

## GREAT TEACHING AND LEARNING POLICY

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# GREAT TEACHING AND LEARNING POLICY CONTENTS

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## GREAT TEACHING AND LEARNING POLICY RATIONALE

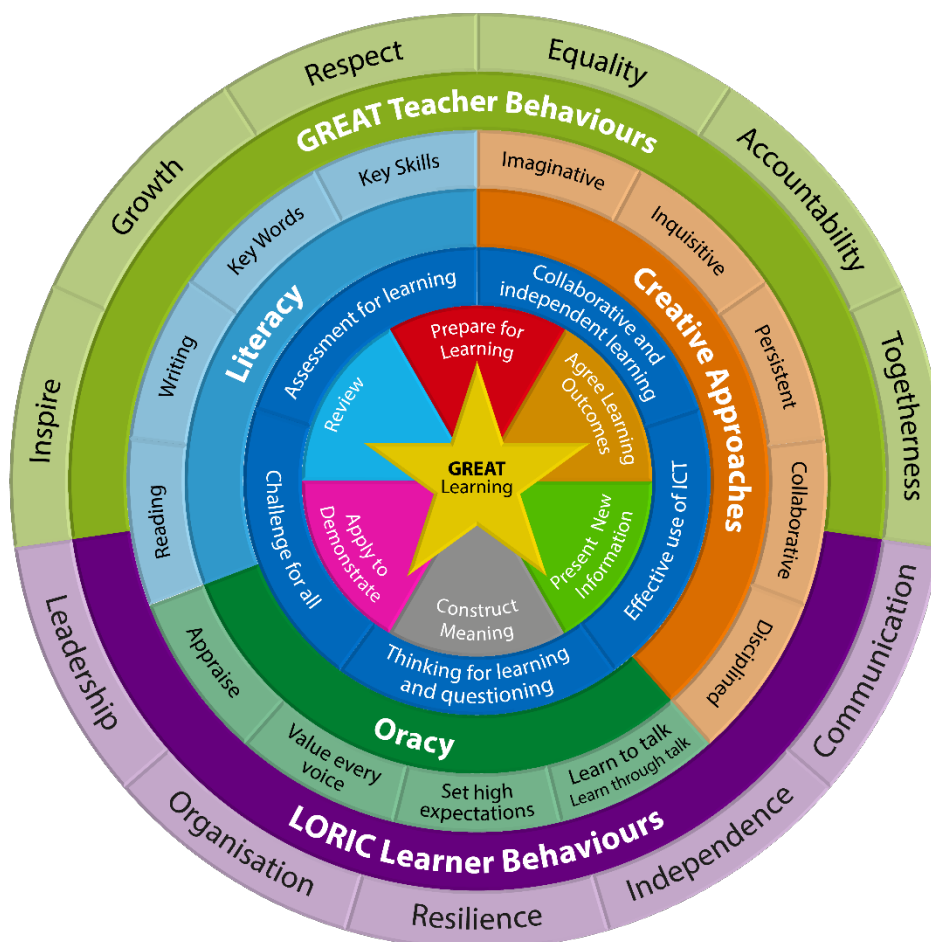
Deptford Green School aspires to be a vibrant and dynamic learning environment in which every learner is given the opportunity to:

- Fulfil their academic potential and be able to achieve their ambitions for the next stage of their educational journey.
- Make a positive contribution to the school community and the wider community that we serve.
- Develop socially and emotionally the skills and attributes needed to live happy, safe and productive adult lives.

At Deptford Green we expect every lesson to be an engaging, compelling, challenging and enjoyable learning experience for both teacher and learner. To ensure a high quality and consistent approach teachers will use the TEEP (Teacher Effectiveness Enhancement Programme) Learning Cycle to plan and deliver lessons including remote/independent learning. An expectation of exceptional progress for all learners will be embedded in every lesson. Remote and Independent Learning tools such as Microsoft Teams and Class Charts will be used to enhance the progress of learners. This policy provides the framework for teachers to teach and learners to learn in an environment that is committed to excellence. This statement should be read in conjunction with the **Marking, Assessment and Feedback Policy**, the **GREAT Leader's Handbook**, the **GREAT CPD Handbook**, the **Independent and Home learning Policy**, the **Behaviour for Learning Policy**, Individual Curriculum Intent statements from faculties and resources in the

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 Quality First Teaching should be evident in every lesson.

## THE DEPTFORD GREEN LEARNING WHEEL (INCORPORATING THE TEEP LEARNING CYCLE LESSON FRAMEWORK)



The T&L wheel underpins GREAT T&L and GREAT CPD at Deptford Green School. At the centre of our teaching is always 'GREAT Learning'. To do this, we use the six-phase lesson model based on the SSAT TEEP principles where we guide learners to 'Prepare for Learning' and 'Agree Learning Outcomes'; 'Present New Information' and 'Construct Meaning' in creative ways; 'Apply to Demonstrate' and 'Review' learning in different lessons across schemes of work.

To ensure GREAT T&L, teachers use a range of 'Assessment for Learning' and 'Collaborative and independent learning' activities; they plan for 'Effective use of ICT', 'Thinking for learning and questioning' and differentiate to include 'Challenge for all'.

Lessons and schemes of work are planned with a range of 'Creative Approaches' in mind to engage and inspire learners. These are underpinned by the delivery of Literacy and Oracy skills to ensure learners can communicate their ideas effectively.

Wrapping around the GREAT T&L at Deptford Green School are the core values of 'Growth', 'Respect', 'Equality', 'Accountability', 'Togetherness' and to 'Inspire'; and interpersonal skills: 'Leadership', 'Organisation', 'Resilience', 'Independence' and 'Communication' to ready students for the world of work and beyond.

The GREAT T&L Wheel gives all colleagues a shared language and understanding of what we do in our classrooms and ensures consistency. The GREAT T&L Wheel is evidenced based and underpinned by pedagogy and research. This research is dynamic and will change as new work becomes available or is developed in-house through Working Parties. All CPD should be in support of the GREAT T&L Wheel to

ensure we are GREAT. We encourage and plan for the sharing of best practice through *Ward Rounds* and *Get Inspired*.



Teaching and Learning Wheel underpinning research and documents.



[https://2094047.sharepoint.com/:f:/s/AllStaff2/EsM9qSarVutMsWxEmltb-EBUBClBwzppJKNBJw0Wt\\_BhQ?e=f6qDy1](https://2094047.sharepoint.com/:f:/s/AllStaff2/EsM9qSarVutMsWxEmltb-EBUBClBwzppJKNBJw0Wt_BhQ?e=f6qDy1)



## GREAT LESSON STRUCTURE (USING TEEP)

The TEEP Learning Cycle is used by teachers as a guide to plan relevant, purposeful and stimulating lessons and remote/independent learning opportunities. Teachers should be confident that if each of these elements is considered during planning that lessons and sequences of lessons will actively engage learners.

By definition the cycle does not mean that each element is discrete or linear, but that teachers will move flexibly between the different segments of the cycle. Teachers should consider how the cycle can be used to support remote and independent learning (homework). Flip Learning activities can be set before a lesson (Prepare for Learning) and some hinge assignments (Apply to Demonstrate) should also be set as remote learning activities to encourage independent learners and this should be set through TEAMs. Every opportunity to actively teach literacy skills and Oracy skills should be exploited.

TEEP ELEMENT	ABOUT	EXAMPLES	ADAPTABLE RESOURCES
	<p>The 'review' stage should be present <b>throughout a sequence of learning</b>, not just at the end of a lesson.</p> <p><b>Use 'review' at various points</b> during a lesson to check the understanding of students before you move on.</p> <p>Teach students to use metacognition to <b>talk about how they got to an answer</b>.</p>	<p>Use a visualiser to model work that has been done at points in the lesson.</p> <p>Use mini-whiteboards to gauge how well a class has understood something.</p> <p>Use a student to talk through their understanding <b>on the Interactive Whiteboard</b>.</p>	
	<p>The 'prepare for learning' stage should ensure all students are ready to learn and have the prior knowledge ready to develop understanding.</p> <p>Ensure relevant and appropriate curriculum content is clear. What do learners need to learn now?</p>	<p>Use <i>Flip Learning</i> to ensure that learners are ready for the 'in-class' segment of their learning where they will be presented with new information. This might include pre-reading or asking learners to complete an extended piece of writing or brainstorm that consolidates</p>	

	<p>Share with learners <i>The Big Picture</i> of a series of lessons or unit. Connect to prior learning and start where the learners are.</p> <p>Establish routines around learning behaviour (LORIC). Plan group work carefully.</p> <p>Meet learners at the door and setting the tone.</p> <p>Ensure that Key and Technical vocabulary for a lesson is explored and understood.</p>	<p>their ideas and thinking on a topic.</p> <p>Set quizzes on TEAMS and Class Charts to determine a learner's current understanding of a topic and being able to adapt the 'in-class' portion of a lesson to challenge misconceptions and to pitch the learning appropriately.</p> <p>Discuss the big picture – how does the lesson feed into their real life and future careers.</p>	
	<p>Make the content, skills and thinking <b>explicit</b>. Discuss <b>what and how</b> learners will be learning.</p> <p>Clearly articulate <b>what students will have learned by the end</b> of a sequence of learning (including in class and remote/independent learning).</p> <p>Share with learners any <b>relevant success criteria</b> for and give learners opportunities to add to these and <b>ask any relevant questions</b>. Success Criteria should be referenced in REVIEW sections of learning.</p>	<p>Revisit the outcomes throughout the lesson to frame the learning (REVIEW).</p> <p>Find ways to ensure students are engaging with the learning outcomes and are not just 'writing it down'.</p> <p>Some ways might include:</p> <ul style="list-style-type: none"> <li>• Rearranging the words of the objective and asking the students to unscramble it.</li> <li>• Giving the tasks they will be doing during the lesson and asking them to think about what the objective might be.</li> <li>• Going through the key words in the outcome or objective.</li> </ul>	
	<p>New information should be presented using a variety of different ways, these might include:</p>	<p>Think about the following ways of delivering new information to the students:</p> <ul style="list-style-type: none"> <li>• using film and video clips</li> </ul>	

	Find some interesting ways to present new information rather than 'from the front'. Where possible, students should find the information rather than be given it.	<ul style="list-style-type: none"> <li>• discussing shared experiences</li> <li>• using animations and images</li> <li>• giving a demonstration</li> <li>• actively matching key words, definitions and examples.</li> </ul>	
	<p>Ensure learners are actively learning, taking the time and opportunities to develop understanding of the new information, which may involve them making mistakes.</p> <p>Learners should be encouraged to ask questions and research the answers for themselves, working towards building a personal understanding of what they have been presented with.</p> <p>Use teacher questioning during this segment of learning. Bloom's Revised Taxonomy should be used to ensure that questioning is scaffolded and ultimately that learners are engaged in higher order thinking.</p>	<p>Activities may be individual or collaborative, should appeal to a range of multiple intelligences, enable higher order thinking and offer choice and variety. Tasks should be differentiated.</p> <p>When students are 'constructing meaning' there should be opportunities for students to talk about the learning.</p> <p>'Construct meaning' activities might include:</p> <ul style="list-style-type: none"> <li>• discussion and problem solving in pairs.</li> <li>• Communicating to others how they have got to an answer.</li> <li>• Annotating existing work to show how it has been constructed.</li> </ul>	<p><a href="#"><u>Learning Question Mat</u></a></p> <p>This resource is designed to be on classroom tables and can be adapted for any subject. Students can be directed to differentiated questions.</p>
	<p>Give learners the opportunity to show that they understand by applying knowledge and skills.</p> <p>Teachers should design activities in which learners apply their new understanding within a different or unfamiliar context. This might be assessed by the teacher or by</p>	<p>Apply to Demonstrate tasks might include:</p> <ul style="list-style-type: none"> <li>• answering exam style questions</li> <li>• presenting work</li> <li>• consolidating an idea on paper or through a practical task.</li> <li>• applying a number of skills or ideas at once</li> </ul>	<p><a href="#"><u>Verbal exam question</u></a></p> <p>An engaging task that can help students apply their understanding in a sustained way using key subject terminology.</p>

	a peer, with some appropriate feedback to the learner.  If the Apply to Demonstrate activity is a Hinge Assignment this activity will lead to summative or formative feedback as well as clear steps how to improve the work further.	following a sequence of lessons.  • Demonstrating all they have learnt over a period of time.	
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## GREAT PEDAGOGY

The way in which we deliver our lessons can have a significant impact on how much a student learns and remembers. Below are pillars we use to ensure consistent, high-quality pedagogy across all subjects. These pillars are used as the basis for Temperature checks, Enquiry Walks and internal subject monitoring. Below each pillar is a success criteria.

### ENGAGING LEARNING

- Students are engaged in the learning and achieving outcomes.
- The lesson is being delivered in a way that is making the learning engaging.
- Students are getting the opportunity to talk about the learning.
- There are regular practical elements in lessons.
- There is a good pace to lessons and students work with purpose.
- Students are completing activities and achieving outcomes.

### QUALITY FIRST TEACHING

- The objective of the lesson is clear to students.
- The lesson is challenging enough for all learners in the room and 'star tasks' are used.
- Tasks are being broken down appropriately for less able learners.
- The teacher circulates the room to check understanding during tasks.
- Students are completing activities and achieving outcomes and follow up takes place when they are not.
- The needs of SEN students are being taken into consideration.

### INDEPENDENCE AND CHALLENGE

- There are regular opportunities for students to work independently.
- There is evidence of independent work in books.
- More able learners are able to practise greater depth skills.
- Students are given the opportunity to **construct meaning** and **apply to demonstrate** independently of the teacher.
- Students are given appropriately challenging feedback that matches their understanding.

### WORKING HARD

- Tasks are appropriately set up for students – they are accessible and challenging for all.
- A clear time limit is set for each task and a timer is used.
- Students are given a clear outcome in terms of the expected quality and quantity.



Success criteria for tasks is shared with students.
The teacher circulates the class during the task, checking all students are working.
Students are given verbal feedback during tasks.
Students who are doing well are praised, given LORICs and any disengagement is being challenged.

## QUESTIONING

Students are being asked a range of questions, such as open and closed questions.
Cold Calling is used to direct questions to particular students.
Follow up questions using Bloom's Revised Taxonomy are being used to develop understanding further.
Students are willing to answer questions.
There is a good ratio of questioning being used, covering a wide range of students.

## WORKING HARD

In order to get the best out of our students, we need them to be working hard in every lesson, every day. The 'working hard' model sets out the stages which enable students to be successful. These include setting up tasks successfully, monitoring them whilst they are working, and following up with praise or logging that

have

BEFORE YOU SET THE TASK, MAKE SURE IT'S			
ACHIEVABLE	QUALITY AND QUANTITY SPECIFIC	MODELLED	TIME SPECIFIC
Make sure the task is appropriately differentiated, scaffolded for support and challenging for the top.	Specify how much you want them to complete by the time (i.e. 10 lines, 15 equations) and the success criteria – what they need to include.	Where possible, show them an example of how you want it to look – a worked example or existing work on the IWB.	Let students know how long they have got to do the task. Be realistic, but ensure there is urgency. Link time to exam question timing.
DURING THE TASK			
CIRCULATE	PRAISE	REMIND	FEED BACK
As soon as the timer is	Give praise immediately to	Remind the students of how long they have	Give specific feedback as you circulate the
AFTER THE TASK, IF THE OUTCOME IS POSITIVE			
COMMUNICATE	CELEBRATE	SHARE	FOLLOW-UP
Make sure that you have already communicated that you will award Independence LORICs if they work as hard as they can.	Praise the student either individually or publicly. Make clear how the work will have a positive impact on them.	With the student's consent, share the work with the rest of the class.	Communicate successes with parents and the HoD.

not completed work and ensuring the work is done after the lesson.

## QUESTIONING

Central to teaching and learning is the use of teacher questioning in lessons. This should always be underpinned by the principles of Bloom's Revised Taxonomy. Some teacher questioning should be planned and help to challenge common misconceptions. It should also be used to check for understanding and develop understanding. Cold Calling should always be used as a technique by teachers.

Questioning should also be used to challenge learners and to deepen their understanding on a topic, theme or idea. Using Bloom's Revised Taxonomy teachers can scaffold their questioning. Hinge Questions should be planned carefully, allowing teachers to judge when learners have mastered a concept and are ready to move on.

Please read the chapters on questioning in Teach Like a Champion by Doug Lemov using the links below.

[Differentiated questioning](#)

[Building Ratio through questioning](#)

### PRE-PLANNED QUESTIONS ON RESOURCES

- Ensure the questions posed at the beginning of the lesson are accessible for all learners in the room.
- Ensure a 'star task' is provided from the analysis/synthesis/evaluation stems for more able learners.
- When a student struggles to answer a question, break it down, use more closed questions, rather than moving on.

### VERBAL QUESTIONING DURING TASKS

- Read/engage with students' work as they are doing it. Offer advice or ask questions relating to the stage of work
- Ask questions relating to meta-cognition to work out 'why' they did what they did – 'what got you to that answer?'
- Offer praise and ways forward, ensuring they have the tools to be successful.

### QUESTIONS FOLLOWING TASKS

- Ask challenging follow up questions beyond curriculum content – philosophical and psychological.
- Ask other students to respond using 'ABC' – 'agree', 'build', 'challenge'.
- Ask evaluative questions and ask students to evaluate one another's responses against success criteria/key words.

## HINGE ASSIGNMENT QUESTIONS

- Hinge assignments and assessments should have standardised questions across the department.
- Ensure the questions are accessible and challenging, differentiating the question(s) when appropriate.
- Scaffold to support answers (for example, using bullet points) and remove scaffolding for more challenge.

## QUESTIONS FOLLOWING HINGE ASSIGNMENTS

- Use a range of questions on green feedback slips, catering for different levels of understanding.
- Ask questions that 'fill in the gaps' for students who haven't met all the success criteria.
- Ask higher level thinking questions to students who have met all the criteria.

## Knowledge

Recall /regurgitate facts without understanding. Exhibits previously learned material by recalling facts, terms, basic concepts and answers.

## Comprehension

To show understanding *finding information from the text*. Demonstrating basic understanding of facts and ideas.

## Application

To use in a *new situation*. Solving problems by applying acquired knowledge, facts, techniques and rules in a different way.

## Analysis

To *examine in detail*. Examining and breaking information into parts by identifying motives or causes; making inferences and finding evidence to support generalisations.

## Synthesis

To *change or create* into something new. Compiling information together in a different way by combining elements in a new pattern or proposing alternative solutions.

## Evaluation

To *justify*. Presenting and defending opinions by making judgements about information, validity of ideas or quality of work based on a set of criteria.

### Key words:

Choose  
Copy  
Define  
Duplicate  
Find  
How  
Identify  
Label  
List  
Listen  
Locate  
Match  
Memorise  
Name  
Observe  
Omit  
Quote  
Read  
Recall  
Recite  
Recognise  
Record  
Relate  
Remember  
Repeat  
Retell  
Select  
Show  
Spell  
State  
Tell  
Trace  
What  
When  
Where  
Which  
Who  
Why  
Write

### Key words:

Ask  
Cite  
Classify  
Compare  
Contrast  
Demonstrate  
Discuss  
Estimate  
Explain  
Express  
Extend  
Generalise  
Give examples  
Illustrate  
Indicate  
Infer  
Interpret  
Match  
Observe  
Outline  
Predict  
Purpose  
Relate  
Rephrase  
Report  
Restate  
Review  
Show  
Summarise  
Translate

### Key words:

Act  
Administer  
Apply  
Associate  
Build  
Calculate  
Categorise  
Choose  
Classify  
Connect  
Construct  
Correlation  
Demonstrate  
Develop  
Dramatise  
Employ  
Experiment  
Group  
Identify  
Interpret  
Interview  
Link  
Make use of  
Manipulate  
Model  
Organise  
Perform  
Plan  
Practice  
Relate  
Represent  
Select  
Show  
Simulate  
Solve  
Summarise  
Teach  
Transfer  
Translate  
Use

### Key words:

Analyse  
Appraise  
Arrange  
Assumption  
Breakdown  
Categorise  
Cause and effect  
Choose  
Classify  
Differences  
Discover  
Discriminate  
Dissect  
Distinction  
Distinguish  
Divide  
Establish  
Examine  
Find  
Focus  
Function  
Group  
Highlight  
In-depth  
Inference  
Inspect  
Investigate  
Isolate  
List  
Motive  
Omit  
Order  
Organise  
Point out  
Comparing  
Prioritize  
Question  
Rank  
Reason  
Relationships  
Reorganise  
Research  
See  
Select  
Separate  
Similar to  
Simplify  
Survey  
Take part in  
Test for  
Theme  
Topic  
Comparing

### Key words:

Adapt  
Add to  
Build  
Change  
Choose  
Combine  
Compile  
Compose  
Construct  
Convert  
Create  
Delete  
Design  
Develop  
Devise  
Discover  
Elaborate  
Elaborate  
Originate  
Visualise  
Estimate  
Experiment  
Extend  
Formulate  
Happen  
Hypothesise  
Imagine  
Improve  
Innovate  
Integrate  
Invent  
Substitute  
Suppose  
Tabulate  
Test  
Theorise  
Think  
Transform  
Visualise  
Plan  
Predict  
Produce  
Propose  
Reframe  
Revise  
Rewrite  
Simplify  
Solve  
Speculate  
Substitute  
Suppose  
Tabulate  
Test  
Theorise  
Think  
Transform  
Visualise

### Key words:

Agree  
Appraise  
Argue  
Assess  
Award  
Bad  
Choose  
Compare  
Conclude  
Consider  
Convince  
Criteria  
Criticise  
Debate  
Decide  
Deduct  
Defend  
Determine  
Disprove  
Dispute  
Effective  
Estimate  
Evaluate  
Explain  
Give reasons  
Good  
Grade  
How do we know?  
Importance  
Infer  
Influence  
Interpret  
Judge  
Justify  
Mark  
Measure  
Opinion  
Perceive  
Persuade  
Prioritise  
Prove  
Rate  
Recommend  
Rule on  
Select  
Support  
Test  
Useful  
Validate  
Value  
Why

### Actions:

Describing  
Finding  
Identifying  
Listing  
Locating  
Naming  
Recognising  
Retrieving  
Definition  
Fact  
Label  
List  
Quiz  
Reproduction  
Test  
Workbook  
Worksheet

### Outcomes:

Collection  
Examples  
Explanation  
Label  
List  
Outline  
Quiz  
Show and tell  
Summary

### Actions:

Carrying out  
Executing  
Implementing  
Using  
Demonstration  
Diary  
Illustrations  
Interview  
Journal  
Performance  
Presentation  
Sculpture  
Simulation

### Outcomes:

Abstract  
Chart  
Checklist  
Database  
Graph  
Mobile  
Report  
Spread sheet  
Survey

### Actions:

Attributing  
Deconstructing  
Integrating  
Organising  
Outlining  
Structuring  
Constructing  
Designing  
Devising  
Inventing  
Planning  
Producing  
Advertising  
Film  
Media product  
New game  
Painting  
Plan  
Project  
Song  
Story

### Outcomes:

Abstract  
Chart  
Checklist  
Database  
Graph  
Mobile  
Report  
Spread sheet  
Survey

### Actions:

Attributing  
Checking  
Deconstructing  
Integrating  
Organising  
Outlining  
Structuring  
Advertising  
Film  
Media product  
New game  
Painting  
Plan  
Project  
Song  
Story

### Outcomes:

Abstract  
Chart  
Checklist  
Database  
Graph  
Mobile  
Report  
Spread sheet  
Survey

### Questions:

Can you list three ...?  
Can you recall ...?  
Can you select ...?  
How did ... happen?  
How is ...?  
How would you describe ...?  
How would you explain ...?  
How would you show ...?  
What is ...?  
When did ... happen?  
Where is ...?  
Which one ...?  
Who was ...?  
Who were the main ...?  
Why did ...?

### Questions:

Can you explain what is happening ... what is meant ...?  
How would you classify the type of ...?  
How would you compare ...? contrast ...?  
How would you rephrase the meaning ...?  
How would you summarise ...?  
What can you say about ...?  
What facts or ideas show ...?  
What is the main idea of ...?  
Which is the best answer ...?  
Which statements support ...?  
Will you state or interpret in your own words ...?

### Questions:

How would you use ...?  
What examples can you find to ...?  
How would you solve ... using what you have learned ...?  
How would you organise ... to show ...?  
How would you show your understanding of ...?  
What approach would you use to ...?  
How would you apply what you learned to develop ...?  
What other way would you plan to ...?  
What would result if ...?  
Can you make use of the facts to ...?  
What elements would you choose to change ...?  
What facts would you select to show ...?  
What questions would you ask in an interview with ...?

### Questions:

What are the parts or features of ...?  
How is ... related to ...?  
Why do you think ...?  
What is the theme ...?  
What motive is there ...?  
Can you list the parts ...?  
What inference can you make ...?  
What conclusions can you draw ...?  
How would you classify ...?  
How would you categorise ...?  
Can you identify the difference parts ...?  
What evidence can you find ...?  
What is the relationship between ...?  
Can you make a distinction between ...?  
What is the function of ...?  
What ideas justify ...?

### Questions:

What changes would you make to solve ...?  
How would you improve ...?  
What would happen if ...?  
Can you elaborate on the reason ...?  
Can you propose an alternative ...?  
Can you invent ...?  
How would you adapt ... to create a different ...?  
How could you change (modify) the plot (plan) ...?  
(maximise) ...?  
What choice would you have made ...?  
What would you select ...?  
How would you prioritise ...?  
What judgement would you make about ...?  
Based on what you know, how would you explain ...?  
What information would you use to support the view ...?  
How would you justify ...?  
What data was used to make the conclusion ...?







### Questions:

Do you agree with the actions/outcomes ...?  
What is your opinion of ...?  
How would you prove/disprove ...?  
Can you assess the value/importance of ...?  
Would it be better if ...?  
Why did they (the character) choose ...?  
What would you recommend ...?  
How would you rate the ...?  
What would you cite to defend the actions ...?  
How would you evaluate ...?  
How could you determine ...?  
What choice would you have made ...?  
What would you select ...?  
How would you prioritise ...?  
What judgement would you make about ...?  
Based on what you know, how would you explain ...?  
What information would you use to support the view ...?  
How would you justify ...?  
What data was used to make the conclusion ...?

## Bloom's Taxonomy: Teacher Planning Kit

# HIGH EXPECTATIONS, PRAISE AND REWARD

A key feature of our classrooms must be the praise and reward for the students who are getting it right. Below are the LORIC learner behaviours that we use to reward our students.

<div> <div>LORIC</div> <div>Building character, being a GREAT Deptford Green learner</div>  </div>				
 <div>LEADERSHIP</div>	 <div>ORGANISATION</div>	 <div>RESILIENCE</div>	 <div>INDEPENDENCE</div>	 <div>COMMUNICATION</div>
<ul style="list-style-type: none"> <li>I fully engage and participate in activities and lead my peers during group activities.</li> <li>I consistently demonstrate positive learning behaviours and encourage my peers to do the same.</li> <li>I am a positive role model for my peers as well as younger students.</li> <li>I model excellent oral communication and written work.</li> <li>I actively help my peers when they need support.</li> </ul>	<ul style="list-style-type: none"> <li>I am punctual, organised and fully equipped for every lesson.</li> <li>My presentation is exemplary. I take pride in my work and follow the rules of presentation in my exercise books.</li> <li>I organise my own equipment/resources to support my learning/development.</li> <li>I complete home learning on time and ensure it is of a good standard.</li> <li>I develop strategies to support retention and retrieval of information.</li> </ul>	<ul style="list-style-type: none"> <li>I work hard and try my best for the full duration of the lesson.</li> <li>I develop a solution focused mind-set when faced with a problem.</li> <li>I identify and use an appropriate strategy when faced with a challenge.</li> <li>I deal with any issues that may arise, quickly, so that I can focus on my learning.</li> <li>I set achievable targets and then meet them.</li> </ul>	<ul style="list-style-type: none"> <li>I use my initiative in class.</li> <li>I challenge myself to complete learning on my own before asking for help.</li> <li>I always respond to feedback in detail and make an effort to improve next time.</li> <li>I complete my home learning on time and to a good standard.</li> <li>I support my in class learning by regularly revisiting past topics.</li> <li>I read books independently at home.</li> <li>I catch up on lessons that I have missed by asking my peers or teacher.</li> <li>I support my in class learning and progress by regularly revisiting topics.</li> </ul>	<ul style="list-style-type: none"> <li>I articulate and communicate appropriately. I respond quickly to instructions given.</li> <li>I use subject specific language.</li> <li>I am committed to extending my vocabulary, ensuring that it is adventurous, specific and sophisticated.</li> <li>I support others by sharing what I know/understand.</li> <li>I actively listen to my teachers and peers and communicate if I am finding something difficult.</li> </ul>

## GREAT EFFORT



Our expectations of students must be consistently high. We use the following descriptors to ensure our

## OUTSTANDING

### The student ALWAYS:

- Arrives on time.
- Is fully equipped.
- Immediately starts all tasks.
- Completes all work to their best level.
- Attempts work positively even when they find it challenging.
- Asks and responds to questions.
- Adheres to our GREAT values.
- Completes home learning to the best of their ability and hands it in on time.
- Works well independently and in group tasks.

## GOOD

### The student MOSTLY:

- Arrives on time.
- Is fully equipped.
- Immediately starts all tasks.
- Completes all work to their best level.
- Attempts work positively even when they find it challenging.
- Asks and responds to questions.
- Adheres to our GREAT values.
- Completes home learning to the best of their ability and hands it in on time.
- Works well independently and in group tasks.

## JUST BELOW

### The student SOMETIMES:

- Arrives on time.
- Arrives fully equipped.
- Immediately starts all tasks.
- Completes all work to their best level.
- Attempts work positively even when they find it challenging.
- Asks and responds to questions.
- Adheres to our GREAT values.
- Completes home learning to the best of their ability and hands it in on time.
- Works well independently and in group tasks.

## CONCERN

### The student:

- Arrives late.
- Is disorganised and forgets equipment.
- Will only begin work when prompted.
- Completes no or minimal work to a below expected standard.
- Does not follow instructions first time.
- Rarely asks or answers questions.
- Completes no home learning tasks or when they do they are of poor quality.
- Gives up when work is challenging.
- Is unable to work independently and/ or within a group.

students always get the most out of lessons. These descriptors are used for data drops and when students are being monitored on effort report.

## OTHER CLASSROOM EXPECTATIONS

To ensure a consistent and focused approach to learning, all lessons at Deptford Green will insist upon the following key features:

- All learners are greeted by the teacher as part of an established routine.
- Students sit in their seating plan as shared by their teacher.
- Students write using a blue or black pen.
- Students underline using a pencil and ruler.
- Diagrams and drawings are to be completed using a pencil and ruler.
- All registers will be completed within the first 10 minutes of the lesson.
- All lessons end with a focus on LORIC (learner behaviours) and GREAT (values) and a structured dismissal.

## EXPECTATIONS

For every lesson, teachers should have:

- A seating plan for the class which has considered all SEND strategies and differentiation strategies.
- A clear knowledge of individual learners using and *SEN Passports*.

For planned whole school Enquiry Walks, teachers must provide:

- An annotated seating plan for the class which has considered all SEND strategies and differentiation strategies.

## Professional Development

To secure good and great teaching and learning opportunities over time for all learners, Deptford Green is committed to the continuing professional development of all teachers and curriculum support staff.

- On a rolling programme all teaching colleagues will be Level 1 TEEP Trained (in-house). Lead Practitioners will complete Level 3 TEEP training;
- LSAs and pastoral staff will undertake in-house introductory TEEP training;
- Any new colleagues who joins mid-term will undertake in-house introductory TEEP training;
- All staff will be engaged in regular training and development in the designated weekly time slot;
- All staff will have access to training and development through collaborative opportunities both across departments in Working Parties and with other schools and networks such as PiXL;
- Where appropriate, individuals will be given additional support working with Lead Practitioners (see appendix);
- All ECT (Early Career Teachers) colleagues and trainee teachers will have a bespoke training programme in place for them to secure consistent classroom practice.

## THE TEACHING SPACE

Our teaching spaces project powerful messages to our students about our expectations for their learning behaviour. They are central to the way that we create our climate for learning. The way that we organise our spaces will influence students' responses to our teaching and the motivation they have for our subjects. Having organised, safe and creative spaces demonstrates that we take learning seriously and that we care.

### DISPLAY

Each teaching space should display at the front of the room the following posters:

- Classroom Rules/GREAT Values
- LORIC- Learner Behaviour Poster

The smaller display board in each space is a tutor notice board and should contain regularly updated information on attendance, GREAT and LORIC. It should have a title of the tutor group.

Other classroom display boards might be used as a teaching resource to support a particular topic or to display student's work. The boards should be well maintained and up to date. All displays should include a title. Display should be limited to the display boards. Posters (other than the school posters above) should be on the display boards and not on cupboards, walls or the backs of doors. Teaching spaces can sometimes become over stimulating and distracting for students and especially students with an Autistic Spectrum Condition.

The school centrally purchases backing card for display boards and this can be collected from Reprographics. The card comes in a small range of colours to support the aim of not creating distracting spaces.

## ORGANISING THE SPACE

Clutter should be kept to an absolute minimum. The green book boxes should be used for class sets of books and as far as possible stored in the cupboards provided. Stationery and resource stock should be kept in cupboards and not around the space. Teaching spaces should be clutter free and organised.

Teaching spaces should be arranged in the most appropriate way to support the learning of students in your subject for the topic or lesson you are teaching. This might include a range of desk arrangements for instance to support group work (in blocks), discussion (horseshoe) or at other times more individual work (rows). The teaching space should encourage students to work independently from the teacher, including being able to manage their own resources for a lesson.

Door windows should never be covered. All teaching spaces should include a Reflection Table with a reflection sheet on it. This table should not be used to hold resources. The teacher's desk should be kept organised, and all tea and coffee cups should be returned to staffrooms at the end of the day.

## GREAT TEACHERS

The core purpose of the GREAT Teacher Programme is to ensure consistently GREAT T&L across the school; to improve student outcomes; to build teachers' confidence to develop, trial and embed new practices for themselves and their departments.

<p><b>Growth</b></p>	<ul style="list-style-type: none"> <li>• Rewarding GREAT effort, not just results</li> <li>• Reflecting on each lesson and continually try to improve</li> <li>• Trying new techniques and strategies to develop practice</li> <li>• Visiting other teachers' lessons</li> <li>• Responding to guidance; having a growth mindset</li> <li>• Actively participating in school CPD, dept and fac meetings</li> <li>• Being proactive: seeking out and undertaking external CPD, creating opportunities for collaborations, action research, drive school improvement</li> <li>• Being outward thinking: creating partnerships with local community and beyond</li> <li>• Keeping up-to-date with reading and research, being members of appropriate bodies, read webinars and blogs</li> </ul>
<p><b>Respect</b></p>	<ul style="list-style-type: none"> <li>• Never raising your voice to individuals (students and staff)</li> <li>• Listening and being open-minded. Being open to others' points of view and seeing different perspectives</li> <li>• Resolving issues promptly – following up and seeking support if needed</li> <li>• Modelling the use of good manners; being polite and courteous</li> <li>• Using language positively</li> </ul>
<p><b>Equality</b></p>	<ul style="list-style-type: none"> <li>• Planning diversity into your curriculum ensuring the content and representations reflect our school (as well as global) community.</li> <li>• Ensuring there is equity in the way students are treated regardless of individual differences.</li> </ul>

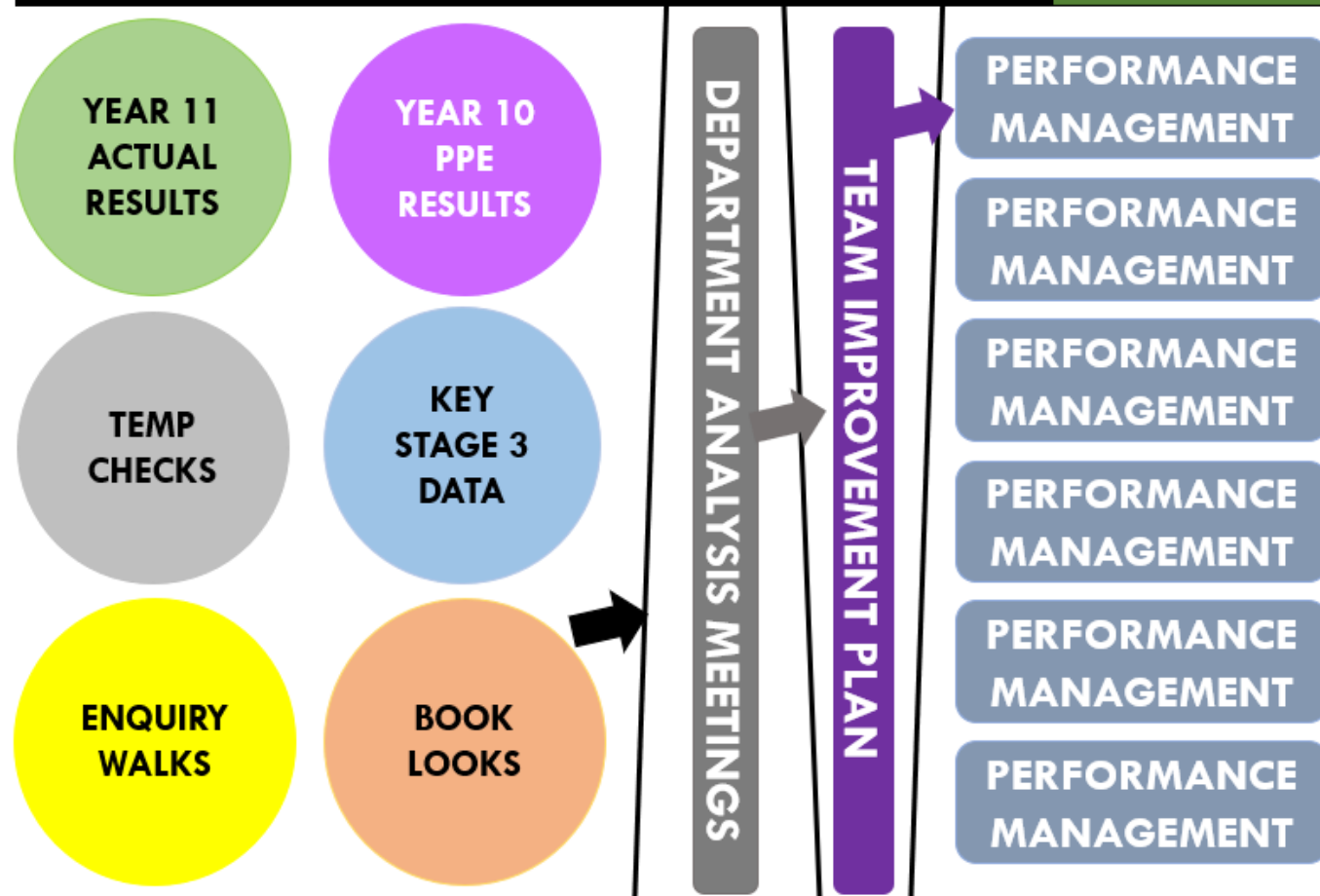


	<ul style="list-style-type: none"> <li>• Celebrating the individuality of others.</li> <li>• Creating BRAVE spaces in your classrooms.</li> <li>• Using pupil passports and keeping up to date with SEN information.</li> <li>• Keeping abreast of current thinking, terminology and the school's diversity and equality policy.</li> <li>• Challenging inequalities at all times.</li> </ul>
Accountability	<ul style="list-style-type: none"> <li>• Taking responsibility for classroom behaviour and ensuring appropriate follow up where necessary.</li> <li>• Being committed to planning and delivering the best lessons you can every day ensuring the best outcomes for our students.</li> <li>• Supporting colleagues by responding efficiently to requests for resources when students are elsewhere.</li> <li>• Accepting when you have made mistakes and resolve issues promptly.</li> <li>• Being responsible for your departmental and faculty areas to ensure the calm orderly movement of students.</li> <li>• Responding to emails promptly.</li> </ul>
Togetherness	<ul style="list-style-type: none"> <li>• Contributing towards trips and community events</li> <li>• Having an open-door policy sharing practices and pedagogy with others</li> <li>• Supporting other staff and students in times of need as well as celebrating their successes</li> <li>• Demonstrating interpersonal skills, showing empathy and sympathy as appropriate</li> <li>• Having a positive, solution-focused mindset</li> <li>• Being a team player</li> </ul>

## QUALITY ASSURANCE OF TEACHING AND LEARNING

# USING WHAT WE KNOW

2023–24



There are a number of key procedures for ensuring high quality teaching and learning. The ways in which we quality assure are as follows:

- Temperature Checks
- Enquiry Walks
- Subject Outcomes Meetings
- Data and MINT documents
- Student Voice
- Book Looks

## TEMPERATURE CHECKS

The purpose of Temperature Checks:

- To add to information already gathered by the Department.
- To identify the key strengths of teachers and departments and share these skills with others.
- 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 to get regular, developmental feedback on their practice.

- To identify and students who are not 'working hard'.

Temperature Checks are undertaken by 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 some WWWs and EBIs in relation to a particular bi-weekly focus. These foci will largely be based on the GREAT teaching and learning pillars: Engaging Learning, Quality First Teaching, Independence and Challenge, Working Hard and Questioning. The bi-weekly focus, along with the success criteria, will be published in Head's Highlights. Notes will be sent to Heads of Department on a bi-weekly basis, which should be fed back to you in Line Management. Teachers should ask for this feedback if it is not given.

## ENQUIRY WALKS

The purpose of Enquiry Walks is 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 form 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.

## 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 marking expectations can be found in the [Marking and Feedback policy](#). 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 scheduled book-looks across the year. Following each data drop, LPs will identify a key group 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.

## INTERNAL MONITORING AND THE ROLE OF HEAD OF DEPARTMENT

Heads of Department are responsible for the effective teaching of their subjects, the evaluation of the quality of teaching and the monitoring of learners' progress. Details are set out in the [GREAT Leader's Handbook](#).

### TEACHER DEVELOPMENT

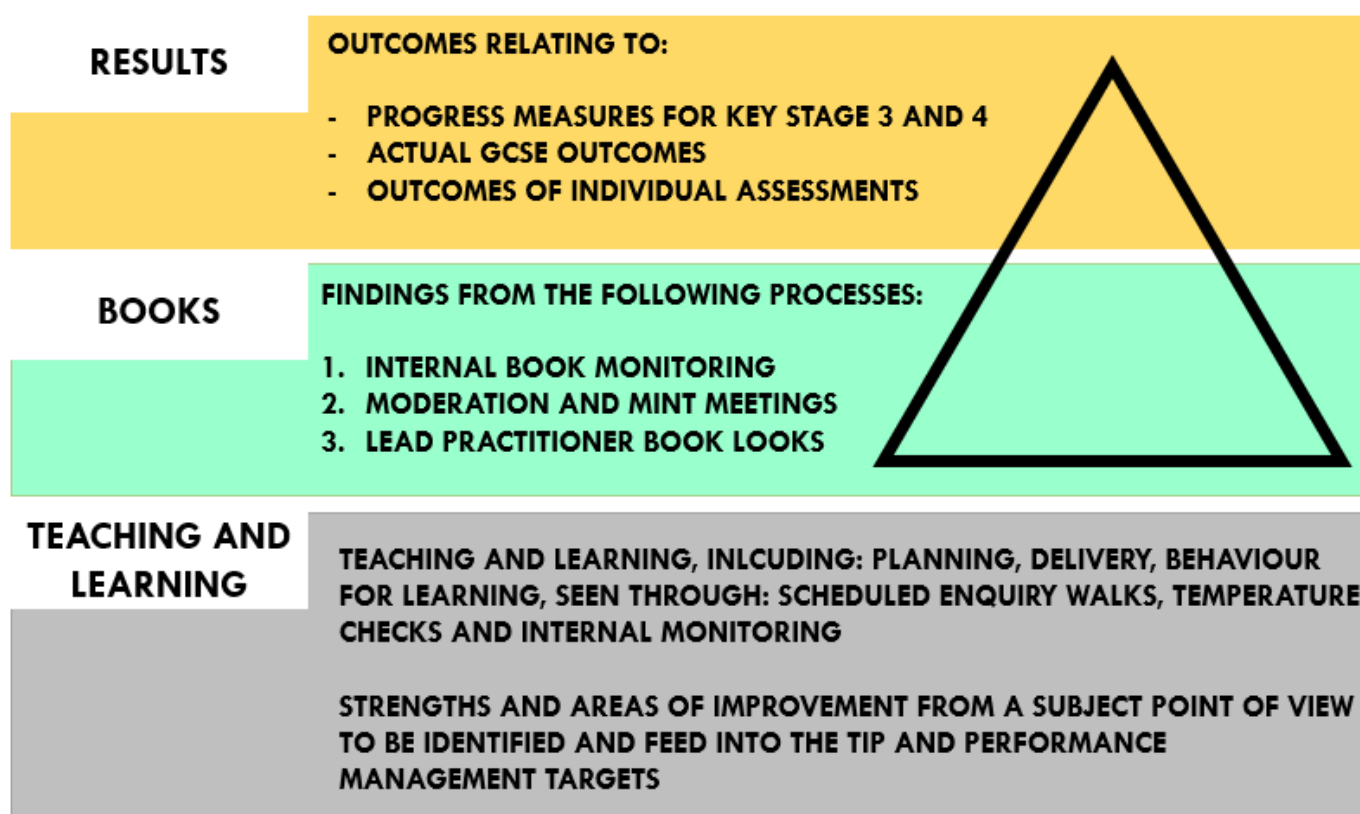
The Key priorities of teacher development are to:

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

There are a number of ways we do this:

1. Sharing good practice and developing teaching and learning through Thursday morning online 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.

The diagram below shows how strengths and areas of development are identified.



## BESPOKE SUPPORT PROGRAMMES

If an individual or team is identified as requiring a bespoke support programme, a Lead Practitioner will work alongside them to identify clear areas of development. These areas of development will come from the GREAT teacher checklist. In discussion with the individual or team, clear targets will be set and a timeline set for improvement. Please see below.

Actions in supporting a colleague can include:

Lesson observation and feedback	Team teaching	Joint planning
Ward Rounds	In-house CPD	External CPD
Joint Book Looks	School Visits	Coaching.

## GREAT TEACHER SUPPORT – EVALUATION

<b>Growth</b>	<ul style="list-style-type: none"> <li>o Rewarding GREAT effort, not just results</li> <li>o Reflecting on each lesson and continually try to improve</li> <li>o Trying new techniques and strategies to develop practice</li> <li>o Visiting other teachers' lessons</li> <li>o Responding to guidance; having a growth mindset</li> <li>o Actively participating in school CPD, dept and fac meetings</li> <li>o Being proactive: seeking out and undertaking external CPD, creating opportunities for collaborations, action research, drive school improvement</li> <li>o Being outward thinking: creating partnerships with local community and beyond</li> <li>o Keeping up-to-date with reading and research, being members of appropriate bodies, read webinars and blogs</li> </ul>
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<b>Accountability</b>	<ul style="list-style-type: none"> <li>o Taking responsibility for classroom behaviour and ensuring appropriate follow up where necessary</li> <li>o Being committed to planning and delivering the best lessons you can every day ensuring the best outcomes for our students</li> <li>o Supporting colleagues by responding efficiently to requests for resources when students are elsewhere</li> <li>o Accepting when you have made mistakes and resolve issues promptly</li> <li>o Being responsible for your departmental and faculty areas to ensure the calm orderly movement of students</li> <li>o Responding to emails promptly</li> </ul>
<b>Togetherness</b>	<ul style="list-style-type: none"> <li>o Contributing towards trips and community events</li> <li>o Having an open-door policy sharing practices and pedagogy with others</li> <li>o Supporting other staff and students in times of need as well as celebrating their successes</li> <li>o Demonstrating interpersonal skills, showing empathy and sympathy as appropriate</li> <li>o Having a positive, solution-focused mindset</li> <li>o Being a team player</li> </ul>

IDENTIFIED AREA 1	
BARRIERS	SOLUTION
IDENTIFIED AREA 2	

## GREAT TEACHER SUPPORT – ACTION PLAN

NAME OF TEACHER	REASONS FOR GREAT TEACHER SUPPORT (EVIDENCE BASED)
START DATE	

### PHASE ONE

GREAT teacher support focus (taken from the GREAT teachers @DG checklist.	Specific actions and outcomes based on this focus.	Success Criteria	Review Date	Evidence

### PHASE TWO

GREAT teacher support focus (taken from the GREAT teachers @DG checklist.	Specific actions and outcomes based on this focus.	Success Criteria	Review Date	Evidence