

Teaching & Learning Policy

SLT	Ian Paish
Committee	Curriculum, Teaching & Learning
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Deptford Green Teaching & Learning Policy

Rationale

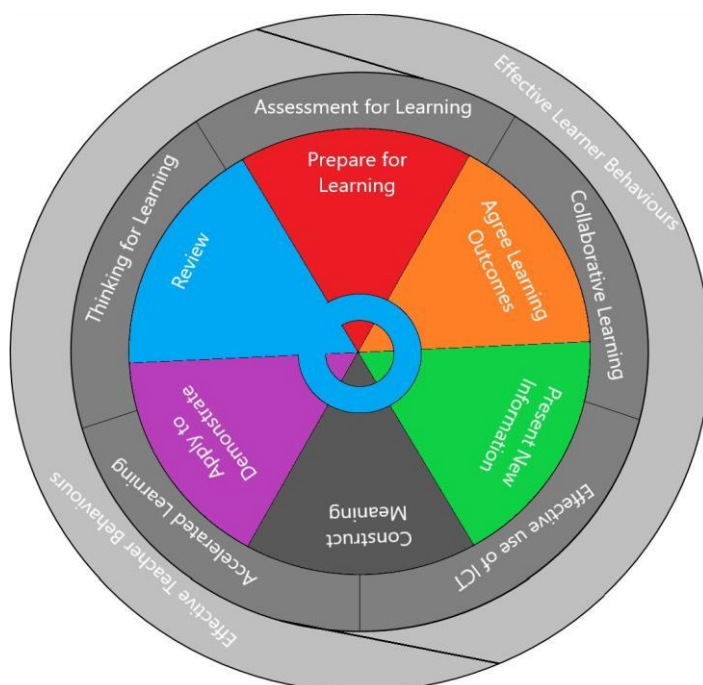
Deptford Green School aspires to be a vibrant and dynamic learning environment in which every learner is given the opportunity to:

- 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 learning. An expectation of exceptional progress for all learners will be embedded in every lesson. Remote Learning tools such as Microsoft Teams 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 Remote and Online Learning Policy, the Behaviour for Learning Policy and the individual Curriculum Intent statements from faculties.

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.

Lesson Framework: The TEEP Learning Cycle (Home and Remote Learning)



The TEEP Learning Cycle is used by teachers as a guide to plan relevant, purposeful and stimulating lessons and remote learning opportunities. Teachers should be confident that if each of these elements is considered during planning that lessons and sequences of lessons, including remote learning 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 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 Speaking and listening skills should be exploited.



Importantly, the Review segment of the TEEP Learning Cycle should be present throughout a sequence of learning, it is not something that happens at the end. In the debrief/plenary, discuss whether the learning outcomes have been achieved and how we know.

Teach learners how to talk about how they learn (metacognition). Being explicit about how they have learned something is as important as what they have learned.



How the teacher chooses to arrange their classroom. Use of class charts to inform seating plans. Classroom display to support learning.

Relevant and appropriate curriculum content. What do learners need to learn now? Sharing with learners *The Big Picture* of a series of lessons or unit. Connecting to prior learning and starting where the learners are.

Using *Flip Learning* 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 their ideas and thinking on a topic.

Setting quizzes on TEAMS 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 (REVIEW).

Establishing routines around learning behaviour (LORIC). Planning group work carefully.
Meeting learners at the door and setting the tone.

Ensure that Key vocabulary for a lesson is explored and understood.



Make the content, skills and thinking explicit. Discuss what and how learners will be learning. Revisit the outcomes throughout the lesson to frame the learning (REVIEW).

State clearly what learners will have learned by the end of a sequence of learning (including in class and remote learning).

Share with learners any relevant success criteria for hinge assignments and give learners opportunities to add to these and ask any relevant questions. Success Criteria should be referenced in REVIEW sections of learning.



New information should be presented using a variety of different ways, these might include:

- using posters
- film and video clips
- use of case studies
- music
- a shared experience/ the experience of other learners
- animations and images
- the internet
- a demonstration
- books and stories
- social stories
- group work

Learners will need to really understand this new information if they are to complete their remote learning successfully. Questioning (Cold Calling) for understanding during this segment of the lesson is essential (REVIEW), using Bloom's Revised Taxonomy to scaffold questioning and to challenge.

There are lots of TEEP resources on TEAMS that you can use to support with this section of the lesson.



Learners are actively learning, taking the time and opportunity to develop understanding of the new information, which may involve them making mistakes.

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.

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.

Teacher questioning (Cold Calling) is key 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.

Learners should be starting to apply their understanding to new contexts and not just be able to recall information. (REVIEW)

There are lots of TEEP resources on TEAMS that you can use to support with this section of the lesson.



Learners are given the opportunity to show that they understand what they have been learning by applying it. Teachers must design activities in which learners apply their new understanding within a different or unfamiliar context. This might be assessed by the teacher or by a peer, with some appropriate feedback to the learner.

Apply to Demonstrate activities can be set during the 'in-class' segment of the lesson but should also be set clearly, with success criteria, on TEAMS as a remote activity.

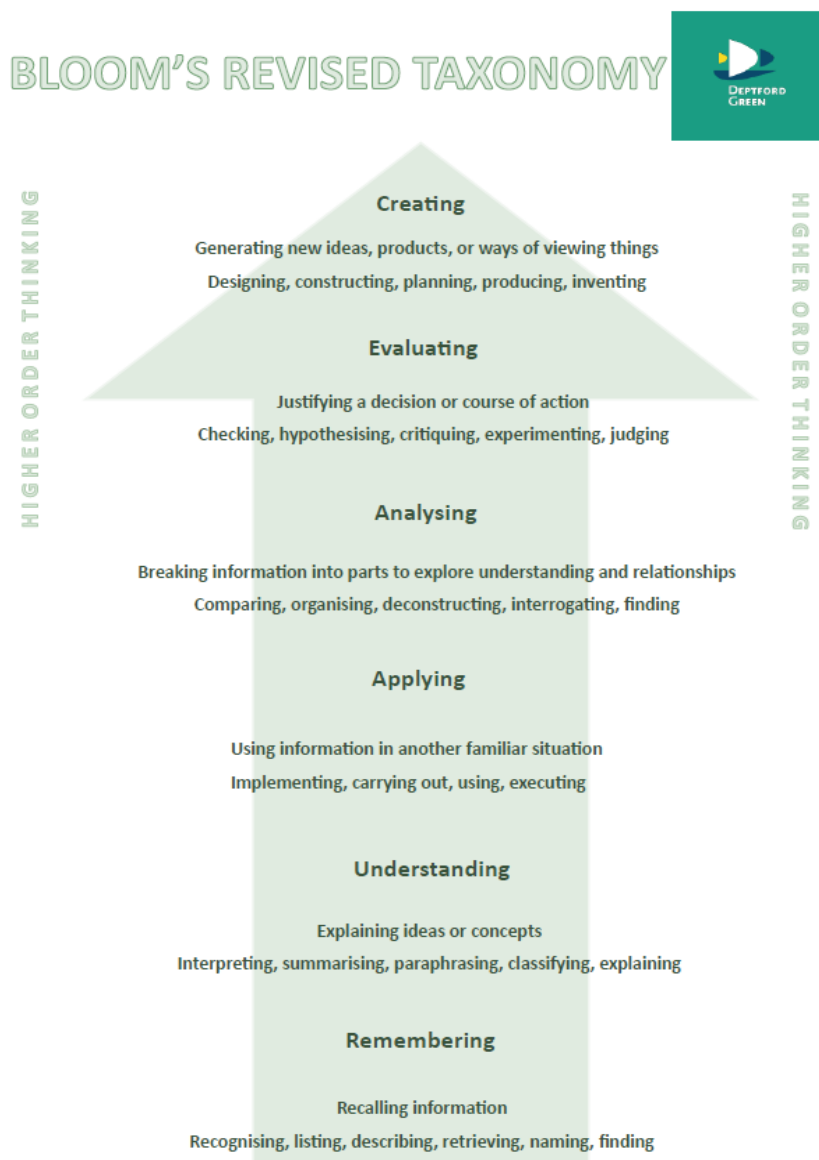
If the Apply to Demonstrate activity is a Hinge Assignment this activity will require a level/grade to be given as part of the feedback as well as clear steps how to improve the work further.

Learners may find themselves answering an exam style question, or an online quiz. They might also be preparing questions for others, recording a podcast or producing a radio drama. They should be able to have a synthesis in their learning, applying it in various different ways.

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. Teacher questioning should be planned and should help to challenge common misconceptions. Teacher questioning might be used to check for understanding, all learners/classrooms should have mini whiteboards to support with this. 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.



The Underpinning Elements of TEEP

Assessment for Learning

Teachers:

- plan clear achievable learning outcomes, using the language from Bloom's Revised Taxonomy and sharing these with learners every lesson
- plan questions, using Bloom's Revised Taxonomy, and anticipate how learners will answer them
- highlight to learners why feedback is important
- plan what, when and where learners will receive feedback in schemes of work
- model good feedback for learners and make it explicit when giving feedback
- dedicate lesson time for learners to respond to feedback
- train learners in a range of assessment strategies, oral, written, self and peer
- ensure formative assessment is used to enable learners to make progress from their current position
- plan carefully hinge questions for lessons and hinge assignments in units of work to map out a learner's journey through the work

Collaborative Learning

Teachers:

- set challenges with clear success criteria
- plan timed group tasks
- use a range of strategies such as think, pair, share
- enable self and peer assessment and feedback
- establish group targets
- provide problem-solving activities
- explicitly teach the features and attributes of effective collaboration such as time management, communication, speaking and listening skills (oracy) etc

Effective use of ICT

Teachers:

Develop learners as consumers of knowledge:

- give access to a broad range of information, digital tools and resources such as Hegarty Maths and Educake and understanding the basics of Microsoft Office and Teams
- teach how to validate information sourced via the internet and be critical thinkers when using digital technologies
- use tools such as social benchmarking and online curation such as Diigo or Pinterest to refine information sources

Develop learners as collaborators:

- use peer-assisted learning resources such as wikis, blogs, social networking and interactive voting
- ensure learners are safety aware when online and understand the importance of online reputation management

Develop learners as producers of content:

- use multimedia production tools such as digital cameras and tablets etc to produce video, audio and/or images
- share creatively with others via online tools and website using digital technology

Accelerated Learning

Teachers:

- create a positive and safe learning environment; a 'no put down zone'
- focus feedback on specific learning objectives and allow learners time to respond to it. Thinking Time.
- share the Big Picture, including content, process and the benefits to learners, connecting the learning from previous sessions. Narrate the learning and promote metacognition
- engage and challenge learners by hooking them into the lesson and by asking higher order questions
- introduce new information in a variety of different ways
- provide opportunities for learners to construct and demonstrate their learning in a variety of different ways
- review what has been learned and how it has been learned

Thinking for Learning

Teachers:

- plan lessons so that learners can choose a variety of tools and techniques over time
- allow learners to reflect on and evaluate the use of these tools
- make the thinking process explicit and show they value the reasoning and the thinking process itself
- Use the language of learning consistently, narrate the learning
- plan schemes of work in which thinking skills are specifically developed within a subject context
- plan open-ended activities so that learners can plan a route and make choices
- make sure that tasks are worth some serious thought

Effective Teacher Behaviours

Classroom Climate

Teachers:

- have high expectations of all learners
- gives learners specific, regular, constructive feedback about how to improve their work
- create a safe, attractive and ordered physical learning environment
- demonstrate an enthusiasm for teaching and learning
- are genuine; having the same attitude away from learners
- encourage learners to take risks
- plan for and encourage learner interaction in lessons

Classroom Management

Teachers:

- ensure that rules and consequences are clearly understood
- start the lesson on time, greeting learners at the door
- use *Class Charts* to arrange seating plans
- ensure materials and tasks are ready and distribute materials effectively
- plan lessons appropriately to gain and hold learners' attention
- correct inappropriate behaviour immediately, accurately and constructively, allow 'take up time'
- monitor the entire classroom

Variety of Teaching and Learning Approaches

Teachers:

- plan lessons that are inclusive and allow for multiple intelligences
- present new information in a number of different ways
- ensure lessons move at a brisk pace
- enable learners to explore new concepts before being assessed
- give learners opportunities to work collaboratively
- teachers will plan appropriately challenging lessons for all levels of ability based on systematic, accurate assessment of learners' prior skills, knowledge and understanding using hinge assignments and a mastery model
- the work of Teaching Assistants and other support staff in the lesson is included in lesson planning in order to support the progress of identified learners. Give Teaching Assistants access to lesson groups on TEAMS

Interactive Teaching

Teachers:

- plan for questions used by both teachers and learners as a tool for learning
- use 'wait time' to enable learners to formulate their response
- regularly review to identify and consolidate what has been learned as well as how it has been learned
- plan for discussion, enabling learners to share their ideas and learn from each other
- enable scaffolding, supporting learner progress, as well as planning for how and when this scaffolding can be removed
- integrate the teaching of literacy and oracy skills within every lesson

- use remote learning opportunities as an effective tool to develop learners' independence and resilience whilst learning.

Effective Learner Behaviours: LORIC

We have identified 7 key learner behaviours at Deptford Green: Leadership, Organisation, Resilience, Initiative, Communication, Reading and Numeracy. Teachers should carefully consider the range of opportunities for learners to demonstrate such effective learning behaviour through activities which:

- Provide opportunities to reflect and make sense of learning;
- Encourage collaboration including the co-construction of meaning;
- Allow the learner to take responsibility for learning;
- Identify and evaluate the process of learning (learning about learning).

 LEADERSHIP 	
<ul style="list-style-type: none"> ✓ I always model excellence ✓ I step up and volunteer ✓ I analyse my own strengths 	<ul style="list-style-type: none"> ✓ I plan a strategy before I start ✓ I motivate and encourage others ✓ I collaborate well with others
 ORGANISATION 	
<ul style="list-style-type: none"> ✓ I make full use of my time ✓ I make workable plans ✓ I research topics in advance ✓ I complete H2Is ✓ I check my work against the instructions and improve it 	<ul style="list-style-type: none"> ✓ I can organise others ✓ I meet deadlines ✓ I tell my teacher when I don't understand ✓ I keep my work tidy and well presented
 RESILIENCE 	
<ul style="list-style-type: none"> ✓ I keep focused even when I find work hard ✓ I take risks with my learning ✓ I always finish my work ✓ I use the 5Bs when I'm stuck with my work 	<ul style="list-style-type: none"> ✓ I learn from my mistakes and I have a growth mind-set ✓ I stay positive even when I get things wrong ✓ I reflect on the work I have done ✓ I reflect on my timing and how I learn
 INITIATIVE 	
<ul style="list-style-type: none"> ✓ I ask questions ✓ I can work on my own ✓ I try out new ideas for doing my work ✓ I can research ✓ I offer personal examples 	<ul style="list-style-type: none"> ✓ I don't need to be told what to do all the time ✓ I make things happen ✓ I can promote solutions not problems ✓ I can make links in my learning and thinking between ideas
 COMMUNICATION 	
<ul style="list-style-type: none"> ✓ I listen carefully to other peoples' ideas ✓ I use subject specific words in my work ✓ I can engage in discussion ✓ I always use full and clear sentences when I speak in lessons 	<ul style="list-style-type: none"> ✓ I can share and exchange information, news or ideas effectively ✓ I display positive body language and use non-verbal communication to reinforce my message ✓ I can disagree with people appropriately and justify my point of view



Reading

- I read aloud in class -I read in the transitions between lessons -I have read a book and completed an AR quiz -I have read for homework



Numeracy

- I can problem solve -I can multiply and divide mentally -I always choose the best method -I can break things down into manageable tasks

Supporting and Monitoring Teaching and Learning

The key procedures for monitoring teaching and learning are the undertaking and analysis of: lesson observations and enquiry walks, examination results, progress data of learners across subjects and groups, departmental data for all teaching groups, work scrutiny and book looks, parent and learner voice. Faculties use an MER (Monitoring, Evaluating and Recording) document to capture this.

Heads of Faculty and Department

Heads of Faculty and Department are responsible for the effective teaching of their subjects, the evaluation of the quality of teaching and the monitoring of learners' progress.

Each Head of Faculty, working with their Heads of Departments and subject leaders, achieves this by:

- Championing teaching and learning in their subject area;
- Ensuring teaching and learning is an item on the agenda at all departmental meetings;
- Evaluating the teaching of their subject and the planning of lessons;
- Ensuring curriculum coverage, continuity and progress for all learners;
- Ensuring that department procedures for assessing, marking, recording and reporting on learner progress are implemented consistently and are in line with school policy;
- Analysing and interpreting data on learners' performance against school expectations and other comparative data;
- Monitoring learners' work and progress by regular sampling of classwork and home learning through book looks as well as assessment data;
- Taking an active role in any school or faculty review.

Leadership Team

The Senior Leadership Team is responsible for the overall quality of teaching and learning across the school. This is achieved by:

- Strategic planning of teaching and learning priorities in conjunction with subject leaders;
- Supporting individual faculties through line management meetings;
- Ensuring high quality professional development opportunities are available and accessed by all;
- Lead Practitioners support and monitor across faculties, developing pedagogy and individual teachers;
- Ensuring that the plan for school improvement places a high priority on teaching and learning and that structures are put in place to support these priorities;
- Monitoring the quality of teaching and learning across all curriculum areas of the school at Foundation and Key Stage 4.

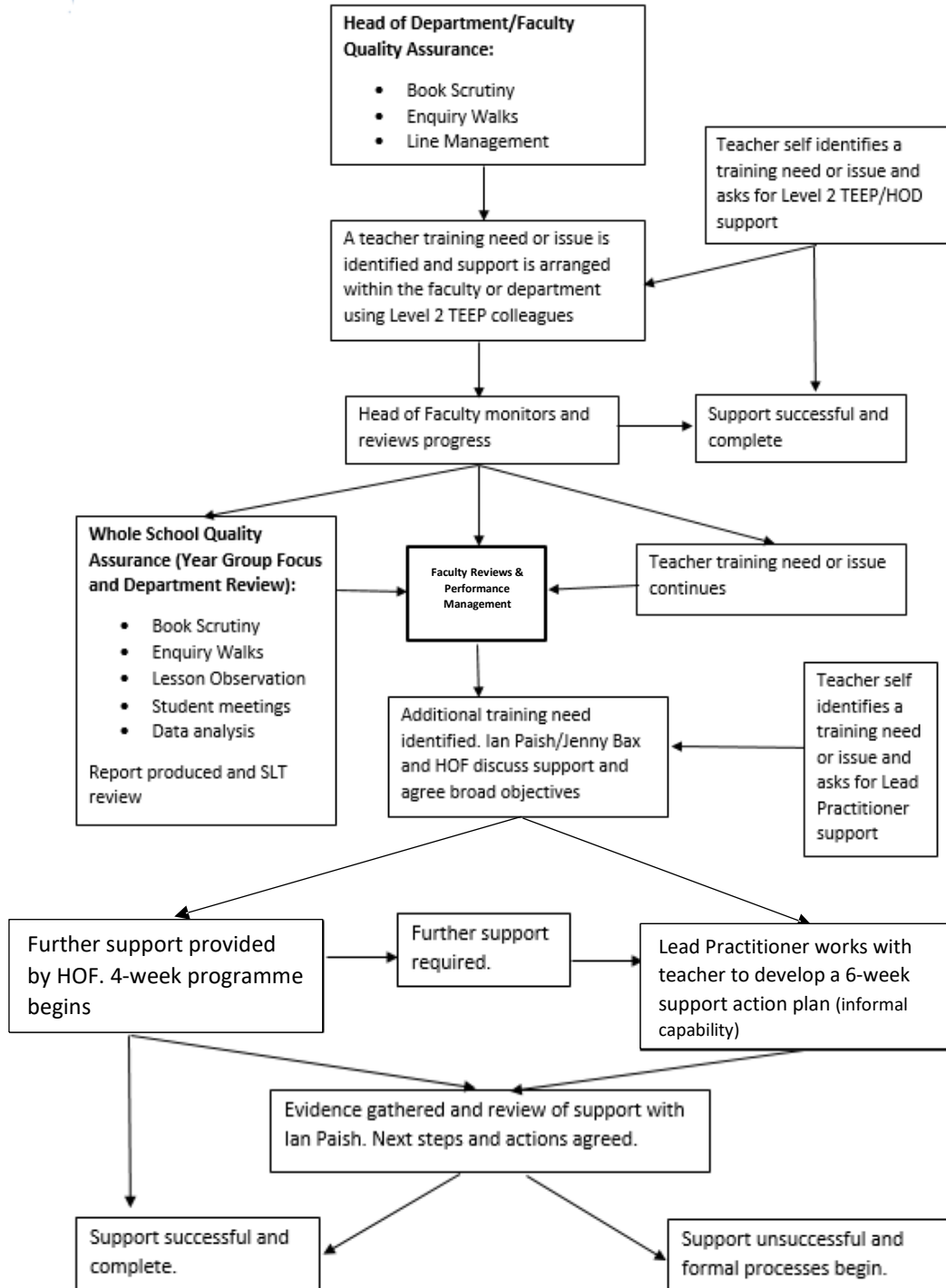
Governors

The Teaching, Learning and Curriculum Committee of the Governing Body has oversight of issues relating to the quality of teaching and learning across the school. Key priorities are set out in the School Development Plan and are rigorously monitored.

Specific monitoring activities include:

- Review of examination results;
- Review of learner progress data and analysis of key groups and gaps;
- Reviewing summary reports of quality assurance procedures and outcomes.

Quality Assurance and Training & Development Support



Consistent classroom practice - In support of the Behaviour for Learning Policy

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;
- Learners sit in their seating plan as shared by their teacher;
- Learners write using a blue or black pen;
- Learners underline using a pencil and ruler;
- Diagrams and drawings are to be completed using a pencil and ruler;
- All registers will be completed in a timely way.

Planning and Classroom Standards

- Appropriately adapted work ensures that all learners are able to access and engage in all lessons, including oral activities and lessons are uploaded onto TEAMS;
- The work of Teaching Assistants and other support staff in the lesson is included in lesson planning in order to support the progress of identified learners and Tas are added to the group's TEAM;
- Teachers apply the Behaviour for Learning Policy consistently and support all learning through the use of LORIC.

Expectations

For every lesson teachers should have:

- A seating plan for the class which has considered all SEND strategies and differentiation strategies;
- The most recent SIMS mark book page;
- Notes on class based interventions to support progress for individual learners using *Learners' Passports*;
- Uploaded the lesson onto TEAMS.

For any known observations, teachers are to provide any visitor with:

- A lesson plan;
- The most recent SIMS mark book;
- A seating plan for the class which has considered all SEND strategies and differentiation strategies;
- Notes on class based interventions to support progress for individual learners using *Learners' Passports*;
- Current scheme of work.

Professional development

To secure good and outstanding 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. Approximately 20% of staff will be Level 2 TEEP trained to support TEEP classroom practice. Lead Practitioners will complete Level 3 TEEP training;
- TAs 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 (Level 2 colleagues) and other schools;
- 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/Values
- LORIC- Learner Behaviour Poster (subject Specific)

The smaller display board in each space is a tutor notice board and should contain regularly updated information on attendance 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 the Art Department. 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 an Isolation 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.

Lessons are GOOD when...

- The sequence of learning meets the needs of disadvantaged learners and those with SEND;
- The teacher demonstrates good subject knowledge (i.e. they understand the component knowledge required, and they know how to check for common misconceptions and how to correct them);
- Subject matter is presented clearly, promoting appropriate discussion;
- Learners' understanding is checked systematically;
- Misconceptions are accurately identified;
- Clear direct feedback is provided;
- Teaching is adapted as necessary to provide for the learning needs within the group;
- Information from assessments is used well, to check understanding and inform teaching;
- Learners can remember the necessary prior learning in order to integrate the current learning;
- Learning in the classroom is supported by remote learning opportunities both before and after lessons were appropriate;
- Resources used clearly support the accumulation of knowledge and skills in an ambitious curriculum;
- Work given to learners is demanding and supports their learning;
- Reading, Literacy and Oracy are developed in a manner consistent with the school's policies;
- Learners develop detailed knowledge and skills over time. As a result, they achieve well;
- Learners with SEND achieve the best possible outcomes;
- Learners are able to communicate their learning appropriately: verbally, in writing and using mathematical forms where appropriate.

Appendix: Lesson Plan 1 (Cyclical)



Time:

Class:

Topic:

Teacher:

6. Review

1. Prepare for Learning

2. Agree Learning Outcomes

3. Present New Information

5. Apply To Demonstrate Your New Understanding

4. Construct New Meaning



Opportunity for LORIC?

Appendix: Lesson Plan 2 (Linear)



TEEP Lesson plan



Time:	Class:
Topic:	Teacher:

Prepare for Learning	
Agree the Learning Outcome	
Present New Information	
Construct New Meaning	
Apply to Demonstrate your New Understanding	
Review	

Appendix: NQT Observation Form (Lewisham)

Lesson observation and record of dialogue based on observable Teachers' Standards

NQT	
Observer	
Class/ Year group	
Date	
Time	
Learning objectives and outcomes	
Agreed focus of observation	
Highlight/ mark if observed:	Comments
<p>1. Set high expectations which inspire, motivate and challenge pupils</p> <p><i>Examples may include:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> establish safe stimulating environment for pupils, rooted in mutual respect <input type="checkbox"/> set goals to stretch and challenge pupils of all backgrounds, abilities and dispositions <input type="checkbox"/> demonstrate consistently the positive attitudes, value and behaviour which are expected of pupils 	
<p>2. Promote good progress and outcomes by pupils</p> <p><i>Examples may include:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> be accountable for pupils' attainment, progress and outcomes <input type="checkbox"/> be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these 	

<ul style="list-style-type: none"> <input type="checkbox"/> guide pupils to reflect on the progress they have made and their emerging needs <input type="checkbox"/> demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching <input type="checkbox"/> encourage pupils to take a responsible and conscientious attitude to their own work and study 	
<p>3. Demonstrate good subject and curriculum knowledge</p> <p><i>Examples may include:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject and address misunderstandings <input type="checkbox"/> demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship <input type="checkbox"/> demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject <input type="checkbox"/> if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics <input type="checkbox"/> if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies 	
<p>4. Plan and teach well structured lessons</p> <p><i>Examples may include:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> impart knowledge and develop through effective use of lesson time <input type="checkbox"/> promote a love of learning and children's intellectual curiosity <input type="checkbox"/> set homework and plan other out-of-class activities to 	

<p>consolidate and extend the knowledge and understanding pupils have acquired</p> <ul style="list-style-type: none"> <input type="checkbox"/> reflect systematically on the effectiveness of lessons and approaches to teaching <input type="checkbox"/> contribute to the design and provision of an engaging curriculum within the relevant subject area (s) 	
<p>5. Adapt teaching to respond to the strengths and needs of all pupils</p> <p><i>Examples may include:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively <input type="checkbox"/> have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these <input type="checkbox"/> demonstrate an awareness of the physical, social and intellectual development of children, and how to adapt teaching to support pupils' education at different stages of development <input type="checkbox"/> have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them 	
<p>6. Make accurate and productive use of assessment</p> <p><i>Examples may include:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> know and understand how to assess the relevant subject and curriculum areas including statutory assessment requirements 	

<ul style="list-style-type: none"> <input type="checkbox"/> make use of formative and summative assessment to secure pupils' progress <input type="checkbox"/> use relevant data to monitor progress, set targets, and plan subsequent lessons <input type="checkbox"/> give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback. 	
<p>7. Manage behaviour effectively to ensure a good and safe learning environment</p> <p><i>Examples may include:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy <input type="checkbox"/> have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions, and rewards consistently and fairly 	
<p>8. Fulfil wider professional responsibilities</p> <p><i>Examples may include:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> make a positive contribution to the wider life and ethos of the school <input type="checkbox"/> develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support <input type="checkbox"/> deploy support staff effectively <input type="checkbox"/> take responsibility for improving teaching through appropriate professional development, responding to 	

<p>advice and feedback from colleagues</p> <p><input type="checkbox"/> communicate effectively with parents with regard to pupils' achievements and well-being</p>	
<p>Strengths</p>	
<p>Areas/targets for development</p>	
<p>Focus for next observation and dialogue</p>	

Observer's signature Date.....

NQT signature Date

Appendix: Lead Practitioner Support

In the first instance all support for colleagues should come through their faculty and the TEEP Level 2 colleagues in teams. This can be at the request of a teacher or a direction from a Line Manager.

When further support is needed...

A support need is identified through:

- Enquiry and Learning Walks
- Book Scrutiny
- Lesson Observation
- Line Management

Line Managers should raise a concern with their Head of Faculty. The Head of Faculty requests support through Ian Paish.

Teachers can also self-identify a need for support and approach Ian Paish directly.

What next?

- Following a conversation between IP and the Line Manager, IP and Lead Practitioner meet and discuss relevant Performance Management Objectives and MER Documents. Broad objectives for the support are set out.
- Line Manager informs teacher that the support will begin.
- Lead Practitioner meets with teacher and areas of strength and development are identified. Clear objectives and outcomes for support are set and the teacher is clear how this will be measured.
- Support Plan is finalised and shared. Support begins (see below for framework).
- After the support is complete a review takes place to measure the success of the support.

Actions in supporting a colleague can include:

- Lesson observation and feedback
- Team teaching
- Joint planning
- Ward Rounds
- IRIS Connect
- In-house CPD
- External CPD
- Joint Book Looks
- Leverage Action Steps
- School Visits
- Coaching

Lead Practitioner Support Framework

A programme of support with a Lead Practitioner will last for **6 weeks**, after which time the support plan will be reviewed.

Teacher.....

Lead Practitioner.....

Date of Review: wc.....

Reasons for support:

Areas of strength in teaching practice:

Areas of development in teaching practice:

Objective/Target	Actions/Support How will this be achieved?	Timescale	Success Criteria/Performance Indicators	Review notes



TEEP Lesson Observation |



Time:

Class:

Topic:

Teacher:

Observer:

Section of Lesson	Observation notes
Prepare for Learning	
Agree Learning Outcomes	
Present New Information	
Construct New Meaning	
Apply to Demonstrate	
Review	

Areas of Strength:

Areas of Development:

General Comments (to be completed during feedback:

Signed by teacher.....

Signed by observer.....