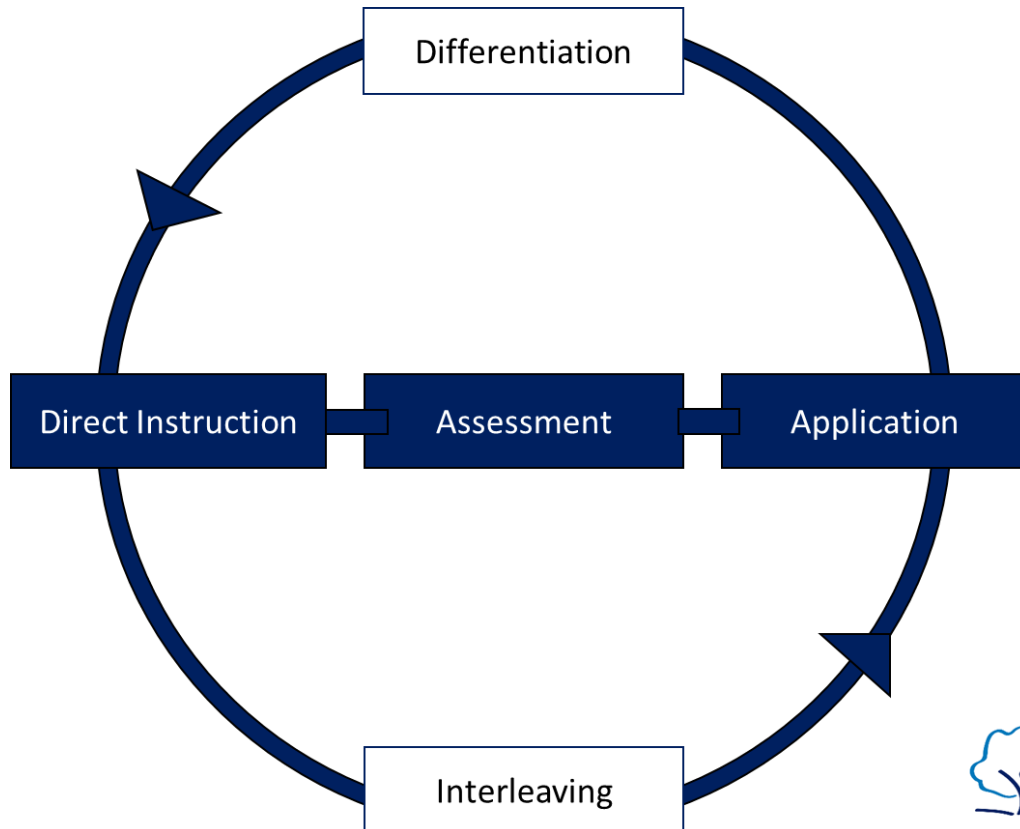




Teaching and Learning at Goresbrook (Secondary)

Approach Summary





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Why

At Goresbrook School we aim to ensure that all our students leave us with the real option to succeed at a top university, the skills to excel in a career of their choice and go on to live happy and fulfilling lives rich with altruism.

What does this mean for teaching and learning?

We know that there are real challenges that present on a daily basis that make tackling persistent socioeconomic disadvantage difficult (see the diagram below from the London Poverty Profile 2017). With a cohort where many pupils are eligible for pupil premium, we face numerous barriers to ensuring that all pupils leave with real options and that their socioeconomic status does not determine their future.



Table 2

KEY Worst 4 boroughs Next 4 boroughs Next 8 boroughs Remaining 16 boroughs

	Indicator	Description		Indicator	Description
1	Poverty rate	Borough level AHC poverty rate	11	Unemployment change	Change in unemployment ratio (over 3 years)
2	Child poverty rate	Borough level AHC child poverty rate	12	Low pay	Proportion of employees living in area paid below London Living Wage
3	Income inequality	Mean income as a proportion of median income	13	Low pay change	Change in low pay (over 3 years)
4	Pay inequality	80:20 ratio of earnings	14	Out-of-work benefits	Proportion of working-age population receiving out-of-work benefits
5	Homeless acceptances	Homelessness acceptances per 1,000 households in borough	15	CTS cut	Average size of income loss from council tax support
6	Temp accommodation	Proportion of temporary accommodation placements outside of borough	16	GCSE attainment	Proportion of disadvantaged children not achieving target standard at age 16
7	Landlord repossessions	Landlord repossessions per 1,000 rented households	17	Qualifications at 19	Proportion of 19 year olds lacking level 3 qualifications
8	Housing affordability	Ratio of lower quartile full-time pay to lower quartile rent for 2-bedroom property	18	Infant mortality	Infant mortality per 1,000 live births
9	Housing delivery	Number of affordable dwellings completed in borough	19	Premature mortality	Mortality rate of 55-64 year olds
10	Unemployment ratio	Proportion of working-age population unemployed	20	Average across all indicators	

We also know that great teaching can make all the difference. Given the context that we work in, we know that quality first teaching is the only way that we will ensure that all pupils have the real option to succeed at a top university, the skills to excel in a career of their choice and go on to live happy and fulfilling lives rich with altruism.

With this in mind our vision is as follows:

Every member of staff at Goresbrook shares a passion for developing their practice and that of others in the classroom, to ensure that every lesson is taught to the top, no student leaves a lesson with a misconception and all students make secure and sustained progress.

How

	1	2	3	4	5
	Leadership of teaching and learning at all levels	Core principles that feed into every lesson and all planning	Developmental culture and climate	CPD programme that meets all staff at their point of development	Transparent monitoring, evaluation and review
Why?	“While quality of teaching most strongly affects student motivation and achievement, it is the quality of leadership that influences the quality of teaching and teachers’ motivations. As such, effective leadership has an indirect yet powerful influence on school effectiveness (Fullan, 2001; Segiovanni, 2001)”. “Teacher leadership reflects teacher agency; that is, teachers’ school-wide work is supported through establishing relationships, breaking down barriers, and marshalling resources throughout the organization in an effort to improve students’ educational experiences and outcomes (York-Barr & Duke, 2004)”.	There is strong and consistent evidence that quality of instruction and strong pedagogical knowledge have the greatest impact on students’ outcomes (Coe et al. 2014). Evidence-informed approaches lead to effective use of resources to ensure that teacher behaviours, instruction and practices have the highest impact in the classroom for least about of effort.	"Building a culture where professional learning is at the heart is shown to be highly effective. Colleagues within schools or groups of schools where professional learning is embedded and is responsive are likely to flourish, thereby enabling their students to thrive"(Weston, Clay and Peacock 2018). “Sustained professional learning is most likely to result when the focus is kept clearly on improving student outcomes, when there are repeated and sustained opportunities to embed any learning in practice, when the promotion of new thinking about teaching takes account of existing ideas, and when an environment of professional learning and support is promoted by the school’s leadership (Timperley 2008 in Coe et al. 2014).	In order to achieve teaching and learning that is highly effective, leaders must have a deep, accurate understanding of the school’s effectiveness” this must be coupled with “high quality professional development to encourage, challenge and support teachers’ improvement (Ofsted Common Inspection Framework)” Transparency is essential for professional learning as it helps to build trust (Timperley 2008).	



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Suggested reading

LKMco Report (2016) Firing on all cylinders: What makes an effective middle leader?

Derrington, ML., & Angelle, PS. (2013) Teacher Leadership and Collective Efficacy: Connections and Links

Rosenshine, B (2012) Principles of Instruction: Research-Based Strategies that all Teachers Should Know

Deans for Impact (2015) The Science of Learning
Chritodoulou, D (2016) Making Good Progress?: The future of Assessment for Learning
Willingham, DT. (2009) Why Don't Students Like School?
Coe et al. (2014) "What makes great teaching?"

"Unleashing Great Teaching: The Secrets to the Most Effective Teacher Development" by David Weston, Bridget Clay and Dame Alison Peacock
Timperley, H. (2008) Teacher professional learning and development

Coe et al. 2014 "What makes great teaching?"

Ofsted Common Inspection Framework

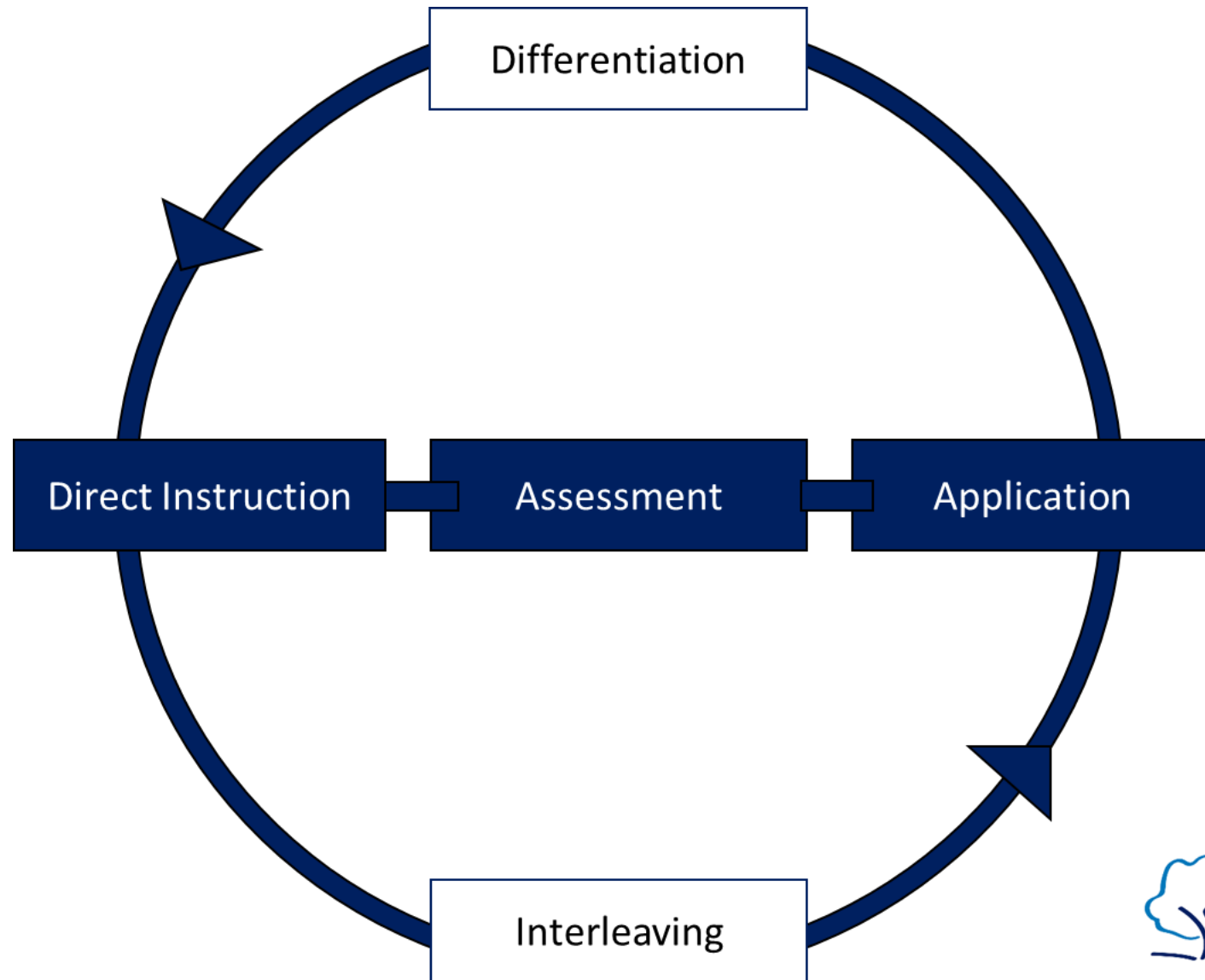
What does this look like?

1	2	3	4	5
Leadership of teaching and learning at all levels	Core principles that feed into every lesson and all planning	Developmental culture and climate	CPD programme that meets all staff at their point of development	Transparent monitoring, evaluation and review
All teachers lead learning in their classrooms. This means that all class teachers review data for their group after assessment points and pinpoint actions that will drive improvement. Middle Leaders take full ownership of the quality of T&L in their departments and lead on subject specific CPD in departmental and curriculum meetings. They hold teachers to account through line management meetings and PDR reviews. The senior leadership team have oversight of the quality of provision in department and drive school improvement at a strategic level. They hold middle leaders to account through line management, departmental reviews and PDR reviews. Governors/UL regional directors maintain oversight of the quality of provision and hold senior leaders to account.	T&L has been stripped back to ensure simplicity of application across all subjects, consistency, the removal of bureaucracy and a focus on impact. We want teachers to focus on what works and strategies that will accelerate the progress of all pupils (see appendix B). We have 3 core principles: - Direct instruction, - Assessment - Application. These are enhanced by two additional principles: - Differentiation - Interleaving These are based on research and Rosenshine's principles. The core principles shape the CPD programme and the quality assurance of teaching and learning by all leaders. See appendix A	We expect and emulate particular behaviours which align to our values of growth, belief and team (see appendix C). We have an open door policy and provide weekly opportunities for peer observations through learning walks. Learning walks are driven by the following question: "What can I take away that is going to improve my direct instruction, assessment and application?"	All staff receive all elements of the CPD Goresbrook Guarantee which features regular teaching and learning input, subject specific CPD, accreditations, school visits and other external opportunities (see appendix D). This is directly linked to the Performance Development Review Cycle (see associated policy).	Senior and middle leaders conduct regular drop-ins to monitor the quality of provision. This is used to structure the CPD programme and support teacher improvement (see appendix E). We use a triangulated approach to assessing the quality of provision focused on the following: - Evidence of progress over time and value added (data and books) - Delivery of the core principles in the classroom Leaders are trained to deliver feedback that is focused on the highest leverage point with the following driving question: "If we could change one thing that would make the greatest difference to students' outcomes, what would it be?"



Appendix

Appendix A





T&L: Core Principles - Mastery Grid

	Direct Instruction - Teacher explanations and/or models of knowledge and skills	Assessment - Activities that provide information on what students have learnt and what misconceptions exist e.g. questioning, mini whiteboards, hinge points, exit tickets	Application - Activities that provide a chance for knowledge/skills to be applied inc. feedback. This can be in an exam-style context or a novel situation that students have not come across before.
Mastery	• Expertly planned and sequenced • Planned with common/possible misconceptions in mind • Pitched just above the highest attaining pupil • Well-differentiated so that all pupils can access the instruction/model • Clearly communicated and students guided through the teacher's thought process when the teacher is modelling a response to an application question • Includes well-thought out examples and worked examples • Clear references to success criteria/technical and precise language are made • Where interleaving is appropriate, this is embedded into the direct instruction • Pupil engagement is clearly communicated and purposeful e.g. students actively listening and/or taking notes • Pace is appropriate	• Expertly planned and sequenced within the lesson including how it will be assessed e.g. teacher, self or peer • Planned to assess common/possible misconceptions • All students can access and are challenged by the assessment • Assessment is quick, precise and informative and effectively used by the teacher/student to inform next steps and application • Questioning is targeted, teacher adopts "no-hands up" and all students answer appropriate questions • Pupils receive accurate feedback on questions where the teacher refrains from rewording pupil answers, insists on precise language and the correct answer • Pupils clearly understand their next steps • Results in no student leaving a lesson with a misconception	• Creatively and expertly planned to ensure that all pupils are stretched • Clearly linked to the direct instruction and assessment which means that pupils are immediately engaged in the activity • Uses interleaving to maximise memory and learning • Pitched to the top with differentiation to ensure that expectations remain high for all pupils • Success criteria is clearly communicated and as a result successfully complete the task • Adequate time if given for pupils to complete the task • Pupils receive timely feedback and are given opportunities to compare their work to a model answer • Pupils clearly understand their next steps



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Appendix B

What we don't expect from our teachers

- Specify a particular lesson structure for all lessons
- Expect lesson to be completely student-led
- Expect particular learning outcomes/objectives e.g. all, most, some
- Expect lots of differentiated worksheets for every lesson
- Expect plenaries at the end of a lesson
- Expect lesson plans (unless you are a trainee teacher or ECT)
- Expect annotated seating plans
- Expect books to be individually marked



Appendix C

Developmental Culture and Climate Expectations

‘The wisest mind has something yet to learn’ – George Santayana

Culture

Growth

- We are open to feedback
- We are willing to try something new and take a risk
- We are reflective
- We take an evidence-informed approach

Belief

- We are committed to getting better
- We are committed to practicing our skills
- We are committed to the vision and the core principles
- We are committed to not giving up on ourselves and students

Team

- We celebrate one another
- We support each others development areas
- We are prepared to challenge others
- We are committed to learning from each other
- We are honest

Climate

- Passion and positivity
- Transparency
- Reflectivity
- Support
- Development
- Permission to fail/make mistakes
- Room to thrive
- Recognition and value

Appendix D

CPD Goresbrook Guarantee

Classroom-Based Support Staff	United Teacher Trainee	Early Careers Teacher	Teacher	Middle Leader	Senior Leader
Weekly teaching and learning input every Monday	Weekly teaching and learning input every Monday	Weekly teaching and learning input every Monday	Weekly teaching and learning input every Monday	Weekly teaching and learning input every Monday	Weekly teaching and learning input every Monday
An opportunity to visit another school	Weekly meetings with your subject mentor	Weekly subject specific CPD in department meetings	Weekly subject specific CPD in department meetings	Weekly learning walks to observe colleagues	Weekly learning walks to observe colleagues
An opportunity to observe interventions/use of double staffing in the primary phase	Weekly subject specific CPD in department meetings	Weekly ECT training sessions	Weekly learning walks to observe colleagues	NPQ courses	NPQ courses
External training for any specific interventions	Weekly learning walks to observe colleagues	Weekly learning walks to observe colleagues	An opportunity to visit another school	UL Middle Leaders School programme (partial)	UL Leadership residential
	CPD offered through UT	Feedback from informal drop-ins and lesson observations		UL termly HODs meetings	An opportunity to visit another school
	Feedback from informal drop-ins and lesson observations	An opportunity to visit another school	NPQ for aspirant leaders	An opportunity to visit another school	
	An opportunity to visit another school	An opportunity to observe in primary	An opportunity to shadow a middle leader	An opportunity to shadow a senior leader	
	An opportunity to observe in primary		ECT/UT mentor training	ECT/UT mentor training	

How Subject Leaders (SL) monitor, evaluate and review:

Purpose:

1. Identify key trends in the quality of provision for all pupils, teachers within a department and act to drive improvement
2. Inform the departmental meetings and line management

How:

1. SL carry out drop-ins and judge quality of direct instruction, assessment and application (as well as differentiation, interleaving and behaviour).
2. SL build a QA (department review) process that provides evidence for the quality of provision, pupil outcomes and leadership and identifies areas for development. This will include, although not limited to, drop-ins, book looks, feedback from UL Subject Advisor visits, data reviews, pupil voice and a leadership review (leadership 360). This is ongoing throughout the year.
3. SL formulate a plan (feeds into the department development plan) for driving improvement in their departments which is reviewed in line management and presented to SLT twice a year.

Feedback:

1. SL drop-ins – feedback to teachers/department in department meetings and/or line management. If there are concerns about the quality of provision, safeguarding or behaviour**, teachers will notified by line managers within 24hrs. Significant improvement must be seen within the next two weeks of drop-ins.

If there are concerns:

- a) Where the quality of provision below standard (identified from triangulated evidence)
- b) Where areas for development are not accurately identified by teacher
- c) Where previous actions (if applicable) have not been completed to a sufficient standard
- d) Where there are any other concerns e.g. safeguarding, behaviour**

Teachers will be placed departmental support plan for 6 weeks (this also applies if concerns are identified during drop-ins and no improvement is evident after 2 weeks). **This may be escalated to SLT if there are serious concerns about the quality of provision, safeguarding and behaviour where an informal support plan may be initiated. This will also be escalated to SLT if the departmental support plan is not successful following the 6 week review.

How Senior Leaders (SLT) monitor, evaluate and review:

Purpose:

1. Identify key trends in the quality of provision for all pupils, teachers and departments and act to drive improvement
2. Inform the CPD programme
3. Inform the school self-evaluation process
4. Assess the quality of MER and QA carried out by SL

How:

1. SLT carry out drop-ins and judge quality of direct instruction, assessment and application (as well as differentiation, interleaving and behaviour). Key trends are tracked by SLT and the Assistant Principal in charge of teaching, learning and assessment take ownership of this.
2. SLT and SL carry out joint drop-ins once a term for every classroom-based member of staff*
3. SLT review Subject Leaders department review presentations and self-evaluations twice per when departmental outcomes are good or better
4. SLT carry out whole school book looks and data reviews periodically throughout the year with differing foci e.g. vulnerable groups or literacy

Feedback:

- a) SLT drop-ins – staff can request verbal feedback, however feedback will also be given digitally on the Anaxi platform. Feedback will take the form of one individual improvement point. If there is a concern about the quality of provision this will be fed back by SLT/line manager within 24 hours.
- b) SLT/SL drop-ins – staff will receive feedback in line management, an action plan is formulated in conjunction with the practitioner. Action plan must include planned opportunities to receive feedback on the actions.
- c) Subject Leader SLT presentations – feedback given through line management and built into future line management meetings. If there are serious concerns:
 - i. Where the quality of provision and/or leadership below standard (identified from triangulated evidence)



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- ii. Where areas for development are not accurately identified by the subject leader
- iii. Where quality assurance documentation is not complete / inaccurate
- iv. Where the subject leaders suggested actions are unlikely to drive improvement
- v. Where there are any other concerns e.g. safeguarding, behaviour, Subject leaders may be subject to an informal support plan. If no improvement is made following the informal support plan, this plan will be formalised and then taken down the capability route.

*excluding ECT/UTs. Please refer to the ECT/UT handbook for information about observations and reviews.