Teaching & Learning Policy

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Committee	Governing Body
Date Agreed	December 2025
Review Date	July 2026

GREAT TEACHING AND LEARNING POLICY

Deptford Green School aspires to be a vibrant and dynamic learning environment in which every learner is given the opportunity to fulfil their academic potential and achieve their ambitions for the next stage of their educational journey. We want our students to make a positive contribution to the school and wider community. The school aims to develop students academically, socially and emotionally and provide them with the skills and attributes needed to live happy, safe and productive adult lives.

This policy provides the framework for teachers to teach and students to learn in an environment that is committed to excellence. This policy is a working document and is therefore best read electronically. Helpful links and resources will be added periodically. Under the Equality Act (2010) the school acknowledges our legal duty to make 'reasonable adjustments' to practice and policy for children with SEND / EAL. Accessing learning through high quality teaching should be inclusive of learners of all abilities. The principles of Adaptive Teaching should be evident in every lesson.

OVERVIEW STATEMENTS (also on the school website)

1. **Research based Teaching and Learning Pillars**

At Deptford Green we expect every lesson to be an engaging, compelling, challenging and enjoyable learning experience for both the teacher and students. To ensure a high quality and consistent approach, teachers use four teaching and learning principles based on the most recent educational research. The primary research and training text used is **One Pagers by Jamie Clark,** which brings together research from a number of key educationalists. Our GREAT Teaching and Learning Taxonomy ensures consistent high expectations in each classroom, every day.

2. **SEN, EAL and PP Learners**

To maximise outcomes for SEN, EAL and Pupil Premium students, we have embedded the **EEF's '5 a Day'** approach into the **GREAT Teaching and Learning Pillars**. Explicit instruction, cognitive and metacognitive strategies and scaffolding are central to our teaching, learning, training and monitoring. Specific needs of SEN and EAL students are detailed on Pupil Passports; these include summaries of students' needs and strategies for teachers to use. Careful consideration is taken by teachers when preparing seating plans and planning lessons. Some SMART interventions are provided for students who require additional literacy and numeracy support, and students who are new to the country to accelerate initial language acquisition.

3. **Higher Attainers**

Challenge for all is central to our Teaching and Learning policy, regardless of starting point or current attainment levels. We understand that Students who are working at a high academic level, or those entering with High Prior Attainment, should also be challenged every day, allowing opportunities for deeper thinking and providing exposure to higher order criteria within subjects. As part of our policy, at each appropriate stage of a lesson, students are posed more open questions which require higher order thinking, known as STAR tasks. Whilst these tasks are posed to the whole class, they are an opportunity for students who are more able to tackle challenging questions regularly, encouraging extension of thought. Through graduated questioning and 'Cold Calling' teachers should also challenge and probe students' understanding. Students should regularly be exposed to criteria relating to 'Greater Depth' standard in Key Stage 3 and grades 7-9 at GCSE during tasks and assessments, to ensure they have the substantive, procedural and disciplinary knowledge to reach top grades.

4. **Curriculum**

We ensure that departments have established challenging and engaging curriculums that effectively assess and build on prior knowledge. At Key Stage 3, clear mapping and sequencing of substantive, procedural and disciplinary knowledge, ensuring that students have access to rich curriculums that prepare them for Key Stage 4 and beyond. At Key Stage 4, the teaching of GCSE specifications has been mapped and sequenced to ensure each student gets the best outcomes possible.

5. **Literacy, Oracy and Numeracy**

When curriculum is planned, literacy and numeracy skills are embedded in schemes of work and lesson resources. We have adapted our strategy from the EEF for Literacy and Numeracy. Our Oracy strategy is taken from the Voice 21 principles. Below are the Deptford Green Literacy pillars which are adapted from the **EEF Summary of Recommendations.** The implementation of these strategies is monitored throughout the year by various members of the Teaching and Learning team, and regular training related to these elements takes place across the year as part of teachers' professional development. Additional Literacy and Numeracy intervention is provided for students who are working significantly below their age-related expectations. In Literacy, this takes the form of the Bedrock Literacy Programme for Key Stage 3, focussing on building vocabulary and reading proficiency. At Key Stage 4, small group intervention focussing on speed reading for GCSE access is the priority.

6. **Home Learning**

Key Stage 3

We have developed a clear approach to home learning at Key Stage 3 from 2025, which standardises the quality and quantity of Home Learning set for all students. This is designed to enhance the progress of all students and develop independence. Additional Independent Learning platforms such as SparxMaths and Educake are used in addition to the Home Learning booklets. Homework booklets are provided to students

twice a half term and include tasks from each subject. These tasks will also be logged on ClassCharts, so students and parents can monitor home learning effectively. Additional tasks may be set in addition to this.

Key Stage 4

At Key Stage 4, home learning tasks will relate directly to specifications. Online platforms will continue to be used for Key Stage 4 in Maths and Science which consolidate and revise content. In many other subjects, homework booklets will be used which relate to particular topics, exams or units. These tasks will also be logged on ClassCharts, so students and parents can monitor home learning effectively.

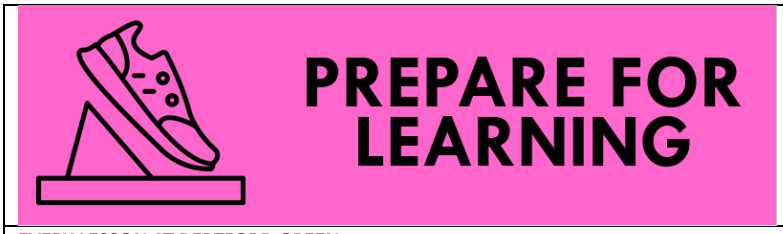
7. **Marking, Assessment and Feedback**

Identified pieces of work, known as 'Hinge Assignments' have been designed and implemented by departments. They aim to effectively assess learning following a series of lessons. Following these hinge assignments, formative feedback is given to students. All classroom-based departments that use books have green feedback sheets following each of these assignments to streamline feedback and make it more effective and consistent. Students are required to respond to this feedback using green pen. Feedback tasks are designed to address misconceptions or to give opportunities for students to provide higher-order responses. **Full details can be found in the Marking, Feedback and Assessment Policy.**

More formal assessment periods are identified for all year groups across the school calendar, ensuring all students have an opportunity to experience a full cohort exam experience each year. At Key Stage 3, a number of subjects will run these formal exams, and at Key Stage 4, these take the form of PPEs (Pre-public exams) which give students at least three opportunities to experience full exams in preparation for their final exams. These take place in Summer 2 (end of Year 10), Autumn 2 and Spring 2 (in Year 11). Following these exams, we hold results events and give students timely and constructive feedback on which to base future lessons and revision.

1A - Research based Teaching and Learning Pillars including BfL

The Teaching and Learning and Behaviour teams in the school work closely together to ensure that high expectations and high-quality teaching and learning are consistent. The 'every lesson at DG' aspects of the lessons are quality assured through Temperature Checks and Enquiry Walks.



THE WHY: It is widely evidenced that including periodic reviews of knowledge, skills and understanding learned in the last week or month improves the rate of forgetting. Links to prior knowledge and learning should be used frequently used in lessons, allowing students to build on the foundations they already have. This stage is also an opportunity to link learning to the 'big picture' and real world.

EVERY LESSON AT DEPTFORD GREEN:

- The 'Prepare for Learning' quadrant slide should be up on the board when the students arrive in the classroom.
- The timer is set for 7 minutes from when the lesson is due to start.
- Students work silently on the starter as soon as they come into the room.
- Though STAR tasks are available for all, more able students are expected to complete them and are directed when needed.
- The teacher actively circulates during the task to check compliance and support, offering acknowledgement and praise.
- High expectations and routines are established.

THE WHY: New learning should be presented to students in a logical, clear way that is memorable for the students. This key part of the structure is when the teacher (as the expert) transfers knowledge, skills and understanding to the students through clear explanation, instruction and modelling. Practical demonstration, co-construction and visual representation are some of the ways this might be done in classrooms. New learning should be chunked and reviewed regularly.

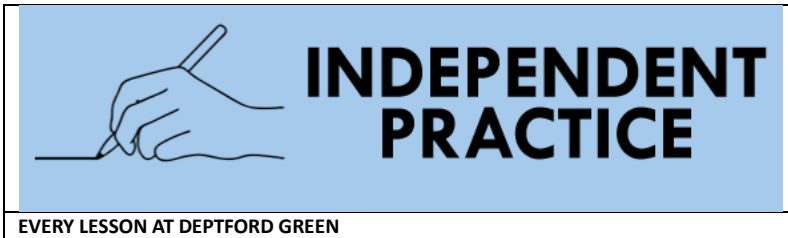
EVERY LESSON AT DEPTFORD GREEN

- When the teacher is presenting new information, students are listening, tracking the speaker. The teacher uses the countdown and waits for silence.
- The teacher uses a strong voice and prominent position. To deliver clear concise explanations and breaks down the new information into chunks and checks for understanding after each.
- When possible, visuals and dual coding accompany explanations.
- The teacher models and gives examples of expected outcomes. Clear time and quantity expectations are given.
- Modelling is done in line with departmental policy (co-construction, live drawing, practical demonstration, using a 'I do', 'we do' 'you do' approach.

THE WHY: Reviewing understanding through questioning should take place throughout a lesson to inform further teaching. Through assessment from learning strategies, we want at least 80% of students to show a good understanding of something before we move on. The use of whiteboards and multiple-choice quizzes are examples of how assessment for learning might be done. If there is lots of misconception, these will be addressed through re-framing and teaching. Cold calling and asking probing questions to a good ratio of students help us gauge understanding and plan next steps.

EVERY LESSON AT DEPTFORD GREEN

- The teacher checks for understanding at regular points in the lesson and addresses common misconception before moving on. This is done in line with departmental approach.
- The teacher asks a good range of questions to students in the class.
- Cold calling is used to differentiate questioning for students, probing for more developed answers.
- A good range of students are asked questions during the lesson.
- Teachers promote student voice, good oracy and disciplinary literacy through feedback.



THE WHY: 'For students to reach the point where they can apply their learning with a level of fluency requires an element of often extensive practice' (Sherrington). Across a series of lessons, opportunities for extensive practice should be provided. During this time, the teacher should offer feedback to individuals and address misconceptions. Gradual reduction of scaffolding should take place over time.

EVERY LESSON AT DEPTFORD GREEN

- Time, quantity and condition expectations are given to students.
- Tasks given to students are in line with ability and curriculum expectations.
- Scaffolding has been provided for less able students to support them to get to the required outcomes.
- Teachers circulate, give feedback and work on individual misconceptions.
- Students are awarded with positive points when working hard and Inadequate work points are used to challenge disengagement

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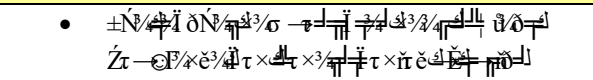
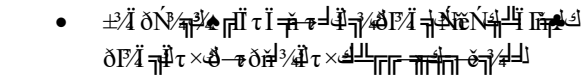
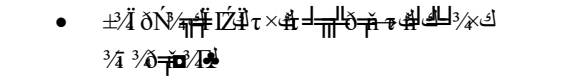
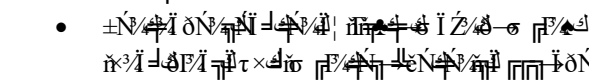
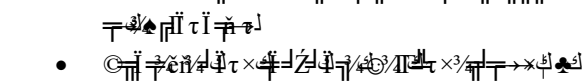
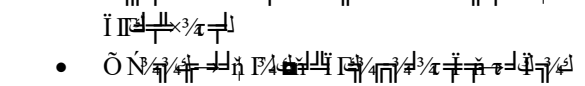
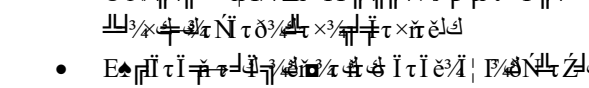
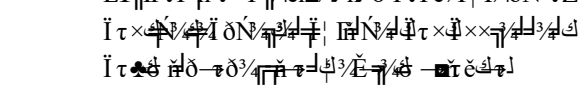
GREAT TEACHING AND LEARNING

CLASSROOM BASED SUBJECTS TAXONOMY

	STRONG	DEVELOPING	REVIEW
PREPARE FOR LEARNING	[illegible]	[illegible]	[illegible]
	[illegible]	[illegible]	[illegible]

	• **STRONG**	• **DEVELOPING**	• **REVIEW**
NEW LEARNING	• All students are listening intently, tracking the speaker. Minimal non-compliance is addressed by the teacher in an effective way. • Students need minimal prompts to focus and listen and these prompts are successful. • The teacher uses the countdown effectively and as a result, students are silent. • The teacher uses a strong voice and prominent position. • Students are consistently rewarded with LORICs for compliance and good work, and inadequate work for non-compliance.	• Students are silent whilst the teacher is giving instructions or an explanation. • Teacher uses the countdown which is mostly successful. • The teacher speaks clearly when giving instructions. • Students are rewarded with LORICs for compliance and good work, and inadequate work for non-compliance.	• Not all students are focussed during the teacher explanation, and this is not always addressed. • Teacher countdown and prompts have limited success in getting students to fully focus. • Teacher voice and positioning does not yet have a strong enough command over the class, leading to limited focus. • The focus is more on students who are not doing the right thing rather than praising those who are.
	•  •  •  •  •  •  •  • 	• The teacher demonstrates secure subject knowledge and understanding of topics. • Instructions and teacher talk are mainly clear and support learning. • Teacher explanations could have been made clearer through the use of visual representation. • Subject specific terminology is used by the teacher and students throughout the lesson. • Some reference is made to students' prior knowledge of the topic. • Following the teacher's approach to explaining tasks, most students concentrate and are able to complete tasks.	• Demonstration of the teacher's subject knowledge and understanding is limited resulting in lack of clarity and confusion. • Teacher talk and instructions are ambiguous and do not support learning for all students. • Subject specific terminology is not constantly expected. • Students' prior knowledge is not assessed. • Students find some tasks engaging but due to lack of clarity, some students are off task. • Teacher talk is overly lengthy.

	• **STRONG**	• **DEVELOPING**	• **REVIEW**
MODELLING	• Practical work and other activities are carefully modelled to students. • Students are then able to accurately follow the model or develop a similarly accurate approach themselves. • Examples of excellent work are shared and explained. • Subject specific content is modelled by the teacher and co-constructed with the students to maximise impact. • Students are encouraged to critique models. • 'I do, we do, you do' approach to modelling is demonstrated. • Expert thinking is modelled by teacher verbalising their thoughts. • The teacher models and gives examples of expected outcomes. Clear expectations of time, quantity and conditions are given.	• The teacher uses some modelling during the lesson to support learning and understanding. • Excellent work is shared with the students, but clarity about exactly why the work is excellent is not understood by all. • Scaffolding is used by the teacher to model the task and supports learners to understand what is being asked.	• Limited use of modelling is used to support learning and understand. • The teacher does not provide excellent work for students to see what excellence looks like. • Students are confused by the task at hand and are not able to access the learning, hindering their progress. • The teacher is unable to adapt their teaching to suit the needs of the learners. • The teacher's approach to modelling tasks is unclear and confusing.
	• **STRONG**	• **DEVELOPING**	• **REVIEW**
REVIEW AND QUESTION	• Standard English is used and expected at all times by the teacher. • The teacher uses strategies when questioning the class to check understanding of all. • Effective questioning techniques deepen and develop students' thinking, probing for excellent responses. • Misconceptions are identified and acted upon. • Further questions are used to probe and challenge.	• The teacher uses a variety of approaches to question students and the teacher is aware of the degree to which most students are secure in their learning. • Questioning techniques check understanding of the tasks set and the extent of students' understanding. • The teacher asks the majority of questions during the lesson, some students ask their peers questions.	• A mix of open and closed questions are evidenced but are not always challenging or probing, therefore the depth and breadth of learning is difficult to assess. • Questioning techniques are not always effectively or consistently deployed, resulting in lack of clarity and understanding. • When misconceptions are presented by the students, the teacher is unable to adapt the task. • Students are passive and are not inquisitive in their learning.

	• Questions are carefully scaffolded to encourage reluctant respondents to answer and engage in learning. • Students are encouraged to ask questions. • Effective questioning ensures that the teacher is aware of how secure in their knowledge the students are.		• The teacher does not allow sufficient time for students to think about the answer.

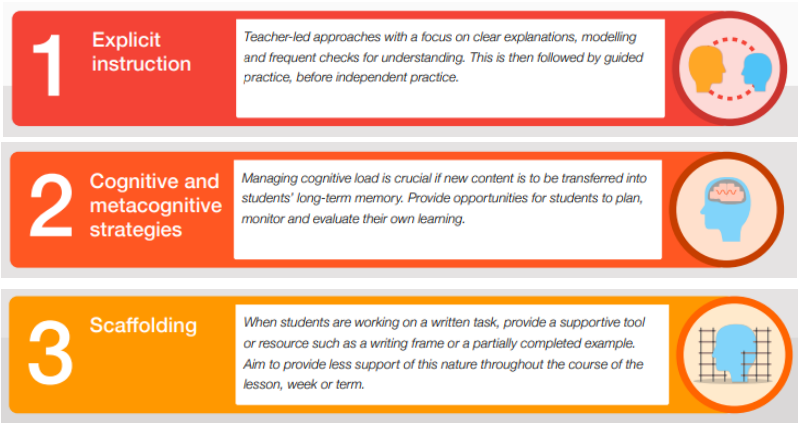
	• **STRONG**	• **DEVELOPING**	• **REVIEW**
INDEPENDENT PRACTICE	• During Independent Practice, teachers circulate, offering support, and show an excellent understanding of the needs of the class. • Students are consistently rewarded with positive points when working hard and Inadequate work points are used to challenge disengagement.	• During Independent Practice, teachers circulate, offering support. • Students are awarded with positive points when working hard and Inadequate work points are used to challenge disengagement.	• During Independent Practices, too much time is spent getting students on task. • The amount of work done is not in line with school/age related expectations and this is not effectively challenged. • Positive points and Inadequate work points are used to limited effect.
	• Tasks are carefully chosen and designed and appropriate for the group and key stage, allowing them to sufficiently practice skills. • Tasks are sufficiently challenging and, in relevant subjects, questions are graduated. • Once the students have had input from the teacher, they are given sufficient time to practise their new knowledge and skills, helping to embed learning. • Mistakes observed lead the teacher to intervene quickly and utilise errors as aspects of learning. • Tasks are scaffolded where appropriate, but support is removed at the right time to allow for student independence.	• The teacher provides opportunities for students to practise their knowledge. • Tasks are broadly of appropriate challenge for the group and key stage. • Students are encouraged to learn from their mistakes and are given time to correct their errors. • The teacher provides scaffolding for students to practise the task, adaptive teaching strategies could further promote independence. • The teacher identifies when students struggle and supports them where necessary.	• Students are given limited opportunities to practise their knowledge and skills if at all. • The independent task is not appropriately pitched for the group and key stage, resulting in the task being not challenging enough or too challenging. • When students have misconceptions, the teacher does not intervene promptly, learning time is therefore lost. • Student independence is not evident. • Students do not understand how tasks link to prior learning or next steps. • The teacher does not use different techniques to expose students to the concepts being discussed. • Breadth and depth of learning is not apparent, and progress is limited.

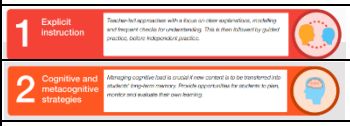
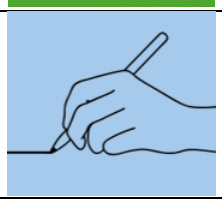
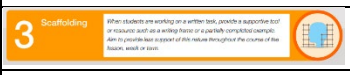
	• Explanations, models, questions, discussions and writing are used as opportunities to expose students to key concepts more than once. • Knowledge is revisited and assessed to test whether students have retained the learning. • Students persevere when faced with difficult work. • Teaching consolidates learning, deepens understanding and prepares students very well for next steps.		

DEVELOPED EXPLANATION

1. **Adaptive Teaching for SEN, EAL and PP Learners**

Inclusive teaching strategies are essential to quality first teaching. Three of the '5 a Day' EEF Principles are embedded in GREAT Teaching and Learning Pillars. These strategies benefit all students in the class but are particularly linked to evidence around raising attainment for SEN learners. They also link to research about raising achievement for nationally underachieving groups such as boys and Pupil Premium students. The first three principles relate to Explicit Instruction, Cognitive and Metacognitive Strategies and Scaffolding; they are embedded primarily through the New Learning and Modelling and Independent Practice pillars (as shown below). These principles are at the central to our **training** and the **quality assurance of lessons.**



TEACHING AND LEARNING PILLAR		OPPORTUNITIES FOR	EEF PILLARS
PREPARE FOR LEARNING		- MIXED RETRIEVAL PRACTICE - BIG PICTURE THINKING - CONNECTING NEW LEARNING - BUILDING CULTURAL CAPITAL	
NEW LEARNING AND MODELLING		- EXPLAINING NEW CONCEPTS - MODELLING IDEAS - MODELLING TASKS - CO-CONSTRUCTION - VISUAL REPRESENTATION - 'CHUNKED' EXPLANATION	
REVIEW AND QUESTION		- CHECKING FOR UNDERSTANDING - AIMING FOR 80% - ASSESSMENT FOR LEARNING - COLD CALLING - USING FEEDBACK TO GUIDE LEARNING	
INDEPENDENT PRACTICE		- APPLYING SUBSTANTIVE AND DISCIPLINARY KNOWLEDGE - PROBLEM SOLVING - APPLICATION INDEPENDENT OF THE TEACHER - FORMATIVE AND SUMMATIVE ASSESSMENT	

2. **Challenge**

When talking about 'higher attainers', we are referring to students who are HPA (High Prior Attainers) and also those that show high levels of substantive, procedural and disciplinary knowledge in a particular subject.

It is important that all students are challenged in all lessons. At Key Stage 3 and 4, clear criteria and descriptors should be given and planned into curriculums so that students know what is required for a particular task to get to an advanced level. At Key Stage 3, we refer to these criteria as 'GDS' or 'Greater Depth Standard'. STAR tasks should be planned in advance to ensure students are exposed to higher order questions and ideas. STAR tasks should always be designed to extend thinking, always ensuring 'quick graspers' can develop their knowledge. Independent tasks should be graduated, allowing students to practice fluency but also

allowing students to tackle increasingly challenging tasks. All students should try and attempt STAR tasks, but they are also an opportunity to ensure we are always challenging 'more able' students.

Some examples of types of STAR tasks are below:

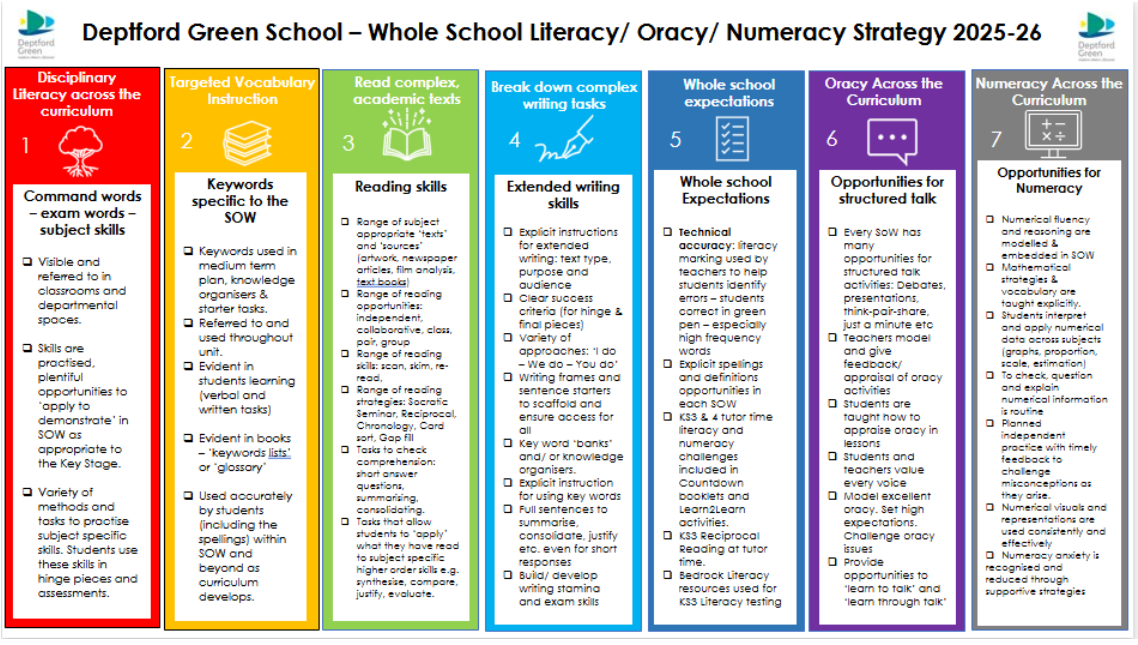
Philosophical big questions	**Asking questions that link to the context of the lesson, but question much bigger things.** For example, would the world be a better place without religion?
Image analysis	**Provide a visual stimulus for them to apply an idea to.** For example, how does this image show some of the key features of medicine at the time?'.
Critical thinking/alternative perspectives	**Focusing on the same idea as the task, ask the students to look at a particular discourse.** For example, 'how might a feminist interpret the character of Juliet?'.
Evaluation/comparison/justification	**Use the higher order thinking question stems from Bloom's Revised Taxonomy.** For example, 'how effective do you think the writer was to create the mood of…?'.
Exam practice application	**Provide a question that asks them to apply their knowledge in a different way**. For example, following a number of equations, pose a worded question.
Metacognition	**Ask students to articulate their thought process and explain how they came to an answer.** For example, ask students to write out the steps they need to take to solve an equation.

3. Curriculum

Each department has developed (or is in the process of developing) a document which maps the substantive, procedural and disciplinary knowledge of that subject. At Key Stage 3, the sequencing of each unit has been designed to build on prior knowledge and skills. These documents detail what students are required to do to meet Age Expected Standard (EXS) and what additional things they need to demonstrate to get to Greater Depth Standard (GDS). Students are asked to demonstrate these things through independent practice and in more formal assessments. Departments have developed Marking and Feedback sheets which then require students to address misconceptions or build greater depts Knowledge and Skills. Quality assurance of curriculum takes place through Temperature Checks, Enquiry Walks, Student Voice and scheduled **Curriculum Reviews** which look at all plans and resources in detail.

4. Literacy, Oracy and Numeracy

Literacy and Oracy strategies should be built into lesson planning and resources. Below are the Deptford Green Literacy, Numeracy and Oracy pillars which are adapted from the EEF Summary of Recommendations. and the Voice 21 Oracy principles. The implementation of these strategies is monitored throughout the year by various member of the Teaching and Learning team, and additional training is provided if and when it is needed.



When intervention is needed for students around Literacy and Numeracy, a number of strategies are used to bridge gaps. Below is a summary of intended interventions for Key Stage 3 in 2025/26.

5. Home Learning

Key Stage 3

The approach to home learning has been simplified for Key Stage 3 students to maximise completion and independence. One Home Learning Booklet will be issued per half term which includes tasks from each of their subjects. Students are expected to always carry their booklet with them and completion will be monitored by class teachers, Tutors and Heads of Year. Expectations for tasks to be set for each subject are shown below. Each task is designed to take about 30 minutes.

Subjects per half term	Frequency of homework per half term	Year group
Maths and Science	Six online tasks via Educake or Sparx Maths	Y7, Y8 and Y9
English	Two extended writing tasks	Y7, Y8 and Y9
History, Geography, Ethics and MFL	One task	Y7, Y8 and Y9
Music, Art, DT and Food tech	One task	Y7, Y8 and Y9
Discovery Day subjects (Year 9)	Will set separate project home learning (not in the booklet)	Y9
PE and PSHCE	No home learning	Y7, Y8 and Y9

Key Stage 4

All subjects Key Stage 4 are expected to set weekly homework for all students. In Maths and Science, online platforms (Sparx and Educake) continue to be used. Homework is monitored closely by class teachers and non-completion followed up. Homework task should be designed to take up to 60 minutes. Most homework should be revision focused. Non-completion less to a 60-minute Home Learning Detention.

6. Marking, Assessment and Feedback

A clear approach to marking and feedback has been developed, which aims to achieve maximum impact on student outcomes. Teacher workload is also at the heart of the approach. Formative assessment should always be present in lessons, linking to the 'review and question' pillar of the teaching and learning strategy. Identified 'hinge' pieces of work should be used as an opportunity to ensure students are able to independently apply what they have learnt after a sequence of lessons. These can take a number of forms: extended writing pieces, sketchbook pages, topic or multi-topic tests, performances, recordings, etc. Each department should identify these hinge pieces which will be published in the **Hinge Assignment Grid.**

Individualised approaches to feedback following a hinge assignment have been designed in each Department. In classroom-based subjects, these should be printed on green paper and give students' feedback on 'what went well (www)' and 'even better if… (EBI). Students should actively engage in tasks following the feedback. Tasks should be designed to address misconceptions or ensure that students have met success criteria. Where success criteria have been met, follow up tasks should be designed to allow students to respond to higher order or more complex questions or tasks.

In non-classroom-based subjects, approaches to feedback should be devised in discussion with the line-manager of the subject. These approaches should ensure that students are able to get quality feedback on tasks enabling them to improve over time.

7. Quality Assurance

There are a number of systems in place to ensure high-quality teaching and learning is taking place at all times.

TEMPERATURE CHECKS

The purpose of Temperature Checks:

- To get a clear picture of daily teaching and learning ever day across the school
- To identify the key strengths of teachers, departments and year groups
- To identify and share good practice
- To support the identification of any training or support required on a department level.
- To support the identification of any training or support required on a whole school level.
- To provide an opportunity for teachers and departments to get regular, developmental feedback on their practice.
- To monitor the progress of students, especially in key groups (SEN, PP, BCRB)

Temperature Checks are undertaken by Heads of Department, Key Stage Leads, SLT, members of staff on the Patrol timetable and Lead Practitioners. Temperature Checks allow us to look at the learning that is happening across the school on a daily basis. Visitors to your lesson will record 'what went well' and any 'even better ifs…' in relation to the teaching and learning pillars. These foci will largely be based on the GREAT teaching and learning pillars: 'Prepare for Learning', 'New Learning and Modelling', 'Review and Question' and 'Independent Practice'. Temperature Checks are recorded online and are accessible immediately to all Heads of Department, Key Stage Leads and Line Managers of subjects. Heads of Departments should use this information to form discussions with teams and plan areas of development.

ENQUIRY WALKS

The purpose of Enquiry Walks:

- To add to information already gathered by the Department.
- Identify the key strengths of teachers and departments and share these skills with others.
- Support the identification of any training or support required on a department level.
- Support the identification of any training or support required on a whole school level.
- Look at how a number of GREAT Teaching and Learning Pillars are being implemented by teachers.
- Give an opportunity for all teachers to receive scheduled verbal developmental feedback on their practice.
- To help set and gather evidence for performance management targets.

Enquiry Walks take place bi-annually. There will normally be two visitors, usually comprising of a Member of SLT or Lead Practitioner and a Head of Department or Key Stage Lead. Enquiry Walks are scheduled two-weeks in advance, so that teachers are aware of when they will be receiving visitors. Enquiry Walks should be no longer than 25 minutes. Verbal feedback will be given within 2 working days and written feedback will be given within 5 working days. The focus of each round of Enquiry Walks will be made clear but will normally consist of a number of GREAT Teaching and Learning Pillars. All information will be presented and shared with staff.

BOOK LOOKS

There are number of ways in which book-looks take place:

1. Regularly within departments. This should take place informally but also as part of planned moderation sessions before a data drop. Details of the expectations of departmental monitoring can be found in the **Great Leader's Handbook**.
2. As part of the Enquiry Walk cycle, there will be criteria relating to books which will be feedback to individuals and departments.
3. Lead Practitioners will undertake book-looks across the year. Regular feedback will be given to teachers and departments throughout the year. Following each data drop, LPs will identify key groups of underachieving students and do an analysis of findings presented as part of the MINT. They will also undertake book-looks relating to departments across the year. These schedules can be found in the '**Great Books**' folder on TEAMS.

Book look information should be recorded online and is accessible immediately to all Heads of Department, Key Stage Leads and Line Managers of subjects. The link is **here.**

TEACHER DEVELOPMENT

The Key priorities of teacher development are to:

- ensure great practice is shared amongst teachers and teams.
- support teachers and departments with areas of improvement.

There are a number or ways we do this:

1. Sharing good practice and developing teaching and learning through Thursday morning briefings.
2. Sharing good practice and developing teaching and learning through Wednesday afternoon CPD time.
3. Visiting Departmental meetings and working with staff.
4. Developing whole school priorities in teaching and learning through Working Parties.
5. Lead Practitioners working with individuals and teams to develop teaching and learning using bespoke support programmes.

There are a number of systems in place to support teachers across all areas of teaching and learning. The flowchart below shows the levels of support available.

TEACHER SUPPORT STRATEGIES

The Deptford Green Teacher Support strategies are designed as short term interventions to improve daily teaching and learning practice. The flowchart below outlines our approach to this. Support plans should always be intended to be a supportive measure with a view to genuinely improve a teacher's practice. Targets should be challenging but achievable, in line with the Teaching Standards. Criteria from the GREAT Teaching and Leaning Taxonomy and the GREAT Teacher descriptors should be a basis for targets set within support plans. Weekly targets should be set with clear success criteria that should be used to measure impact.

TEACHER SUPPORT FLOWCHART

THIS FLOWCHART SHOWS DEPTFORD GREEN'S APPROACH TO SUPPORTING TEACHERS TO BECOME GREAT. LINKS TO SUPPORT DOCUMENTS ARE INCLUDED.

A. DEPARTMENT MONITORING STRATEGIES

INFORMATION GATHERING
Have a clear understanding of where each teacher is at.

- DEPARTMENT TEMPERATURE CHECKS
- SLT TEMPERATURE CHECKS
- BI-ANNUAL ENQUIRY WALKS
- BOOK LOOKS

REGULAR FEEDBACK TO INDIVIDUAL TEACHERS (WWW/EBI)

MONITORING IMPACT
Is this informal feedback having an impact? Check!

- DEPARTMENT TEMPERATURE CHECKS
- SLT TEMPERATURE CHECKS
- BOOK LOOKS

IF THERE ARE ONGOING CONCERNS...

HOD MEETS WITH TEACHER TO EXPLAIN INFORMAL DEPARTMENT SUPPORT PLAN

2. GREAT TEACHER PROGRAMME (LED BY TT)

This process should be designed to see rapid progress towards identified areas of improvement, where targets have not been met on the Informal Department Support Plan. Targets should be SMART and specific targets identified for each week. In the first instance, it should be for 6 weeks. At this point, we can end the support, extend for another 6 weeks or recommend further support as a 'Teacher Experiencing Difficulties.

2. MONITORING IMPACT
Is the teacher meeting the SMART targets set?

- LEAD PRACTIONER OBSERVATIONS
- WEEKLY REVIEW MEETINGS

IF THERE ARE ONGOING CONCERNS...

3. TEACHER EXPERIENCING DIFFICULTIES (LED BY GC)

This process is designed to address serios concerns relating to teaching standards, flowing the support programmes 1 and 2. Targets that have not been met from the last 2 support programmes. The teacher needs to be given 5 days notice of the meeting and it should be made clear that they are entitled to bring a representative to the meeting. In the first instance, it should be for 6 weeks. At this point, we can end the support, extend for another 6 weeks or recommend capability procedure. More details here.

2. MONITORING IMPACT
Is the teacher meeting the SMART targets set?

- LEAD PRACTIONER OBSERVATIONS
- WEEKLY REVIEW MEETINGS

IF THERE ARE ONGOING CONCERNS...

SLT MEETS WITH TEACHER TO EXPLAIN FORMAL CAPABILITY PROCESS

4. FORMAL CAPABILITY PROCESS (LED BY ET)

This is a 2-stage process involving a number of formal meetings concerning the performance of a teacher. There are three outcomes following the formal capability process: 1. Performance now satisfactory; 2. Fix a further review period; 3. Refer the case to a Capability Hearing.. Full details of the capability procedure can be found here