

NHTS - POLICIES AND PROCEDURES

The graphic is titled "TEACHING AND LEARNING POLICY" and is divided into four columns representing different stages of the policy implementation process. Each column has a header in a colored box: ESTABLISH (orange), EVALUATE (green), EXTEND (blue), and EMBED (red). Below each header is a list of bullet points and icons. The EVALUATE column includes three circular icons: a green checkmark, a red X, and a green checkmark. The EMBED column includes a red icon of three people.

ESTABLISH	EVALUATE	EXTEND	EMBED
<ul style="list-style-type: none">• Develop a shared vision• Develop a shared language• Develop a shared understanding of the policy• Develop a shared understanding of the policy• Develop a shared understanding of the policy	<ul style="list-style-type: none">• Quality• Quantity• Quality• Quantity <p>Icons: Green checkmark, Red X, Green checkmark</p>	<ul style="list-style-type: none">• Quality• Quantity• Quality• Quantity	<ul style="list-style-type: none">• Quality• Quantity• Quality• Quantity <p>Icon: Red people icon</p>

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1. AIMS

This policy aims to:

- Provide clear guidelines on NHTS' approach to Teaching and Learning across every curriculum area.
- Establish a consistent and coherent approach to the delivery of the curriculum through the Teaching and Learning strategy.
- Clearly set out the roles and responsibilities of all staff, students and governors in relation to Teaching and Learning.

2. TEACHING AND LEARNING VISION

At NHTS we understand the transformative power of quality first teaching.

Teaching and Learning is underpinned by the following vision:

Teaching and Learning at NHTS is rooted in the best pedagogical practices, it is courageous, ambitious and reactive and focuses on providing a bespoke education for all our students.

3. TEACHING AND LEARNING STRATEGY

Through collaboration with CALs, the school has developed a Teaching and Learning strategy (The 4 Es – APPENDIX 1) that embodies the very best of current Teaching and Learning pedagogy including Rosenshine's Principles of Instruction. It is underpinned by the whole school priorities of 'Consistency,' 'Closing the Gaps' and 'Challenge.'

Every sequence of Teaching and Learning in school will be planned using the 4 Es.

- **ESTABLISH** – Staff will establish what students already know in order to gauge the direction of learning.
- **EVALUATE** – Staff will check whether students have understood what has been taught.
- **EXTEND** – Staff will act courageously and following an evaluation of the learning will ascertain whether they will re-visit a skill or topic or continue with their planned curriculum.
- **EMBED** – Staff will ensure that skills/knowledge are applied by students so that skills and knowledge are embedded.

The 4 Es approach is summarised in the infographic below:



4. THE ROLE OF TEACHING STAFF/ADDITIONAL ADULTS

“One child, one teacher, one book, one pen can change the world.” Malala Yousafzai”

Using the 4 Es in the classroom:

Teaching staff will use the 4 Es to underpin all their teaching. This will ensure that the learning is well structured. It will enable students to re-call key knowledge and learn new knowledge and skills well. It will also ensure that students are able to embed and apply the skills and knowledge that have been taught.

Every planned task will move the learning and progress forward with staff and students being able to clearly show and articulate which of the 4 Es is being used at any one time.

ESTABLISH – WHAT DO STUDENTS ALREADY KNOW?

- **ESTABLISH**, at the planning stage, the starting points and any potential barriers to learning for every student – staff will use marking/data to inform their planning to ensure that every lesson is bespoke and meets the needs of all students. Seating plans on Class Charts should be used to support this.

- **ESTABLISH** the role of the additional adults in the room and direct those adults to support the learning and progress of students as appropriate.
- **ESTABLISH** routines as per the behaviour policy especially meeting and greeting students at the door.
- **ESTABLISH** a calm and purposeful atmosphere. A task will be available at the beginning of the lesson to help students get off to a flying start – there should be no lost learning time. These could be re-call tasks, tasks that feature interleaving or tasks that establish prior knowledge or skills. An example of this type of task is low stakes testing to help students feel successful quickly.
- **ESTABLISH** the learning outcome/s to help students to understand what they will achieve during the lesson. Re-visit this during the course of the lesson to **ESTABLISH** whether students' learning is on track.
- **ESTABLISH** the idea that all students are expected to be active learners and not passive. Use the idea of 'no hands up' to avoid passivity in the classroom and **ESTABLISH** the expectation that all students cannot opt out of the learning.

EVALUATE – HOW DO YOU KNOW STUDENTS HAVE UNDERSTOOD THE WORK?

- **EVALUATE** what students know through a range of questioning techniques to check and deepen understanding.
- **EVALUATE** how well work has been understood using AFL strategies and formative assessment.
- Allow students to **EVALUATE** their own learning through peer/self-assessment.
- **EVALUATE** whether students can articulate what they are doing and why.
- **EVALUATE** the needs of all groups of students – ensure that you differentiate to meet the needs of all students including SEND, HAP and EAL.

EXTEND – BE COURAGEOUS, DO YOU GO FORWARD OR DO YOU GO BACKWARDS?

- Staff will **EXTEND** students' knowledge and skills by being reactive to what they have learnt at the **EVALUATE** stage. Staff will not proceed with the next step of learning if students have not understood key knowledge and

skills – they will go back and clarify. We believe it is important to go with the ‘flow’ of the learning.

- **EXTEND** and deepen students’ knowledge and skills if all students have demonstrated that key skills/knowledge have been understood.
- **EXTEND** what students need to know by sharing new knowledge/skills. This will include de-coding key skills/criteria, modelling success, using exemplars/prompts/scaffolding. The key to success for all students will be a bespoke and differentiated focus to the tasks at the EXTEND stage.
- **EXTEND** learning through re-visiting learning outcomes and adapting learning as necessary in order to meet those outcomes.

EMBED – CAN STUDENTS USE WHAT THEY HAVE LEARNT?

- Plan tasks that enable students to transfer and **EMBED** skills and knowledge learnt during the earlier stages of the lesson/learning.
- **EMBED** skills/knowledge taught during the **EXTEND** stage by giving students opportunities to apply what has been taught. This could be low stakes testing to ensure knowledge is secure, application of skills taught to a written task, teaching/explaining to others what has been taught or using what has been taught and presenting it in alternative format.
- **EMBED** the opportunity for students to be successful by offering personalised tasks that also offer substantial challenge.

5. THE ROLE OF STUDENTS

“Tell me and I forget, teach me and I may remember, involve me and I will learn.”

Students will understand what stage of learning they are at any given point of a lesson. They will be able to articulate which of the 4 Es applies to what they are doing. Put simply, they will also be able to articulate what they are doing and why they are doing it at that time. Students should take PRIDE in every aspect of learning.

Students will:

- Be ready to learn as soon as they enter the classroom.

- Participate fully in lessons at every stage – be an active not a passive learner.
- Support each other (and their teacher) so that all can learn effectively.
- Be enthusiastic, resilient and responsible in learning and in improving their skills and knowledge.
- Respond positively to feedback and improve their work as a result of effective feedback.
- Strive for continual improvement in every task/challenge and always work collaboratively and supportively.
- Be able to articulate what success looks like.
- Have the courage to take risks understanding that sometimes ‘getting it wrong’ is a way of learning how to ‘get it right.’
- Take an active part in learning within and beyond the classroom.
- Take PRIDE in developing and applying their literacy, numeracy and oracy skills across the curriculum.

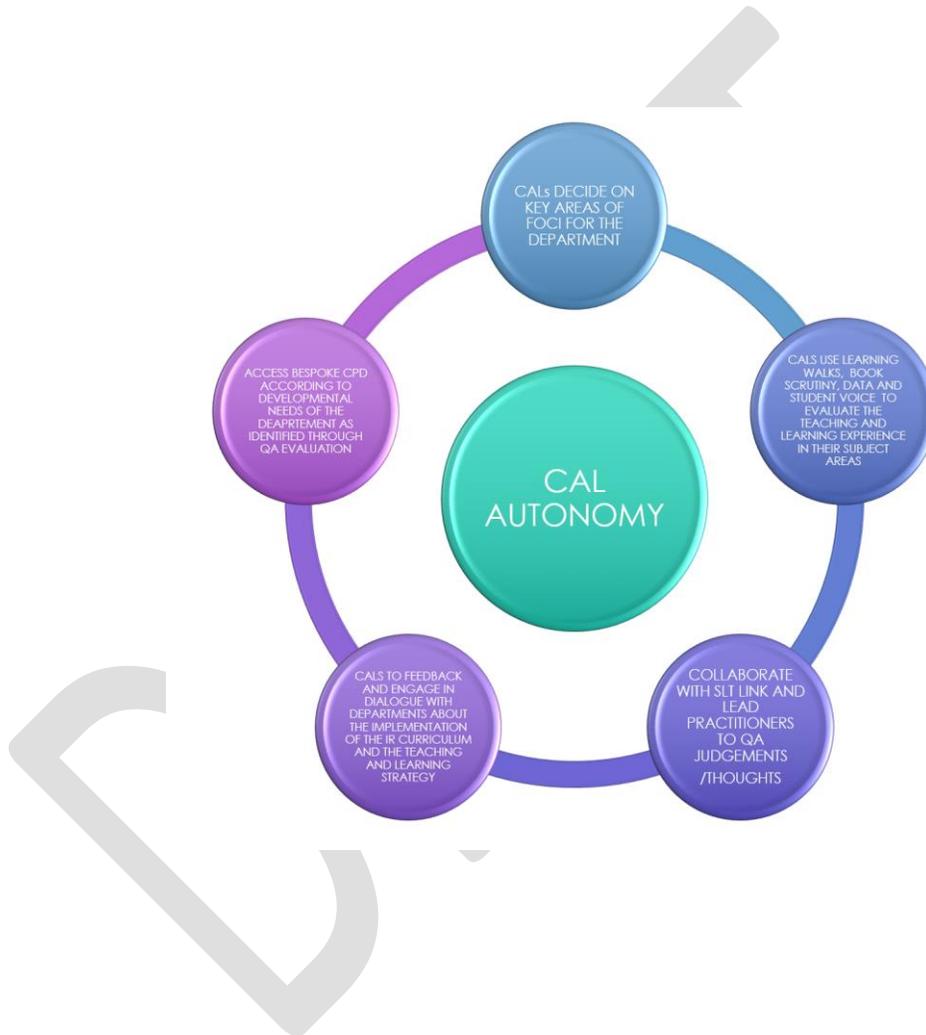
6. THE ROLE OF CALS

“Middle leaders are the engine room of the school, sitting at the heart of school improvement.”

CALs are best placed to ensure that students have effective access to a rich and varied curriculum, that learning is structured effectively through the 4 Es and that all Teaching and Learning is consistent, challenging and aims to close the gaps.

- Continuous improvement of the quality of Teaching and Learning and the provision of bespoke CPD for each subject area is a key driver in the implementation and monitoring of the effectiveness of the 4 Es.
- CALs have the key responsibility of leading the implementation of the 4 Es across their subject areas to ensure their planned curriculum is delivered in a challenging and consistent way.
- Whilst guidance is provided in this document, CALs have autonomy with structured support from SLT and the LP team (see below) to ensure that the Teaching and Learning strategy is implemented in a way that suits the needs of the students, staff and the curriculum in their subject areas.

- A key feature of this approach is the autonomy and responsibility given to CALs to decide on areas of focus for book looks and learning walks, the timing of these QA activities and the bespoke CPD that will follow. This enables CALs to have the power to develop staff and offer bespoke support as appropriate at any point in the academic year. Again, CALs will be offered support by SLT and the LP team (see below) to ensure consistency of provision for all students.



7. THE ROLE OF LEAD PRACTITIONERS

The over-arching responsibility of the Lead Practitioner team is to drive forward the quality of Teaching and Learning throughout the school. They will be able to articulate, model and embody how the 4 Es structure of learning will look across the school. They will be able to lead and work collaboratively with all staff to ensure consistency of high quality provision for all our students. In short, Lead

Practitioners will have their fingers on the 'pulse' of Teaching and Learning practice across the school.

They will do this through:

- Being **excellent classroom practitioners that are able to model effective teaching** that meets all the school priorities of Consistency, Closing the Gaps, Community and Challenge.
- **Focused, collaborative and quality working relationships with all staff**, allowing them to provide the highest possible quality of experience to all learners.
- Time spent **seeking out and researching pedagogical developments** and ensuring that the best of what is thought and said is incorporated into the development of Teaching and Learning across the school.
- The design of regular, **high quality, bespoke CPD** that relates to the whole school vision for Teaching and Learning and empowers staff to adapt their own practice, maximise their effectiveness and accelerate the progress of all students.
- The development and implementation of a bespoke coaching/mentoring programme for staff/ECTs.

8. THE ROLE OF SLT

The role of the SLT line manager with regards to Teaching and Learning will be one of a critical friend that works with curriculum areas to ensure a consistency of provision for all students that provides adequate challenge and also ensures that Teaching and Learning is focused on closing the gaps. The consistent implementation of the 4 Es and the consistency of the curriculum provision across school will be key areas of foci.

SLT will support with the development of the Teaching and Learning provision through:

- Regular line management and discussion/support around the curriculum, Teaching and Learning, quality assurance processes and CPD needs of each curriculum area.
- The QA process and also informally, SLT will also be available to support CALs in ascertaining the quality of Teaching and Learning in their subject areas/implementation of the 4 Es and reviewing the curriculum.

- Discussions with CALs that will feed into the review of the live DDP and discussions will take place that constantly evaluate the Teaching and Learning provision.
- Working with the Lead Practitioners and external providers to support the CAL in ensuring that the developmental needs of the department are met.
- Ensuring that the appraisal system is used to support the departmental and individual development of Teaching and Learning across the school.
- Reporting the effectiveness of the Teaching and Learning Strategy to Governors.

9. THE ROLE OF GOVERNORS

Governors are responsible for:

- Being committed to the Teaching and Learning vision and understanding how it will be implemented across the school.
- Understanding how to support school leaders to promote high levels of engagement and high standards in Teaching and Learning.
- Understanding the ways in which the Teaching and Learning policy links to other strands such as curriculum, assessment, feedback and quality assurance.
- Holding school leaders to account for improving the quality of Teaching and Learning by questioning and analysing the results from the quality assurance processes.

10. LINKS TO OTHER POLICIES:

- Quality Assurance Policy
- Feedback Policy
- Curriculum Policy
- Assessment Policy

APPENDIX 1

DRAFT

ESTABLISH	EVALUATE	EXTEND	EMBED
<p>“What do students already know?”</p> <p>This could include:</p> <ul style="list-style-type: none"> ■ Re-call or retrieval that challenge ■ Consolidation questions from previous lesson/s ■ Questions that have built in challenge or are open questions so there is a significant level of challenge offered ■ An opportunity for students to succeed ■ The sequence of your curriculum 	<p>“How do you know students have understood?”</p> <p>This could include:</p> <ul style="list-style-type: none"> ■ Questioning ■ Using some quick AFL strategies ■ Taking feedback from students ■ Self assessment/peer assessment 	<p>“Do you go forward or do you go backwards?”</p> <p>This could include:</p> <ul style="list-style-type: none"> ■ Sharing of content/knowledge ■ De-coding of criteria/ skills ■ Modelling a task/ skill – demonstrating the process ■ Using exemplars/prompts/ scaffolding as appropriate ■ Re-visiting knowledge/skills that were found not to be secure through the in class review of learning or through marking 	<p>“Can students use what they’ve learnt?”</p> <p>This could include:</p> <ul style="list-style-type: none"> ■ Students applying the skill they have been shown ■ Students completing tasks that consolidate their understanding of the content/knowledge/criteria ■ Tasks are personalised and always offer challenge ■ Emphasise the ‘crossover’ of skills and content between subjects. 
<p>INDEPENDENT</p> <p>Knowledge based task (including re-call)</p>	<p>TEACHER-LED</p> <p>Knowledge Check</p>	<p>TEACHER INPUT</p> <p>Consolidate knowledge or new skill or knowledge in small steps</p>	<p>INDEPENDENT</p> <p>Application of skills/ consolidate knowledge</p>



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>