

THE
DUSTON **TDS** **4-19**
Knowledge itself is power **SCHOOL**

TEACHING AND LEARNING IN ACTION

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WHAT ARE OUR CORE PRINCIPLES FOR TEACHING AND LEARNING IN ACTION?

These documents are designed to help identify and provide guidance on the elements of teaching practice which make the most difference to student learning within the context of The Duston School. They exemplify the principles that are outlined in the Curriculum and Teaching Principles document.

These principles have developed from our school vision over the last five years, and from the quality assurance process identifying where the most impact on student learning can be made in the classroom. They are formed from the principle of deliberate practice as a means to ensure staff are highly intentional and technique-aware in order to maximise student learning and provide ongoing professional development for teachers, allowing staff to reflect on their practice and make effective improvements and refinements as a result.

How do we monitor the effectiveness of the core principles?

The quality assurance process looks at each department in the school at three points throughout the year, using learning walks to monitor the effectiveness of teaching and learning in action. Leaders will use these learning walks to evaluate how staff are employing the teaching and learning principles and where further training and development is required. Staff who require support to improve these principles can be placed on the **Raising Teacher Standards Program** (Appendix 1)

How can core principles for Teaching and Learning be used practically in school?

- Guidance provided in staff briefing
- Guidance provided for staff via the Bluesky system
- Through the QA process from feedback for learning walks
- Departmental CPD sessions

CORE PRINCIPLES: CLASSROOM MANAGEMENT

An essential part of the teacher's role is to create and maintain the conditions for learning to take place, therefore teachers are expected to take a highly intentional approach to classroom management. All classrooms are led by the expert in the room (the teacher). To support both the teacher and the student each classroom is set up in the same way to support classroom management. Each classroom will have the following displays -

- Classroom code of conduct
- The Duston School Mission Statement
- The Knowledge Tree

All teachers create a calm environment for learning to take place. Students will be sat boy to girl with all tables in rows. This is the same for all classrooms.

Positive relationships	<ul style="list-style-type: none"> • Everyone has the right to feel safe, respected and valued; to feel they belong. Staff should establish norms around clear roles and boundaries. • Focus on learning, free from distractions or emotional threats. Relationship with students should focus on the core purpose of achieving learning. • Communicate trustable feedback that students will act upon • Take the time to learn students names and their correct pronunciation • Combine assertiveness with warmth – staff should strongly enforce classroom expectation, whilst at the same time being warm, kin and caring when needed. Expectations should be applied consistently and fairly.
Establish your expectations	<ul style="list-style-type: none"> • What you permit, you promote. IF you tolerate low standards, you have established that this is the norm. • Staff should determine exactly what their expectations are for every aspect of running their lesson: <ul style="list-style-type: none"> ○ How to listen when others are talking ○ How to ask and answer questions ○ How work should be completed ○ How workbooks should be collected in and out • Walk through the routines rehearsing how they work and use visual reminders for clarification • Reinforce your expectations – if you weaken your commitment to your own expectations, this undermines their value • When expectations are not met, use positive correction to redirect e.g. if you have asked for silence, it must be truly silent. Be very precise and direct.

Show me your best	<ul style="list-style-type: none"> • All adults using exactly the same language with students across the school enables the routine to be effective. • A teacher instruction to a group of students to sit up straight, be silent, face the teacher and listen. • When addressing a group of students ask them to 'show you' their 'best'. "Good morning Year 7, show me your best"
Track Me	<ul style="list-style-type: none"> • All adults using exactly the same language with students across the school enables the routine to be effective. • Making a clear request that students watch you is a reminder for them to pay attention to the learning. • It enables an efficient transition between activities "tracking me in 3,2,1"-students put down their pens and follow you. • Using the phrases "track me" or "track the text" to clearly request where pupils should pay attention.

An effective TDS classroom will have the following-

- Promote and inspire students with the passion that the expert holds.
- The school behaviour policy will be consistently applied across all subjects through referencing the 'Classroom Code of Conduct'.
- High expectations will be demonstrated and modelled to all students through the use of the core principles listed above.
- Upon the teacher speaking, all students will be silent.

An ineffective TDS classroom will have the following-

- The teacher is reluctant or unwilling to demonstrate a passion for the subject when interacting with students.
- The teacher is reluctant or unwilling to enforce the Classroom Code of Conduct.
- The teacher is forced to repeatedly ask students to 'lower the noise level' during the lesson.
- The classroom is disorganised or ineffective in ensuring that all students are working hard and on task.

A classroom management check-list for observers-

- Clean and professional looking classrooms (avoiding cognitive overload with the displays)
 - Classroom Code of Conduct
 - The Duston School Mission Statement
 - The Knowledge Tree
- Staff interact with students in a positive manner using student names to call upon individuals to interact
- Expectations are applied consistently and fairly
- When expectations are not met the teacher uses positive reinforcement to highlight this to students

CORE PRINCIPLES: CHECKING FOR UNDERSTANDING

A central idea in Rosenshine's Principles is that more effective teachers systematically check for understanding from students. Teachers cannot assume students understand unless they receive feedback telling them that the student has understood. This information can then be used to inform the next steps in the learning sequence, as well as helping students to secure deeper understanding.

<p>Use cold call to gauge responses</p>	<ul style="list-style-type: none"> • Avoid asking questions to the whole class and only taking answers from those who put their hands up as these students will be the most likely to give a correct answer, creating an inaccurate picture of the understanding of the class. • Target questions at individual students to check their answers demonstrate a clear understanding of the concepts taught. • Avoid randomised questioning such as names on lollipop sticks or websites as this will avoid you targeting specific students as and when needed.
<p>No opt-out</p>	<ul style="list-style-type: none"> • When students are chosen to respond with cold call, ensure that they do not opt out with responses like, "I don't know." • Ensure this is done in a non-threatening but assertive way. • If students struggle with a response, scaffold their answers with lower-order questions to build up to an expected response.
<p>Ensure all students are included</p>	<ul style="list-style-type: none"> • Ensure there are opportunities throughout the lesson for you to check the understanding of every student in the class so that there are no opportunities for any students to be left with misconceptions. • This may mean planning opportunities for hinge questions (see below) or checking student results on low-stakes quizzes and engage tasks.
<p>Use hinge questions</p>	<ul style="list-style-type: none"> • Design questions to be asked at key points in the lesson where you can assess whether students have fully grasped the concepts taught. • Ensure that you can check the understanding of every student from the hinge question. • Address misconceptions arising from the responses to your hinge questions immediately before moving on.
<p>Use low-stakes quizzing</p>	<ul style="list-style-type: none"> • Plan for regular opportunities to assess students' knowledge with low-stakes quizzing throughout a unit of work. • Answers should be self or peer assessed with no potential for grey-areas. • Questions should include a range of material from the topic currently studied, as well as reviewing prior learning. • Ensure that student responses to particular questions are used to inform future teaching and tackling misconceptions.

Tackling misconceptions	<ul style="list-style-type: none"> • Ensure that questioning and quizzing allows you to take note of where students have misconceptions or there are gaps in understanding. • Ideally, these misconceptions should be addressed immediately before moving on. • Plan for more activities in subsequent lessons where these misconceptions can be addressed to ensure a full understanding. • Be prepared to adapt the lesson to go back and re-teach previous material if necessary.
Rejecting 'self-report'	<ul style="list-style-type: none"> • Even if a student says they have understood, there is no way of knowing unless students are able to answer a question correctly several times, that they have fully understood. • Avoid asking questions like, "Has everyone understood? Can I move on?" or asking "Does anyone have any questions?" as these are not likely to reflect a level of understanding.

What are some typical features of effective checking for understanding?

- Cold-call to gauge understanding of specific students
- Hinge questions to check understanding of the whole class and identify areas of misconception
- Low-stakes quizzing to check understanding of the whole class and identify areas for re-teaching
- Student responses are scaffolded to help them access prior knowledge and form a response if they struggle to answer the initial question.

How might we recognise ineffective checking for understanding?

- Only those students with their hands up are chosen to respond to questions.
- Student understanding is checked with self-report
- Students are allowed to opt-out of responding to questions with answers like, "I don't know."
- Teachers move on to new material when students still have misconceptions about the material which has previously been taught.

A checking for understanding checklist for observers

1. Is cold-call used?
2. Has the teacher provided opportunities to check for understanding of all members of the class?
3. Are misconceptions addressed before moving on?

CORE PRINCIPLES: MODELLING

Modelling is fundamental to clear, effective teaching and means explicitly demonstrating to students how to be successful in important learning activities. However, different subject disciplines and tasks require different approaches and there are many different ways to model. The principles below represent the core of an evidence based approach.

Model for clarity when setting tasks	<ul style="list-style-type: none"> • When setting tasks or activities, teachers should model exactly what students are expected to do • Telling students what to do is not normally adequate • Use of the I do, We do, You do approach will clarify for students the expectations of an activity.
Model for quality in all open-ended tasks	<ul style="list-style-type: none"> • Open-ended tasks should follow the I do, We do, You do, allowing graduated reduction in support when accessing extended writing tasks. • Modelling should bring attention to key features of the work that represent quality.
Model writing	<ul style="list-style-type: none"> • For effective instructional teaching, teachers need to walk through a learning process themselves, highlighting key procedures and the thinking that underpins them. • Use pre-prepared written models which cover the bandwidth of writing ability so that students are exposed to a range of work. • Some models of writing used in schools are too basic. Models of writing should use advanced, academic writing an expression throughout secondary school.
Model processes	<ul style="list-style-type: none"> • Model practice or mental processes through the use of clear, logical sequences of instructions, which are demonstrated to students • Worked examples should be chosen to provide clear and efficient guidance as to how to complete the process.

What are some of the typical features of effective modelling?

- Tasks will be clearly explained and all students will be able to complete them
- Where appropriate, emphasis will be put on quality in work “to do this really well, you need to.....”
- Lessons will contain a limited number of tasks, to allow time for teachers to explore models with students in depth
- Even small tasks e.g. a set of comprehension questions will include an element of modelling which promotes access and excellence
- There will be a constant sense of high value and challenge in the tasks set
- Students will be required to think and work hard to apply what they have learnt
- Feedback on student work, e.g. at the end of the lesson, will refer back to the qualities exposed in the modelling stage

How might we recognise ineffective or absent modelling?

- Once the teacher has set the task, weaker students will be unable to get started
- Higher attaining students may be able to complete the work, but it will not be challenging or difficult
- Written models will be of limited quality, using a limited range of language and vocabulary
- Models may be given to students but not referred to in detail; students will not be guided to explore the quality in the modelled work
- Modelling may be understood as only for extended writing or exam answers

A modelling check-list for observers

1. Are students shown clearly how to access the task?
2. Are students shown clearly how to achieve excellence in the completion of the task?
3. Are models/examples being used to demonstrate the process as clearly as possible?

CORE PRINCIPLES: DEVELOPING STUDENT RESPONSES

Dylan Wiliam suggests that, in approaching a learning goal, unless we know where we are going we will never get there. Teachers should therefore engage students in a process of clarifying the learning goals and to establish the expected standard of work. Through continuous teacher intervention be that verbal or written, student responses can become more concrete and demonstrate deeper understanding and application of disciplinary content.

Shaping your answers	<ul style="list-style-type: none"> • The ability to speak confidently in complete sentence is necessary for life. • Insist on correct syntax, usage and grammar. Challenge any errors by using the interrogative to allow pupils to self-correct “we was walking down the street?” If they can’t self-correct with this prompt, begin the correction for them “We were...” • Complete sentences format: insist on pupils speaking in full sentences. • Audible format: insist that answers are delivered in a loud clear voice.
Say it again better	<ul style="list-style-type: none"> • This supports students to produce high quality verbal responses • If you accept shallow responses without further development students will assume half-formed answers are the norm • However, unless you allow students to offer their more basic ideas, you can deter them from trying in future • With say it again better, you accept initial responses but develop them each time
Probing questions	<ul style="list-style-type: none"> • It is important to ask questions that make students probe their schema for the ideas being discussed • Well-chosen questions can support students to make links between ideas, to rehearse explanations to support long-term memory, to connect abstract and concrete examples and to identify knowledge gaps and misconceptions • Teachers should follow up with probing questions e.g. what’s the connections between A and B? It that always true or just in this instance? What would be the most important factor?
Feedback that moves forward	<ul style="list-style-type: none"> • Feedback plays a central role in securing student’s learning, supporting them to know how to deepen knowledge and understanding or improve performance • Effective feedback needs to be understood and accept and to be actionable so that students can use it to secure improvements • Teachers should use assessments to identify gaps for improvement in performance or gaps in understanding. • Feedback should largely be framed in language that is positive and encouraging. • Feedback should be as specific as possible e.g. rather than suggesting a student should ‘write a better conclusion’, specify how the conclusion could be improved.

What are some of the typical features of developing student responses?

- Teachers will select well-chosen questions that enable students to make links between ideas
- Teachers will follow up with probing questions to enable students to probe their schema
- Feedback is given to students that is specific allowing students to take action to improve their responses
- Teachers will correct syntax, usage and grammar to ensure the correct grammatical format
- Students will respond to questions in full sentences
- Students will respond in a loud clear voice

How might we recognise ineffective or absent developing of student responses?

- Students will respond with one word responses
- Students will not be audible to everyone in the room
- Teachers will pose questions that are on the whole surface responses i.e. what date did this happen? What was the name of?
- There will be limited feedback to students, or the feedback will be too broad and therefore students do not understand what steps to take to improve

A modelling check-list for observers

1. Does the teacher ask a range of questions aimed to stretch and deepen the understanding of students?
2. Is the feedback (verbal/written) specific enough to allow students to take action to improve?
3. Are students grammatical errors picked up and corrected by the teacher?
4. Does the teacher ask the student to raise the level of their voice if it is inaudible?
5. Does the teacher insist that students respond in full sentences?

HOMEWORK

As students mature they are increasingly expected to prepare for assessments, some with high stakes such as public examinations. Homework can train students to learn the skills and habits needed to be successful. Students are therefore expected to complete homework that exposes them to a programme of student that deepens their knowledge, improves their fluency and confidence so that they are able to demonstrate their knowledge and understanding

Make homework efficient re workload	<ul style="list-style-type: none"> • Teachers should avoid setting homework that generates lots of marking • Teachers should use the whole-class feedback pro-forma to ensure that students are receiving regularly feedback whilst reducing workload
Use homework to deepen student understanding	<ul style="list-style-type: none"> • Use homework time to commit content to memory • Include an accountability tasks to ensure that it is complete e.g. make revision cards or made (modelled) notes • Follow up with a low-stakes test to check learning and retention
Use homework for practice	<ul style="list-style-type: none"> • Use homework time to apply the learning from class • However, avoid generating lots of marking from homework where possible
Use homework for pre-reading or preparation	<ul style="list-style-type: none"> • Provide or specify the resource/article/website you want students to read • Include an accountability task to ensure that it's completed e.g. make revision cards or made (modelled) notes
Avoid 'find out about' homeworks	<ul style="list-style-type: none"> • Outcomes from 'research' homeworks are often very erratic, particularly for vulnerable students • These types of homework also assume access to resources e.g. computers/internet that may not be freely available for all students • Instead specify the knowledge that it is most helpful for students to retain about a topic – specific this knowledge in the knowledge organiser
Avoid time-consuming gimmicks	<ul style="list-style-type: none"> • Avoid setting elaborate and time-consuming "fun" tasks, such as making models. Instead, set these tasks as optional competitions. • Low-value 'filler' tasks such as needlessly making posters or leaflets, should be avoided

WHOLE SCHOOL CPD

Staff at all levels should be committed to continuously developing their own knowledge. We recognise that running effective CPD/training sessions for all teaching staff is a challenge because of the range of CPD needs varies across individuals, and across subject areas. However, CPD can be a powerful tool in ensuring that teachers are equipped to develop their subject knowledge in an ever evolving curriculum field.

Our understanding of the underpinning principles for a strong curriculum ensure that we form and engage with professional goals that enable us to continue to improve the quality of teaching and learning. In the words of Dylan Wiliam, “Every teacher needs to improve, not because they are not good enough, but because they can be even better.”

The Duston School CPD provides staff with a range of deliberately selected professional development that is tailored to individual staff needs and in alignment with the school improvement plan, in response to one-to-one discussions undertaken by the Principal.

Subject Level professional development	<ul style="list-style-type: none"> • A programme of subject-specific CPD, designed by Subject Leaders and pulling upon the expertise of the team.
CPD Pathways	<ul style="list-style-type: none"> • Staff can opt into a range of pathways which aim to provide access to a range of knowledge and experience of potential future roles: <ul style="list-style-type: none"> ○ Early Career Pathway ○ Aspirant Subject Leaders Pathway (Appendix 1) ○ Aspirant Student Care Pathway (Appendix 2) ○ Expert Teaching Pathway (Appendix 3) ○ Expert Middle Leaders Pathway (Appendix 4) ○ Aspirant Senior Leaders Pathway (Appendix 5)
External CPD	<ul style="list-style-type: none"> • A range of external accredited courses to further develop all staff e.g. NPQLTD, NPQLT, NPQLBC and Masters.
Operation Programme	<ul style="list-style-type: none"> • A series of compulsory sessions that expose all staff to their legal obligations e.g. Annual safeguarding update, Prevent training etc
Deliberate Instruction Briefings	<ul style="list-style-type: none"> • These sessions focus upon the whole school teaching and learning priorities for this academic year • This information will be disseminated to staff via: <ul style="list-style-type: none"> ○ Whole-school staff briefings ○ Wider reading and resources found on BlueSky ○ Podcasts for wider engagement

Should there be concerns raised regarding a teacher's teaching practice through any of the avenues outlined below then a three-stage support programme is put in place.

Identification:

Teachers can be identified as needing support via the following procedures:

1. Lesson visits during the Subject Review process: If a member of staff is identified as a concern during the Subject Review quality assurance cycle then they can be placed onto the informal support program.
2. Consistent and substantiated complaints from students or parents: 'Consistent' would mean more than 3 in a single academic year (from separate sources).
3. Head of Department/Faculty recommendation: If the teachers' HoD/HoF identifies that a member of staff within their department is not maintaining the teacher standards then they can recommend the member of staff for the programme.

Stage 1: Informal Support Program

Teachers who are unable/unwilling to meet the expectations established by the Duston School and in line with the teaching standards are expected to participate in an intensive support system to raise their standards.

- 4-week programme
- Reduced timetable to 20 hours for a FT teacher
- Peer observations
- Lesson observation x2 (these are announced observations)
- CPD internal/external

The Head of Subject will then decide following the four-week program whether the member of staff has made sufficient and sustained progress. If there is evidence of this, the member of staff will successfully complete the program. However, if there are still concerns the member of staff will move to the formal support program.

Stage 2: Formal Program

This developmental program is designed to deliver significant improvements in the quality of teaching and learning in the classroom. The second stage of the Raising Teacher Standards programme will involve teachers who have demonstrated insufficient or inconsistent progress over the course of the Stage 1: Informal support.

- 12-week programme
- Reduced timetable to 20 hours for a FT teacher
- Formal mentor assigned at the direction of the Director of Education
- Directed CPD sessions
- Lesson observations x 4 conducted by the Director of Education or a member of the Teaching and Learning team. (these are both announced and unannounced observations)

At the end of the 12-week program the Principal will make a decision regarding the progress of the member of staff over the course of the program. If satisfactory progress has been made, the

member of staff will come off the program but will be informally monitored over the course of 4 weeks to ensure standards are maintained.

If the member of staff is deemed to have made unsatisfactory or inconsistent progress the outcomes of the formal programme will form the basis of a move towards capability procedures.

APPENDIX 2: ASPIRANT SUBJECT LEADERS PATHWAY

A two-year pathway aimed to develop an enhanced understanding of how the underpinning principles of teaching translate to the nuances of your subject. ESL delegates are expected to share their findings periodically within faculty time and develop their knowledge of how to disseminate evolving knowledge of pedagogy to a team. ESL delegates will have the opportunity to develop a sustained and embedded approach to improving practice within the classroom, trialling aspects of best practice within their classrooms, and viewing pedagogical research with an academic level of criticality.

Session overview: core sessions delivered in 2021-2022

Autumn Term	Spring Term	Summer Term
Managing and building a team	SIP/Action Plan Reviews	Evidence based Subject practice
Setting out a vision	Assessment design	Data collection, triangulation and actions
Curriculum Design	Implementation and review	Managing difficult conversations
Faculty improvement Action Plan	CPD and developing a team	Future proofing and evaluation

APPENDIX 3: ASPIRANT STUDENT CARE PATHWAY

A two-year pathway aimed to provide a firm grounding to the mechanisms, systems, and expertise required to oversee student care. ESC delegates are expected to share their findings periodically across the student care team to ensure that training and the best practice is implemented as a result, and additionally, to provide opportunities for reflection, evaluation, and refinement to their role within the staff body.

Session overview: core sessions delivered in 2021-2022

Autumn Term	Spring Term	Summer Term
Transition processes – working with all stakeholders	Groups of vulnerable students and our obligations to their care and education	Raising aspirations and student success
Safeguarding responsibilities	Proactively creating the conditions for good behaviour and supporting colleagues to do the same	Working with the local community and parents
Mental health and wellbeing of students – working with internal and external agencies	Relational Trust and Professional Dialogue	Working with curriculum leaders to improve outcomes for students
Setting clear expectations	Managing relationships across differing domains	Evaluating and refining behaviour systems

APPENDIX 4: EXPERT TEACHING PATHWAY

A two-year pathway aimed to further develop the underpinning principles of teaching and how these translate to the nuances of your subject. ETP delegates are expected to share their findings periodically within faculty time and develop their knowledge of evolving pedagogy to a team. ETP delegates will have the opportunity continue to improve their practice within the classroom, and viewing pedagogical research with an academic level of criticality.

Session overview: core sessions delivered in 2021-2022

Autumn Term	Spring Term	Summer Term
Lesson structure, challenge and engagement	Background knowledge	Teaching vocabulary
Deliberate Practice	Memory and attention	Academic reading
Sequencing and Interleaving	Questioning	Behaviour and relationships
Assessment and feedback	Modelling and Scaffolding	Closing the gap

APPENDIX 5: EXPERT MIDDLE LEADERS PATHWAY

A one-year pathway aimed at exposing middle leaders to a range of high-quality external speakers to ensure that they are up-to-date with the most prominent thinkers and academics in today's society. EML delegates are expected to disseminate valuable information from the sessions to their respective areas of responsibility.

Session overview: core sessions delivered in 2021-2022

Autumn Term	Spring Term	Summer Term
Building Character Culture	Flexible working: Emma Turner	Creating a Curriculum: Sam Strickland
Staff Development: Chris Moyse	Creating a culture: Tom Bennett	Critiquing your curriculum: Tom Sherrington
Ofsted: Heather Fearn	Using data: Chris Beeden	Catering for SEN at a subject level: Ross Goodridge
Is leadership a race? Sam Strickland	Human Resources: Becky Day/EPM	Safeguarding students: Lester Martin

APPENDIX 6: ASPIRANT SENIOR LEADERS PATHWAY

A two-year pathway aimed to develop middle leaders and prepare them for a role within a Senior Leadership Team in the future. ASLP delegates will be exposed to key strands of knowledge that is essential in stepping into leadership responsibilities in the future. ASLP delegates are expected to take this learning and apply this to driving a whole school improvement project in the second year.

Aims:

- To support staff in considering what makes an effective senior leader
- To help staff to consider what the prerequisites of being an effective senior leader are
- To allow staff the time and space to consider the key research, real life examples and the opportunity to discuss what makes effective senior leadership

Session overview: core sessions

Autumn Term	Spring Term	Summer Term
Professional Conduct	Finances	Safeguarding
Creating a Culture	The Curriculum	Continuous School Improvement
Working with Governors	Behaviour	Hot seating
The Law	Effective Lesson Observations	Leadership Reflections

Mentoring

Delegates will have the opportunity to be mentored by a member of SLT of their choosing, with 1-1 mentoring sessions being provided on a full termly basis. Delegates will use this time to plan for leading on a whole-school improvement initiative in the 2nd year of the programme.