

# Teaching and Learning Policy

Teaching and Learning at Fullbrook supports the trust's Principles of Effective Teaching outlined below.

All members of our trust are committed to continuous professional learning and improvement and understand that teaching needs to be flexible and responsive in order to ensure the students receive the highest quality of classroom experience.

Leaders of teaching will:

- ensure students are exposed to a knowledge-rich curriculum designed to deliver the very best academic outcomes. At its heart will be our schools' determination to achieve excellence with equity and integrity: where we bring advantage to the disadvantaged, where barriers to learning are successfully overcome and where there are no limits to the achievement and ambition of all our learners.
- generate a culture where stakeholders continuously talk about, reflect and strive to be better learners.
- ensure students consistently experience effective teaching across the breadth of their curriculum.
- work collaboratively to exploit CPD opportunities, provide support and share expertise across their school and the trust.

Driven by research and cognitive science our teachers will:

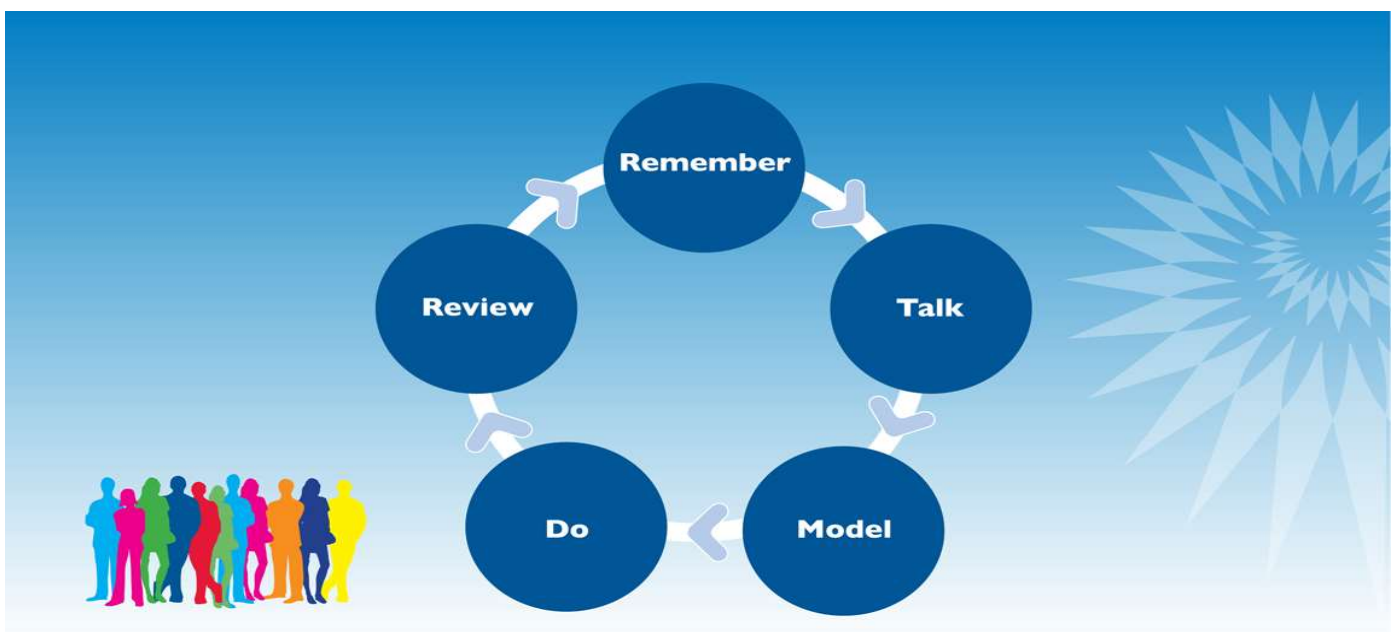
- plan learning so that it is clearly sequenced, portray the curriculum so that it is intelligible to young minds and use assessment to expose learners' thinking and to adapt their teaching.
- talk about teaching, plan, organise and evaluate teaching together.
- expose students to a wide range of challenging texts and vocabulary in order to develop high quality academic language.
- engage with pedagogic research to continuously improve teaching and advantage learners.

Students will feel motivated and self-assured as a result of their competence and progress.

*“If we create a culture where every teacher believes they need to improve, not because they are not good enough, but because they can be even better, there is no limit to what we can achieve”*

*Dylan Wiliam*

The Fullbrook Learning Cycle



## What you need to know

Our key teaching and Learning strategies are:

1. **Appropriate challenge for all learners** is essential for all students to make progress. Work will be pitched at a level that takes into account learners' starting points, including **planning for misconceptions** and **addressing gaps in prior knowledge**. Our aim is for all students to be consistently engaged in a 'healthy struggle' to ensure progress is made by each student according to their starting point.
2. Lessons follow the **Remember—Talk—Model—Do—Review structure** and learning opportunities should enthuse students so that they persevere when faced with difficult problems and are keen to succeed and to learn more.
3. Questions should be designed to tease out students' understanding and challenge student thinking. **'Cold Call' questioning** should be employed to ensure active engagement from all pupils, including those from disadvantaged backgrounds. Questions should be pre-planned where possible.
4. **Feedback** should be regular, timely, specific and focused to ensure that it **has a clear impact on learning**. It may be written or 'live' and may follow the Whole Class Feedback model. It will provide students with clear guidance on how work can be improved. Students will be engaged in the process and will be given opportunities to improve upon their work through DART (Dedicated Action and Reflection Time). Written feedback will be on coloured paper so it's easy for students to locate.
5. Teaching will include **opportunities for students to develop reading, writing, oracy and numeracy skills** that are effectively taught and cohesively planned as part of the lesson. All departments should incorporate Direct Vocabulary Instruction and opportunities for oracy into their curricula.
6. **Teacher modelling will be central to the learning process** in all lessons. Modelling will be 'live' and the teacher should model both the thinking and application processes. Many teachers use a visualiser as part of this process.
7. Teachers will **develop students' memory recall** using research-based practice. **Regular low-stakes quizzing** of spaced and interleaved material help students embed learning into long-term memory.
8. Teachers will **develop pupils' independent revision skills**. Lesson time will be dedicated to explicitly teaching revision strategies and giving pupils the opportunity to develop their skills in this area.
9. **Homework** is set every lesson and **tasks aim to either consolidate learning or prepare students for work to come**. Due to the nature of the subjects, students will not receive homework in IT, Core PE, PSHE and some DT lessons.

Our assessment strategy supports the teaching of the curriculum with:

- **Two defined summative assessment points per year** allow time for deeper learning and revision, resulting in valid assessment data. School leaders use this data to evaluate progress and intervene. Student attainment is reported home at these two points.
- **Regular low-stakes formative assessment** in the form of quizzing informs planning and helps students feel successful.
- **Timely feedback on shared formative assessment points** shows students how to improve, gives them the opportunity to do so, and drives progress.

Our **quality assurance** strategy:

- Aims to triangulate evidence to assess the impact of Teaching and Learning (e.g. lesson visits, books scrutiny, student voice, etc.)
- Focuses on the extent to which pedagogy is effective consistently as opposed to during one-off lesson observations
- Focuses on the learning sequence in lessons and over time

#### Our CPD strategy:

- Supporting all colleagues to effectively plan for the Fullbrook Learning Cycle. Each component is developed using the Walkthrus suite of resources. All staff meet after school every Tuesday. This is in the school calendar and part of directed time. Over time students will receive consistently impactful lessons with the parts of the Fullbrook Learning Cycle used to ensure effective learning.
- Planning effectively for SEND remains a CPD focus for academic year 2024-25.
- The frequency of CPD supports staff's capacity to continue developing curriculum throughout the academic year.
- The regular format for CPD is a presentation in the main hall. Then colleagues split into faculty areas and subject heads lead collaborative planning with their colleagues based on the part of the Fullbrook Learning Cycle that has just been presented.

#### What we're working on this year

**Effective planning for all SEND students:** Effective planning and delivery of the Fullbrook Learning Cycle will help ensure SEND students learn more effectively.

**Effective Homework Strategies:** Whilst departments across the school set homework, each department is working on implementing a department-specific strategy to homework that will be most impactful for students of their subject.

**Effective Feedback Strategies:** Whilst departments across the school feedback work to students, each department is working on implementing a department-specific strategy to feedback that will be most impactful for students of their subject. The Review part of the Fullbrook Learning Cycle is directly linked to whole school effective feedback strategies.

**New Staff On-boarding:** Teachers new to the trust receive a bespoke package of CPD sessions aimed at bringing them up to speed with the trust's Principles of Effective Teaching.

#### What governors should look for and question us on

**Staff development:** If the QA process is department-based rather than individualised, how do leaders know individual teachers are developing professionally?

#### How governors can help or support

Support with pupil voice groups to get an external perspective .