GLC Teaching for Learning Policy [Primary]

This policy was published for consultation on:	Summer 2023
This Policy was ratified by the Board of Directors on :	Summer 2023
This Policy will be reviewed by the GLC Board on :	Summer 2024

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 the 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.

The Gateway Learning Community Trust comprises the Gateway Academy, Herringham Primary Academy, Lansdowne Primary Academy, the Gateway Primary Free School and Tilbury Pioneer Academy.   For the purposes of this document each will be referred to as an 'Academy'.

Equalities Statement

The GLC is committed to ensuring equality of provision for all. Equality is enshrined in our mission statement. Additionally, our wider vision for community equality is outlined in the GLC Community Vision Statement:

The GLC: all different and all equal

Imagine the GLC ... A thriving and prosperous place where all are equal and where every one of all ages matter. It is expected in each GLC academy, that all people are treated fairly, equality of opportunity and good relations are expected and individual different characteristics including age, ethnicity, academic ability, disability, gender, religious beliefs, sexual orientation are not discriminated against in any way. We will create environments where people are not fearful of others, and where individual differences or family circumstances don't act as a barrier to success.

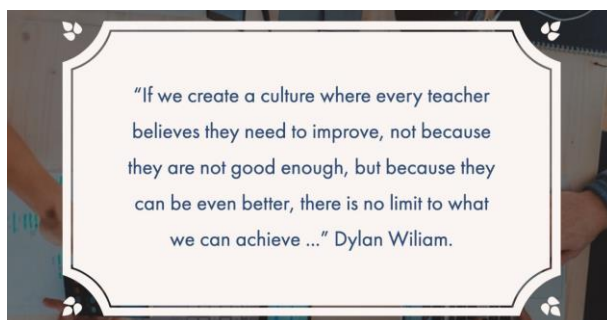# GLC Teaching for Learning Policy [Primary]

Section 1

Introduction

Defining teaching and learning:

We define teaching as the process of **guiding** and **facilitating** learning. We teach for **understanding, retention** and the **application** of knowledge and the development of transferable learning competencies [communication, critical thinking, creativity and curiosity]. We believe that in order for pupils to make good progress, lessons should be planned from the perspective of **'thinking'** and the extent to which pupils are **challenged to think** deeply and pushed forward with enough intensity.

Improving upon our best:

Our approach to improving teaching and learning is underpinned by the following quotation from Dylan Wiliam:

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

The learning model:

Teaching practices and strategies outlined in this policy are underpinned by evidence informed research and the following model of the learning process, which supports teachers' understanding of how learning works and informs the deliberate practices they apply:
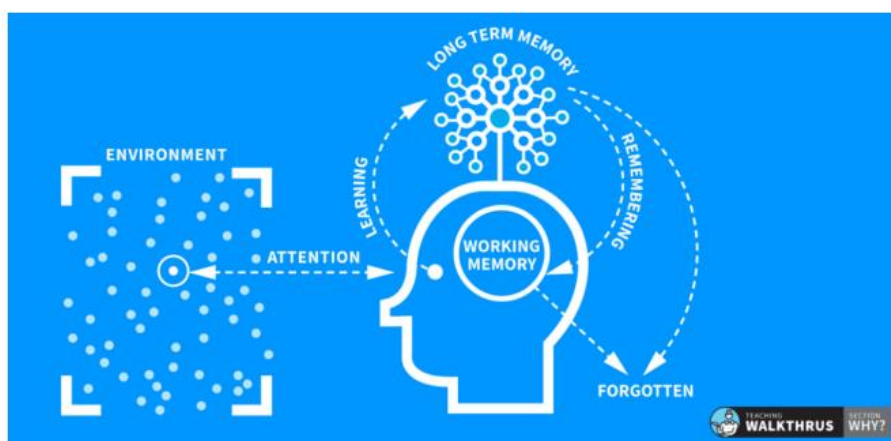
Source: Teaching WalkThrus 2 - 5 Steps to Instructional Coaching [Tom Sherrington & Oliver Caviglioli, 2021]

An ann otated version of the learning model can be found here:

Deliberate teaching practices:

In order to maximise the impact of deliberate teaching and learning approaches on pupil outcomes, it is essential that these are underpinned by **evidence informed research**, including a secure understanding of cognitive science, how memory works and therefore how pupils learn most effectively. To this end, we want to empower teachers to confidently apply teaching approaches with the knowledge of how and why these successfully secure learning and progress for pupils. The following quotations illustrate these points:

"One of the most important questions educational research can ask is *how* children learn. If we know *how* they process and retain information, we can *adapt* our approach to teaching accordingly and in turn, increase effectiveness. Developing our *understanding of memory* and how to *balance cognitive load*, and then applying this understanding in the classroom, has the *potential to improve outcomes for all children*." [EEF Foundation: 2022]

"One thing is certain, today we are increasingly seeking to understand *'what works'* [science], and by learning from testing these *research-rich ideas* in the classroom through experimentation can only mean one thing. Teaching is an *art form* by learning from its *scientific application in the classroom*." [Ross McGill: 2022]

GLC teachers and support staff set the **ethos for learning** by 'Making the Weather'.

> *I've come to the frightening conclusion that I am the decisive element in the classroom. It's my personal approach that creates the daily mood that makes the weather. As a teacher, I possess a tremendous power to make a child's life miserable or joyous. I can be a tool of torture, or an instrument of inspiration. I can humiliate or humour, hurt or heal. In all situations, it is my response that decides whether a crisis will be escalated or de-escalated, and a child humanised or de-humanised.*
>
> Haim Ginott [a child psychologist who pioneered techniques for conversing with children].

**Intention**

It is the GLC's intention that:

- Teachers will consistently 'make the weather' and will use their creativity, skills and experience to deliver the agreed GLC curriculum [see the GLC Curriculum Policy]. The GLC Curriculum allows all learners [particularly the most disadvantaged, SEND, EAL or more able] to acquire the knowledge, skills and cultural capital they need to become confident, aspirational, resilient, high achieving, healthy, caring and fulfilled members of their community;
- Teachers engage in professional reading and discussion about the effectiveness of their teaching practice on pupil outcomes and refine approaches to be the best teacher they can be
- Teaching will achieve a balance between academic rigour as well as the well-being and the Spiritual, Moral, Social and Cultural [SMSC] development of each pupil;
- Teachers will maximise the impact of digital technologies in the classroom and at home to develop and extend learning;
- The GLC will endeavour to support every teacher and LSA to become an outstanding practitioner through a thorough induction, a wide range of professional development opportunities, self reflection and regular evaluation.

Please refer to the appendix at the end of this policy for links to the Teachers' Standards, relevant handbooks and references to Teaching Walkthrus handbooks.

Section 2

Quality First Teaching

Quality First Teaching has 3 essential foci: teaching, assessment and learning. The GLC provides a range of professional development to ensure the full adoption of this policy [see Section 3 and the appendix for details].
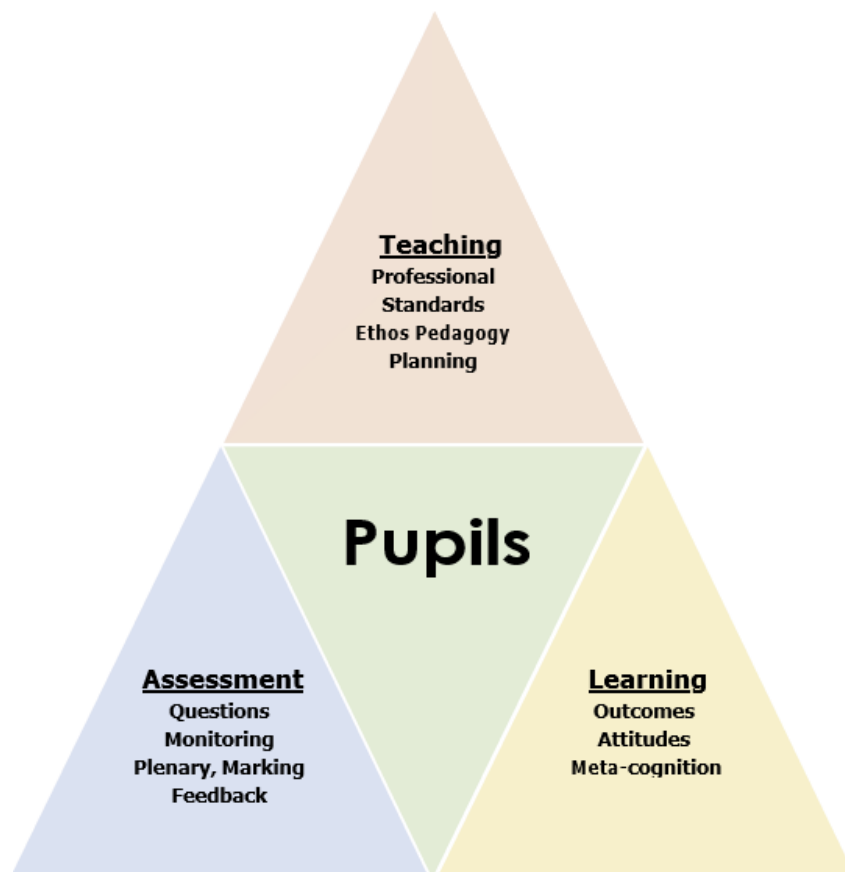
Focus 1: Teaching

1.1. Professional Standards:

- All teachers are expected to consistently meet the Teaching Standards and to undertake the responsibility to continue to develop and refine their practice and subject knowledge throughout their career seeking help and additional training as necessary.
- Early Career Teachers [ECTs] will be supported by their induction tutor, mentor and the GLC ECT training programme informed by the Early Career Framework to achieve the Teaching Standards.

See appendix 1a for the Teaching Standards and the Early Career Framework.

It is the GLC's expectation that all teaching:

- Will provide pupils with the opportunities and experiences which develop the following learning competencies [adapted from the book 'Imagine if - Creating a future for us all' [Ken Robinson & Kate Robinson]:
  - Creativity: The ability to generate new ideas and to apply them in practice
  - Communication: The ability to express thoughts and feelings clearly and confidently in a range of media and forms
  - Critical thinking: The ability to analyse information and ideas and to form reasoned arguments and judgements
  - Curiosity: The ability to ask questions and explore how the world works
- will motivate and engage pupils through hands-on experiential learning opportunities, which inspire a positive attitude and love for continued learning
- is founded on an understanding of the learner, including their social, emotional and academic needs
- will respond to information gleaned through rigorous formative and summative assessment strategies
- is informed by cognitive science, memory and how pupils learn most effectively
- is based on evidence informed deliberate practices [Teaching WalkThrus] which enabled impactful and effective learning
- will strike an effective balance of support and challenge which enables pupils to achieve their aspirational targets and goals
- will be enhanced through purposeful learning partnerships, such as Pixl and the Royal Opera House
- will celebrate success, instilling pupils' confidence and self-esteem and raising their aspirations for future academic success

It is the GLC's expectation that all teachers will have a secure understanding of **key theories and schemes of learning,** including: Read, Write, Inc; White Rose; Power Maths; High Impact Teaching [HIT], Retrieval activities, recognised programmes for closing gaps, including those with SEND [First Class @ Number, Fresh Start, Numicon - Big Ideas]; Herts for learning - reading fluency intervention] Chris Quigley; Bloom's Taxonomy, etc.

1.2. Ethos including the learning environment: All teachers will ensure:
- they **'make the weather'** in each lesson by teaching in a way that demonstrates their **passion** for their subject [and for learning in general] which, in turn fosters **strong relationships**, engagement, participation, independence and reflection by all pupils. This will also include opportunities to praise pupils for their work and endeavour, and to celebrate success;
- they create a positive environment through established expectations, modelling behaviours and mindsets which promote resilience and make the weather.
- they make consistent and effective use of the **Learning Zone** and scheme of **rewards** as defined in the GLC Behaviour Policy [Primary];
- that the physical **learning environment** is well-organised, safe, and stimulating and has three distinct purposes:
  1. To chart the learning process [working walls], which is used by pupils as an aide memoire
  2. To celebrate pupil outcomes, motivating themselves and others to be successful
  3. To inspire pupils' creativity and encourage them to be curious about their learning
- that digital learning is used to support independent learning, secure gaps, garner and create parental support and enable pupils to be digitally literate.

1.3. Pedagogy: The GLC's approach to teaching and learning is explicit within the GLC pedagogy wheel:

GLC All Different: All Equal
Together, Improving Upon Our Best

The GLC Pedagogy Wheel

At The Gateway Learning Community, we define teaching as the process of guiding and facilitating learning. We teach for understanding, retention and the application of knowledge and the development of transferable learning competencies: communication, curiosity, critical thinking and creativity. We believe that in order for pupils to make good progress, lessons should be planned from the perspective of 'thinking' and the extent to which pupils are challenged to think deeply and pushed forward with enough intensity.
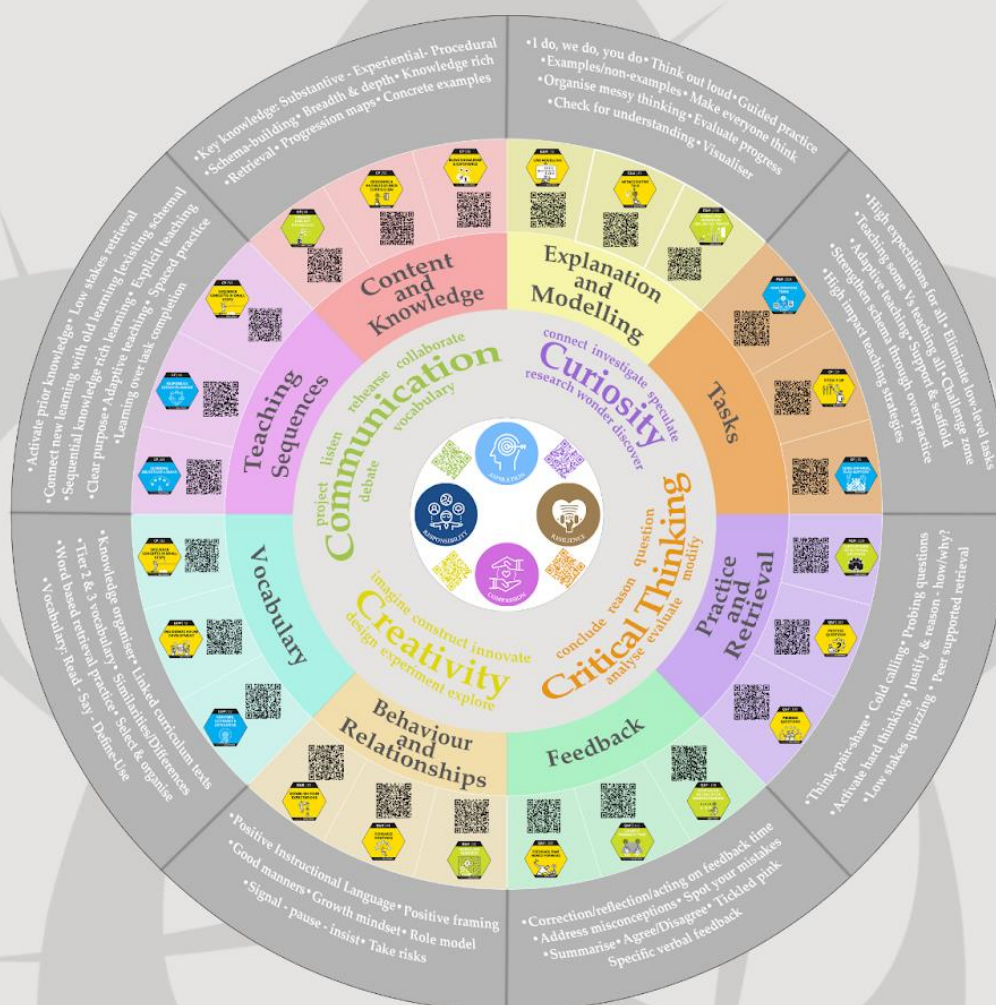
The Learning Model
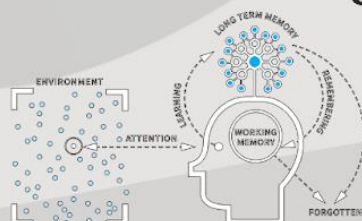
Scan the QR code to watch the video

Teachers will apply their knowledge and understanding of motivation and reward, working and long term memory and cognitive load to maximise learning. EEF research: https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Cognitive_science_approaches_in_the_classroom_-_A_review_of_the_evidence.pdf?v=1667658908]

Spaced learning	distributing learning and retrieval opportunities over a longer period of time rather than concentrating them in 'massed' practice
Interleaving	switching between different types of problem or different ideas within the same lesson or study session
Retrieval practice	using a variety of strategies to recall information from memory, for example flash cards, practice tests or quizzing, or mind-mapping
Strategies to manage cognitive load	focusing students on key information without overloading them, for example, by breaking down or 'chunking' subject content or using worked examples, exemplars, or 'scaffolds'
Dual coding	using both verbal and non-verbal information [such as words and pictures or colour-coding] to teach concepts; dual coding forms one part of a wider theory known as the cognitive theory of multimedia learning [CTML].

Pupil groups - Additional and Different:

All teachers will adopt the key principles and teaching and learning approaches so that pupils [including groups, such as those who have Special Educational Needs [SEND], those deemed to be disadvantaged and/more able] make at-least expected progress for their stage and age.

More able

Teachers will identify more able pupils [Pixl language: A2/A1] and explore all the possible opportunities for taking a more challenging path in learning, eliminating low-level tasks that do not push them forward with enough intensity. To make sure teachers have the highest expectations of more able pupils, they will use the principles of 'Pitch it up' [Teaching WalkThrus, Vol 1, page 58-59] and 'Make everyone think' [Teaching WalkThrus, Vol 2, page: 116]
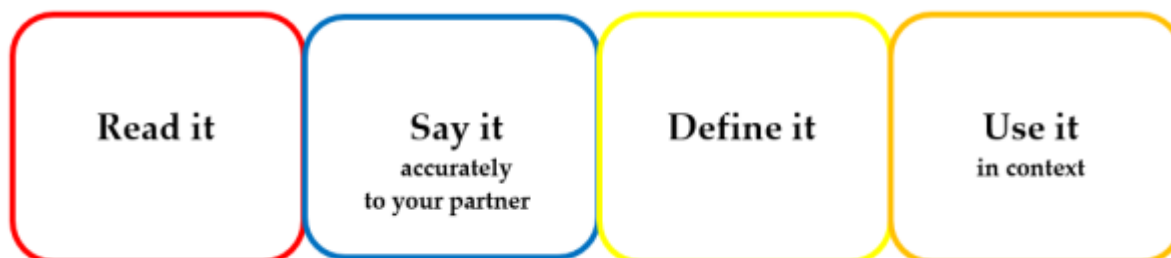
Special Educational Needs and Disabilities [SEND], and English as an Additional Language [EAL].

Teachers use high quality teaching and learning practices to meet the needs of most pupils with SEND and EAL, including Teaching WalkThrus [Aim high, plan support, vol 2, page 70] and High Impact Teaching Strategies. Some pupils need more personalised approaches, which are described in their SEND/EAL support plans. It is vital that teachers are familiar with these strategies and can adapt their practice as required. The GLC strives to ensure that all teachers are teachers of SEND.

Deliberate vocabulary development

- Deliberately use the following strategies across the curriculum to embed vocabulary in the long term memory:

Phase	Teaching Strategies - Steps to Success
Read it	•
Say it	•
Define it	•
Use it	• Engage in word based retrieval activities [see: English handbook - Appendix 3e: English handbook] https://drive.google.com/file/d/14mEAWJfg6ldhOGC-Bg-RcJmM4o-AdsXV/view • Give pupils tasks that require them to…

Deliberate Vocabulary Development slides [Use to inform above]

<mark>**ACTION: UPDATE IN TEACHING AND LEARNING ACTION GROUP: AUTUMN 2**</mark>

- Teach and expect pupils to use increasingly challenging technical vocabulary in their explanations
- Support pupils to explain their thinking clearly, concisely and confidently applying the principles outlined in the Teaching WalkThru: 'Say it again better' [Teaching WalkThrus, Vol 1, p:98]

All teachers will:

- Communicate concisely and precisely to all pupils paying due attention to their age, stage of language development and their understanding
- Employ a range of deliberate practices to accelerate the progress of disadvantaged pupils
- Use every opportunity to model, support and embed pupils' key skills including: Standard English; Number knowledge; Resilience; Handwriting

- Teach and foster independent learning skills, including the use of dictionaries and thesauri to support spelling and vocabulary development and the use of the working walls to aid learning
- Establish and model with pupils and consistently reinforce consistently high expectations, using positive praise and rewards to acknowledge pupils demonstrating these
- 'Live model' using metacognitive talk and appropriate scaffolding to clearly structure [chunk] learning and provide opportunities to do the same. Teachers will use formative assessment for learning approaches to inform whether they need to 're-model' content to pupils not grasping learning after the initial modeling [Teaching WalkThrus: Live modelling, vol 1, p:78 & Metacognitive talk, vol 1, p:82]
- Use 'guided practice', providing clear models and scaffolds, supporting pupils to succeed with new challenging tasks. Teachers will guide the early stages of practice, making sure that pupils are getting the details right, practising doing things right rather than doing things wrong [Teaching WalkThrus: Guided Practice, vol 1, p:126]
- Use the teaching WalkThru 'Think-Pair-Share' [Every child, every question] before 'cold calling' [No hands-up, unless asking a question]
- Will use effective formative and summative assessment strategies to adjust the pace of the lesson and pedagogy and whether they need to 'Re-teach, defer or move pupil's learning on' [Teaching WalkThru, Check for understanding, vol 1, p:96]
- Will enable pupil engagement through the implementation of high impact teaching strategies based on Kagan structures: https://drive.google.com/drive/folders/1-ELoWc7f3beor-F0SM6U1B5ynu-ADqBi
- Use technologies to support, deepen and broaden pupils' learning
- Establish consistent routines to maximise learning time [[Teaching WalkThrus: Rehearse Routines, vol 1, p:44]
- Use silent signals to ensure no time is lost in the transition from one activity to another. Signals will be taught in the first instance then used in the everyday operation of the classroom. Teachers will give a signal; will 'pause' for the signal to permeate the class and will 'insist' that everyone has given the agreed response to the signal. Teachers will use standard signals as outlined in the table below:

Silent Signal	Response
The teacher raises their hand [palm outwards]	Pupils raise their hand and stop what they are doing to listen
The teacher signals with: one finger, then two fingers, then three fingers	1. Pupils stand 2. Pupils walk to their seats [or from their seats to the carpet] 3. Pupils sit
Two hands coming together at the fingertips	Talk to your partner
Two palms to the chest Two open palms out to the children	My turn Your turn

1.4. Planning: All teachers will plan lessons in-line with the GLC's 'Curriculum planning - protocols and expectations for teachers' document: Curriculum Planning Protocols and Expectations: Teacher version

Teachers will plan lessons to increase **pupils' cognitive challenge** over time [**Chris Quigley-Depth of Learning** see table below];

Depth of learning	Cognitive challenge	Predominant teaching style	Nature of progress	Support	Typically, pupils will
Developing	Low level cognitive demand involves following instructions	Modelling Explaining	Acquiring Refining	High	Name, describe, follow instructions or methods, complete tasks, recall information, ask basic questions, use match, report, measure, list, illustrate, label, recognise, tell, repeat, arrange, define, memorise.
Securing	High level cognitive demand involves mental processing beyond recall. Requires some degree of decision making.	Reminding Guiding	Applying Practising	Medium	Apply skills to solve problems, explain methods, classify, infer, categorise, Identify patterns, organise, modify, predict, interpret, summarise, make observations, estimate, compare.
Mastering	Cognitive demands are complex and abstract. Involves problems with multi-steps or more than one possible answer. Requires justification of answers	Coaching Probing Deep Questioning	Deepening Extending	Low	Solve non-routine problem, appraise, explain concepts, hypothesise, investigate, cite evidence, design, create and prove.

- Use the **High Impact Teaching [HIT]**strategies applying the three principles of Present, Apply and Review. [See handbook - Appendix 3]
  1. **Present**: Methods to present new material to students, or to encourage them to think it out for themselves. This might involve facts, theories, concepts, stories or any other content.
  2. **Apply:** Methods requiring pupils to <u>apply</u> the new material just presented to them. This is the only way to ensure that pupils conceptualise the new material so that they can understand it, recall it, and use it appropriately in the future.

3. **Review:** Methods to encourage pupils to recall former learning so as to clarify and focus on key points, ensure understanding, and to practise and check recall.
- Ensure their planning contains **explicit assessment opportunities** in-order for them to assess pupils' progress and allow them to modify the activities quickly to address any emerging misconceptions.

Focus 2: Assessment

NB: This section of the teaching and learning policy should be read in conjunction with the assessment and feedback policy: GLC Assessment and Responsive Feedback Policy [Primary]

Teachers will:

a.   Use **accurate formative assessment** practices to ensure that all pupils make progress [and that each underachieving pupil makes rapid progress to 'close gaps']. **In practice, this will require assessment throughout and/or between every lesson.** The forms of assessment will vary [see strategies below] and will be used to:
- adjust the learning activities, in real time to ensure the learning needs of all pupils are met and progress is maintained;
- inform pupils of the learning they have secured, how to address any misconceptions or deepen their understanding;
- pitch the challenge of subsequent work to meet the learning needs of individual and groups of pupils [**with particular attention being paid to the needs of underachieving disadvantaged pupils**];
- indicate a trajectory towards a final year or Key Stage outcome;
- maintain accurate and detailed records to support analysis of pupil groups [particularly disadvantaged, more-able and pupils with SEND];

b.   **provide regular, high quality diagnostic and developmental verbal feedback [to the whole class [CRAFT], groups of pupils or individuals]** during each lesson to address any misconceptions and to secure rapid progress, ensuring **"feedback is more work for the recipient than the donor"** [Dylan Wiliams [2015] Embedding formative assessment"] [Teaching WalkThrus: CRAFT Feedback Time, vol 3, p:116]

c.   **use a range of questioning techniques** to assess the progress of all, individual and groups of pupils against the learning challenge [particularly focussing on those deemed to be 'disadvantaged']. Questioning will be used to clarify pupils' understanding; develop their reasoning; deepen their thinking as well as helping them to apply their learning in a range of contexts; to think creatively and to challenge convention. Questioning must:
- Be mostly targeted and differentiated;
- Be carefully considered, timed and purposeful:
- **Closed questions** are useful if checking pupils' memory and recall of facts. Typically, there is only one correct answer.
- **Open questions** have more than one answer and typically promote higher order thinking skills.
- **Probing questions** probe pupils' schema for the ideas being discussed: https://sites.google.com/view/walkthrusfullpackage/what/questioning-feedback/probing-questions

- **Process questions** emphasise the 'how and why?' requiring pupils to explain their methods and reasoning:
  https://sites.google.com/view/walkthrusfullpackage/what/questioning-feedback/process-questions
- Provide, where appropriate, opportunities for pupils to Agree with, Challenge or Extend the subject of the questioning [ACE];
- See handbook for more detailed information on questioning [Appendix 4]

Teacher will adopt the following strategies [Teaching WalkThrus] to ensure participation and to help pupils to refine their answers:

- 'Think, pair, share' strategy [WalkThru Vol 1 Pg 92]. Every member of the class engages in generative thinking before their partner offers their ideas. 'Cold Calling'[WalkThru Vol 1 Pg 90] is then used for general class feedback.
- Cold calling. Teachers pose a question to the whole class, time is given to think before someone is selected to respond.
- 'Say it again, better' [WalkThru Vol 1 Pg 98] . This develops the expectation of quality responses to questions [as opposed to short, shallow responses]. Teachers pose a question; they acknowledge the first response but then support with formative feedback before inviting the pupil to 'say it again better'
- 'Show me boards' [WalkThru Vol 1 Pg 94] . A good way to sample the responses from a whole class is to use mini-whiteboards.
- 'No opt out' [WalkThru Vol 2 Pg 98] If a pupil response to a question with "I don't know", go back and check their understanding following a pupil who has given a good answer

Focus 3: Learning

The GLC supports the following ideas that **learning**:

- "is an alteration in the long term memory. If nothing has been altered in long-term memory, nothing has been learned. [Department for Education].
- "is the acquisition of domain-specific knowledge in the form of schemas." [John Sweller]

The efficacy of teaching and assessment will be judged through their impact on:

3.1 **Outcomes**

- Outcomes for pupils will be based upon the **Bloom's Taxonomy**, which outlines the learning hierarchy from **remembering [low-level thinking skills]** through to analysing, evaluating and creating **[higher order thinking skills]. See Appendix 2**

Bloom's Taxonomy Cognitive Domain
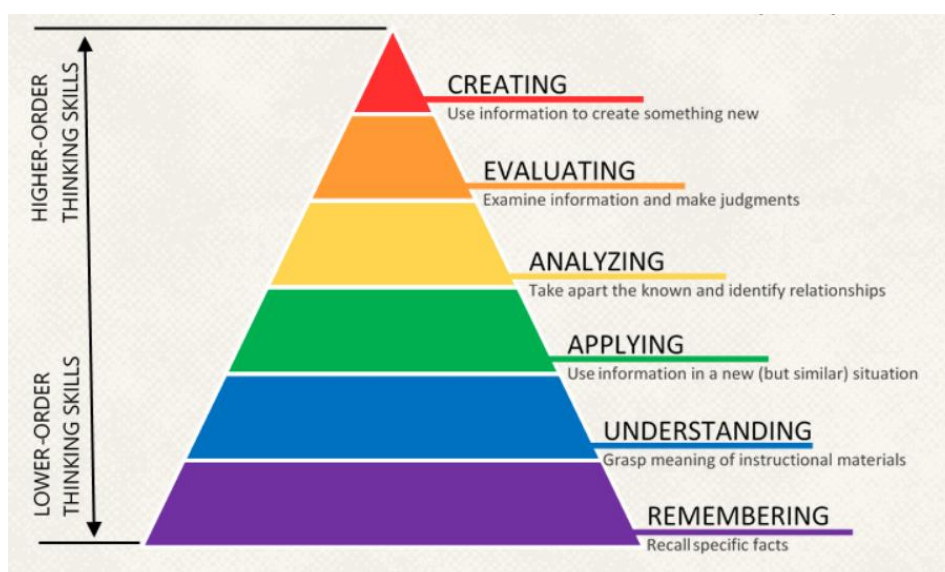
- All pupils will be able to place their learning in a **'learning flight-path'** with clear **final goals** [i.e. at the end of a lesson; a unit of work or a phase of education];
- At **key assessment points** pupils will be required to demonstrate their skills, knowledge and understanding so that a judgement of 'working towards expected standard' **[WTS]** 'expected standard' **[EXS],** 'greater depth' **[GDS]** or **'**pre key stage' can be made.
- Outcomes for pupils' will also be based on attitudes to learning, their personal development and well-being as well as their ability to apply the following learning competencies: Communication, curiosity, creativity and critical thinking.

## 3.2. Behaviour and attitudes to Learning:

All pupils [including those deemed to be disadvantaged and with SEND] will be supported to learn the skills to:

- Take pride in all aspects of their work ensuring that the academy's expectations are consistently maintained; **See Appendix 5- Presentation Code [Teaching WalkThrus: Vol 1, establish your expectations, p38]**
- Develop their personal skills and well-being through a carefully planned curriculum, assemblies, trips and enrichment opportunities within and beyond school;
- Focus on an assigned task using a range of coping strategies, including self regulation and learning resources to overcome difficulties before seeking further support or guidance;
- Develop resilience so when they struggle, fail or make a mistake, they understand that this is often an essential part of the learning process;
- Be curious and eager learners increasingly able to apply what they have learned in creative ways in different contexts making effective use of digital technologies, galleries, museums and the local community;
- Work effectively independently, in pairs and in small groups;
- Talk confidently about their learning, and discuss with others; applying technical language in increasingly sophisticated ways [over time];
- Think critically, evaluate and hypothesise to pose searching and probing questions of their own and to challenge the thinking and responses of the teacher and other pupils;
- Respond to teachers' written and verbal feedback, overcoming any misconception and demonstrably deepening their learning;

- Adhere fully to the GLC Student Code of Conduct [see the GLC Behaviour Policy [Primary]]
- Use of learning zones to support children alongside the use of positive instructional language.

3.3: Metacognition

This impact graph demonstrates the significant positive impact metacognitive practices can have on pupil progress and learning for low cost:
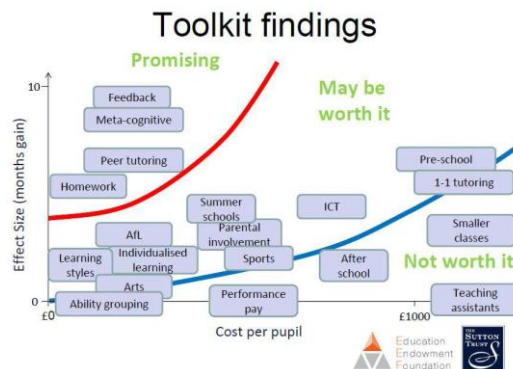
As defined in 'The Metacognition Handbook [Jennifer Webb, 2021], metacognition is "a set of behaviours which maximise the potential for and efficacy of learning. A metacognitive learner is one who has the knowledge and control over cognitive skills and processes. They understand how learning happens, and they are able to actively and independently apply this understanding to help them learn in the most effective way, and to sustain that learning in the future." The following teaching and learning strategies are employed by all teachers to develop metacognitive learners:

- **Live modeling:** A central feature for effective instructional teaching is the teachers to walk through a learning process themselves, showing students how to do things, highlighting key procedures and the thinking that underpins them:
- https://sites.google.com/view/walkthrusfullpackage/what/explaining-modelling/live-modelling
- **Metacognitive talk:** Teachers will support pupils in developing their capacity for metacognitive thinking by modeling it and promoting metacognitive talk in lessons:
- https://sites.google.com/view/walkthrusfullpackage/what/explaining-modelling/metacognitive-talk
- **Challenge:** There is no point in asking pupils to reflect metacognitively on what is and what is not working for them if there is no challenge to interrogate. Teachers will pitch learning which requires pupils to struggle in a positive way and challenges their thinking:

- **Feedback:** Feedback and metacognition are inextricably linked. Timely effective feedback enables pupils to accurately judge the effectiveness of their learning and apply metacognitive principles to their work moving forward. [The Metacognition Handbook - Jennifer Webb]

<p style="text-align:center">Professional development for teachers and LSAs</p>

3.1 Professional development:

The GLC will ensure that **all teachers and LSAs [as appropriate]** have access to the following entitlement:

- An **induction** in-line with the GLC induction policy;
- An annual **performance management** sequence that provides opportunities for a structured self-reflection and professional dialogue with the line-manager;
- A calendared programme of **training** [both academy based and cross-GLC] and progress development days;
- Opportunities to observe best practice [both academy based and cross-GLC]
- **Instructional coaching in small groups or 1:1**
- Access to the support of **external consultants** [e.g. for RWI]
- Weekly **masterclasses**;
- **External training**;
- **National training**, including programmes that lead to accredited qualifications [such as NPQSL, National College - Instructional Coaching];
- Research-based projects.

3.2 Professional development tools:

The GLC will use the 'Excellent and Impactful teaching, learning and assessment' document, the GLC pedagogy wheel and related Teaching WalkThrus [all informed by research and evidence informed approaches] to inform teacher development.

At the GLC Instructional coaches support teachers to help them incorporate research-based instructional practices into their teaching.

- The Teaching WalkThrus are implemented through an instructional coaching technique. Each teaching strategy has a 5-step approach. The strategies are implemented through the use of the ADAPT model [Attempt, Develop, Adapt, Practise and Test] process]. It is essential that teachers ADAPT the steps so that they fit their specific contexts – with their children and within their classroom: https://sites.google.com/view/walkthrusfullpackage/how/adapt
- Instructional coaching is a partnership between the teacher and coach to develop expertise in any domain through the use of deliberate practice:
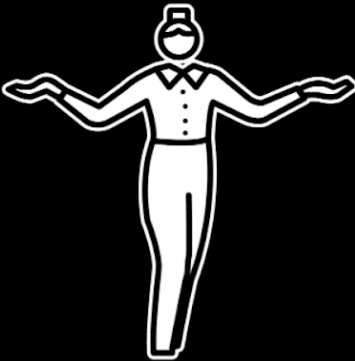
3.3: Monitoring, evaluation and feedback

The GLC has a monitoring and evaluation cycle which enables leaders to have an accurate understanding of the quality of education which is used to inform professional development. Teachers will receive feedback in-line with the cycle to support them to improve upon their best. Monitoring activities and documents are linked to the GLC pedagogy wheel, take the following forms and will be stored on the Online Excellence Hub:

- Teacher specific: Teaching practice and pupil outcomes
- Year group specific: Reading planning and pupil conferencing
- Trust specific: Writing and curriculum planning

Key Documents:

GLC Handbooks

English handbook:
https://drive.google.com/drive/folders/1Ya3bQMODBkolmPlYmHO4MACp3QwOi BWo

Maths handbook: https://drive.google.com/drive/folders/1KUKdUROQy5GCapP3xE9Bhx Pn9zDdImE0

Thematic curriculum handbook: Curriculum Handbook 2023-24

GLC Nutshell document: The GLC Nutshell Document - 2023-2024

High impact teaching strategies: https://drive.google.com/drive/folders/1-ELoWc7f3beor-F0SM6U1B5ynu-ADqBi

Retrieval manual: https://drive.google.com/drive/folders/1AI7uJ1p0vDLFb_Fd-5fNITPzeGcxkEn0

Digital best methods: https://drive.google.com/drive/folders/1EhRPJMKki8dO7bdZY5_b2cCM2HeFdojT