

ST PAUL with ST LUKE
CHURCH OF ENGLAND PRIMARY SCHOOL
Leopold Street, Bow, London E3 4LA

Teaching and Learning Policy

Policy version Control

Version no	Amendments	Approval date
2	Small changes to clarify marking and feedback	



Teaching and Learning Policy

‘a special place
to learn’

St Paul with St Luke Primary School

ST PAUL WITH ST LUKE TEACHING AND LEARNING POLICY

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Aims and purposes

Any attempts to raise standards in our school must be focused on the **classroom**. Continued and sustained improvement is dependent upon improving the quality of teaching and learning that is taking place on a daily basis.

Across the school the expectation is that all pupils are provided with high quality learning experiences that lead to consistently high levels of pupil achievement.

**We expect every teacher to be a good teacher –
no child deserves less.**

Through our teaching and learning we aim to embed the 7 Ps, which require all to adhere to the school vision and values.

The 7Ps

PACE

PRAISE

PASSION

PROGRESS

PARTICIPATION

PARTNER WORK

POSITIVE TEACHING

	What we will see	Outcomes for learners
PACE	<p>Not a moment is lost No down time Lesson split into short sections Key vocabulary shared Learning modelled by teacher AfL Resources ready Questioning partners- TTYP. Paraphrasing answers No hands up LSA know who they are working with and what they are doing</p>	<p>Children:</p> <ul style="list-style-type: none"> are engaged 100% of the time are on task 100% of the time
PRAISE	<p>Specific Featured throughout lesson Rewards/points Showing good work as a model Children's strengths and efforts are highlighted</p>	<p>Children's:</p> <ul style="list-style-type: none"> self-esteem is boosted confidence is developed know how well they have done/ how they have been successful feel encouraged <p>CARING AND RESPECTFUL SPIRITUAL AND REFLECTIVE</p>
PASSION	<p>Hooks/Engagement Staff have strong subject knowledge Staff use children's knowledge Enthusiasm Creativity Personality Modelling passion of learning to children</p>	<p>Children:</p> <ul style="list-style-type: none"> are engaged, enthused and motivated are ready for learning <p>LIFE LONG LEARNING</p>
PROGRESS	<p>LI/SC/ AfL SA/PA/Plenary Marking and feedback QUESTIONING</p>	<p>Children:</p> <ul style="list-style-type: none"> know what they are learning, why they are learning it

	<p>Challenge/Support/Pitch and match Adapting lessons</p>	<p>and how they will learn</p> <ul style="list-style-type: none"> • meet the LI/SC • know next steps • are active learning <p>LIFE LONG LEARNING SPIRITUAL AND REFLECTIVE</p>
PARTICIPATION	<p>No barriers to learning Key vocabulary is learned ensuring access to learning Learning is scaffolded Teacher's model and pre-teach Teacher's direct LSA effectively</p>	<p>Children:</p> <ul style="list-style-type: none"> • have full access to learning • feel supported in their learning • are engaged in their learning <p>TAKING RESPONSIBILITY</p>
PARTNER WORK	<p>Learning from each other Practising skills Flexibility in partnering up children Peer assessment</p>	<p>Children:</p> <ul style="list-style-type: none"> • feel empowered • feel supported • are aware of next steps <p>WORKING TOGETHER TAKING RESPONSIBILTY</p>
POSITIVE TEACHING	<p>Inclusive Positive experiences planned for High expectation for all learners Listening to children – taking their views/ideas and opinions Adapting teaching Learning styles used (VAK)</p>	<p>Children:</p> <ul style="list-style-type: none"> • feel part of the team • are supported in achieving at high levels • feel they are being heard and have a voice • can access teaching/learning <p>CELEBRATING INDIVIDUALITY</p>

By adopting a whole school approach to teaching and learning across our school, we aim:

- To provide consistency of teaching and learning across our school.
- To enable teachers to teach as effectively as possible.
- To enable children to learn as efficiently as possible.
- To give children the skills they require to become effective life-long learners
- To provide an inclusive education for all children
- To learn from each other, through the adoption of partner work

There is no single recipe for improving teaching and learning in a school. However this policy outlines some of the key elements which are key to raising standards in teaching and learning. It also sets out a broad structure for lessons, based on best practice and research linked to how we best learn.

When reading this policy it is important to remember that adopting a broad template for structuring lessons does not preclude:

- Spontaneity
- Creativity
- Imagination
- Individuality

Lesson Structure

All lessons in our school should follow a basic structure made up of four parts:

- Phase One: set the scene, place learning in a wider context, link to prior learning; review previous lesson; provide the 'big picture'; share the learning intention/s and success criteria; share the key vocabulary needed for the lesson
- Phase Two: pupils receive new information; instruction/ exposition; teacher modelling (teaching)
- Phase Three: pupils make sense of information; processing; understanding; practising; applying (learning)
- Phase Four: review information, take onto next step, demonstrate learning, apply learning (plenary)

Precise interpretation of the four-phase structure will inevitably be very different in different situation. Age, ability, timing of the lesson, subject area and the particular focus for the lesson will all have a significant impact.

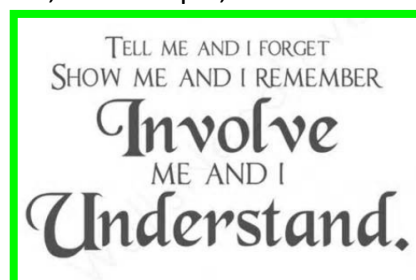
The boundaries between phases will almost certainly be blurred.

Teachers may well scroll through the phases more than once during a lesson. For example, after a short period of exposition, pupil may be engaged in an activity designed to help them make sense of new material. This may be followed by another period of exposition and an appropriate exercise (mini plenary).

MODEL- DO -REVIEW

THE PHASES ARE NOT ALWAYS SEQUENTIAL. Review, for example, is not confined to the end of the lessons. Good teachers weave review through the entire lesson and know that success criteria are only successful when repeated and referred to throughout the lesson.

Teaching and learning is not the same thing. Encountering information is not the same as understanding it. While stages are inextricably linked, they are separate processes. This must be reflected in the lesson.



PHASE ONE– Overview

Although this is relatively short in duration it involves a number of key features. The emphasis on this phase is on;

Creating an appropriate working atmosphere

Pupils will not learn if they are not in an appropriate state to learn. We use a range of strategies to establish climate conducive to learning including:

- Creating a classroom environment that is stimulating, reassuring and organised;
- Being fully prepared for lessons;
- Ensuring resources are prepared and on tables in advance of lessons;
- Other adults sensitively engage with a pupil who is not 'ready to learn';
- Greeting pupils with a smile

Linking the lesson to prior learning

- Linking the lesson to prior knowledge, e.g. reviewing previous lesson;
- Think about the three most important things you learned in the last lesson – now TTYP.
- In two minutes, I am going to ask you what you learned in your last lesson, but first TTYP.
- Today's lesson is about the water cycle. Jot down on your whiteboards what you already know, with your partner.

Providing an overview

The brain is more likely to absorb details when it can place them within a wider context. This is often referred to as 'providing the big picture/ idea first'. Maths, Literacy and IPC learning walls in all classes include the learning journey to enable pupils to see the 'bigger picture'. Pupils add their own questions and answers to the wall and are encouraged to carry out their own independent research at home.

Sharing learning intentions/ success criteria with pupils

Pupils must know exactly what they are going to learn and why. They must know what is expected of them by the end of the lesson.

For learning intentions to be shared effectively, teachers must:

- Move away from saying 'Today we are doing...' and instead say, 'By the end of the lesson you will know/ be able to/understand....'
- Make learning intentions specific
- Use child-friendly language – there is little point in sharing learning intentions if the pupils don't understand what you mean.
- Write them down
- Refer to them: at the start of the lesson, during the lesson and during the review phase.

Triggering the brain

The brain will tend to notice things if it has been primed to look for them.

Beginning a lesson by saying:

'Today when I am reading I want you to listen out for some really powerful adjectives that you can use in your own writing later on' or

'For homework tonight, I am going to be asking you to write down the functions of the different parts of the plant – you will find out what they are in today's lesson.'

Doing this increases the chances of pupils doing exactly that.

Stimulating curiosity, generating interest and setting the challenge

When we capture the imagination and stimulate curiosity in the first few minutes of the lesson, we go a long way to ensuring a high quality learning experience.

PHASE TWO– Receiving new information

The emphasis in this phase is on:

Providing students with new information or skills.

This is the teaching phase. Although we want all pupils to understand the information as they encounter it, the emphasis during phase two is on providing the new information. New information is delivered in many ways:

- Exposition
- Audio-visual aids – e.g. video clips
- Diagrams, pictures etc.
- ICT – CDROMS, internet
- Demonstration
- Modelling
- Books

The quality of the input during this phase will have a big bearing upon the extent to which pupils understand information. While high quality exposition does not guarantee understanding, it does make it significantly more likely.

We use a number of techniques across our school to ensure high quality of input in Phase Two is kept high.

Periods of exposition are kept short

Pupils have limited concentration spans. A widely used and useful rule of thumb is that concentration span will be about two minutes in excess of chronological age. Periods of exposition are therefore kept short and punctuated by regular breaks or activities. In general terms, significantly more learning will take place when new information is transferred and explained in three bursts of ten minutes than in one thirty minute session.

More than one beginning is created

Pupils tend to remember more from the beginning of an experience. When exposition is chunked into 10-15 minutes slots, a number of 'beginnings' are created in the lesson. Make the new start obvious. Use phrases such as, 'Now we are moving onto...' or 'The next activity we are going to be doing...' 'I want you to move back to the carpet for the next part of our lesson.'

The input is punctuated with questions

Although phase two is principally about exposition and delivering new information, it should be punctuated with questioning.

Ask regular closed questions during the input. This will keep pupils alert and provide instant feedback as to whether they have heard correctly and have understood – although at a shallow level. Asking too many open questions during an explanation can easily take a lesson off on inappropriate tangents. It also allows an individual to take the lesson off in a direction that causes other students to lose their train of thought.

Ask open questions (TTYP) before and/or after an input. Posing an open question at the start of an explanation will prime the brain to notice detail and begin to form an answer, even at a subconscious level, during the input. Asking an open question at the end of an input takes the learning into phase three and is designed to develop and assess deeper understanding.

See Appendix for Question types

The input is punctuated with activity (model whatever you want the children to do)

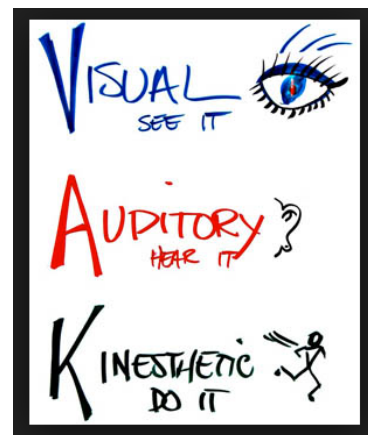
Punctuate the input of new information (phase two) with activities designed to help pupils make sense of it (phase three). This kind of integrated; alternating pattern of 'phase two, phase three, phase two, phase three' can often be more effective than an extended period of explanation.

For example, a teacher might be modelling how to write complex sentences. She might ask the children to work with a partner to write one together on whiteboards before continuing with further instruction.

New information is presented in several ways (VAK)

The fact that people prefer to receive information in different ways demands that information is transmitted in more than one way in phase two. A verbal explanation may well be clear, concise and of high quality. However, two thirds of the class may be working outside of their preferred learning style or have English as an additional language and struggle to grasp what is being said.

We aim to make learning multi-sensory so that pupils have opportunities to learn through seeing, hearing and doing.



PHASE THREE- processing the information

The emphasis in Phase Three is on:

- **developing understanding**
- **demonstrating understanding**
- **assessing understanding**



This is the key phase.

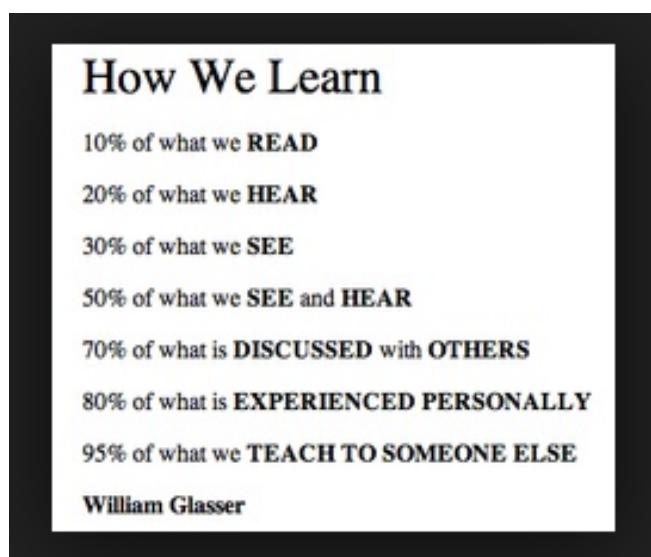
It is the opportunity for pupils to make sense of information. We play a significant role during this crucial phase, encouraging and reassuring at an emotional and guiding level while prompting and challenging pupils towards understanding. The extent to which pupils will understand information depends on three factors;

1. Quality of interactions

It is adults, and partners, who help pupils make sense of information. The frequency and nature of interactions, between teacher and pupils, and pupils with pupils, is highly significant. We develop understanding by

- Using open ended questions
- Providing wait time – pupils need time to think through their answers before replying to the teacher, or partners
- Providing thinking time by advance warning, such as ‘in two minutes I am going to ask you....,’
- Allowing pupils to explore and articulate their thinking by giving them time to discuss their responses with their partners (TTYP)
- Ensuring pupils fully understand the question by asking them to say to back or rephrase it
- Extending and deepening understanding by follow-up questions such as, ‘What made you think that?’
- Asking pupils to identify three possible answers and then select the best one (so they don’t always give you the first answer that pops into their head).
- Scaffolding thinking and answering – for example: ‘In two minutes I am going to ask you X, but before I do, I’d like you to think (or talk) about A. I’d like you to think about B. Now can you respond to my original question.’

2. Talking



When we talk we do more than articulate our current level of understanding. The very act of talking forces us to organise our thoughts and so deepens our understanding.

It is partly the reason why we remember so much of what we teach to others.

At our school we believe that talking to your partner is central to learning. All lessons include planned and unplanned opportunities to discuss questions and extend thinking. Think/Pair/Share and Talk to your partner (TTYP) are regular features in all lessons. Pupils are trained to use appropriate body language when talking to their partner and pupils understand that their talk is valued as much as their written work.

Good Partners

Look	Sound	Feel
Sit side by side	Helpful to each other	Ready to answer
Always return the stop signal	Check that they both understand the question	Safe and secure
TTYP quickly after a question has been asked	Talk loud enough to hear, though not too loud as to interrupt others	Listened to
Take turns in answering first	Build on what a partner says	Interested in what each other has to say
Wait while the other is talking	Say, ' We think that ...'	
Encourage each other through active listening: nodding, eye contact		

3. Tasks that engage pupils and challenge them to think

Making personal sense of information involves re-creating an assimilating it into existing understanding. It is an active process that requires that the learner actually does something, not least at a cognitive level. Activities in the third phase;

- Require pupils to do something at a cognitive level
- Provide a degree of challenge
- Require the pupils to re-create rather than to re-produce information
- Develop understanding
- Allow pupils to demonstrate understanding
- Give the teacher an opportunity to assess understanding
- Encourage pupils to work both independently and with their partners
- Encourage pupils to work for a sustained period of time

PHASE FOUR – Review

The emphasis in this phase is on:

- **Reviewing what has been learned**
- **Reflecting on how it has been learned**
- **Applying what has been learned in a new challenge**

Review is a key to memory and certainly not confined to the end of the lesson. Good teachers weave review throughout the entire lesson and are constantly referring to student back to the success criteria of the lesson, and reinforcing prior learning. Reviewing material is a highly significant part of the learning process, not least because large amounts of information can be forgotten very quickly.

Key features of Phase four are:

Pupils are actively involved

When teachers summarise what has been learned, the effect on the pupils' memories is relatively insignificant. However when the pupils themselves identify what they have learned as the lesson draws to a close, their memories will be given a significant boost.

Refer back to the learning intentions and success criteria.

Encourage pupils to reflect on what they have learned and what has helped them to learn.

Use prompts like:

- What did you do today that you found most helpful when learning?
- What did you do today that you found less helpful?
- If you had to do the task again, how would you do it?
- If you had to give one piece of advice to someone tackling the same task tomorrow what would it be?
- Can you apply what you have learned to help you solve a new problem?

Key elements and principles of teaching and learning across our school – a practical guide!

All lessons across our school should include the following elements to ensure high quality teaching and learning. New teachers to our school will receive training to ensure they fully understand these elements and to enable them to embed them in their everyday practice.

All lessons have ... Clear learning intentions/ Purpose

- LI are shared orally and displayed in child-friendly language
- All LI begin with 'At the end of this lesson I will be able to/ know/understand...'
- LI are not muddled up with the context of the lesson
- LI are written or stuck into the children's books prior to/at the beginning of the lesson
- When making work, the main focus is on the LI. If met the LI is double ticked, it means the LI has been met, if partially met the teacher will tick once.

All lessons have ... Well planned success criteria

- All teachers model the SC for the learning
- All pupils are clear about how they will achieve the LI
- SC are displayed, shared and discussed with the children
- In KS1, SC are stuck into the children's books and referred to through the lesson
- Children use the SC to self/peer assess
- When marking work in KS1, the SC that has been followed is ticked

All lessons are ...Clearly differentiated to enable all pupils to access learning

- All learners are appropriately challenged
- Planning show clear differentiation
- Adults are deployed effectively to ensure access

All pupils are ... Actively engaged in learning

- Pupils are actively engaged during all parts of the lesson – teachers take into account children's concentration spans and ensure pupils are not sitting passively for long periods.
- Opportunities for Think/Pair/Share and TTYP are regular features in all lessons.
- Mini whiteboards and partner games and practice are used for short bursts of activity, to develop understanding and to ensure children are active and engaged during the lesson.
- Visual, Auditory and Kinaesthetic approaches are all used creatively as a way to engage all learning styles

All pupils receive regular and clear.... Feedback which enhances learning

- AfL is embedded in everyday practice and is used to inform teaching and learning.
- All pupils are clear about how they need to improve, with verbal feedback given in most lessons
- Marking is linked to the LI and identifies the next steps
- Pupils are given regular time to address issues raised in marking
- Children respond to marking in green pen regularly

Learning is enhanced through ICT and trips and visits

- ICT is used to enhance learning wherever possible. Although ICT is nearly always used at the start of the lesson to engage children and in the plenary to consolidate learning, it is also used during the lesson to aid learning.
- Trips and visits are used hook children into their learning, enhance learning that has already taken place or as a reward for good attendance or reading homework. Classes should aim to go on one trip per half term.

Learning is enhanced through the use of ...Consistent management signals.

Clear management signals are designed to minimise the time spent on behaviour management and maximise time spent on learning. All our school consistently follow the same signals:

- 1-2-3: When moving from the carpet to tables or tables to carpet, teachers use the 1 (stand), 2 (walk to chair and stand behind it/carpet and stand and wait), 3 (sit down).
- Silent hand signal: To stop the class and get everyone's attention the teacher raises their hand. Children return the sop signal in silence. You must wait until every child had returned the stop signal. Initially this may take longer than you want, but if done consistently, the children will get quicker. This is non-verbal; avoid the temptation to say, "I am waiting..."etc.
- Active listening: To ensure active listening children are to look at the teacher/speaker with 'magnet eyes', this ensures you have the children's full attention.

Learning is enhanced through the ... Effective use of additional adults

- Additional adults are clearly directed to support learning
- Teaching assistants are fully engaged with pupils on the carpet and tables during lesson times. **They are not photocopying work, sharpening pencils or sticking work into books during learning time!**
- They are clear about who they are supporting and why.
- Planning is shared in advance
- They sit next to the pupil/pupils they are working with, quietly engaging the pupils, explaining the task or using other resources, e.g. number line to facilitate learning. They are involved in assessing pupil's understanding and recording observations.

Classroom Environment

The surroundings in which children learn can greatly influence their academic performance and well-being in school. The better a school looks, the more it inspires the people inside it – a well-cared for classroom can make pupils feel that what they achieve and how they themselves are perceived is important.

Across our school we aim to ensure that all classrooms, group learning areas and whole school areas are spaces that everyone can use to learn and be proud of.

Literacy and Maths learning walls link to the topic they are studying.

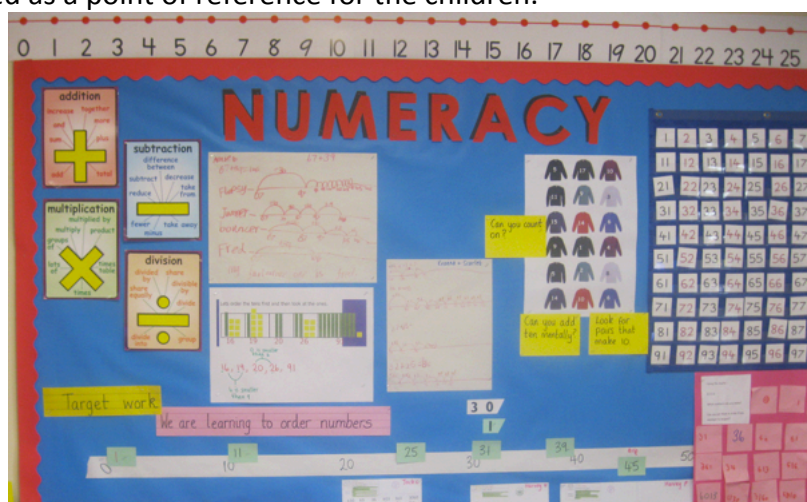
The learning walls include:

- The title of the topic
- The learning journey
- Children's work
- Children questions
- Key vocabulary
- Visuals to stimulate learning



Careful consideration is given to how to make the learning walls focal points in the class. They should be immediate points of interest in the classroom and all children should be confident talking about these walls.

In addition to the learning walls, keys visuals and prompts for Literacy and Maths will be displayed as a point of reference for the children.



Maths:

- A large 100 square
- A large number line
- Key maths vocabulary
- Current maths targets
- Models and images
- Key facts: number bonds/ times tables
- Maths marking codes

Literacy:

- Class author door display
- Books we are reading and author
- Handwriting prompts
- Synonyms, V COP
- Literacy marking codes

General classroom organisation

Classrooms are bright, well organised learning spaces. Pupils know how to access resources and respect the classroom environment. Different teachers have likes/dislikes about how to organise their classrooms. However to ensure a sense of security and consistency the school points below need to be taken on board in all classrooms in Key stage 1 and 2.



- Tables are generally arranged in a horseshoe shape. There is a focus table, where the children furthest from NE will sit so that their progress can be closely monitored.
- Resources children need to use frequently, such as pencils, pens, rulers, green pens, whiteboard pens, etc should be stored on the tables – one set between two children (pots/ pencils cases). This ensures time is not spent on retrieving resources, therefore learning time is maximised.
- The School Values and marking codes are on display where the children can see them.
- There is a Portrait display, where all members of the class are represented.

- Classrooms are tidy, labelled, organised and uncluttered. Pupils take responsibility for ensuring their classroom is a pleasant and safe place to learn.
- All trays are clearly labelled
- Groupings/ partners/seating plans are displayed
- Displays are a learning resource – they are not just a reflection of previous learning. All displayed are labelled with the learning that has taken place, including any key vocabulary learned.

Whole School environment

Whole school displays give out a very strong message to our school community. They are changed termly and can and should be a celebration of children's work. These highly visible displays need to be planned carefully and thought should be given to how to display children's work in the most creative ways possible.

Marking and Feedback

Marking has the potential to be the most powerful manageable and useful diagnostic record of achievement.

S Clarke 2001

Across our school, we think of marking in terms of feedback about a child's work/learning. This feedback may take a number of forms – oral, written, formal and informal.

The nature of marking influences and encourages the child and gives him/her the confidence to take another learning step.

Overview of marking across our school:

- All work is marked in **blue pen**.
- If met the LI is ticked twice in blue pen, if partially met, it is ticked once. In KS2 the SC is ticked, where children have followed that step.
- As a general principle, no work is returned to a pupil without being acknowledged in some way.
- We do not use crosses to draw attention to incorrect work
- Next step prompts are used to help pupils improve their work, this is preceded by an orange mark/ arrow, to illustrate the children need to follow the next step in order to develop understanding
- Where appropriate the marking must be linked to the LI and SC.
- All adult comments must be clearly legible and follow the handwriting policy.
- Comments on pupils work should mostly be positive and encouraging. Use careful language about difficulty: emphasise that difficult means new learning is taking place.
- Pupils are given time to read the comments and respond to them in **green pen**.
- Pupils are taught to improve their own work.

- Pupils are taught to 'mark' their own, and their partners work, where appropriate (self and peer marking). Once this has been done, the teacher will mark the work also and assess how well children can assess themselves/others.
- Where we can, we aim to give children verbal feedback throughout the lesson. Children then immediately follow the teacher's advice and improve their work.
- See Marking Policy for more details on marking and feedback.

Key prompts to ask when planning and delivering a lesson

Am I crystal clear about what I want the children to be able to do/ to understand/ to know by the end of the lesson?	Have I written the LI up on the whiteboard/ put into the power point/ onto the LI that is stuck into children's books, in child-friendly language?	Have I thought about the steps to success/SC and planned these in advance?
Have I thought about the questions I will need to ask to deepen children's understanding/ assess learning?	Have I thought about how I am going to engage and motivate children at the start and during the lesson?	Have I thought about how I will meet the needs of all learners, including the more able? Are activities challenging and designed to deepen understanding?
Have I set clear expectations of what pupils are expected to achieve by the end of the session?	Have I thought about how I will meet the needs of the EAL/SEN learners in my class, e.g. what visuals/scaffolds I will use?	Am I giving the children thinking and talking time before answering questions?
Am I going to be introducing new vocabulary to the children?	Have I made sure children are not going to be sitting passively for long periods?	Have I included any time for pupils to respond to marking from the previous lesson?
Am I going to meet the learning styles of all the pupils?	Have I shared the planning with my TA? Is he/she clear about who she/he is supporting and how?	Have I got a balance of teacher instruction, intervention and children working independently?
How am I going to conduct my plenary?	Have I planned opportunities for pupils to talk about their learning in partners/groups?	How are pupils going to assess their own learning and that of their peers?

Coaching and Mentoring at St Paul with St Luke

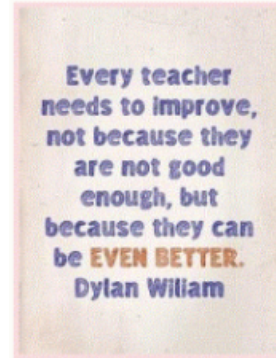
"Coaching is about unlocking potential in order to maximise performance – it's about bringing out the best in people."

AIMS

What do we want to achieve?

- All teaching is good or better
- Good or better learning and achievement for pupils
- Confident, self-motivated, reflective staff

In order to achieve our aims we will embed coaching and mentoring into our leadership practice.



What is coaching?

Coaching is a professional and supportive relationship, based on trust, between (usually) two colleagues. The purpose for the coach is to help the coachee to identify the solutions to their problems themselves.

Why are we doing it?

Good teachers can be developed, providing they are working in a supportive and positive environment, where it is ok to try things out, make mistakes, and further refine their ideas. They also need to be able to reflect on the issues that are important to them with an encouraging colleague, who will listen and ask key questions to help them find their solution-not the 'this is the way I do it, so you should do the same' approach. This, in our view, is the essence of coaching.

In the sixteenth century, the English language defined 'coach' as a carriage, a vehicle for conveying valuable people from where they are, to where they want to be. ***The staff are the most valuable resource that a school has. They are the people that make a difference to the young learners that come to our school. We therefore have a duty to help and support each other, to become the best teachers that we can possibly be.*** Coaching is a vehicle to do this.

Taken from Allison & Harbour, *The Teaching Toolkit*

Personalised CPD will enable us to build confident, self-motivated and reflective staff. As a school that is firmly committed to 'getting to good', we feel coaching, is the best way to ensure personalised CPD for each teacher. GROW Coaching will facilitate this.

The 'one size fits all' approach to CPD i.e. all sitting in a hall listening to the same message, is not an effective use of time. We all have our own areas of work that we want to develop – coaching allows each of us to focus on what we want to improve. This is so important if we want all teachers to be the best they possibly can be.

How are we going to do this?

Coaching practice in SPSL is built on four essential qualities:

- a desire to make a difference to pupil learning
- a commitment to professional learning
- a belief in the abilities of colleagues
- a commitment to developing emotional intelligence

In order to developing coaching in our school we will implement the GROW framework.



- Goal: To start, the coach helps the coachee determine what he or she would like to accomplish.
- Reality: In the Reality phase, coach and coachee investigate the current situation, needing to discover all relevant facts.
- Options: In the Options phase, the coachee and coach create a list of alternative courses of action. What have you already tried? What else might you try? What if you had more time?
- Will: The will phase converts a discussion into a decision. After all options have been considered, the coachee decides what actions to take.

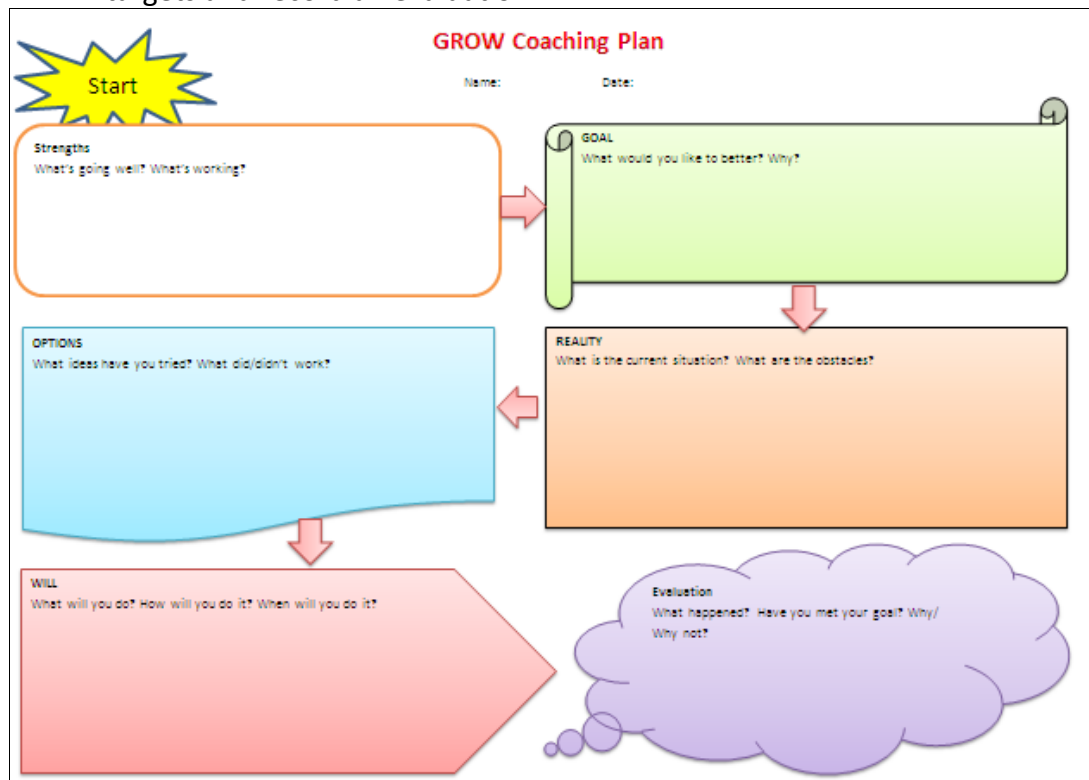
During GROW time we will:

- establish rapport and trust
- listen for meaning

- question for understanding
- prompt action, reflection and learning
- develop confidence and celebrate success

Administration and Practice

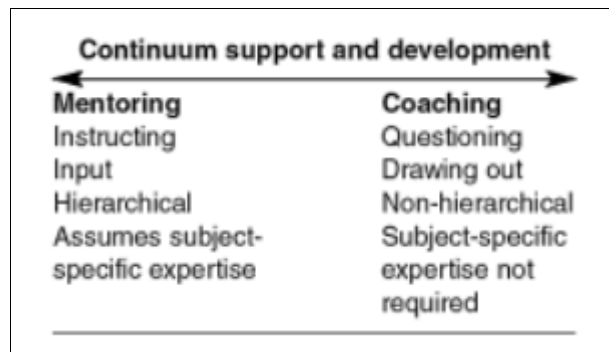
- The GROW practice is a cycle in the form of plan, take action and evaluate. This will take place in planning time, in the classroom and 1:1 with SLT.
- Teachers may complete a GROW form during planning meetings
- At the next planning meeting, the coach and coachee may review the GROW targets and record an evaluation.



What is Mentoring?

Mentoring usually involves a more experienced individual supporting a colleague by giving them advice and ideas about how to improve. The mentor is normally a more experienced colleague with knowledge of the needs and professional context of the other person. The process is usually time defined and has a significant emphasis on developing the less experienced colleague.

A structured Mentoring Programme is provided for all NQTS and for all other staff, mentoring will compliment coaching.



Taken from Allison & Harbour, *The Teaching Toolkit*

How will we know coaching and mentoring have been successful?

- **For pupils there are enhanced:** learning outcomes and motivation.
- **For teachers there is enhanced:** self-confidence, willingness and capacity to learn and change, knowledge and understanding, a wider repertoire of teaching and learning strategies and increased confidence in the power of teaching to make a difference.
- **For school leaders there is enhanced:** leadership of learning. That is all of the benefits for pupils and teachers, together with enhanced organisational effectiveness.

Grade descriptors for the quality of leadership and management – Common Inspection Handbook from September 2015

Outstanding (1)

- Leaders and governors have created a culture that enables pupils and staff to excel. They are committed unwaveringly to setting high expectations for the conduct of pupils and staff. Relationships between staff and pupils are exemplary.
- Leaders and governors focus on consistently improving outcomes for all pupils, but especially for disadvantaged pupils. They are uncompromising in their ambition.
- The school's actions have secured substantial improvement in progress for disadvantaged pupils. Progress is rising across the curriculum, including in English and mathematics.
- Governors systematically challenge senior leaders so that the effective deployment of staff and resources, including the pupil premium and SEN funding, secures excellent outcomes for pupils. Governors do not shy away from challenging leaders about variations in outcomes for pupil groups, especially between disadvantaged and other pupils.
- Leaders and governors have a deep, accurate understanding of the school's effectiveness informed by the views of pupils, parents and staff. They use this to keep the school improving by focusing on the impact of their actions in key areas.
- Leaders and governors use incisive performance management that leads to professional development that encourages, challenges and supports teachers' improvement. Teaching is highly effective across the school.
- Staff reflect on and debate the way they teach. They feel deeply involved in their own professional development. Leaders have created a climate in which teachers are motivated and trusted to take risks and innovate in ways that are right for their pupils.
- The broad and balanced curriculum inspires pupils to learn. The range of subjects and courses helps pupils acquire knowledge, understanding and skills in all aspects of their education, including linguistic, mathematical, scientific, technical, human and social, physical and artistic learning.
- Pupils' spiritual, moral, social and cultural development and, within this, the promotion of fundamental British values, are at the heart of the school's work.
- Leaders promote equality of opportunity and diversity exceptionally well, for pupils and staff, so that the ethos and culture of the whole school counters any form of direct or indirect discriminatory behaviour. Leaders, staff and pupils do not tolerate prejudiced behaviour.
- Safeguarding is effective. Leaders and managers have created a culture of vigilance where pupils' welfare is actively promoted. Pupils are listened to and feel safe. Staff are trained to identify when a pupil may be at risk of neglect, abuse or exploitation and they report their concerns. Leaders and staff work effectively with external partners to support pupils who are at risk or who are the subject of a multi-agency plan.
- Leaders' work to protect pupils from radicalisation and extremism is exemplary. Leaders respond swiftly where pupils are vulnerable to these issues. High quality training develops staff's vigilance, confidence and competency to challenge pupils' views and encourage debate.

Good (2)

- Leaders set high expectations of pupils and staff. They lead by example to create a culture of respect and tolerance. The positive relationships between leaders, staff and pupils support the progress of all pupils at the school.
- Leaders and governors are ambitious for all pupils and promote improvement effectively. The school's actions secure improvement in disadvantaged pupils' progress, which is rising, including in English and mathematics.
- Leaders and governors have an accurate and comprehensive understanding of the quality of education at the school. This helps them plan, monitor and refine actions to improve all key aspects of the school's work.
- Leaders and governors use performance management effectively to improve teaching. They use accurate monitoring to identify and spread good practice across the school.
- Teachers value the continuing professional development provided by the school. It is having a positive impact on their teaching and pupils' learning. Teaching is consistently strong across the school or where it is not, it is improving rapidly.
- Governors hold senior leaders stringently to account for all aspects of the school's performance, including the use of pupil premium and SEN funding, ensuring that the skilful deployment of staff and resources delivers good or improving outcomes for pupils.
- The broad and balanced curriculum provides a wide range of opportunities for pupils to learn. The range of subjects and courses helps pupils acquire knowledge, understanding and skills in all aspects of their education, including linguistic, mathematical, scientific, technical, human and social, physical and artistic learning. This supports pupils' good progress. The curriculum also contributes well to pupils' behaviour and welfare, including their physical, mental and personal well-being, safety and spiritual, moral, social and cultural development.
- Leaders consistently promote fundamental British values and pupils' spiritual, moral, social and cultural development.
- Leaders promote equality of opportunity and diversity, resulting in a positive school culture. Staff and pupils work together to prevent any form of direct or indirect discriminatory behaviour. Leaders, staff and pupils do not tolerate prejudiced behaviour.
- Safeguarding is effective. Leaders and staff take appropriate action to identify pupils who may be at risk of neglect, abuse or sexual exploitation, reporting concerns and supporting the needs of those pupils.
- Leaders protect pupils from radicalisation and extremism. Staff are trained and are increasingly vigilant, confident and competent to encourage open discussion with pupils.

Grade descriptors for the quality of teaching, learning and assessment– Common Inspection Handbook from September 2015

Note: Grade descriptors are not a checklist. Inspectors adopt a 'best fit' approach that relies on the professional judgement of the inspection team.

Outstanding (1)

- Teachers demonstrate deep knowledge and understanding of the subjects they teach. They use questioning highly effectively and demonstrate understanding of the ways pupils think about subject content. They identify pupils' common misconceptions and act to ensure they are corrected.
- Teachers plan lessons very effectively, making maximum use of lesson time and coordinating lesson resources well. They manage pupils' behaviour highly effectively with clear rules that are consistently enforced.
- Teachers provide adequate time for practice to embed the pupils' knowledge, understanding and skills securely. They introduce subject content progressively and constantly demand more of pupils. Teachers identify and support any pupil who is falling behind, and enable almost all to catch up.
- Teachers check pupils' understanding systematically and effectively in lessons, offering clearly directed and timely support.
- Teachers provide pupils with incisive feedback, in line with the school's assessment policy, about what pupils can do to improve their knowledge, understanding and skills. The pupils use this feedback effectively.
- Teachers set challenging homework, in line with the school's policy and as appropriate for the age and stage of pupils, that consolidates learning, deepens understanding and prepares pupils very well for work to come.
- Teachers embed reading, writing and communication and, where appropriate, mathematics exceptionally well across the curriculum, equipping all pupils with the necessary skills to make progress. For younger children in particular, phonics teaching is highly effective in enabling them to tackle unfamiliar words.
- Teachers are determined that pupils achieve well. They encourage pupils to try hard, recognise their efforts and ensure that pupils take pride in all aspects of their work. Teachers have consistently high expectations of all pupils' attitudes to learning.
- Pupils love the challenge of learning and are resilient to failure. They are curious, interested learners who seek out and use new information to develop, consolidate and deepen their knowledge, understanding and skills. They thrive in lessons and also regularly take up opportunities to learn through extra-curricular activities.
- Pupils are eager to know how to improve their learning. They capitalise on opportunities to use feedback, written or oral, to improve.
- Parents are provided with clear and timely information on how well their child is progressing and how well their child is doing in relation to the standards expected. Parents are given guidance about how to support their child to improve.
- Teachers are quick to challenge stereotypes and the use of derogatory language in lessons and around the school. Resources and teaching strategies reflect and value the diversity of pupils' experiences and provide pupils with a comprehensive understanding of people and communities beyond their immediate experience. Pupils love the challenge of learning.

Good (2)

- Teachers use effective planning to help pupils learn well. Time in lessons is used productively. Pupils focus well on their learning because teachers reinforce expectations for conduct and set clear tasks that challenge pupils.
- In lessons, teachers develop, consolidate and deepen pupils' knowledge, understanding and skills. They give sufficient time for pupils to review what they are learning and to develop further. Teachers identify and support effectively those pupils who start to fall behind and intervene quickly to help them to improve their learning.
- Teachers use their secure subject knowledge to plan learning that sustains pupils' interest and challenges their thinking. They use questioning skilfully to probe pupils' responses and they reshape tasks and explanations so that pupils better understand new concepts. Teachers tackle misconceptions and build on pupils' strengths.
- Teachers give pupils feedback in line with the school's assessment policy. Pupils use this feedback well and they know what they need to do to improve.
- Teachers set homework, in line with the school's policy and as appropriate for the age and stage of pupils, that consolidates learning and prepares pupils well for work to come.
- Teachers develop pupils' reading, writing and communication, and where appropriate mathematics, well across the curriculum. For younger children in particular, the teaching of phonics is effective in enabling them to tackle unfamiliar words.
- Teachers expect and encourage all pupils to work with positive attitudes so that they can apply themselves and make strong progress.
- Pupils develop the capacity to learn from mistakes and they become keen learners who want to find out more. Most are willing to find out new information to develop, consolidate and deepen their knowledge, understanding and skills, both in lessons and in extra-curricular activities.
- Most pupils commit to improving their work. They are given time to apply their knowledge and understanding in new ways that stretches their thinking in a wide range of subjects, and to practise key skills.
- The school gives parents information about how well their child is progressing, how well their child is doing in relation to the standards expected, and what their child needs to do to improve.
- Teachers promote equality of opportunity and diversity in teaching and learning.

APPENDIX

Differentiation

Differentiation by outcome or response

This is perhaps the most widely used of all forms of differentiation. The same material or stimulus is used for all students or, alternatively, the same tasks are set for everybody in the group. Differentiation is achieved by individuals answering at their own levels of ability so that very different outcomes result from the same task or piece of work.

This method works best where the tasks are open-ended, so that students have the chance to make something of their personal responses. A major advantage of this form of differentiation is that students do not have to be grouped first.

However, be aware that some inspectors are a little uneasy if the process is used too much and especially where the tasks are not sufficiently open-ended. This is because it is possible that the teacher has not thought through what he or she is doing and is simply setting the same task without a strategy behind it.

Differentiation by resource or text

This method is based upon the fact that some students are capable of working with more advanced resources than others. Students may be answering the same basic question, but using differing levels of materials upon which to base their answers. Easier texts have less prose and more illustrations, are less dense and use restricted vocabulary and concepts. For the more able, the vocabulary should be more advanced and the ideas expressed in more complex ways.

In history and geography, for instance, one can visualize a range of texts on the same basic information. In modern foreign languages, too, some students could be presented with much more detailed and complex materials.

Because of major differences in the ways in which students can work, we need to provide a wide variety of resources.

Differentiation by task

Here a variety of tasks are provided that cover the main content area, and provide for the range of individual students in the group. One particular consideration is the starting point. More able students could start 'further along the road'. Another important factor is the number of steps to be followed. The less able the smaller the incremental steps need to be. The more able the student the bigger the gaps can be and therefore the fewer steps that need to be incorporated into the planning.

One technique is to have different cards, worksheets or exercises for different students. Some teachers worry about the social implications of handing different paper out to different students. It is perhaps worth reflecting that much more harm can be done by fazing students with material that is beyond them, or by frustrating or boring the more able by not giving them sufficient challenge.

Another application is through group work. Some teachers use 'rolling activities in which different stages of a project are handled by different ability-based groups, depending upon the difficulty of the task involved.

A third technique to achieve differentiation by task involves worksheets that get progressively more difficult. The early tasks are much easier, although that is as far as some students get. The later tasks are much more difficult and are only tackled by able students who have raced through the earlier questions. Some teachers find this more acceptable, as the same sheets are given to everybody. The danger is that too much time could be wasted at the start for the more able.

Differentiation by dialogue

The most important resource for any student is not paper or electric, but human. Differentiation by dialogue places emphasis on the role of the teacher and the talking that takes place between teacher and students. There are various aspects of differentiation by dialogue.

The vocabulary and complexity of language used should vary for different students. The less able student may well require a detailed explanation in simple language. The more able pupil requires a verbal dialogue at a more sophisticated level. All students need appropriate feedback within the dialogue.

The skilled manager of the classroom prompts and encourages students with comments suitable to the ability of each student and the degree of progress being made.

Differentiation by support

This approach is linked to differentiation by dialogue, and is based upon the notion that some students need more help than others to complete the work set. The amount and degree of help provided can be differentiated to meet the needs of individual students.

This support can be provided by the teacher or by other adults. An obvious example would be the help given by a classroom assistant to a student with learning difficulties. The support could come from other students or indeed from hardware and information technology. An able pupil could be supported by an independent learning package. It is worth noting that students of all abilities deserve and need teachers' support, but that the nature of that support should vary.

Differentiation by pace

Some students need to move forward very gradually or they become confused. Many able students are able to sustain a much quicker programme and they become frustrated if the pace is not strong enough. Even simple tasks become more difficult if they have to be achieved within a limited time.

Lesson planning can then be differentiated in terms of how many and how quickly tasks are to be completed. Urgency and greater pace are key ingredients to satisfy the needs of able students.

Differentiation by pace can be interpreted in two different ways. In linear-based subjects such as mathematics and modern foreign languages, it could involve more able students going through a set course much more quickly, getting progressively further ahead. This is often referred to as acceleration or fast-tracking. In other subjects, such as the humanities, this would be inappropriate. Here differentiation by pace would involve more able students working more quickly, but into enrichment or extension tasks rather than progressing onto the next unit. Clearly this second interpretation could also be applied to the linear-based subjects.

Differentiation by content

Some students create time by their quick and successful mastery of 'the basics' to look at content beyond the norm. This is an important use of time, rather than the waste of doing 'more of the same'. Differentiation by content links with differentiation by resource or text.

Differentiation by independence or responsibility

This fits alongside some of the issues raised in differentiation by support. Peer assessment and self-assessment are recommended as part of the teaching and learning process. It is suggested that able students are more capable of such forms of assessment.

QUESTIONING

Questioning is part of Assessment for Learning and some of the strategies used should include:

- No hands up
- Talking partners
- Small groups
- Time to think
- Open ended questions
- Beginning topics with questions
- Here is the answer. What is the question?
- Modelling good questions.

All children should be encouraged to generate their own questions.

All staff should consider the use of questioning techniques during their planning and ensure that the six levels of questioning are included across the curriculum.

1. Questions that draw upon knowledge (remembering)
2. Questions that test comprehension (understanding)
3. Questions that require application (solving)
4. Questions that encourage analysis (reasoning)
5. Questions that invite synthesis (creating)
6. Questions that promote evaluation (judging)

Teachers who have used these techniques have noticed children:

- Developing independence
- Take more responsibility for their own learning
- Work through difficulties rather than ask for help
- Think about what they are trying to achieve by asking questions
- Seek explanations and alternatives more frequently
- Evaluate their own understanding and often take it further.

Questions should be used on displays for interaction.

Questions can be generated by teacher or children.

ST PAUL WITH ST LUKE TEACHING AND LEARNING POLICY

Policy reviewed	September 2016
Policy updated	September 2016
Adopted by governing body	
Review date	July 2017

