

GLC Teaching for Learning Policy [Secondary]

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GLC Mission Statement

The GLC's mission is to develop active and thriving citizens within a diverse, truly fair and equal community.

This will be achieved through:

- High quality teaching that deliberately develops competencies of curiosity, creativity, communication and critical-thinking.
- An inspiring and meaningful curriculum.
- The development of productive relationships by instilling the values of compassion, resilience, responsibility and aspiration to prepare our young people for learning and life.
- A commitment to the wellbeing of our staff.
- A culture of professional generosity, collaboration, challenge and support throughout the GLC.
- The development of effective external partnerships for the benefit and wellbeing of our community.

Equalities Statement

The GLC's commitment to equality is enshrined in our mission statement to develop 'active and thriving citizens within a diverse, truly fair and equal community'.

We are a vibrant, innovative and successful organisation: we work hard to be the place of choice to work and to learn. Across the 5 academies of the GLC, we pledge that everyone enjoys an equality of opportunity. We work tirelessly to ensure that individual characteristics including age, ethnicity, socio-economic background, academic ability, disability, gender, religious beliefs, sexual orientation are not discriminated against in any way. We create inclusive environments characterised by mutual respect where difference is celebrated.

GLC TEACHING FOR LEARNING POLICY [SECONDARY]

SECTION 1: INTRODUCTION

1. Gateway Learning Community's the GLC's mission to develop active and thriving citizens within a diverse, truly fair and equal community. We expect that through the strict adherence to this policy:
 - The Quality of Education will enable each GLC Academy to achieve its annual student outcome targets [see current GLC Development Plan].
 - The achievement gaps for particular groups of students [particularly underperforming disadvantaged and SEND] will reduce significantly over a period of time.
2. The GLC defines teaching as the process of guiding and facilitating learning; and as retained skills, knowledge and understanding acquired through teaching, experience and study as well as an attitude of enquiry, resilience and a thirst for new learning.

SECTION 2: QUALITY FIRST TEACHING

There is no preferred method of teaching as long as all students [including groups such as SEND and those deemed to be 'disadvantaged'] make at least expected progress for their stage and age, the following 3 foci provide a broad outline of expectations at The Gateway Academy.

FOCUS 1 : TEACHING

1.1 Professional Standards

All teachers are expected to meet consistently the Teachers' Standards:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/665522/Teachers_standard_information.pdf

In addition, all teachers are expected to reflect regularly on their own practice according to the self-audit of Teachers' Standards; this will then enable teachers to identify areas for further development:

https://docs.google.com/spreadsheets/d/1_I0GvAdz5aZR0SxPCnk_bVo0oWa_FfxP/edit#gid=308641562

1.2 Ethos

All teachers are expected to:

- Teach in a way that demonstrates their passion for their subject [and for learning in general] which in turn fosters strong relationships, engagement, participation and independence by students;
- Reward students in accordance with the Behaviour Policy, it is expected that celebrating success is embedded in the culture of their classroom;
- Have high expectations for themselves and their students, and take pride in themselves and their work;
- Ensure that the climate is safe, fit for purpose, well-organised and professional; that classroom routines are consistent and efficient;
- Ensure that classroom displays are engaging and effectively used to support student learning.

1.3 Planning

All teachers are expected to:

- Exemplify outstanding knowledge for their subject area(s) including what a grade 9(Distinction *) looks like and the age-related expectations students need to secure to reach this level;
- Have a clear understanding of the expected end points, in lessons, across a sequence of lessons and at the end of the course.

- Know what students need to do to improve in the different aspects of the subject and use summative and formative assessment effectively to support students to maximise their progress and attainment.
- Plan activities that are challenging and develop understanding, knowledge and skills that support students to reach the shared endpoints.
- Aid effective development of both storage and retrieval strength through interleaving, spaced and intelligent practice.

1.4 Delivery

All teachers are expected to:

- Enact their curricula confidently;
- Consider the importance of recall / retrieval practice for schema construction;
- Provide effective explanation modelling, correct practice and chunked learning to reduce cognitive load;
- Consider and act upon potential misconceptions and common errors;
- Be skilled in formative assessment practices, assessing students' progress thoroughly throughout the lesson, changing the course of the lesson as appropriate;
- Set clear intentions and provide students with appropriate and timely written and/or verbal feedback;
- Include opportunities for students to discuss topics with peers, voice ideas and thoughts;
- Include opportunities for extended writing;
- Explicitly teach tier 2 and 3 vocabulary within sequences of lessons and ensure these are seen in students' writing as well as in their verbal communication;
- Adapt teaching appropriately to effectively challenge all learners;
- Challenge and inspire students, expecting the most from them, so as to deepen their knowledge and understanding;
- Insist on high standards of behaviour;
- Use time, support of other staff, technology and other resources effectively;
- Use seating plans strategically to support teaching and learning.

1.5 Review and Reflect

All teachers are expected to:

- Know their impact – evaluate the effect they are having on students' learning in real time and adapt teaching accordingly;
- Recognise and act upon any differences in the standards of achievement or progress made by different groups of students, to include: Disadvantaged, race, disability, gender, age, religion and belief and sexual orientation (protected characteristics – Equality Act 2010);
- Be reflective practitioners who seek out professional development opportunities to continually improve their practice.

FOCUS 2: LEARNING

2.1 Outcomes:

All students are expected to:

- Have a clear understanding of end-points during each lesson and as part of a wider scheme of work. They will know when the learning has been achieved [and will understand that learning is only acquired if retained over time];
- Be able to understand why they are learning what is being taught and how that links to prior learning, assessment and feedback;
- Be able to demonstrate their learning through a wide range of evidence including their books, folders, discussions, assessments, etc;

- Confidently talk, with increasing authority, about their learning and be able to discuss the learning with others, applying technical language in increasingly sophisticated ways [over time].
(See Appendix one for signature strategies.)

2.2 Attitudes to Learning:

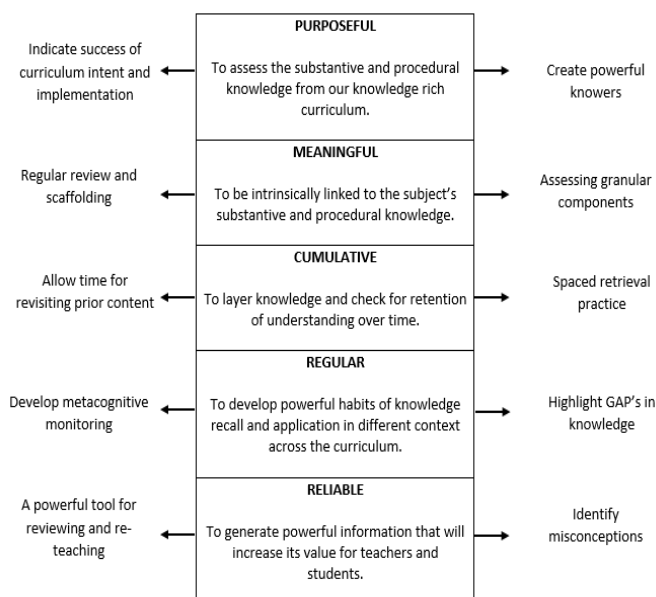
- Take pride in all aspects of their work ensuring that the Academy's values and expectations are consistently maintained;
- Work hard on assigned tasks using a range of strategies to overcome difficulties before seeking further support or guidance;
- Respond appropriately to the feedback from teachers in order to improve their work;
- Be resilient when they fail or make a mistake, understanding that this is often an essential part of the learning process;
- Be curious, eager, respectful, ambitious and grateful learners increasingly able to apply what they have learned in creative ways in different contexts and ask probing questions;
- Work effectively independently, in pairs and in small groups;
- Adhere fully to the GLC Behaviour Policy [Secondary].

FOCUS 3 : ASSESSMENT

The starting point for effective feedback is eliciting the right information about student progress through strategic assessment strategies. Assessment is the range of activities [formal and informal: summative and formative] through which we come to know the extent of the knowledge, skills and understanding that students have developed. Effective assessment strategies are the vehicle by which we can ascertain this, whilst feedback refers to actions undertaken by the teacher to advise students of their progress and precisely how to close any gaps. Please refer to the Gateway Academy assessment policy for full details of the assessment process.

Gateway Academy Assessment Principles

Every Student, Every Subject, Every Grade



MONITORING AND EVALUATION OF TEACHING AND LEARNING

- Heads of Faculty / Department undertake regular learning walks to assess the quality of education in the classroom and ensure their evaluation is recorded and shared with the relevant members of staff;
- Line managers and Heads of Faculty/Department undertake joint learning walks to enable discussion and assess the quality of education in the classroom which is recorded in line management minutes;
- Teachers are observed in accordance with the Gateway Academy review schedule;
- The teaching and learning team undertake regular learning walks to evaluate (temperature check) the quality of teaching and learning across the Academy, the impact of which is recorded and shared with key stakeholders;
- All new teachers to the profession will follow the Early Career Teacher Programme in line with statutory requirements;
- Overseas qualified teachers will be monitored through the 'assessment only' route if deemed appropriate;
- All new teachers will be provided with a coach to support their integration into the Academy;
- Where teaching is not consistently good, an intervention programme of informal and formal support and / or coaching will be put into place (IPP - Intervention Practice Programme). See Performance Management Policy for further details;
- Faculty/Department/Whole Academy Reviews are undertaken by the CEO, Head of School and the Teaching and Learning Team at regular intervals throughout the academic year to assess and evaluate the quality of education across the Academy which is reported to all key stakeholders.

Appendix 1

Signature teaching strategies

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| Vocabulary Acquisition | https://docs.google.com/presentation/d/1tXc2z3p_Pr_Iaz0-rWPtmA6ztHlXkrkpqKVff5KAYb8/edit#slide=id.g13cc21fb4e9_1_6 |
| Reading strategy, Chunk, Stop , Do | https://docs.google.com/presentation/d/1wQC2g-NBv3Yfuw7cdtG2q8ma5sIcqjxhW0_k5ZEPw4/edit#slide=id.p |
| Feedback to student responses | https://docs.google.com/presentation/d/1b_AdNNKq5NNPIRbN-HzwYnRNhRkooulyw_4xmMVTnus/edit#slide=id.g1c4432ccb0a_0_1 |
| Entry routines | https://drive.google.com/drive/folders/1hfZYBd1ISSVr1E7qeEc0OjYmSK1t3pDF https://drive.google.com/drive/folders/1hfZYBd1ISSVr1E7qeEc0OjYmSK1t3pDF |
| Exit routines | https://drive.google.com/drive/folders/1hfZYBd1ISSVr1E7qeEc0OjYmSK1t3pDF https://drive.google.com/drive/folders/1hfZYBd1ISSVr1E7qeEc0OjYmSK1t3pDF |
| Double Planning | https://docs.google.com/presentation/d/1f199HBEXUIBjIjNSIMYmD6H2FTpyRBUd-8KSYIE2Ac/edit#slide=id.g1e4529b7c37_0_17 |
| Pre-planned Hinge Question | https://docs.google.com/presentation/d/1qrKlCec-lKRhcOith7EU5qjeTGI5RTYku8_j8cT0w8k/edit#slide=id.p |
| Pre-planned Exemplars | https://docs.google.com/presentation/d/1-h7acW2TDQyhrxSJMOSTg3PPbgy33h53ntPqcREHsM/edit#slide=id.p |
| Planning for Error | https://docs.google.com/presentation/d/1a0rx-n_ars2ZOgsXo_tLx7FkFQo0ondFeqZxa_g50K8/edit#slide=id.g1e4529b7c37_0_17 |
| Effective use of FLMOP | https://docs.google.com/presentation/d/1Oq25swMRFSGUa_8GtsTf2n-V6DIDbCb/edit#slide=id.p1 |