


JFS Policies – Teaching and Learning Policy – January 2024

Headteacher	Chair of Governing Board
	
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Aim

This document is not intended to be all-encompassing as a standalone document but aims to set out our general approach to teaching. It is intended to give an overview of the type of experience we wish our students to have and guidance to teachers to help support them in this delivery. It sets out our approach to Continuing Professional Development and frameworks for improvement. It is intended to focus on how lessons are delivered. Guidance regarding what is taught and its sequencing is contained within the 'Teaching and Learning – Curriculum' document.

The Delivery of our Curriculum

At JFS, our vision is to achieve the highest standards of academic excellence for all its students to the best of their abilities. To enable this, we have high aims for our curriculum and necessarily also for the delivery of this curriculum. To enable this delivery to be at its most effective, lessons are sixty-five minutes in length so that students have extended learning time and the expert teachers have the space to educate their students to develop mastery, incrementally over time through retrieval, interleaving, direct instruction, modelling desired outcomes, and deliberate practice. We are clear on the differences between lessons which we think demonstrate strength and those which require development. These differences are set out in **Appendix I**.

At JFS, we believe that the excellent planning is at the cornerstone of good practice and that lesson resources are the most important thing that a teacher or department can prepare. The vast majority of issues that arise in a classroom, do so because of errors in the planning phase. We believe that lesson preparation is a careful curation that demands both time and intellectual demand. With this in mind, we ask teachers to

In any lesson, expect the basics structure to include the following three areas. Recognising the needs of different subjects, the school does not dictate the sequence or frequency of these although does offer general guidance.

Planning	<ul style="list-style-type: none"> Teachers plan suitably challenging content to ensure a sense of satisfaction in the students upon completion.
	<ul style="list-style-type: none"> Teachers plan with the end in mind. They know what the very best outcomes will look like and plan backwards to ensure students have the knowledge and skills that they will need to produce those outcomes.
	<ul style="list-style-type: none"> Teachers plan lessons with measurable outcomes.
	<ul style="list-style-type: none"> Teachers cater for different needs. They understand the individuals in their class and respond appropriately.
	<ul style="list-style-type: none"> Teachers plan resources that will allow independent practice and application. They fade out scaffolds over time to build independence.
Delivery	<ul style="list-style-type: none"> Lessons have embedded routines, the start and end of which are consistent across the school. Students are warmly welcomed into class with retrieval practice either on the board or desk to immediately engage them in silent activity.
	<ul style="list-style-type: none"> Prior knowledge is not taken for granted. Lessons begin by checking for the knowledge required to access the lesson.
	<ul style="list-style-type: none"> Explanations are concise and carefully crafted to be as clear, relevant, and memorable as possible.
	<ul style="list-style-type: none"> Unless there is a valid reason to the contrary, initial application of new information is best supported through live modelling with a clear articulation of the thinking process.
	<ul style="list-style-type: none"> Students become fluent in basic principles through careful practice before application to unfamiliar situations. This demands that students are actively working for most of a lesson with teachers circulating and supporting.
Assessment	<ul style="list-style-type: none"> Teachers measure the measurable outcomes.
	<ul style="list-style-type: none"> Assessment of student work is meaningful because students have been engaged in producing high-quality extended responses.
	<ul style="list-style-type: none"> Knowledge is never assumed to have been embedded. Teachers will always check to ensure that the students have learnt what was intended to be taught.
	<ul style="list-style-type: none"> Towards the end of the lesson, a teacher will bring the students back together to recap the overall themes of the learning.
	<ul style="list-style-type: none"> Whole-class feedback raises student awareness of their current areas for development and supports the students in addressing these.

This is further defined with more specific guidance for teachers. See table below.

Stage	Action	Examples of what success might look like?
Planning PHASE ONE	<ul style="list-style-type: none"> Focus on learning goals by backwards planning (with the end in mind). 	<ul style="list-style-type: none"> Production of model answers by the teacher as part of the planning process Identification of key learning points Identification of key vocabulary Identification of likely misconceptions
	<ul style="list-style-type: none"> Plan for and cater to individual needs 	<ul style="list-style-type: none"> Differentiated resources Lesson plans in which teachers have space to talk to individual students
	<ul style="list-style-type: none"> Teachers plan for measurable outcomes 	<ul style="list-style-type: none"> Exit quizzes Assessment of work in books Live marking using the visualiser followed by green pen reflection Cold calling Use of mini-whiteboards
	<ul style="list-style-type: none"> Teachers plan resources that will allow independent practice and application. 	<ul style="list-style-type: none"> This might generally mean that teacher talk to pupil activity is approximately 1:4 ratio in order to avoid excessive teacher talk and to allow pupils to access the learning.
Delivery PHASE TWO	Excellent start to lesson Activate and consolidate prior knowledge	
	<ul style="list-style-type: none"> Lessons have embedded routines 	<ul style="list-style-type: none"> Students are warmly welcomed into class Students stand quietly behind desk There is a Do Now activity on either the board or desk to immediately engage them in silent activity. The Do Now should not last more than five to seven minutes. The end of the lesson should see students standing behind their desks There should be a quick uniform check as the students leave the classroom.
<ul style="list-style-type: none"> Prior knowledge is not taken for granted. 	<ul style="list-style-type: none"> A key aim is to ensure all students – every single one – has had a chance to explore their existing knowledge in relation to the learning outcome. 	
Delivery PHASE THREE	Explain Model	
<ul style="list-style-type: none"> Explanations are concise and carefully crafted to be as clear, relevant, and memorable as possible. 	<ul style="list-style-type: none"> i. Sequencing New content is logically sequenced so that knowledge and skills build on prior learning and are attached to pupils' existing schema. ii. Chunk Bite size your information with checking for understanding in between the chunks. Deliver new material in a step by step manner with frequent recap questions in order to check for understanding. iii. Experts in the room Using assessment data, teachers allocate each group a pupil expert. Pupil experts re-model a previously learnt and/or misconceived concept to the group. iv. Cold calling rather than hands up in order to check for understanding. This should be relatively short as if it goes on for too long, other students stop listening. v. Mini-whiteboards are an effective way to check for understanding. vi. Live modelling Dual coding - Teachers orate the thinking process verbally and visually on the whiteboard or under the visualiser. This enables 	

		<p>students to see the various steps towards an outcome and creates an engaging delivery. They explicitly model note-taking and annotating skills so pupils become engaged, independent learners. Dual coding is the combination of the visual and verbal (often useful to present the visual in an illustrative way). Keep checking for understanding by periodically calling on a student to explain the latest step in the modelled example.</p> <p>vii. Avoid split attention effect by ensuring students aren't writing while you are talking. Be seen looking to check that students are attentive to what you are explaining modelling.</p>
Delivery PHASE FOUR	After the explanation modelling output, students are ready to start working independently	
	<ul style="list-style-type: none"> Students become fluent in basic principles through careful practice when facing application to unfamiliar situations. 	<ul style="list-style-type: none"> The ability to access the unfamiliar requires much of the above. In addition, aim to pre-empt and tackle high frequency errors and misconceptions head on (evidenced in your planning).
	<ul style="list-style-type: none"> Students should be actively engaged working for most of a lesson. As a result, there should be high quality extended responses in exercise books. 	<ul style="list-style-type: none"> Approx 1:4 ratio Evidenced via exercise books
	<ul style="list-style-type: none"> The teacher is active in supervision to support students' sustained attention 	<ul style="list-style-type: none"> There isn't a whole class interruption of the golden silence of independent study – but there are time cues, prompts and scaffolds presented in a non-intrusive way with key students that need them.
Assessment PHASE FIVE	Review and Consolidate	
	<ul style="list-style-type: none"> Teachers measure the measurable outcomes. Teachers will always check to ensure that the students have learnt what was intended to be taught 	<ul style="list-style-type: none"> Selecting random samples of students' work and seeking to establish how well the learning goals have been met. This could then be showcased under the visualiser with live marking Exit quizzes Use of mini-whiteboards.
PHASE SIX Using Assessment to Plan Ahead	<ul style="list-style-type: none"> Whole Class feedback – in line with the department's assessment calendar 	<ul style="list-style-type: none"> This serves student awareness of their current areas for development and supports the students in addressing these.
	<ul style="list-style-type: none"> The teacher evaluates the outcomes, revisits the Big Picture and Learning Goals to review the progress made and to set out the journey ahead. 	

Supporting Students with SEND

This policy links to the wider SEND policy, however, this section provides a necessary overview of the relationship between Teaching and Learning and the provision for students with SEND.

JFS is committed to providing a high-quality education to all the children. We believe that all children, including those identified as having special educational needs, have a common entitlement to a broad and balanced academic and social curriculum. This does not mean we treat all learners in the same way, but that we will respond to learners in ways in which take account of their varied life experiences and needs.

The SEND team and SENCO have a responsibility to gather and share accurate information regarding the Special Educational Needs and Disabilities of students at JFS. Teachers are expected to respond to all requests for information as soon as is reasonably possible to facilitate the effective functioning of the SEND department.

All teachers are trained on how to access student information on using 'JFSInfo' which also teachers to provide feedback on student mechanisms.

The SEN team comprising of the SENCO, Deputy Senco and Learning Support Assistants provide regular support to students in lessons and can offer strategies when working with SEN students.

Beyond this extra support, it is a teacher's duty, as set out in the previous section, to create the time in a lesson where they can engage in individual or group conversations with students requiring further help. At their worst, teachers spend too much time at the front of a classroom and do not pay heed students individual needs. At their best, teachers carefully plan and deliver lessons with resources that give them the space to build personal connections and understand their individual needs.

Continuing Professional Development

JFS aims for teacher development to be as individual as possible. To this end, the school currently employs 25 Lead Practitioners to work underneath the Deputy Head and will expand this number as the opportunity presents itself. The aim of the team is to support whole-school development through leading CPD sessions, carrying out formal observations, supporting informal learning walks, carrying out learning audits, supporting in curriculum reviews, undertaking student panels and working with individual teachers on a one-to-one basis as and when the need arises. We also actively encourage as many teachers as possible to become examiners. From this, feedback is given to departments.

Whole-School CPD

The purpose of these is to develop a shared understanding of curriculum, teaching and learning. Our aim is to make these as specific as possible to the development needs of individual departments.

Formal Observations | Learning Walks

Formal observations will be carried out for a maximum of three hours per year except where this is superseded by a teacher working under the capabilities framework. Observations will normally be carried out by a member of the Senior Leadership Team or Middle Leadership Team. It may be that a decision is taken to suspend observations in the Spring Term given the workload of exam preparation. Learning Walks are carried out once a half term unless there is a formal observation taking place.

The focus of the Learning Walks aligns with our aims regarding Planning, Delivery, Assessment and also focuses on 'No Wasted Minutes': the idea that students are actively engaged in meaningful learning | activity for the duration of the lesson.

Learning Audits

These will take place on half-termly basis and review the quality of education that is presented by the books at an individual, departmental and whole-school level. Student output is the best indicator of lesson quality over time and one of the most important review points in the calendar.

Curriculum Reviews

In-depth curriculum reviews will take place at least once a year and will aim to seek feedback from leaders, teachers and students regarding a specific area of the school. Whilst focusing on much of the work discussed in our 'Teaching and Learning – Curriculum' policy, learning walks and discussions will provide feedback on the effectiveness of delivery.

Student Panels

Student Panels will take place once a term and will aim to seek the views of students in a range of areas such as the quality of the curriculum, feedback, assessment, homework, retrieval practice etc.

Teacher Feedback and Development

The growing Lead Practitioner team makes individual support much easier to provide. During observations or learning walks, the highest leverage discussion point is decided upon as an action step and communicated to the teacher.

Research shows that practising a target has the highest chance of it sticking with the teacher. Having decided on the action step, the process below is set up to support teachers in this development.

Week	Lead Practitioner Focus
1	Initial observation by Lead Practitioner followed by in-depth feedback session using Teacher Development Framework. This will be followed up in Week 3.
2	Observation of best practice through either: <ul style="list-style-type: none"> • Lesson visit to Lead Practitioner or other member of staff at a mutually convenient time • Exemplification of a 'best-practice' lesson to help give clarity in the planning process. • Opportunity for joint planning with Lead Practitioner and an exploration of best resources.
3	Observation by Lead Practitioner followed by in-depth feedback session using Teacher Development Framework. To be video-recorded .
4	Analysis of video recording with Lead Practitioner and exploration of key areas for development using Teacher Development Framework. Review of lesson planning.
5	Observation of best practice through either: <ul style="list-style-type: none"> • Lesson visit to Lead Practitioner or other member of staff at a mutually convenient time • Exemplification of a 'best-practice' lesson to help give clarity in the planning process. • Opportunity for joint planning with Lead Practitioner and an exploration of best resources.
6	Follow-up observation by either A Joseph or D Moody.

External CPD

To supplement internal CPD, teachers also have the opportunity to engage with external CPD at JFS. Although not exhaustive, the below are some of the CPD that staff members have engaged with:

- Master's Qualifications
- NPQM qualifications (including leading teaching, leading teacher development and literacy)
- NPQSL
- NPQH
- SSAT Lead Practitioner Accreditation
- Future Leaders through Ambition Institute
- Fellowship in Teacher Education through Ambition Institute

Appendix I - JFS Lesson Descriptors and the JFS Principles of Effective Lesson Design

<p>In good or better lessons</p>	<p>In good or better lessons, the focus of the lesson will be obvious and of an appropriate level of challenge. The tasks will clearly build towards the intended outcome and students will be able to demonstrate their success by the end of the lesson. Students will spend most of their time in structured conversation, completing independent work or working with those around them in a collegiate manner. All student activity will be well set up by concise explanations and clear expectations. Exceptional teacher input through concise and clear explanations will set up student activity well. Whilst students complete activity, the teacher will circulate, question and feedback to individual students or groups. Teachers will know their individual students because they speak to them. Lessons will be well resourced so that students have the guidance required to allow them to be successful in periods of independent study and produce meaningful extended responses. The best lessons will be characterised by passionate teachers creating memorable experiences for students and doing everything they can both through planning and delivery to ensure that as many students as possible are successful in a lesson.</p>	<p>In lessons requiring further development</p>	<p>In lessons requiring improvement, the core of the problem will often be in the planning. The work will either be too easy so that it does not challenge students to think, or it may be too hard, and students are unable to access it. Where the academic level is appropriate, but students do not make progress, it may be because explanations are poor or prerequisite knowledge is not well-embedded. In many cases, the balance of teacher-talk to student activity will be skewed such that there is too much teacher talk and consequently students do less and think less. Whole-class, teacher-led activity may dominate a classroom, and at its worst, it will remove opportunities for students to think for themselves and undermine the pace of a lesson. When students are engaged in activity, it may be the case that teachers remain distant from the class and do not circulate the room to offer support. Poor progress may also be the result of poor behaviour management because of poor relationships or poor enforcement of the school behaviour policy.</p>
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	Principle	Likely to be true in good or better lessons	Possible symptoms
<p>Planning</p>	<p>Teachers plan suitably challenging content to ensure a sense of satisfaction in the students upon completion.</p>	<ul style="list-style-type: none"> • The decision about what to teach has been guided by good curriculum planning. • Students have a sense of pride in what they are studying. • Students are clear about where what they are studying sits within their wider programme of study. • Students become fluent in basic principles through careful practice and then move on to apply their knowledge to unfamiliar situations. 	<p>...of poor planning</p> <ul style="list-style-type: none"> • Lessons take a scattergun approach to development and are not clear in what it is they are trying to achieve. It results in lessons that jump around and do not form a coherent whole. • Students produce some work, but much of it does not really improve their understanding of a topic; it fills time rather than adds value. Students do not leave feeling successful. • At best, they leave having practised something that they may have already studied or having picked up something from a small section of the lesson. At worst they leave feeling confused and that their time has been wasted. • Students do not build a fluent body of knowledge over time. They struggle to recall facts between lessons and find applying their knowledge to new situations difficult. • They are not able to articulate their learning and can appear unmotivated; lessons become something to endure rather than something that makes them feel good about themselves. • In the absence of good resources, teachers talk for far too long and students complete far too little work. • It may often be the case that the best students find themselves listening to whole-class explanations of work that they may have been able to complete independently. • Weaker students do not make progress because no-one really checks their understanding in any depth because the teacher has not built-in time for it. Disengagement may often lead to disruption.
	<p>Teachers plan with the end in mind. They know what the very best outcomes will look like and plan backwards to ensure students have the knowledge and skills that they will need to produce those outcomes.</p>	<ul style="list-style-type: none"> • Teaching episodes are sequentially organised so prerequisite information has been covered prior to teaching. • Teachers and students are crystal clear about what it is they want students to be able to better or differently because of the lesson. • Teachers have written the model outcome or answer themselves to help them think through any potential misconceptions they may need to address. • Misconceptions are identified and corrected • Lessons are thoughtfully structured in such a way that they support students in making incremental improvements • Starter activities efficiently revisit prerequisite knowledge. • Key vocabulary is explicitly taught. 	
	<p>Teachers plan lessons with measurable outcomes and plan to measure these.</p>	<ul style="list-style-type: none"> • Lesson objectives are tightly focused on students being able to develop a particular skill or ability. • Lesson objectives make use of action verbs and a statement describing the knowledge or ability that is being taught. • Teachers plan a variety of assessment tasks to identify student progress such as exit quizzes, circulating to check student work during the lesson and use of mini-whiteboards. • It is obvious to students what they can do better because of a lesson, and they are proud of the work that they have produced. • Assessment of student work is meaningful because students have been engaged in producing high-quality extended responses designed to explore their understanding of a topic. 	
	<p>Teachers cater for different needs. They understand the individuals in their class and respond appropriately.</p>	<ul style="list-style-type: none"> • There is evidence of different resources to support students where teachers think further support is required. • Lesson planning allows space in which teachers can circulate to talk to individual students. • Rather than stopping whole-class activity to explain something or correct a misconception, the teacher groups students so that the explanation is heard only by those who require. 	
	<p>Teachers plan resources that will allow independent practice and application. They fade out scaffolds over time to build independence.</p>	<ul style="list-style-type: none"> • Students spend the majority of their time engaged in activity. • Activities carefully build on one another so that students are able to access each stage. • The ratio of teacher-talk to pupil activity is low. • Resources have 'run-off' space where high-attaining students can continue independently leaving time for those who require further support to receive it. 	

	Principle	Likely to be true in good or better lessons	Possible symptoms
Delivery	Lessons have embedded routines, the start and end of which are consistent across the school. Students are warmly welcomed into class with retrieval practice either on the board or desk to immediately engage them in silent activity.	<ul style="list-style-type: none"> • Students are warmly welcomed into class. • Uniform is checked and students who are not in the right frame of mind are calmed. • There are prompt questions on either the board or desk for students to immediately engage in. • Starter activities are efficient and relevant. They are short, sharp, and purposeful. Feedback is quick. • When students are asked questions during a whole-class teaching phase, students are given a brief amount of time to discuss the answer between themselves before being brought back as a group. • Students stand behind their desks at the end of a lesson and make sure their uniform is as expected. 	<p>... of poor delivery</p> <ul style="list-style-type: none"> • Pace is low, energy is low and outcomes are poor. • Teachers do not present as caring about their subject. They do not inspire children to love their subject. • The enthusiasm with which students approach tasks is limited at best and they make little progress because of it. • The teacher talks from the front and relies on one-to-one questions that leave most students off the hook. • Too many students can get away without thinking. When instructed to speak, good talking habits are not habitual and students • Explanations are poor. • When students are instructed to begin a task, they are hesitant. They do not know what they are doing. They look around for help or begin making low-level attempts that lack sophistication. • Teachers sit at the front. • Students are not known as individuals. Students do not feel loved or cared for. Relationships are poor
	Prior knowledge is not taken for granted. Lessons begin by checking for the knowledge required to access the lesson.	<ul style="list-style-type: none"> • If the starter has not specifically addressed prior knowledge, then this is revisited, very possibly as a paired or group recall or fluency task. 	
	Explanations are concise and carefully crafted to be as clear, relevant, and memorable as possible.	<ul style="list-style-type: none"> • New content is logically sequenced so that knowledge and skills build on prior learning and are attached to pupils' existing schema. • Information is chunked in its delivery and checked for understanding between chunks. New material is delivered in a step-by-step manner with frequent recap questions in order to check for understanding. • Explanations are checked for their effectiveness through quick turn-and-talk before cold-calling to give the teacher feedback. • Teachers orate the thinking process verbally and visually on the whiteboard or under the visualiser. • Explanations avoid splitting attention by ensuring students are not writing while the teacher is talking. 	
	Students work and teachers circulate	<ul style="list-style-type: none"> • Teachers do not sit at their desks. They circulate and add value. They improve the learning of students, identify misconceptions, and fix them. • They create the time for themselves to circulate because students have sufficient work to occupy them independently. 	
Assessment	Knowledge is never assumed to have been imparted. Teachers will always check to ensure that the students have learnt what was intended to be taught.	<ul style="list-style-type: none"> • Teachers develop a good understanding of student responses during circulation of the room. • They select samples of student work and seek to establish how well the learning goals have been met. • They may showcase the best examples for other students to see. • They may use exit quizzes, mini-whiteboards or they may listen to the conversations when they ask students to turn and talk to each other about what they have learnt. 	<p>... of poor assessment</p> <ul style="list-style-type: none"> • Students leave lessons feeling unsure about what they have learnt, as do the teachers. • The lack of clarity around end-points in a lesson mean a lack of clarity around starting points for the next lesson, and so too often, assumed prior knowledge is not actually embedded. • Students are not clear on what they need to do to improve and it is difficult for teachers to fill the spare minutes in a lesson with something they know students find difficult because they don't know what those things are.
	Whole-class feedback raises student awareness of their current areas for development and supports the students in addressing these.	<ul style="list-style-type: none"> • Teachers are aware of what student can and cannot do on an individual basis. • They make students aware of what is required for them to improve. • They plan activities to support students to develop. • They use spare minutes to revisit topics that classes may have previously found difficult to help embed the knowledge. 	