Teaching, Learning and Assessment Policy

Vision

Teddington School is committed to ensuring that the drive to improve standards in Teaching and Learning underpins everything we do. Our vision is for learners to be inspired, curious and to embrace learning. We want our learners to leave school with high aspirations and with an enthusiasm for life-long learning which will prepare them for their future.

Lessons


All teaching staff are expected to pitch their teaching to the needs of their students and are encouraged to be autonomous and flexible in the way that they sequence lessons and lesson activities.

We focus on progress over time within lessons for students as well as clear evidence of teachers using the agreed Teachers Standards.

On the following page is a mapping of the 2017-18 Ofsted ‘outstanding’ criteria and DFE Teachers Standards to the PITCH principles. The Teddington Teaching Identity will develop and grow over the 2018-19 academic year, but initially there are several strategies that all teachers in all departments should be using. This is also mapped out on the table overleaf.
<table>
<thead>
<tr>
<th>Expected standards</th>
<th>School-wide Teaching Strategies as of September 2018</th>
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<tbody>
<tr>
<td>TS2: PROMOTE RAPID PROGRESS AND OUTCOMES BY PUPILS</td>
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<td>TS5: ADAPT TEACHING TO RESPOND TO THE STRENGTHS AND NEEDS OF ALL PUPILS</td>
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<td>TS6: MAKE ACCURATE AND PRODUCTIVE USE OF ASSESSMENT FOR LEARNING</td>
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<tr>
<td>Teachers plan lessons very effectively, making maximum use of lesson time and coordinating lesson resources well. Teachers introduce subject content progressively and constantly demand more of pupils. Teachers check pupils’ understanding systematically and effectively in lessons, offering clearly directed and timely support. Teachers ensure pupils capitalise on opportunities to use feedback, written or oral, to improve.</td>
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<td>• Appropriate time given over in lesson to Directed Improvement Tasks (DITs). • DITs, peer and self-assessment to be completed in green pen. • Two or more opportunities for green penning in class per half term</td>
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<td>TS2: PROMOTE RAPID PROGRESS AND OUTCOMES BY PUPILS</td>
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<td>TS4: PLAN AND TEACH WELL STRUCTURED LESSONS</td>
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<td>Teachers provide adequate time for practice to embed pupils’ knowledge, understanding and skills securely. 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 rapid progress. Teachers ensure pupils are curious, interested learners who seek out and use new information to develop, consolidate and deepen their knowledge, understanding and skills.</td>
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<td>• Teacher modelling of task and expectations before longer-form independent tasks or collaborative work. • Homework which ensures consolidation of learning, deepens understanding and prepares students for work to come. • Frequently-occurring GCSE command words displayed in corridors, department areas and in classrooms.</td>
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<td>Teachers use questioning highly effectively and demonstrate understanding of the ways pupils think about subject content. Teachers identify pupils’ common misconceptions and act to ensure they are corrected. Teachers check pupils’ understanding systematically and effectively in lessons, offering clearly directed and timely support.</td>
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<td>• ‘Thinking Hard’ questioning • One (KS3), two (KS4) or more instances of in-depth marking per half term.</td>
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<td>Teachers demonstrate deep knowledge and understanding of the subjects they teach. Teachers introduce subject content progressively and constantly demand more of pupils. Teachers check pupils’ understanding systematically and effectively in lessons, offering clearly directed and timely support. Teachers ensure pupils love the challenge of learning and are resilient to failure.</td>
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<td>• ‘Support’ and ‘Challenge’ tasks/guidance written on whiteboard after setting task and prior to circulation • Learning journeys for every unit/topic in KS3.</td>
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<td>TS1: SET HIGH EXPECTATIONS WHICH INSPIRE, MOTIVATE AND CHALLENGE PUPILS</td>
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<td>TS2: PROMOTE RAPID PROGRESS AND OUTCOMES BY PUPILS</td>
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<td>TS3: DEMONSTRATE GOOD SUBJECT AND CURRICULUM KNOWLEDGE</td>
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<td>Teachers manage pupils’ behaviour highly effectively with clear rules that are consistently enforced. Teachers have consistently high expectations of all pupils’ attitudes to learning. Teachers encourage pupils to try hard, recognise their efforts and ensure that pupils take pride in all aspects of their work.</td>
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<td>• Meet and greet at the door- no student can enter the room before the teacher. • Mint Class seating plans, with data underpinning differentiation.</td>
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## 2018-19 Academic Year Plan

This Policy and the Teddington Teaching Identity are to be embedded over the course of the year in the following ways:

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<th>Priority</th>
<th>Key Events and implementation dates</th>
<th>Quality Assurance and monitoring processes</th>
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| 1.       | Initial skills audit completed by all teaching staff- to identify trends in strengths and development areas relating to PITCH | Skills audits completed during INSET day- Sept 18  
Data shared with HoDs to build in bespoke support and to impact on CPD delivery- Sept 18 | Data analysed and centralised record kept – Sept 18  
HoD given copies for their dept- Sept 18 |
| 2.       | Whole school training on PITCH principles and then HoD lead work with teams on key strategies to embed within their departments | Whole school CPD – June + Sept 18  
Staff survey - Nov 18 + Feb 19  
Department expectations document updated – Feb 18 | CPD evaluation forms  
Through LM SIP interviews  
Staff surveys |
| 3.       | Embedding of Show My Homework- all homeworks set via the website and matched to homework timetable | SMHW training- Sept 18  
All homeworks uploaded to SMHW from September  
SMHW collaboration in department time- ongoing | Monitoring the homeworks recorded on SMHW |
| 4.       | Marking and Feedback Policy and Department Expectations embedded, based around DITs, green penning, AfL and formative feedback | Dept. expectations- July 18  
Student training- assemblies and tutor time- Oct 18  
Environment for learning- examples of green penning displayed- Jan 19 | Department work scrutinies- half termly |
| 5.       | Middle Leaders Quality Assess marking and feedback against the department expectations and create personalised targets and support | HoD re-establish department expectations in dept. meetings- termly  
Work scrutinies – every half term  
Informal support for teachers- ongoing | Work scrutinies  
LM meetings  
Department meetings |
| 6.       | Observation forms and performance management process to be modified to incorporate PITCH at its heart- and with clear reference to identified sub-groups (PPG and SEND)  
HoD QA use of PITCH in lessons and in books – including paired with TLR holders and SLT | Observation form amended – Jul 18  
Learning Walk form amended - Jul 18  
Department training on observations process- Sept 18  
Whole school training on observations process and school policy – Oct 18  
HoD learning walks discussed in LM and fed back in SLT- Oct 18  
PM Observations 1 – Nov 18  
Paired LW with TLR holders – Dec 18  
Student voice panels- PPG, boys and HPA – Feb 18  
Paired LW with SLT- Mar 19 | HoD Learning walks  
Work scrutinies  
SLT VIPs  
SLT meetings  
PM Observation 1, 2 and 3 |
| 7.       | Continuation and development of incremental coaching program – more staff working collaboratively to improve teaching and learning | Coaches (re-)trained – Sept 18  
Pairings with coachees – Nov 18  
Staff survey – Jan 19+Jun19  
Opportunities for other staff to coach- ongoing | Central ‘action points’ records  
Staff surveys |
8. **Learning walks undertaken twice a term: to include SLT paired, SEN paired and TLR holder paired when requested/necessary**

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<th>Learning Walks training and proforma walk-through- ML training session 1 TLR holder paired learning walks – Oct 18 SLT LM paired learning walks - Nov 19 Learning walks continue twice termly until Jul 19</th>
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<tr>
<td>Learning walk forms Centralised summaries and ‘action points’ records Staff surveys SIP visit SIP interviews</td>
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9. **Half termly reviews of learning journeys to establish trends in weaknesses, underachievement and misconceptions – digital log**

| September 2018 implementation Review every half term |
| Progress in KS3 analysis Preparedness for GCSE analysis |

10. **Mock exams feed forward – quality assessments, timely done to address areas of weakness**

| Students supported in line with waved intervention |
| Progress at KS4 analysis |

11. **Middle Leaders engage in borough-wide ‘Subject Led Learning’ (SLL) meetings**

| SLL SESSION 1: Monday 1st Oct SLL SESSION 2: Monday 19th Nov SLL SESSION 3: Monday 28th Jan SLL SESSION 4: February INSET - ½ day SLL SESSION 5: Monday 17th June Planning meetings- ongoing |
| Evaluation forms (led by Waldegrave) completed after each session KEC liaison with Waldegrave to respond to trends Staff surveys (ML only) |

12. **Embed command words across the school – with Middle Leaders collaborating on roll-out of displays and approaches to teaching command words**

| Most common command words collated – Jun 18 HoD identify 5 command words to be displayed in dept – Jul 18 Displays complete for open evening-Oct 18 Training on use of command words-Nov 18 Strategies devised and disseminated via CPD- Nov 18 |
| Displays and environment for learning Learning walks |

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*PITCH teaching strategies will progress, develop and grow in number over the course of the academic year through ongoing CPD. Reflection, review and Quality Assurance processes have been structured into the academic year.*
Marking, Feedback and Assessment

The school’s expectation of marking, feedback and assessment **per half term** is as follows:

- At Key Stage 3, teachers: make use of learning journeys for each topic/unit of work; undertake one piece of in-depth marking; and give two or more opportunities for green penning. The learning journey should be used as a formative assessment tool throughout the unit/topic and teachers should make reference to the skills being developed as work is being undertaken by students. Green penning tasks may include DITs, peer assessment, self-assessment, redrafting, up-skilling of terminology, marking or modifying exemplar answers, correcting mistakes or misconceptions, etc.

- At Key Stage 4, teachers: undertake two pieces of in-depth marking; and give two or more opportunities for green penning. Teachers should also make use of exam assessment criteria in books and on resources. Green penning tasks may include DITs, peer assessment, self-assessment, redrafting, up-skilling of terminology, marking or modifying exemplar answers, correcting mistakes or misconceptions, etc.

The school’s expectation is that feedback to students (be it written, verbal, individual or on a group/whole class level) takes place through four steps:

1) prior to producing outcomes students know what the expectations of them are.
2) after producing outcomes, the teacher identifies both successes within the work and specific areas for development.
3) the teacher feeds back their assessment of the work, with specific areas for development being made explicit and prominent within this feedback.
4) the student responds to this feedback and within this response evidences development/progression in understanding/application of skills.

Any effective, evidenced strategy a teacher employs which matches these general expectations is considered acceptable, assuming this falls in line with department expectations (see below).

Department Expectations

Each department has produced a ‘Department Expectations’ document which acts as a companion to this Teaching and Learning Policy, which outlines any significant ways in which that department has tailored the above expectations into their working practices. This has been done on the principle that teaching should be pitched to the needs of our students at all times, and those needs may differ between subject areas.

Copies of these department expectations are located on the walls of the HoD workroom, in the respective department offices, in teacher planners and on RMShared under ‘Teaching and Learning’.

Homework

All subject teachers will set homework in line with the homework timetable. Homework will be set on Show My Homework. The quality assurance of this will be undertaken by HoDs and stakeholders responsible for raising standards of homework. Once the setting of homework on SMHW is embedded, we will move towards recording whether homework is submitted/not submitted on SMHW. Homework should be marked in accordance with the marking policy. Setting of automated marking homework such as Doddle constitutes marking.
Environment for learning

An important aspect of improving the independence and autonomy of our learners is the environment for learning we create in the school. Within department areas and in classrooms, teachers should make consideration for the value of the displays and work on walls, in particular considering the impact these have on student understanding of what ‘progress’ looks like and how to achieve highly in summative assessments. To this end, teachers must ensure exemplar exam answers, DIT task examples or ‘work of the week’ etc. is up on display. GCSE command words must have prominence around the school building and the consistent use of the ‘roadmap’ posters across departments will help ensure clarity of expectation and application for our learners in this regard.

Responsibilities

The Headteacher is responsible for ensuring that robust systems are in place to guarantee that good and outstanding teaching takes place on a daily basis.

The Senior Leadership will monitor the quality of teaching and learning through weekly ‘Visit In Praise’ drop-ins which focus on rewarding student application of the PITCH principles. This will also involve book looks and planner checks.

Heads of Department and their line manager will work together on quality assuring teaching, learning and assessment each term. They will identify patterns and trends around teaching and learning in their department. In order to do this, Heads of Department will undertake independent and joint learning walks, lesson observations, book looks and planner checks.

Heads of Department will be active participators in regular ‘raising standards’ meetings.

Heads of Department will work alongside TLR holders in their areas to ensure that good and outstanding teaching, pitched to match the needs of our students, takes place throughout the school on a daily basis.

Heads of department will ensure that opportunities are in place to extend the curriculum through a range of extra-curricular activities.

Heads of Year will support through analysing the regular data drops to identify patterns around teaching and learning. They will also undertake regular learning walks, planner checks and book looks, as well as ensuring the school’s tutor time programme is being adhered to.

All Teaching staff will plan lessons which are designed to engage students in meaningful and deep learning. All teachers will fully engage in delivering whole school and department specific priorities in improving teaching and learning. They recognise that progress, independence, thinking, challenge and high expectations are the priorities in classrooms and will use effective strategies linked to these principles.

All teaching staff will ensure that a positive, risk-taking learning environment is promoted and that the behaviour for learning policy is applied in a timely fashion to ensure that the learning of others is not impeded.

All teaching staff will also ensure that lessons are planned to cater for the full ability range of their students, using all of the data available to make informed choices around pitching their teaching to the needs of their students.

All teaching staff are strongly advised to work closely with the SEN department and Pastoral Support Managers to ensure that the learning needs of all students are met as effectively as possible.

The Governing Body will monitor and evaluate this policy on an annual basis. Any suggested developments can be considered annually or if necessary termly.

Families are responsible for ensuring that their child comes to school fully equipped to learn and to support their child’s learning beyond the classroom where possible.
Support for teachers

The In-house CPD programme offers collaborative support to promote improving standards in teaching and learning. This differentiated CPD programme is designed to support NQTs, RQTs, PGCE students, sixth form teachers, Middle Leaders and Senior Leaders as well as facilitate networking opportunities with teachers across the Local Authority and beyond.

Teachers are encouraged to work collaboratively to develop their teaching repertoire and opportunities for this are identified within the school’s CPD programme.

Teachers are invited to attend the fortnightly ‘Teaching and Learning Team’ led by the Assistant Head in charge of Teaching and Learning.

Teachers can refer themselves to be coached on the ‘Incremental Coaching’ programme by approaching the Assistant Head in charge of Teaching and Learning. Teachers may be advised to consider coaching on the ‘Incremental Coaching’ programme by their line manager.

Teachers can refer themselves to be trained as a coach by approaching the Assistant Head in charge of Teaching and Learning. Teachers can then offer to coach others as part of their timetabled workload.

A Head of Department might place teachers who fail to meet the agreed Teachers Standards and Department Expectations on an Informal Support Plan for a time period of no more than six weeks. The aim of this bespoke support plan and potential additional training sessions is to enable that teacher to rapidly develop their practice in order to meet the agreed Teachers Standards and Department Expectations.

Failure to meet the standards and expectations set out in the informal support plan will result in a teacher being placed on a Formal Support Plan. Please refer to the school’s Capability Policy for further information.

Resources for teaching and learning (including proformas and department expectations), can be found on the RMStaff drive under ‘Teaching and Learning’.