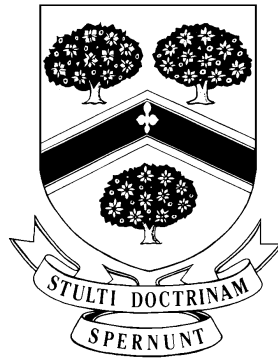


THORNTON GRAMMAR SCHOOL

A FRAMEWORK FOR TEACHING AND LEARNING



Founded 1673

**Governors' Curriculum Committee
Teaching and Learning Working Party**

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THORNTON GRAMMAR SCHOOL

A Framework for Teaching and Learning

Introduction

The compendium of publications by the DfES entitled **Pedagogy and Practice: Teaching and Learning in Secondary Schools** draws on the experience of classroom practitioners working with the National Strategy. The collection provides the basis for a Framework enabling teachers at Thornton Grammar School to maximize their capacity to create powerful learners, and also for a whole school approach that links Teaching and Learning, Continued Professional Development and School Improvement. The framework is accompanied in this document by a series of appendices outlining Roles and Responsibilities in relation to Teaching and Learning by reference to Ofsted criteria and the various National Standards for Teachers.

Principles of Teaching and Learning

The principles of teaching and learning which guide the Framework are:

- including all pupils in a culture of high expectations (no child left behind);
- establishing the centrality of literacy and numeracy across the curriculum (reinforcing the basics);
- infusing learning skills across the curriculum (enriching the learning experience);
- promoting assessment for learning (making every child special);
- expanding the teacher's range of teaching strategies and techniques (making learning worthwhile and enjoyable).

The framework is predicated on the understanding that good teaching fosters good learning, that this stems from effective lesson design whatever the age of the learner, their level of ability, or the subject or skill being learned, and that such good teaching results when teachers:

- **focus and structure** their teaching so that pupils are clear about what is to be learned and how, and how it fits with what they know already;
- actively **engage** pupils in their learning so that they make their own meaning from it;
- develop systematically **pupils' learning skills** so that their learning becomes increasingly independent;
- use **assessment for learning** to help pupils to reflect on what they already know, reinforce the learning being developed, and set targets for the future;
- have **high expectations** of the effort that pupils should make and what they can achieve;
- make the learning motivating by **well-paced teaching** using stimulating activities matched to a range of learning styles;
- create an environment that promotes learning in a settled and **purposeful atmosphere**.

The Framework

Pedagogy and Practice identifies twenty CPD units grouped around four themes. These units provide the structure of Thornton Grammar School' Framework for Teaching and Learning which will inform the development of classroom practice at Thornton Grammar school:

- **Designing Lessons**
 1. Structuring Learning
 2. Teaching Models
 3. Lesson Design for Low Attainers
 4. Lesson Design for Inclusion
 5. Starters and Plenaries

- **Teaching Repertoire**
 6. Modelling
 7. Questioning
 8. Explaining
 9. Guided Learning
 10. Group Work
 11. Active Engagement Techniques

- **Creating Effective Learners**
 12. Assessment for Learning
 13. Developing Reading
 14. Developing Writing
 15. Using ICT to Enhance Learning
 16. Leading in Learning
 17. Developing Effective Learners

- **Creating Conditions for Learning**
 18. Improving the Climate for Learning
 19. Learning Styles
 20. Classroom Management

Lesson Design

Teachers at Thornton Grammar School recognise the key role of **Lesson Design** in promoting effective learning.

Teachers at Thornton Grammar School will design lessons to **Structure Learning**. They will seek to:

- demonstrate a clear understanding about the nature and use of learning objectives and how they inform choice of teaching model, strategy or technique
- demonstrate a good knowledge of teaching repertoire and select appropriately to meet learning objectives
- make a clear distinction between objective and outcome and share this effectively with pupils so that they understand what is expected of them
- be clear about the purpose of starters and plenaries and separate starters from the introduction in a clear way
- divide lessons into clear 'episodes', each of which has a clear outcome
- sequence episodes to make logical sense and to enable pupils to sustain concentration and to structure learning
- demonstrate a good understanding of the three teaching models: direct, inductive and enquiry, and employ them appropriately

Teachers at Thornton Grammar School will design lessons with a range of appropriate **Teaching Models** in mind. They will seek to:

- demonstrate an overview of a range of teaching models, e.g. inductive, deductive, metaphor, concept attainment and constructing meaning
- demonstrate an understanding of the episode sequence in each model
- match the teaching model to learning objectives so that the teaching is efficient and effective
- make metacognition explicit to pupils as part of the teaching
- make opportunities for sharing approaches to teaching with colleagues

Teachers at Thornton Grammar school will design lessons specifically for groups of **Lower Attainers**. They will seek to:

- involve pupils in identifying what helps them learn
- design lessons that support lower-attaining pupils through structures that allow progress in small steps
- help pupils connect ideas in every lesson so that they see the 'big picture' and concentrate on, and constantly reinforce, the key concepts
- include techniques to develop recall in every lesson
- pay attention to the key skills of literacy and numeracy (data handling) in every lesson
- make sure the examples given to illustrate key points relate to the reality of pupils' life experiences, and do not make assumptions that pupils see abstract ideas in the way that the teacher does
- use a high proportion of interactive teaching, including clear demonstrations and modelling of skills and procedures
- use assessment for learning regularly in every lesson

Teachers at Thornton Grammar School will design lessons specifically for **inclusion**. They will seek to:

- know and understand the data about particular individuals and groups in classes, and their specific learning needs
- plan lessons with specific groups in mind, and plan in advance how to include them in each episode (e.g. starter, plenary)
- include other adults, when available, not only as support in class, but also to plan in advance what each adult will do
- know strategies and techniques to include various groups in each part of the lesson
- know and understand the considerations that Ofsted and others have offered about particular groups

Teachers at Thornton Grammar School will incorporate **Starters and Plenaries** into lesson design.

They will seek to:

- use starters and plenaries as a consistent part of classroom practice
- begin lessons with whole-class interactive involvement and make a distinction between the starter and the introduction (sharing of objectives and outcomes)
- plan starters to accommodate the range of ability levels in classes, ensuring that they are well paced and motivating, and either link to the main part of the lesson or meet longer-term ongoing objectives
- with clear outcomes in mind, use ‘miniplenaries’ during lessons and review learning within an episode
- allocate sufficient time in lessons for plenaries to take place and plan to finish early
- involve pupils fully in each plenary, making sure they occupy more time talking than the teacher does

Teaching Repertoire

Teachers at Thornton Grammar School will appropriately deploy of a wide ranging **Teaching Repertoire**:

When **Modelling**, teachers at Thornton Grammar School will seek to:

- demonstrate a good knowledge of the principles of modelling as a strategy
- understand when it can be used to address learning objectives related to skill, process and procedure acquisition, particularly when these are new
- make sure the thinking is explained as the process is gone through and it does not become merely a demonstration
- support first attempts with scaffolds, which are gradually withdrawn to encourage independence
- share success criteria effectively with pupils

When **Questioning**, teachers at Thornton Grammar School will seek to:

- know when to use questioning to meet specific learning objectives and develop understanding
- use a wide range of questions for different purposes, effectively including closed and open questions in a balanced manner
- use techniques that encourage pupils to respond effectively, such as using ‘wait time’ and a ‘no-hands’ rule
- plan to use questioning to encourage extended responses from pupils by adopting appropriate techniques such as asking, ‘Can you add to that?’ or ‘Who else could add a comment?’

- plan and use sequences of questions that encourage higher-order thinking
- use Bloom's taxonomy to plan questions for whole classes and groups in advance

When **Explaining**, teachers at Thornton Grammar School will seek to:

- use explanations effectively to explore the purpose of a lesson
- use the different logical structures of explanations to address processes, cause and effect, relationships, concepts, and attitudes and values
- use the characteristics of a good explanation, particularly a dynamic opening, clarity, signposts, models and analogies, props, questions, and connections to experience
- use models and analogies when needed to support abstract ideas
- define any key terminology and words in advance of any explanation
- know and understand how to support pupils to develop their own explanations through scaffolding

Teachers at Thornton Grammar School will make appropriate use of **Guided Learning**. They will seek to:

- understand and use the principles of guided learning and how to apply them in subjects
- use guided learning when the particular lesson or stage of learning requires it
- organise groups so that their point of need and stage of progress are appropriate
- adjust what is said and done in response to pupils' progress
- pitch work at a challenging level, using the group to enable pupils to access learning beyond their individual stage of development
- make good use of teaching assistants to support the rest of the class

Teachers at Thornton Grammar School will make appropriate use of **Group Work**. they will seek to:

- establish clear rules and procedures for group work
- know and understand a range of techniques that can be used to manage group work, such as snowballs or jigsaws
- allocate roles in groups and set group targets
- set clear expectations of groups in terms of outcomes
- regularly set time limits for aspects of group activity that make sense and are related to the outcome expected
- organise seating arrangements and mixture of pupils to enable effective groupings
- intervene effectively in group work to enable groups to make progress, by using appropriate questioning techniques to maintain momentum

Teachers at Thornton Grammar school will make appropriate use of **Active Engagement Techniques**. They will seek to:

- establish good relationships with pupils so that they feel supported, valued and respected
- ensure pupils understand what they are to do in the lesson and how this links with previous learning
- use starter activities that engage and stimulate pupils' interest challenge pupils to consider apparently conflicting ideas
- support literacy, when appropriate, with engaging activities that are effective (DARTs)
- use techniques for stimulating pupils' thinking in a range of tasks
- encourage pupils to engage in collaborative work, such as writing, problem solving and presentations

Creating Effective Learners

Teachers at Thornton Grammar school recognise the centrality of their role in **Creating Effective Learners**

Teachers at Thornton Grammar School will employ the principles of **Assessment for Learning** in their practice. They will seek to:

- separate learning objectives from learning outcomes and ensure these are shared effectively with pupils
- help pupils to recognise the standards they are aiming at so that they can achieve them
- provide opportunities for pupils to engage in peer assessment and self-assessment so that they better understand the criteria for success
- provide feedback that pupils find helpful and which identifies what they need to do to improve
- provide regular opportunities for both pupils and teachers to review and reflect together on progress
- use the outcome of assessment of pupils to inform appropriate changes in teaching and ensure that progress and weaknesses are addressed

Teachers at Thornton Grammar School will **Develop Reading**. They will seek to:

- ensure pupils understand subject-specific vocabulary in context
- ensure pupils are clear about the approach to reading they need
- find out what pupils already know before they read
- plan to use active reading strategies to secure engagement with the text
- ensure pupils know how to take notes relevant to the task

Teachers at Thornton Grammar School will **Develop Writing**. They will seek to:

- be clear about both the reason for the writing and its audience
- use examples of texts to establish conventions
- model the kind of sentences or text required
- ensure pupils have an outline to work to
- intervene while pupils are writing to secure improvement
- set clear targets for improvement which may take account of whole-school priorities

Teachers will use **ICT to Enhance Learning**. They will seek to:

- understand how pupil capability in ICT contributes to their learning in the subject
- use ICT confidently as a medium for teaching and learning
- have awareness of what is being taught in discrete ICT lessons
- plan for the use of ICT on a regular basis
- identify the role of support assistants and technicians in lessons using ICT
- use ICT to support planning and administrative tasks

Teachers at Thornton Grammar School will develop **Thinking Skills (Leading in Learning)**. They will seek to:

- plan and teach lessons explicitly to improve thinking skills, and include this in schemes of work
- help pupils make connections between thinking in classrooms and in everyday contexts through stories, analogies etc.
- focus plenaries on how tasks have been done, not just on what answers have been produced

- understand the relevance of the National Curriculum thinking skills to performance in their subject
- support pupils in their development of an explicit vocabulary of thinking words

Teachers at Thornton Grammar School will develop **Effective Learners**. They will seek to:

- provide opportunities for pupils to evaluate their work and consider how they might improve
- teach pupils how to search for information and seek assistance with their learning
- foster a good range of learning skills among the pupils
- demonstrate a clear understanding of what is meant by an effective learner
- help pupils to improve their skills in organising their learning and planning their work with care
- demonstrate a range of strategies for developing pupils' thinking skills
- make opportunities to discuss effective learning at whole-school or departmental level

Creating Conditions for Learning

Teachers recognise the importance of **Creating Conditions for Learning** in the classroom

Teachers at Thornton Grammar School take steps to improve the **Climate for Learning** where necessary. They will seek to:

- have strategies for moving pupils from surface learning to deep learning
- create good momentum and pace in lessons
- allocate sufficient time at the end of lessons to review learning
- create effective displays in classrooms which support pupils' learning
- use language positively in the classroom to support learning
- foster good interpersonal relationships and mutual respect in the classroom

Teachers at Thornton Grammar School will take appropriate cognizance of the range of pupils' preferred **Learning Styles**. They will seek to:

- plan activities where pupils engage well with the material and make good progress
- take pupils' preferred learning styles into account when designing lessons
- identify the preferred learning styles of pupils
- help pupils to become aware of their own learning preferences
- create learning environments to support a range of preferred learning styles

Teachers at Thornton Grammar School recognise the importance of **Classroom Management**. They will seek to:

- identify and establish the core values and beliefs underpinning classroom practice
- use the language of respect and praise
- avoid confrontation
- apply rewards and consequences consistently
- develop rules and routines
- adopt a solution-focused approach to achieve positive outcomes

Pedagogy and Practice Study Units:

Teaching and Learning, Continuous Professional Development and School Improvement

The **Pedagogy and Practice** materials on which the Thornton Teaching and Learning Framework have been based consist of 20 study guides supported by a series of video sequences on DVD. These provide an invaluable Continuing Professional Development resource and are available to all teaching staff.

The study units offer a means by which teachers can investigate and develop a teaching competence or skill in a practical manner that will have an immediate effect on classroom activity and pupil learning. Detailed advice on how to make the most of the study units is to be found in the **Pedagogy and Practice Leadership Guide**. It is anticipated that they will be used in a variety of ways, both formal and informal, for example by:

- individual teachers
- by pairs, as in peer coaching or coaching and mentoring
- groups within school (subject or cross-curricular teams)
- teachers collaborating in networks with other schools
- for whole school training

Used in these ways, the Study Units and the Framework they support will foster the development at Thornton of a culture based on the premise that **School Improvement** is inextricably linked with a systematic focus on **Teaching and Learning** and a commitment to classroom-based **Continuous Professional Development**: As David Hopkins reminds us, *‘A systematic and integrated approach to staff development, that focuses on the professional learning of teachers and establishes the classroom as an important centre for teacher development, is central to successful school improvement.’* Hopkins et al, Creating the Conditions for Teaching and Learning, (2000).

The following table illustrates this relationship:

Principles of School Improvement	Implications for CPD at Thornton Grammar School
Focus systematically on teaching and learning	The classroom is the focus and the primary site for improving teaching and learning. CPD involves both enquiry into and reflection on classroom practice, and opportunities to learn from good practice.
Base all improvement activity on evidence about relative performance	Professional development needs are identified at three levels: school, team and personal. School and team development needs are identified through whole-school review; personal needs through performance management.
Build collective ownership and develop leadership	CPD draws in as many people as possible to build expertise across the school, enable individuals to both contribute and lead, and so make the success of whole-school initiatives more assured. Professional development arising out of school and team priorities places individual development in the context of whole-school improvement
Involve collaboration with other organisations	Teachers have regular opportunities for collaborative working (e.g. joint planning, team teaching, observation and feedback, coaching). Time is made available for teachers to share their learning with colleagues within and beyond their own departments and the school.
Create time for staff to learn together	Opportunities are created, both internally and externally through links with other schools, for staff to learn with and from others. The value of informal learning as well as effective use of structured time is recognised
Embed the improvements in the school’s systems and practices	The professional development system is integrated with other planning and review cycles. Individual professional development endeavours to meet whole-school, team and personal needs.

APPENDICES

Roles and Responsibilities

Appendix 1. Ofsted's Criteria for Judging Teaching and Learning

All members of staff at Thornton Grammar School take responsibility for the delivery of effective teaching learning, the characteristics of which, as defined by Ofsted, are outlined in **The Handbook for Inspecting Secondary Schools** (for inspections from September 2003). The Inspection Focus for the Effectiveness of Teaching and Learning states:

The quality of teaching must be judged first and foremost in terms of its effect on learning. Effective teaching reflects the commitment and determination of all staff to ensure that every pupil succeeds. It requires methods that engage pupils in productive learning, the imagination to make learning vivid and relevant, and the skill to build on what pupils know and to evaluate how well they are achieving. It presupposes the subject expertise that allows teachers to challenge pupils at the highest level, for example in A-level teaching...

Assessment should provide the basis of informed teaching, helping pupils to overcome their difficulties and ensuring that teaching builds on what has been learned. It is also the means by which pupils understand what they have achieved and what they need to work on. Assessment should provide pupils, especially in the sixth form but also more generally, with a high level critique of their work that will allow them to see what is needed to secure the highest grades in their course and subject examinations.

Specifically, effective **teachers**:

- show good command of areas of learning and subjects;
- plan effectively, with clear learning objectives and suitable teaching strategies;
- interest, encourage and engage pupils;
- challenge pupils, expecting the most of them;
- use methods and resources that enable all pupils to learn effectively;
- make effective use of time and insist on high standards of behaviour;
- make effective use of teaching assistants and other support;
- where appropriate, use homework effectively to reinforce and extend what is learned in school;
- promote equality of opportunity;
- assess pupils' work thoroughly and constructively;
- use assessment to inform their planning and target-setting to meet the needs of individual pupils and groups so that **pupils**:
 - acquire new knowledge or skills in their work, develop ideas and increase their understanding;
 - show engagement, application and concentration, and are productive;
 - develop the skills and capacity to work independently and collaboratively;
 - understand how well they are doing and how they can improve.

Appendix 2. The National Standards for Teachers

Notwithstanding the broad definitions of effectiveness in respect of teaching and learning described by Ofsted, the precise nature of responsibility of **Classroom Teachers** in this field varies according to the roles identified in the National Standards Framework, developed by the Teacher Training Agency:

2a. Newly Qualified Teachers

The **National Standards for Qualified Teacher Status** set out the responsibilities of **Newly Qualified Teachers**. In keeping with this, in relation to teaching and learning, it will be the responsibility of Newly Qualified Teachers at Thornton Grammar School to:

- Have a detailed knowledge of the relevant aspects of the pupils' National Curriculum and other statutory requirements.
- Have a secure knowledge and understanding of their specialist subject(s)
- Understand progression in their specialist subject(s), including before their specialist age range.
- Cope securely with subject-related questions which pupils raise and know about pupils' common misconceptions and mistakes in their specialist subject(s).
- Identify clear teaching objectives, content, lesson structures and sequences appropriate to the subject matter and the pupils being taught.
- Set appropriate and demanding expectations for pupils' learning and motivation
- Set clear targets for pupils' learning, building on prior attainment.
- Identify pupils who have special educational needs, and know where to get help in order to give positive and targeted support. Implement and keep records on Individual Education Plans (IEPs).
- Ensure effective teaching of whole classes, groups and individuals so that teaching objectives are met, momentum and challenge are maintained, and best use is made of teaching time.
- Use teaching methods which keep pupils engaged, including stimulating pupils' intellectual curiosity, effective questioning and response, clear presentation and good use of resources.
- Set high expectations for pupils' behaviour, establishing and maintaining a good standard of discipline through well-focused teaching and through positive and productive relationships.
- Assess how well learning objectives have been achieved and use this assessment for future teaching.
- Mark and monitor pupils' class and homework providing constructive oral and written feedback, setting targets for pupils' progress.
- When applicable, understand the demands expected of pupils in relation to the National Curriculum, KS4 and post-16 courses.
- Secure progress towards pupil targets.
- Know how to prepare and present informative reports to parents.
- Recognise that learning takes place outside the school context and provide opportunities to develop pupils' understanding by relating their learning to real and work-related examples.
- Understand the need to liaise with agencies responsible for pupils' welfare.
- Understand the need to take responsibility for their own professional development and to keep up to date with research and developments in pedagogy and in the subjects they teach.
- Understand their professional responsibilities in relation to school policies and practices.
- Set a good example to the pupils they teach in their presentation and their personal conduct.
- Evaluate their own teaching critically and use this to improve their effectiveness.
- Establish effective working relationships with professional colleagues including, where applicable, associate staff.
- Select and make good use of textbooks, ICT and other learning resources which enable teaching objectives to be met.

2b. Post-Induction Teachers

The National Standard for Induction set out the responsibilities of teachers who have successfully completed the induction year. They represent the expectations had of those pre-threshold teachers who are not subject leaders. In relation to teaching and learning, it will be the responsibility of such teachers at Thornton Grammar School to:

- Plan effectively to ensure that pupils have the opportunity to meet their potential, notwithstanding differences of race and gender, and taking account of the needs of pupils who are underachieving, very able, or not yet fluent in English, making use of relevant information and specialist help where available.
- Plan effectively, where applicable, to meet the needs of pupils with Special Educational Needs and, in collaboration with the SENCO, make an appropriate contribution to the preparation, implementation, monitoring and review of Individual Education Plans.
- Take account of ethnic and cultural diversity to enrich the curriculum and raise achievement.
- Secure a good standard of pupil behaviour in the classroom by establishing appropriate rules and high expectations of discipline which pupils respect; act to pre-empt and deal with inappropriate behaviour in the context of the behaviour policy of the school.
- Recognise the level that a pupil is achieving and make accurate assessments, independently, against attainment targets, where applicable, and performance levels associated with other tests or qualifications relevant to the subject(s) or phase(s) taught.
- Set clear targets for improvement of pupils' achievement, monitor pupils' progress towards those targets and use appropriate teaching strategies in the light of this, including, where appropriate, in relation to literacy, numeracy and other school targets.
- Liaise effectively with pupils' parents/carers through informative oral and written reports on pupils' progress and achievements, discussing appropriate targets, and encouraging them to support their children's learning, behaviour and progress.
- Take responsibility for implementing school policies and practices, including those dealing with bullying and racial harassment.
- Take responsibility for their own professional development, setting objectives for improvements, and taking action to keep up-to-date with research and developments in pedagogy and in the subject(s) they teach.
- Where applicable, deploy support staff and other adults effectively in the classroom, involving them, where appropriate, in the planning and management of pupils' learning.

2c. Threshold Teachers

The National Standards declare that, *Threshold teachers are effective professionals who are thorough in their curricular knowledge, teach and assess effectively, take responsibility for their professional development and have pupils who achieve well.* The standards represent the expectations had of those post-threshold teachers who are not subject leaders. In relation to teaching and learning, it will be the responsibility of such teachers at Thornton Grammar School to:

- Demonstrate that they have a thorough and up-to-date knowledge of their subject(s)/specialisms.
- Demonstrate knowledge and understanding and take account of wider curriculum developments which are relevant to their work.
- Demonstrate consistent and effective planning of lessons and sequences of lessons to meet pupils' learning needs.
- Demonstrate consistent and effective use of information and prior attainment to gain well-grounded expectations for pupils.
- Demonstrate consistent and effective use of a range of appropriate strategies for teaching and classroom management
- Demonstrate consistent and effective monitoring of progress to give clear and constructive feedback

- Demonstrate that, as a result of their teaching, their pupils achieve well relative to the pupils' prior attainment, making progress as good or better than similar pupils nationally. This should be shown in marks or grades in any relevant national tests or examinations, or school based assessment for pupils where national tests and examinations are not taken.
- Demonstrate responsibility for their professional development and use the outcomes to improve teaching and pupils' learning.
- Demonstrate an active contribution to the policies and aspirations of the school. Demonstrate that they are effective professionals who challenge and support all pupils to do their best through:
 - inspiring trust and confidence
 - building team commitment
 - engaging and motivating pupils
 - analytical thinking
 - positive action to improve the quality of pupils' learning

2d. Advanced Skills Teachers

The National Standards declare that: *ASTs demonstrate the skills and experience necessary to provide pedagogic leadership within their own and other schools. They play a key part in raising teaching and learning standards through the quality of their own teaching and by supporting the professional development of their colleagues.* Representing a model of aspiration for other teachers in respect of teaching and learning, the standards set out the responsibilities of ASTs. They shall:

- Demonstrate excellent subject and/or specialist knowledge.
- Have a full understanding of connections and progressions in the subject and use this in their teaching to ensure pupils make good progress.
- Understand ICT in the teaching of their subject or specialism(s).
- Demonstrate an excellent ability to plan.
- Prepare lessons and sequences of lessons with clear objectives to ensure successful learning by all pupils.
- Set consistently high expectations for pupils in their class and homework.
- Plan their teaching to ensure it builds on the current and previous achievement of pupils.
- Demonstrate an excellent ability to teach, manage pupils and maintain discipline.
- Understand and use the most effective teaching methods to achieve the teaching objectives in hand.
- Display flair and creativity in engaging, enthusing and challenging groups of pupils.
- Use questioning and explanation skilfully to secure maximum progress.
- Quickly understand pupils' perceptions and misconceptions from their questions and responses.
- Develop pupils' literacy, numeracy and ICT skills as appropriate within their phase and context.
- Provide positive and targeted support for pupils who have special educational needs, are very able, are from ethnic minorities, lack confidence, have behavioural difficulties or are disaffected.
- Maintain respect and discipline and be consistent and fair.
- Demonstrate an excellent ability to assess and evaluate.
- Use assessment as part of their teaching to diagnose pupils' needs, set realistic and challenging targets for improvement and plan future teaching.
- Demonstrate the ability to achieve excellent results and outcomes. As a result of their teaching:
 - Pupils show consistent improvement in relation to prior and expected attainment
 - Pupils are highly motivated, enthusiastic and respond positively to challenge and high expectations;
 - Pupils exhibit consistently high standards of discipline and behaviour.
- Demonstrate a consistent record of parental involvement and satisfaction
- Keep up-to-date in their subject(s) and/or specialism(s).
- Improve their teaching through evaluating their own practice in relation to pupils' progress, school targets and inspection evidence.
- Demonstrate an excellent ability to advise and support other teachers.

- Provide clear feedback, good support and sound advice to others.
- Provide examples, coaching and training to help others become more effective in their teaching.
- Help others to evaluate the impact of their teaching on raising pupils' achievements.
- Analyse teaching and understand how improvements can be made.
- Have highly developed interpersonal skills which allow them to be effective in schools and situations other than their own.
- Know how to plan and prioritise their own time and activity effectively.
- Provide a role model for pupils and other staff through their personal and professional conduct.
- Be highly respected and able to motivate others.

Appendix 3. Leadership of Teaching and Learning

3a. Ofsted's Criteria for Judging the Effectiveness of Leadership and management

Leadership of teaching and learning spreads across all levels of the school. However, specific responsibilities in this field reside in those with identified **Leadership** roles. The **Ofsted** Inspection Focus for Leadership and Management outlined in the **Handbook for Inspecting Secondary Schools** states: *Leadership and management at all levels in the school should be judged by their effect on the quality and standards of the school. Leadership should provide the drive and direction for raising achievement, while management should make best use of the resources and processes to make this happen. Management includes effective evaluation, planning, performance management and staff development. Inspectors should consider the extent to which leadership is embedded throughout the school and not vested solely in the senior staff. They should explore how well the leadership team creates a climate for learning and whether the school is an effective learning organisation.*

Specifically, when evaluating the quality of **leadership** of the school, particularly of the headteacher, senior team and other staff with responsibilities, they will assess the extent to which:

- leadership shows clear vision, a sense of purpose and high aspirations for the school, with a relentless focus on pupils' achievement;
- strategic planning reflects and promotes the school's ambitions and goals;
- leaders inspire, motivate and influence staff and pupils;
- leaders create effective teams;
- there is knowledgeable and innovative leadership of teaching and the curriculum;
- leaders are committed to running an equitable and inclusive school, in which each individual matters;
- leaders provide good role models for other staff and pupils;

With reference to **management** they will assess the extent to which:

- the school undertakes rigorous self-evaluation and uses the findings effectively;
- the school monitors performance data, reviews patterns and takes appropriate action;
- performance management of staff, including support staff, is thorough and effective in bringing about improvement;
- a commitment to staff development is reflected in effective induction and professional development strategies and, where possible, the school's contribution to initial teacher training;
- the recruitment, retention, deployment and workload of staff are well managed, and support staff are well deployed to make teachers' work more effective;
- approaches to financial and resource management help the school to achieve its educational priorities;
- the principles of best value are central to the school's management and use of resources

3b. Subject Leaders

Subject Leaders play a key role in the delivery of teaching and learning. **The National Standards** declare that:

Subject Leaders provide professional leadership and management for a subject to secure high quality teaching, effective use of resources and improved standards of learning and achievement for all pupils.

Thus, in relation to teaching and learning, it shall be the responsibility of Subject Leaders at Thornton Grammar School to:

- Have knowledge and understanding of the school's aims, priorities, targets and action plans.
- Have knowledge and understanding of the relationship of the subject to the curriculum as a whole.
- Have knowledge and understanding of any statutory curriculum requirements and the requirements for assessment, recording and reporting of pupils' attainment and progress.
- Have knowledge and understanding of the characteristics of high quality teaching and the main strategies for improving and sustaining high standards of teaching, learning and achievement for all pupils.
- Have knowledge and understanding of management, including employment law, equal opportunities legislation, personnel, external relations, finance and change;
- Have knowledge and understanding of the implications of the Code of Practice for Special Educational Needs for teaching and learning.
- Set expectations and targets for staff and pupils in relation to standards of pupil achievement and the quality of teaching.
- Work with the SENCO and any other staff with Special Educational Needs expertise, to ensure that individual education plans are used to set subject specific targets and match work well to pupils' needs.
- Establish, with the involvement of relevant staff, short, medium and long term plans for the development and resourcing of the subject which:
 - Contribute to whole-school aims, policies and practices including those in relation to behaviour, discipline, bullying and racial harassment.
 - Are based on a range of comparative information and evidence, including the attainment of pupils.
 - Identify realistic and challenging targets for improvement.
 - Are understood by all those involved in putting the plans into practice.
 - Are clear about action to be taken, timescales and criteria for success.
- Ensure curriculum coverage, continuity and progression in the subject for all pupils, including those of high ability and those with special educational or linguistic needs.
- Ensure that teachers are clear about the teaching of objectives in lessons, understand the sequence of teaching and learning in the subject, and communicate such information to pupils.
- Ensure that guidance is provided on the choice of appropriate teaching and learning methods to meet the needs of the subject and of different pupils.
- Ensure effective development of pupils' literacy, numeracy and information technology skills through the subject.
- Ensure that teachers of the subject are aware of its contribution to pupils' understanding of the duties, opportunities, responsibilities and rights of citizens.
- Ensure that teachers of the subject know how to recognise and deal with racial stereotyping.
- Ensure that effective development of pupils' individual and collaborative study skills necessary for them to become increasingly independent when out of school.
- Analyse and interpret relevant national, local and school data, research and inspection evidence to inform policies, practices, expectations, targets and teaching methods.
- Establish and implement clear policies and practices for assessing, recording and reporting on pupil achievement, and for using this information to recognise achievement and to assist pupils in setting targets for further improvement.
- Ensure that information about pupils' achievements in previous classes and schools is used effectively to secure good progress in the subject.

- Monitor the progress made in achieving subject plans and targets, evaluate the effects on teaching and learning, and use this analysis to guide further improvement.
- Evaluate the teaching of the subject in the school, use this analysis to identify effective practice and areas for improvement and take action to improve further the quality of teaching.
- Establish clear targets for pupils achievement, and evaluate progress and achievement by all pupils, including those with special educational linguistic needs.
- Use data effectively to identify pupils who are underachieving and, where necessary, create and implement effective plans of action to support those pupils.
- Establish a partnership with parents to involve them in their child's learning of the subject, as well as providing information about curriculum, attainment, progress and targets.
- Develop effective links with the local community, including business and industry, in order to extend the subject, enhance teaching and develop the pupils' wider understanding.
- Communicate effectively, orally and in writing, with parents, governors, external agencies and the wider community, including business and industry.
- Prioritise and manage own time effectively, particularly in relation to balancing the demands made by teaching, subject management and involvement in school development.
- Achieve challenging professional goals.
- Take responsibility for their own professional development.
- Help staff to achieve constructive working relationships with pupils.
- Establish clear expectations and constructive working relationships among staff, including through team working and mutual support; devolving responsibilities and delegating tasks, appropriate evaluating practice, and developing an acceptance of accountability.
- Appraise staff as required by the school policy on Performance Management and use the process to develop the personal and professional effectiveness of the teacher.
- Ensure that trainee and newly qualified teachers are appropriately trained, monitored, supported and assessed in relation to standards for the award of Qualified Teacher Status, the Career Entry Profiles and standards for induction.
- Lead professional development through example and support, and co-ordinate the provision of high quality professional development by methods such as coaching, drawing on other sources of expertise as necessary, for example, higher education, LEAs and subject associations.
- Establish staff and resource needs and advise the headteacher and senior managers of likely priorities for expenditure, and allocate available resources with maximum efficiency to meet the objectives of the school and subject plans and achieve value for money.
- Deploy, or advise the headteacher on the deployment of staff involved in working with pupils with SEN to ensure the most efficient use of teaching and other expertise.
- Organise and co-ordinate the deployment of learning resources, including information and communications technology, and monitor their effectiveness.
- Maintain existing resources and explore opportunities to develop or incorporate new resources from the wide range of sources inside and outside the school.
- Ensure the effective and efficient management management and organisation of learning resources, including information and communications technology.
- Develop and implement policies and practices to ensure govenors are well informed about subject policies, plans and policies, the success in meeting objectives and targets, and subject-related professional development plans.
- Create a climate which enables other staff to develop and maintain positive attitudes towards the subject and confidence in teaching it.

3c. Senior Leadership Team

The **National Standards for Headteachers** as revised in 2004 declare that, in respect of **Leading Learning and Teaching**, *Headteachers have a central responsibility for raising the quality of teaching and learning and for pupils' achievement. This implies setting high expectations and monitoring and evaluating the effectiveness of learning outcomes. A successful learning culture will enable pupils to become effective, enthusiastic, independent learners, committed to life-long learning.* Thus, it shall be the responsibility of the Senior Leadership Team at Thornton Grammar School to:

- Ensure a consistent and continuous school-wide focus on pupils' achievement, using data and benchmarks to monitor progress in every child's learning
- Ensure that learning is at the centre of strategic planning and resource management
- Establish creative, responsive and effective approaches to learning and teaching
- Ensure a culture and ethos of challenge and support where all pupils can achieve success and become engaged in their own learning
- Demonstrate and articulate high expectations and set stretching targets for the whole school community
- Implement strategies which secure high standards of behaviour and attendance
- Determine, organise and implement a diverse, flexible curriculum and implement an effective assessment framework
- Take a strategic role in the development of new and emerging technologies to enhance and extend the learning experience of pupils
- Monitor, evaluate and review classroom practice and promote improvement strategies
- Challenge underperformance at all levels and ensure effective corrective action and follow-up

3d. Governors

The Governing Body has a range of duties and powers and general responsibility for the conduct of the school with a view to promoting high standards of educational achievement. In all its work, the governing body should focus on the key issues of raising standards of achievement, establishing high expectations and promoting effective teaching and learning. The governing body also acts as a critical friend to the school. Critical in the sense of its responsibility for monitoring and evaluating the school's effectiveness, asking challenging questions, and pressing for improvement. A friend because it exists to promote the interests of the school and its pupils. Questions the governing body might ask are:

- How is our school currently performing?
- Are some parts of the school more effective than others? If so, why?
- Are some groups of pupils doing better than others? If so, why?
- How does the school's achievement now compare with its previous performance?
- How does the performance of the school compare with that of other schools?

Since all members of the school community have an opportunity to contribute to the vision of Thornton Grammar School, and because the school always sees in external pressures for change important opportunities to secure its own priorities, this Policy has been developed through a school-wide collaborative process designed to build consensus without sacrificing critical thinking and has taken as its starting point the National Strategy, drawing on the work of a number of colleagues co-operating under the aegis of the Teaching and Learning Working Party, a sub-group of the Governors' Curriculum Committee.

General Premises

A quality culture that embodies a commitment to continuous improvement should lie at the heart of Thornton Grammar School's approach to teaching and learning. Such a culture means that the school is sceptical about its own rhetoric in regard to teaching and learning, so that we make sure that we actually do what we say we do; and it means that the school's approach to accountability in teaching and learning is a pre-emptive one, so that nobody waits to be held accountable. This ethos informs the premises underpinning the Policy:

- A systematic focus on teaching and learning is at the heart of school improvement;
- Teachers learn best from one another, and good teachers reflect on their own practice in this context with an understanding of wider research;
- Teaching and learning should be the core activities of Thornton Grammar School;
- Thornton Grammar School should always put the needs of the learner first
- Every teacher at Thornton Grammar School should be able to be recognised as a good teacher;
- Every teacher at Thornton Grammar School should seek to further develop their skills as classroom practitioners for the benefit of their pupils;
- Thornton Grammar School should strive to be a learning community
- All improvement activity should be based on evidence about relative performance
- Collective ownership should be built and leadership developed across the school
- Teachers should collaborate with each other and other organisations

Improvements in teaching and learning should be embedded in the school's systems and practices

THORNTON GRAMMAR SCHOOL TEACHING AND LEARNING POLICY

Introduction

This document is a manifestation of the commitment of Thornton Grammar School's staff to teaching and learning. It is an expression of a common vision, a shared understanding among classroom practitioners of what constitutes best practice and, as such, is an affirmation by the educators at the school of how they aim to pursue their craft.