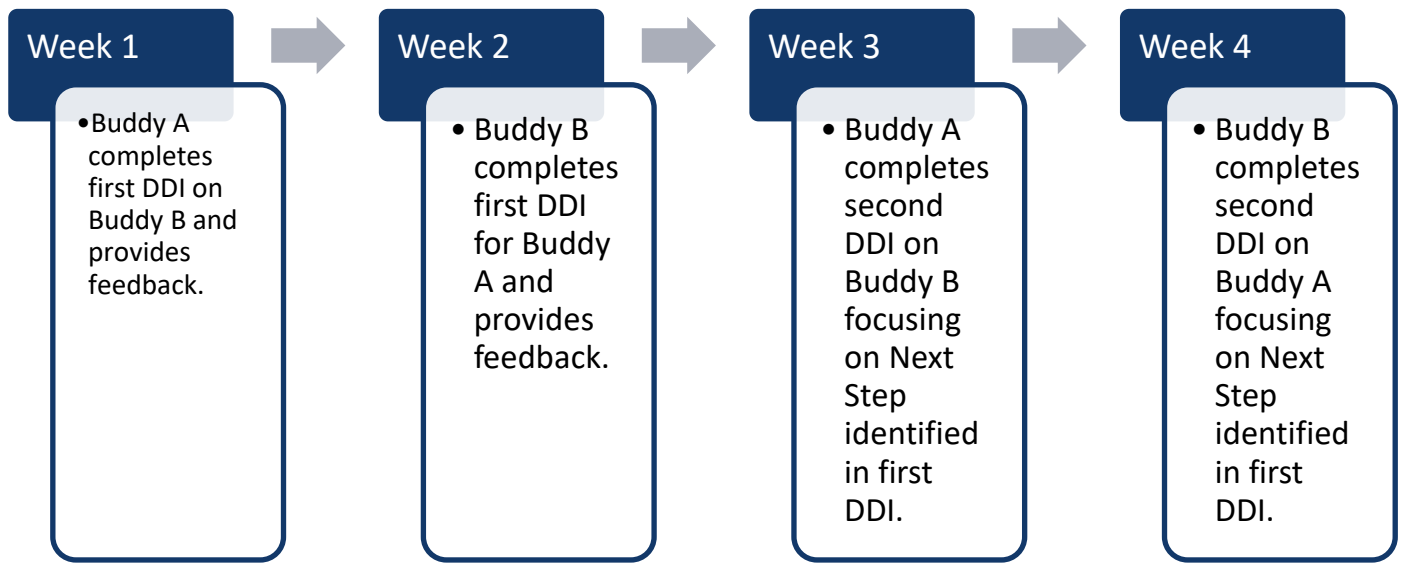
How DDIs work in practice:

All members of teaching staff, regardless of level of teaching experience, belong to a Teaching and Learning Pod which is led by a member of the Teaching and Learning working party. Much of the School's strategically planned CPD programme is delivered through the Pods which comprise of teachers from all faculties. Within each Pod the teachers are paired up to become DDI buddies. The buddies are provided with the opportunity to discuss their teaching practice in relation to the Principles of Better Practice (Appendix 4) and identify areas in which they want to focus and improve. DDIs are scheduled in which a 5 -10 minute visit to a lesson occurs. The DDI buddy watches the lesson and then gives their buddy verbal feedback identifying the strengths of the lesson and a concise 'Next Step' to focus on moving forward. This information is also recorded centrally via our DDI app so that SLT can identify specific areas which require a whole school focus on development.

Frequency of DDIs

Each DDI cycle lasts a period of 4 weeks. The DDIs happen on a fortnightly basis so the feedback is regular throughout the academic year. See diagram below to understand the structure.

The DDI Cycle



DDI Training for staff

Although the DDI programme is purposely designed not to be a 'Top Down' initiative, it is important for all staff to feel empowered to visit lessons, identify accurately the strengths of the lesson and more importantly the next step which would have largest positive impact on improving learning further.

Prior to the start of the programme all staff were involved in a standardisation training programme in which paired DDIs took place, and feedback calibrated.

Expectation of staff engagement:

Teaching and Learning is central to everything we do and we strongly believe that all teachers are capable of improving and developing their practice further (growth mindset). Engagement in the School's DDI programme is non-negotiable and forms one of the Targets in all teachers' Professional Development Appraisal.

CPD Pathway

Experience Level	Beginner Teachers	NQTs	NQT + 1& 2 years	New Teachers	Teachers 3+ years	Middle Leaders	Senior Leaders
CPD requirements and opportunities	Weekly CPD Programme based on School Priorities						
		DDI programme - Professional Development Target					
		External INSET courses (on request)					
	PGCE Programme						
		NQT Programme					
				Induction Programme			
					Unlocking Leadership NPQML		
						NPQSL	
							NPQH