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Great Torrington School

Teaching and Learning Policy

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GTS TEACHING AND LEARNING POLICY

Learning is an alteration to the long-term memory which allows us to acquire knowledge and skills which will help us to make sense of future problems and seize future opportunities. Teaching is the work that someone does to help a pupil learn. This policy sets out clear guidance on what teachers will do to maximise the learning of children at GTS.

The guidance in this policy is based on the best available research into which teaching strategies have the most significant impact on pupil learning.[1] The objective is to ensure there is a strong emphasis on all pupils receiving a knowledge rich education and to promote the school's values. This guidance is to be used in conjunction with the Teaching Standards issued by the Department for Education.[2]

We aim for all lessons at GTS to have *Five Key Ingredients*

1. A strong, silent start to the lesson
2. The teacher is the expert in the room and confidently shares their knowledge with the class whilst every pupil actively listens
3. The teacher uses expert questioning to regularly check for understanding and acts on this feedback
4. Teachers guide pupil practice; providing structured opportunities to discuss and explore their learning
5. Pupils are given frequent opportunities for independent practice in a distraction-free, silent environment

To help all teachers to achieve these key ingredients, teachers receive training in the techniques outlined by Doug Lemov in his book Teach Like A Champion. Ten techniques from this book that must be used regularly to promote the Five Key Ingredients are:

- Threshold (Meet pupils at the door)
- Do Now (Have a silent task to do at the start of a lesson
- SLANT (Pupils '**S**it up, **L**isten, **A**sk and answer questions, **N**od, **T**rack the speaker')
- RADAR (Regularly scan the room and ensure pupils know that you are looking)
- Work the Clock (Ensure lessons have pace by making deliberate and explicit use of time)
- Cold Call (Call on pupils at random to answer questions)
- Right is Right (Never accept a half answer as 'right')
- Turn and Talk (Pupils discuss ideas with a partner before sharing with the whole group)
- What to Do (Give clear instructions to pupils about how to meet your expectations)
- No Opt Out (Do not accept 'I dunno' or 'I can't do it' as an answer)

[1] This includes:
John Hattie, *Visible Learning*
Education Endowment Foundation Teaching and Learning Toolkit
Barak Rosenshine, *Principles of instruction*
Jon Sweller, *Cognitive Load Theory*
Doug Lemov, Teach Like a Champion 2.0

[2] https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/665520/Teachers__Standards.pdf

To ensure the best possible education for our pupils, teachers must also…

- Communicate a clear learning objective, which is shared from the start of the lesson
- Regularly review previous knowledge
- Introduce new knowledge in small chunks
- Provide models of best practice
- Have the highest expectations for what all pupils can achieve
- Anticipate where pupils, especially those with a lower starting point, will struggle and provide appropriate scaffolding and support
- Aim for a high success rate in every aspect of teaching
- Provide pupils, parents and colleagues with regular and timely feedback on a pupil's learning and provide clear guidance to the pupil about how to improve
- Provide opportunities for pupils to act on the feedback they are given
- Provide a well-managed classroom where all pupils can learn without distraction
- Set regular homework tasks that revisit and reinforce the learning that has happened in the classroom
- Have a fluent understanding of the GCSE specification and National Curriculum in the subjects which they teach
- Have an understanding of the National Curriculum and exam specifications at Key Stages 1, 2 and 5 in the subjects that they teach
- Keep up to date with contemporary developments in their subject and its pedagogy

This is by no means a comprehensive list of strategies that a teacher can use. Teachers at GTS are encouraged to teach in a way that is most effective for them, their subject and their pupils. Teachers are encouraged to constantly reflect and adjust their teaching to find what works best. There can never be a 'one size fits all' list of strategies for teachers nor are there ever any magic bullets. However, by following these policies and incorporating them into every teacher's toolkit, pupil achievement will be raised, best practice promoted and there will be increased consistency in high quality teaching across the school.

All teachers are entitled to receive regular coaching by another member of staff, who will visit their lessons and provide them with feedback on their teaching. The coach will regularly set their coachee a 'Powerful Action Step.' This action step will be a technique that the teacher should develop that will have the most significant impact on the quality of their teaching.

Where teaching staff feel that they are unable to fulfil any of these aspects of effective teaching, full training and support will be coordinated by the Assistant Headteacher (Teaching and Learning.)

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