

Teaching and Learning Policy

The Gatwick School

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“If we create a culture where every teacher believes they need to improve, not because they are not good enough, but because they can be even better, there is no limit to what we can achieve”.

Dylan William

This document is a statement of the aims, principles, and strategies for teaching and learning at The Gatwick School (TGS). It is the method through which we offer a rigorous knowledge and skills-led curriculum, and its implementation is the responsibility of all the members of the school community. This document aims to help the teachers in the school become the most effective practitioners they can be by using principles established from research, cognitive science, and experience. The impact of quality teaching and learning is the progress ALL students make and the outcomes they achieve.

At the heart of teaching and learning at TGS are three core values with the following aims:

Chances: Our teaching and learning approach provide students with chances to excel. We are committed to ensuring that our students are well-prepared to embrace the chances that come their way, enabling them to thrive academically and personally.

Choices: Our teaching and learning approach prioritise making informed choices that benefit all students, regardless of their starting point or educational needs. We encourage active engagement in their own educational journey, enabling them to take ownership of their learning experiences. By promoting a culture of choice, we aim to create an environment where students can flourish and develop into self-assured and enthusiastic learners.

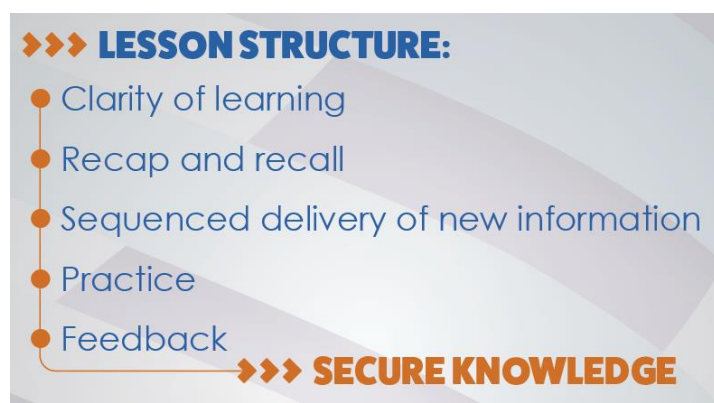
Culture: Our teaching and learning approach are dedicated to a culture of learning where diversity is celebrated, and a strong sense of community is nurtured. We aim to give all students access to the best that has been thought and said and engender an appreciation of human achievement. Inclusivity is at the heart of our school, ensuring that every student feels valued, included, and supported in their educational journey.

This policy is underpinned by the Aurora Academies Trust education manual, and we are committed to the ‘Aurora Characteristics of Effective Teaching and Learning’

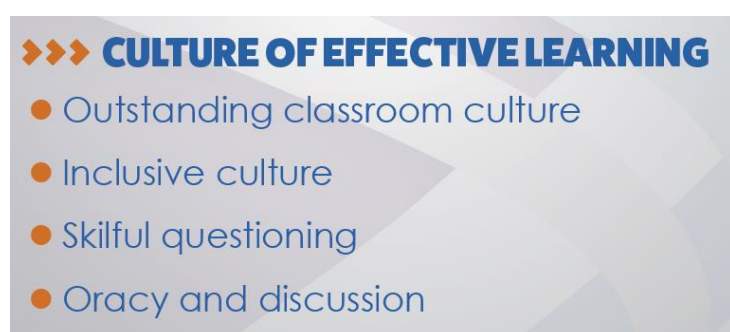
PRINCIPLES OF TEACHING AND LEARNING

TGS Principles of Teaching and Learning have been established from research. In particular, the Teaching WALKTHRU by Tom Sherrington and Oliver Caviglioni. The WALKTHRU offers a range of strategies for developing pedagogical practice in schools.

The Principles of Teaching and Learning are split into two groups; the first group forms the structure of all lessons taught at TGS, and the second group enables the learning process to take place effectively. Teachers are responsible for the delivery of our ambitious, rigorous curriculum in their subject areas. In order that students are successful in acquiring knowledge, skill and understanding, teachers will design their lessons ensuring that the following components are carefully considered and well sequenced:



In addition to the components above that form the structure of all lessons at TGS, teachers will ensure that the components below are embedded to enable the learning process to be shared and effective.



When teachers effectively implement the TGS Principles of Teaching and Learning, this results in students acquiring secure knowledge. Students develop a deeper understanding of concepts and the ability to apply their knowledge.

In alignment with our teaching and learning policy, we advocate that lessons generally adhere to the structured and effective format below. This approach begins with engaging students, setting clear objectives, highlighting the 'big picture', and reviewing key vocabulary and prior knowledge. The

lesson then progresses through teacher-led instruction, modelling, and hands-on practice, with a focus on understanding of key vocabulary and concepts and creating an inclusive classroom environment. It concludes with student reflections, a summary of learned content, next steps, and assessments to reinforce understanding.

While we recognise and value the importance of flexibility in teaching to accommodate diverse learning styles and needs, this format serves as a foundational guideline for all lessons. It is designed to ensure a balanced and comprehensive educational experience for every student. Teachers are encouraged to adapt and modify this framework as necessary to meet the unique requirements of their classrooms while maintaining the core elements of this structured approach. This policy aims to provide consistency in quality and approach across our educational offerings, ensuring that every student benefits from a cohesive and well-rounded learning experience.

Start of lesson		Throughout the lesson				End of the lesson
Immediate Engagement		Teacher-led phase				Reflections and Next Steps
Clear Lesson Objective		Modelling				Knowledge summary
Big Picture Outlined		Recap and recall of skills and knowledge				Exit Tickets
Key Vocabulary		Key Vocabulary				Exam Questions
Knowledge Retrieval tasks		Assessment opportunities embedded				
		Practice Phase				
Clarity of Learning	Recap and Recall	Sequenced delivery of new information	Skilful Questioning	Practice	Feedback	Secure Knowledge and Outcomes
Oracy and Discussion						
Inclusive and Outstanding Classroom Culture						

CLARITY OF LEARNING

To ensure that students are clear about the **purpose of learning**, teachers will:

- Share success criteria with all students. Teachers will have a clear learning objective and explain how it links to previous and subsequent lessons. Curriculum maps and overviews shared with students will show how learning is building on previous and future learning.
- Use their expert knowledge to effectively deliver the intended curriculum by providing highly effective explanations and instructions.
- Give clear and detailed instructions and explanations, and use strategies such as modelling, scaffolding, and worked examples to enable students to understand key concepts and embed them in long-term memory.

- Ensure students are given adequate time to practise and embed skills securely.
- Provide further explanation, and examples or reteach material based on student responses.
- Prepare students for independent practice.
- Regularly monitor and review the learning at all stages.

RECAP AND RECALL

To ensure that students develop **robust schema**, teachers will prepare a phase of recap and recall and:

- Use recap and recall strategies in every lesson to support students to embed knowledge in their long-term memory and apply it fluently. *'If nothing has altered in long-term memory, nothing has been learned.'*
- Help students develop understanding by aiding them to connect new knowledge with existing knowledge.
- Use a variety of strategies, explored during CPD sessions, to review learning; they plan spaced practice, interleave new concepts with previously taught concepts and actively plan opportunities for retrieval practice.
- Find connections in the curriculum and use these to help students retrieve previously taught content or skills. Use of strategies such as 'cold calling' and 'say it again better' planned in lessons.

SEQUENCED DELIVERY OF NEW INFORMATION

To ensure that students **make accelerated progress** from their individual starting points, teachers will:

- Use expert subject knowledge and practical skills to deliver a broad knowledge-rich curriculum effectively.
- Deliver information that is relevant to the curriculum and builds on skills and concepts previously taught.
- Share subject-specific vocabulary and ensure all students understand how and when to use these. Word mats and subject overviews shared with students.
- Model new information and, in some cases, learning frames and share to support students. Misconceptions addressed before new information is taught.
- Share unit overviews and knowledge organisers (primary) with students to ensure the success criteria are clear.
- Collaboration with leaders has sequenced and carefully resourced the curriculum to enable students to build their knowledge and skills over time towards the agreed endpoints.
- Have expert knowledge of the subjects they teach, and all teachers have sufficient exam specification expertise so that they can deliver the assessment objectives effectively. At primary level, teachers need to have expert knowledge of talk for writing, read write inc phonics, reading reconsidered and maths schemes.

PRACTICE

To ensure that students are supported to **develop fluency**, teachers will:

- Ensure that students are given opportunities in every lesson to complete independent tasks.
- Ensure that students are given frequent opportunities to self-reflect and evaluate their own learning.
- Regularly present students with tasks and activities that require adapting their prior knowledge and having flexibility of thought.

- Support and encourage students to take risks with their learning.
- Attribute student success to effort rather than ability and value their resilience to learn from failure.
- Actively encourage students to believe that they can improve and develop through the attributes of persistence and determination.

FEEDBACK

To ensure that misconceptions are addressed and accurate assessment leads to progress, teachers will use feedback strategies skilfully. Incisive, meaningful feedback supports students to identify areas for development and success in their learning, affording them the opportunity to accelerate their progress. Careful consideration is given to the needs of each student in their ability to access feedback; therefore, we promote and provide feedback in several forms.

Where feedback is integral to a lesson's structure

Teachers are expected to allocate lesson time specifically for the purpose of responding to feedback that has been given, whether verbal or written - this is a crucial phase of a learning journey. We expect students to make all necessary improvements that have been indicated in their 'purple pen'.

During practice, a teacher's formative assessment will determine the pace, complexity, and duration of this phase of the lesson. They may reshape student groupings, affording feedback to each performance band, either reinforcing and repeating practice or accelerating on to later phases of the lesson due to successfully grasping the concept in the early stages. When delivering feedback, teachers consider student's prior attainment and academic targets.

Where feedback takes the form of marking

Considering the findings of the Independent Teacher Workload Review Group (2016), we actively promote appropriate workload; as such, teacher's marking should be "meaningful, manageable and motivating."

Teachers will use a combination of written comments and symbols to communicate with each child their areas of success and how to make necessary improvements. Additionally, careful questioning (that is pertinent to the day's learning objective) might be used to extend children's learning. We actively promote 'live marking', whereby staff intervene in exercise books during the learning to assess and to move students on.

Where feedback takes the form of self-marking or peer-marking

Students can be supported to become valuable sources of feedback for themselves and each other, and at times it may be a meaningful teaching tool to develop self-assessment in the form of self-marking or peer-to-peer marking. Where this is appropriate, teachers must ensure that pupils are trained in delivering supportive and pertinent feedback. If feedback is written, teachers insist that students' peer marking is of a high standard of presentation. Where self and peer assessment are most effective, success criteria or answers are provided by teachers. It is crucial that classroom environments are supportive and that teachers will celebrate all positive collaboration.

Where feedback is verbal

Through skilful formative assessment, teachers will communicate with students to share areas of success and necessary areas for improvement. If verbal feedback is given and responded to during the 'Independent Learning Phase', the verbal feedback should be recorded in the exercise book. So as

not to call into question the independence of pupil outcomes, it may be appropriate to note the nature of the feedback succinctly.

Our 'Feedback for Progress' Principles

- In line with the Teacher Standards, teachers will make accurate and productive use of assessment. They will give students regular feedback, both orally and through accurate marking, expecting pupils to respond to feedback.
- Every time the students have recorded learning in their exercise book, it will be acknowledged by a teacher or TA. This acknowledgement of learning will take the form of written feedback and/or use of the school's marking symbols and should praise and/or challenge the pupil against the day's learning objective. If the learning is not part of a sequence or is a final piece, it may not be necessary to provide the next steps unless there is a planned opportunity for these to be responded to by children.
- Where challenge for pupils is not evident through 'next steps', it will be evident in the teacher's records that feedback was an integral component in a lesson's structure (further demonstrable through pupil progress).
- All 'next steps' must be pertinent to the day's Learning Objectives or to errors linked to learning from a previous key stage.
- It is expected that teachers challenge errors that are indicative of expected learning from the previous key stage.
- Students will be afforded the opportunity to respond to their feedback using their 'purple pen', in line with feedback strategies that the school uses. The next steps may require editing of existing writing or calculations, it may also require additional work to be completed. Where 'next steps' have not been provided, it may only be necessary for a student to initial their teacher's comment and subsequent progress will be evident.
- Teachers are expected to monitor the quality of responses to feedback from pupils to maintain standards and/or to create a dialogue of learning.

SKILFUL QUESTIONING

- Teachers use a variety of questioning techniques to engage pupils as active learners effectively check students' understanding and correct misunderstandings.
- Skilful questioning assists and informs teachers in producing the next steps for pupils.
- Teachers are skilled at incorporating a range of low- and high-level questioning in the lesson sequence.
- Teachers' questioning prompts students' curiosity and ensures that students are presented with a variety of open and closed questions and are given adequate thinking time.
- Teachers use questioning to promote critical thinking and actively encourage students to formulate and ask questions about their own learning, society, and the world around them.
- Teachers use skilful questioning to address common misconceptions.
- Teachers have expert knowledge of the subjects they teach, and all teachers have sufficient exam specification expertise so that they can deliver the assessment objectives effectively.

ORACY AND DISCUSSION

- Teachers use talk as an effective tool for learning. They encourage students to find confidence in their voices so that they can articulate their ideas clearly.

- Teachers ensure that students are exposed to well-structured, high-quality talk and discussion so that they can develop a wide range of vocabulary and oral fluency. Teachers use [Kagan Talk Structures](#) in the primary phase to facilitate this.
- In every lesson, students are given opportunities to talk in a range of settings and styles and to be confident in working in pairs and different size groups.
- Students are encouraged to develop their skills through peer teaching methods.

INCLUSIVE CULTURE

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. At TGS we regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.

We recognise that individual pupils may have other needs, and if such needs are identified, we will do all we can to ensure that the pupil receives appropriate support whilst taking due care to ensure that everyone remains safe. We recognise our legal duties under the Equality Act 2010 in respect of pupils with SEN and/or disabilities. Whilst all pupils identified with SEN and/or disabilities are covered under this policy, we recognise that these pupils often require support, which is different from, or in addition to, that required by their peers to take full advantage of the educational opportunities available to all pupils. **We operate a 'SEND and PP First' approach with our teaching and learning provision. These students are considered first in the planning, marking, and assessment phase to narrow the gaps in outcomes that exist.**

To support an inclusive culture:

- Teachers plan effectively and deliver lessons appropriate to every individual within the teaching group, providing a suitable level of challenge and support for all learners.
- Teachers are aware of and understand students' needs and personal circumstances, including SEN, EAL, those of a high ability, and pupil premium.
- Leaders in collaboration with teachers and support staff have designed student profiles with information useful for the individual needs of students. ALL staff receive regular training on how to use these effectively to plan and support students.
- Teachers use a range of differentiation strategies and know how to adapt their planning and teaching to ensure that all pupils are taught effectively.
- Teachers have annotated seating plans, updated every term to support the learning needs of all students (Secondary). SEND and PP students are strategically placed on seating plans to ensure they receive support throughout the lessons.

OUTSTANDING CLASSROOM CULTURE

- Teachers have high expectations and establish clear and consistent classroom routines for learning.
- Teachers expect all students to engage in lessons actively and have a shared responsibility for their own learning.
- Teachers follow the school's behaviour for learning strategies.
- All communication between students and teachers is encouraged to be courteous, kind, and positive.
- Teachers make efficient use of lesson time.

- Teachers use rewards and sanctions consistently and fairly.

SECURE KNOWLEDGE

- Teachers foster a positive and inclusive classroom environment where students feel safe to ask questions, express their opinions, and engage in meaningful discussions.
- Teachers ensure students use critical thinking skills and provide them with tools to evaluate and analyse information.
- Teachers address misconceptions regularly and use this as opportunities to embed concepts.
- Teachers regularly assess students' understanding and progress through formative and summative assessments, providing constructive feedback to support their secure acquisition of knowledge.
- Students show that they 'know more, remember more and are able to do more.'

RESPONSIBILITIES

Teaching and learning at TGS is a whole school shared responsibility. We understand that all members of staff have a key role to play.

Teaching Staff will:

- Follow the expectations for teaching and professional conduct as outlined in the Teachers' Standards
- Follow the expectations set out in this policy.
- Keep parents/carers updated on students' progress.

Support Staff will:

- Follow the expectations set out in this policy.
- Know the students they support and work to meet their learning needs.
- Liaise with teaching staff and external agencies to fully support students.

Subject and Phase Leaders will:

- Create detailed broad, and balanced curriculum plans that allow students to build knowledge and skills.
- Create sequenced lessons that encourage progress.
- Drive improvement in their subject, working with teachers to identify any challenges.
- Timetable their subject to allocate time for students to achieve breadth and depth, fully understand the topic, and demonstrate excellence.
- Moderate progress across their subject/phase by, for example, systematically reviewing progress against a range of evidence and reviewing performance data to improve on weaknesses identified in their monitoring activities.
- Create and share clear intentions for their subject.

- Encourage teachers to share ideas, resources, and good practice.

Senior Leaders will:

- Have a clear and ambitious vision for providing high-quality, inclusive education to all.
- Celebrate achievement and have high expectations for everyone.
- Hold staff and students to account for their teaching and learning.
- Plan and evaluate strategies to secure high-quality teaching and learning across school.
- Provide support and guidance to other staff through coaching and mentoring.
- Input and monitor the impact of continuing professional development (CPD) opportunities to improve staff's practice and subject knowledge.
- Promote team working at all levels.
- Address underachievement and intervene promptly.

Students will:

- Take responsibility for their own learning and support the learning of others.
- Always meet expectations for good behaviour for learning
- Attend all lessons on time and be ready to learn, with all necessary equipment.
- Be curious, ambitious, engaged, and confident learners.
- Know their targets and how to improve.
- Put maximum effort and focus into their work.
- Complete home learning activities as required.

Parents/carers will:

- Value learning and encourage their child.
- Make sure their child is ready and able to learn every day.
- Support good attendance and punctuality.
- Participate in discussions about their child's progress and attainment.
- Communicate with the school to share information promptly.
- Support and give importance to home learning.

The IEB will:

- Monitor the effectiveness of the teaching and learning policy and strategies employed by TGS.
- Monitor the impact of teaching and learning strategies on student outcomes.

PLANNING

Good planning is essential to effective learning and teaching. The school plans in different stages:

1. **National Curriculum/Specification** – Supported by curriculum maps and schemes of learning for each subject.
2. **Medium Term Plans** - these show, at the very least, content covered each term as well as summative assessment points.
3. **Short-Term Plans** - Teachers plan weekly to provide specific learning objectives, success criteria, and outcomes for each lesson, including formative assessments, which would be used to inform future planning.

At TGS:

- Lessons will be planned well to ensure good short, medium, and long-term progress.
- Planning should detail what is to be taught over a period, the big picture, and should reflect the needs and different abilities of pupils throughout the school and be based on their previous learning.
- Planning should indicate the content to be taught, but it should always remain a working document and be amended in the light of new information or gaps in students' knowledge.
- Student profiles and registers for SEND should be used when planning lessons.
- Relevant and appropriate cross-curricular links should be made wherever possible.
- Planning allows for effective use of resources.
- Planning ensures pupils follow their curriculum in the absence of their teacher.
- Planning ensures teachers and support staff have the necessary time and knowledge to prepare lessons and any resources needed.

Unit overviews will be shared with each year group each term and will have an accompanying Knowledge Organiser, including technical language. These will be used both in lessons to support teaching and learning and at home to support learning both prior to and following direct teaching of the content. Unit overviews and knowledge organisers will ensure that:

- Staff can immediately see the content that needs to be covered prior to their own planning.
- Students can use these to learn and revise content and become independent learners.

LEARNING ENVIRONMENT

At TGS, we believe that a purposeful and structured learning environment is essential in promoting high standards. A positive, caring environment and culture will promote positive self-esteem and confidence.

In the primary phase, the learning environment is vibrant, engaging, and nurturing, designed to stimulate the curiosity and imagination of young learners. Classrooms are colourful and welcoming, with walls decorated with educational themes related to basic subjects like Mathematics, Arts, and Science. Age-appropriate furniture and a variety of learning materials, such as counting blocks for

math and letter charts for reading, are easily accessible. Safety, comfort, and accessibility are prioritised, ensuring that all students, including those with special needs, can explore and learn effectively. The flexible layout of the classroom supports various activities, from individual reading sessions to group work, encouraging a sense of community and collaboration among students.

In the secondary phase, classrooms are thoughtfully designed to promote a stimulating and conducive learning environment that caters to the diverse educational needs of students. Each room, irrespective of the subject, is equipped with the necessary tools and resources to enhance both teaching and learning. Common features include technologically advanced equipment, adaptable furniture arrangements for various learning activities, and educational decor that promotes engagement and inspiration. These spaces are created to encourage critical thinking, creativity, and collaboration, ensuring that students are not only absorbing information but actively engaging with it. The emphasis is on creating an atmosphere that balances academic rigor with an understanding of the developmental needs of secondary school students, providing an environment that is both challenging and supportive.

In addition to the visual aspect of the learning environment, teachers ensure all students are confident in knowing what is expected of them in terms of work and behaviour. Teachers are expected to have:

- An orderly routine for the start of all lessons
- Immediate engagement - title, learning objectives, and do now/starter activity shared on board from the very start of the lesson – learning begins immediately, and every minute matters.
- High expectations for learning and behaviour for all their students
- Challenge with necessary scaffolds to support those who need it.
- Active engagement, not just compliance.
- Focus praise on effort, value the “struggle of learning”
- Positive relationships with all students through positive behaviour management.
- Positive framing to remind students of expectations and learning routines.
- Positive displays, working walls and published work that celebrate students’ learning.
- An inclusive classroom.

Classrooms (and corridors) must be kept tidy, and students are encouraged to tidy up after themselves and take pride in their classroom. All classrooms at TGS should not have either a cluttered appearance or create too much visual ‘noise’. Teachers are expected only to keep resources that are regularly used. Routines must be established early in the term to ensure that the floor, chairs, and desks are clear at the end of the school day.

MARKING AND FEEDBACK

Assessment and Feedback is an integral part of teaching and learning that supports teachers in addressing students’ misconceptions and closing gaps in their knowledge. All feedback is constructed

from pre-agreed success criteria. These must be shared with the class prior to completing any assessed work.

They can be either:

- Taken from a mark scheme.
- Agreed collectively by the class using schemes of learning.
- Stipulated by the teacher.

Whilst these are not required for assessment of simple recall, they are pivotal in the more extended pieces of work that students complete where they apply their knowledge in different scenarios such as solving a problem in trigonometry, answering an essay question on Romeo and Juliet, or composing a piece of music in the style of twelve-bar blues.

At TGS, we group Assessment and Feedback into two distinct categories: formative and summative assessed work.

Formative Assessment

This is the regular and constant use of feedback that happens in all lessons, mostly in informal scenarios, which a teacher will use to address misconceptions and close gaps in knowledge immediately. Strategies that a teacher might use to assess formatively are:

- Recall Questions
- Exit Tickets
- Quizzes
- Mini Whiteboard Test
- Knowledge Tests
- Multiple Choice Questions
- Spelling or Literacy Tests
- Discussions
- Assignments
- Extended Writing
- Exam Questions

TEACHER MARKING	
How is it marked?	What happens next?
<ul style="list-style-type: none"> ▪ Live marking in green pen ▪ Verbal feedback to students ▪ Whole class feedback 	<ul style="list-style-type: none"> • Students are given the opportunity to respond, reflect, edit, or redraft their work.
STUDENT MARKING	

How is it marked?	What happens next?
<ul style="list-style-type: none"> Self-assessed in purple pen Peer assessed in red pen 	<ul style="list-style-type: none"> Students are given the opportunity to respond, reflect, edit, or redraft their work.

Summative Assessment

Secondary

This is the assessment of a **Key Assessment Piece**, which occurs twice every half term in the Scheme of Learning to assess the students' understanding whilst leaving time at the end to allow for any further learning to take place and address any misconceptions that arise from this assessment.

Examples of work that could be used as a Key Assessment Piece are:

- Exam Papers (including STAR assessment, PIXL, SATs and GCSE practice papers)
- Exam Questions
- Extended Pieces of Independent Writing
- Solving Problems
- Completing a Design Brief
- Performance of a Skill or Routine (to include Tapestry)
- Completion of a BTEC Component

For **Key Assessment Pieces**, the marking is directed by the teacher to ensure that accurate and precise feedback is given. The student's role is to respond to the feedback when given.

Detailed assessment information for our Primary Phase can be found in subject-specific documents.

TEACHER MARKING	
How is it marked?	What happens next?
<ul style="list-style-type: none"> Marking in green pen Applying the English Marking Policy in subjects where extended writing is expected. Using SIR (Strength, Improvement, and Response) to construct the feedback 	<ul style="list-style-type: none"> The teacher must return the work to the students within four lessons of the Key Assessment Piece. Teacher provides students with a purple pen opportunity. Students reflect on, change, edit or redraft their work in purple pen

Recording of Practice and Application

We share high expectations for the standard of presentation for student outcomes. Our ambition is to ensure every pupil presents their best work in books every day. At TGS, we agree that the

presentation of students' work is crucial as it is a clear and immediate indicator of their engagement in lessons over time, their enthusiasm for a subject and the quality of learning that a student engages with. The TGS community is proud of student's work, and books must be cared for.

Therefore, the following principles must be adhered to:

- Work from the last lesson must be underlined, and the remainder of the page used.
- All students in all subjects must have the date, e.g., Monday 1st April 2023. We must ensure that capital letters are being used and that all spellings are correct.
- Title must be in the middle, or for longer titles, from the left-hand side of the page.
- Both title and date must be underlined.
- Students must write in blue/black pen.
- All markings across the school must be in **GREEN PEN**. This will stand out on all colours of paper.
- All self-assessments from students will be in **PURPLE PEN**.
- Peer assessment will be in **RED PEN**

At The Gatwick School, children aspire always to show their best work. Instances where this is not the case will not be accepted, and work may have to be redone.

MONITORING AND EVALUATION

At TGS, we regularly monitor teaching and learning across the school to make sure that all our students make the best possible progress from their starting points.

Aims of monitoring and evaluation:

- To make secure judgments of teaching and learning across the school
- To monitor and evaluate the progress of students and identify intervention strategies required.
- To evaluate the performance of individual teachers against the Teacher Standards and check that high standards of professional performance are established and maintained.
- To identify training needs across the teaching and support staff and drive the CPD programme.
- SLT and HODs will monitor and evaluate the impact of teaching on students' learning through termly Teaching and Learning Reviews (TLR) that include learning walks, observations, work scrutiny, deep dives, student voice, and teacher surveys.

CONTINUOUS PROFESSIONAL DEVELOPMENT

All staff at TGS will engage with high-quality researched CPD and be open-minded, reflective, and proactive in continually trying to improve their teaching practice. Teaching and Learning CPD will be

focused on what will make the biggest impact on teachers and students, and staff will be given time to work collaboratively in subject-specific teams to implement it.

As part of the Aurora Academies Trust, we are part of a professional network seeking to embed the TGS teaching and learning principles in every school therefore, we have a broad range of expertise to draw on.

The aim is to ensure all CPD is embedded, reviewed, and evaluated. CPD at TGS is:

- Focused on Quality First Teaching
- Underpinned by the Teaching Standards
- Developmental

All staff should:

- Update their subject knowledge regularly.
- Explore new topics or areas within their subjects that are relevant to the interests of students and could be used in the class.
- Keep their teaching practice and strategies up to date with current trends and initiatives.
- Actively discuss and share good teaching and learning strategies, especially those that have worked with hard-to-reach children.
- Proactively input to their personal CPD programme.
- Actively engage with whole staff training.
- Support the development of colleagues through collaborative planning and where possible shared developmental lesson observations.

LINKS TO OTHER POLICIES

The implementation of this policy is supported by the following frameworks and documents:

- National Curriculum Framework
- Professional standards for teachers.
- Continued professional development.
- Assessment Policy
- Curriculum Policy
- Behaviour Policy
- SEND Policy



Department
for Education

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>