



## Forest of Dean Trust    Teaching and Learning Policy

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This document aims to provide teachers in the Forest of Dean Trust with clarity as to what is expected of them. The idea is not only to provide the best possible provision for the students we teach, but also to make the process clearer for teachers.

This guidance has our Trust's principles and leading aim at its core; consistency and outstanding practice will be achieved through a climate of mutual respect, mutual responsibility, with risk taking being both encouraged and welcomed.

This guidance is supported by Rosenshine's Principles and other research to improve the experience for our students. It is also based upon 'Mark. Plan. Teach.' from Ross Morrison McGill

### Marking and Feedback

- Feedback should be a regular, varied and diagnostic continuum, whether that be written or verbal
- Feedback should only take place when our 'minimum standards' have been met
- Teachers should use 'What Went Well' and 'Even Better If' proportionate to curriculum time
- Tasks are selected for feedback to provide **quality not quantity**
- Class notes are not expected to be marked. Live marking is encouraged
- Students act upon feedback to show progress over time and this is monitored by teachers
- Marking and feedback are used to inform future planning and teaching. It should be used to **spot and close gaps** in students' knowledge

### Plan

- Teachers have a secure knowledge of content and curriculum
- Teachers should share the knowledge and skills that they want students to **learn**. This should be done explicitly through WALTs and WILFs
- Teachers should return to WALTs and WILFs throughout the lesson to check learning has 'stuck'
- **Retrieval practice** should be used at the start of each lesson for 10 minutes. This can be achieved through low stakes testing or other techniques
- Teacher planning should be clear and consider **why** students are learning, so that a **quality first approach** can meet the needs of **all** students
- The **why test** should be applied to all activities including ILT. Planning is not about 'keeping them busy'
- There should **not** be an assumption of learning
- Differentiation should allow maximum progress over time and be personalised to needs
- Teaching Assistants are directed to have an active role in lessons
- **Pace** is key and there should be no 'dead' time in lessons
- Opportunities should be given to improve a student's **cultural capital**

### Teach

- Teachers **meet** students at the door and greet them **positively**
- Teachers are **passionate** about subjects they teach and this is visible in their practice
- Students feel **confident**(like teacher), **safe** and able to **make mistakes** as they learn
- Students are aware that they will be **asked once** to correct behaviour, or they will leave the lesson
- Students **make progress** because teacher uses a range of teaching methods
- Teachers are encouraged to **take risks** and use research based approaches to inform practice
- Teachers know how to **run their room**
- There is a **positive** working atmosphere in every classroom
- Teachers communicate the WALTs and WILFs and these are referenced throughout the lesson through assessment and feedback
- **Modelling** is used to help support students of different abilities through the **I do, We do, You do** method
- The culture exists for high quality **questioning** to assess learning. Teachers support students to give high quality answers using accurate language
- **Interventions** are timely and well planned
- Time is taken at the end of lessons to reflect upon WALTs and WILFs. ILT has been given clearly. There is a clear routine to end the lesson