



Teaching and Learning Policy

Key staff members:	All staff
Responsible body:	Project Steering Group/Local Governing Body
Adopted:	June 2017
Last reviewed:	n/a
Next review:	June 2018

1. Teaching and Learning overview
2. Teaching and Learning documents
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5. Personalised Professional Development Plans

Updated June 2017

1. Teaching and Learning Overview

Raising standards in the quality of teaching, learning and progress is key to continuous school improvement. Mulberry is a professional learning community and every teacher is encouraged to reflect on their own classroom practice and refine it in order to ensure high quality learning for all students. Mulberry is an inclusive trust that is determined to ensure that all schools within the trust achieve an 'outstanding' judgement in the quality of teaching, so that all students of all abilities reach their full potential.

Within the Mulberry Schools Trust, we have identified six core "ingredients" for any lesson as these underpin high quality teaching and learning and teachers should consider these when lesson planning:

P	Planning for Progress
A	Assessment for Learning
D	Differentiation
D	Dialogue
L	Literacy
E	Engagement

2. Teaching and Learning Documents:

There is a range of guidance material to support colleagues in refining their classroom practice. All documents can be found in the staff shared area. These documents are regularly updated so colleagues are advised to visit these online documents regularly to ensure that they are working from up to date documents:

2.1 Lesson planning: Pro Forma and Guidance

This document includes a copy of and guidance on how to complete the Mulberry lesson plan. This lesson plan template must be completed for formal lesson observations and a copy given to the observer when they arrive at the lesson.

This document includes Ofsted grade descriptors for judging the quality of teaching. This is regularly updated to reflect changes and amendments to the Ofsted inspection framework.

2.2 Learning and Teaching Policy and Handbook

The Learning and Teaching Policy and its accompanying handbook are a comprehensive guide to high quality teaching and learning. It includes the following sections:

1. Assessment for Learning
2. Lesson planning and organisation
3. Independent Learners and Building Learning Capacity:
4. Professional Dialogue:
5. Inclusion
6. Supporting Learning:

2.3 Continuous Professional Development Menu

A comprehensive range of professional learning opportunities are on offer each academic year. Mulberry is responsive to the specific needs of colleagues so programmes and workshops are developed in light of changing needs.

At the beginning of each academic year, a CPD calendar is published and circulated to all staff. All colleagues must sign up for a minimum of three professional learning opportunities as part of their allocated directed time. However, colleagues are encouraged to participate in as many professional learning opportunities as they wish. (Please see section 4 of the handbook for more details).

Any questions from staff at Mulberry UTC should be directed to a member of staff's line manager in the first instance, who may in turn seek advice and guidance from the Vice Principal responsible for Professional Development.

2.4 Personalised Professional Development Plans

Every teacher at Mulberry completes a Personalised Professional Development Plan (PPDP) which focuses on an area of teaching and learning that they would personally like to develop over the year. It is advisable to select from within PADDLE. Colleagues are also encouraged to attend professional learning opportunities that will complement their PPDPs. Colleagues may also choose to use their PPDP target as one of their Appraisal targets but this is not compulsory.

How to complete a PPDP can be found in the staff handbook in the next few pages as well as in the staff shared area.

2.5 Lesson observation guidance

This guidance offers advice on how to conduct a formal lesson observation so that an accurate judgement on the quality of teaching over time can be reached. It includes a lesson observation form and suggestions on how to hold constructive dialogues with colleagues following the observation.

This document will be updated as and when amendments to Ofsted grade descriptors occur.

3. Mulberry College of Teaching and Leadership (MCTL)

MCTL encompasses all of the extensive professional learning opportunities available within the Mulberry Schools Trust for colleagues within the trust and our partner schools.

MCTL is driven by the core belief that every child has the right to high quality teaching and learning regardless of background. It is our responsibility as educators to provide our students with the knowledge, skills and attributes to thrive in a global community and to experience success in its broadest sense.

Underpinning this is a sophisticated understanding that strong; inspirational leadership at all levels is required to create a stimulating, safe, inclusive and rewarding professional learning environment where colleagues work together to co-construct innovative pedagogy and practice driven by the precise needs of their students and the context in which they work.

The work of MCTL is determined by these key questions:

1. What difference do we want to make for our students/colleagues?
2. What are the current issues faced by our students/colleagues?
3. What has worked so far?
4. What ideas do we have?

We recognise that for deep professional learning to take place and for lasting school improvement to occur, the following conditions are essential:

- The intended impact is identified at the beginning of the process as well as current practice is captured as a baseline for comparison.
- Professional learning is underpinned by theory and research which must be tested out in real and specific classroom contexts. Colleagues must be constantly asking questions about what they are doing, how and why.
- Colleagues work together to co-construct learning and evaluate the impact of their work. A safe, honest and intellectually stimulating learning environment is imperative
- Deep learning takes time. Colleagues need to stick at it and see the value of their work

MCTL does not:

- Believe in or advocate 'one size fits all' quick fixes
- Engage in the superficial implementation of national strategies or initiatives for the sake of it
- Lose sight of its core purpose
- "Do to" others

The MCTL team includes:

- Ruth Smith – First Deputy Headteacher at Mulberry School for Girls
- Alice Ward – Assistant Headteacher (Teaching and Learning and City Excellence in Teaching) at Mulberry School for Girls
- Helen Pallet – Director of Subject Leadership at Mulberry School for Girls
- Leading Practitioners team at Mulberry School for Girls:

- Priyanka Gupta (Maths)
- Dan Ingman (Literacy and Fetch me a pen)
- Jane Johnson (English and Media and NQT Induction Tutor)
- David Carpenter (Geography)
- Hannah Chetcuti (Design and Technology)
- Sian Clyburn (Science)

4. London City Alliance: Teaching School status

In Spring 2014, Mulberry, SPWT and Swanlea were successfully accredited as a Teaching School Alliance called 'London City Alliance'. In order to be eligible for this accreditation, lead schools must have an overall Ofsted judgement of 'Outstanding', including a judgement of 'Outstanding' for the quality of teaching, and have solid evidence of how they already meet and will continue to develop, the following key areas:

1. Initial Teacher Training/School Direct
2. CPD/Leadership Development
3. Succession planning and talent management
4. School to School support
5. Specialist Leaders in Education
6. Research and Development

Although there are three named lead schools, LCA is already collaborating with a number of other schools in Tower Hamlets, other London authorities as well as Somerset Secondary Schools. The aim of the alliance is to be fully inclusive and to work together to ensure high quality provision for all the students we teach whilst providing world-class, career long professional development for our colleagues.

Teaching School status allows us access to even more opportunities for students and staff alike and, as and when new opportunities emerge, colleagues are encouraged to participate. The work of MCTL feeds into our Teaching School commitments.

Key priorities for Mulberry for 2016-17 include:

- To continue to lead on and refine Initial Teacher Education and shared professional development programmes (City Excellence in Teaching partnership)
- To continue to lead on and refine recruitment processes for School Direct
- To lead on Gender and Equality Professional Leadership programme
- To roll out the Fetch me a Pen academic literacy programme within Mulberry and beyond
- To develop study tours

5. Personalised Teaching and Learning Professional Development Plan (PPDP)

Personalised Teaching and Learning Professional Development Plans (PPDPs) are at the heart of the Mulberry Schools Trust's commitment to personalized and flexible continuous professional development in order to raise standards in the quality of teaching and learning.

For CPD to have maximum and lasting impact, it is important that individuals self diagnose their own practice and identify a specific area of their own classroom practice that they would like to explore further. Individuals will then, in discussion with their line manager, identify practical and manageable steps to take towards their desired goal.

It must be stressed that colleagues should consider ways in which they can *adapt* their practice in light of the changing needs of their students rather than doing more. It is these minor adjustments, or fine tuning, that is essential to successful personal professional development.

Therefore, useful questions to consider when completing a PPDP are:

- What should I do less?
- What do I need to develop?
- What should I stop?
- What should I start?

Step 1: GOAL

A colleague must decide on a specific area of practice that they would like to develop in order to improve the quality of teaching and learning in their classroom. It is helpful to describe what teaching and learning will 'look like' in the future.

Colleagues should also identify some clear and specific success criteria which they can use to evaluate the impact of their plan as well as some outcomes they would like to see. These will also act as useful prompts for discussions with the line manager throughout the year.

Step 2: REALITY

In order to evaluate the impact of the PPDP, it is important for colleagues to reflect on current practice and to identify a baseline to compare any progress against. Again, it is useful to describe in detail what a specific aspect of teaching and learning 'looks like' at present. In particular, a focus on the skills and attributes of the learner will help to focus any changes to teaching practice on the learning needs of the student.

Step 3: ACTION PLAN

A colleague must now consider what practical steps they can take in order to move towards their goal. The focus should be on small and realistic activities that will help the individual to develop a deeper understanding of the area of practice they would like to develop; opportunities to adapt their practice and to review the impact of their work. Colleagues will be responsible for how they utilize their directed time in order to complete their PPDP.

Possible activities could include:

- Visits to other colleagues' lessons to observe good practice and plan in to own lessons for the following week.
- Read relevant text books e.g. 'Teacher's Toolkit' or 'Ped Pack' and try out new ideas.
- Devise new resources for faculty use with colleagues.
- Request a colleague to visit a lesson and give specific feedback. Ask colleague to return and review any progress made.
- Co-plan and team teach adapted lesson plan with colleague.
- Interview students to research current opinions and to inform necessary changes to practice. Re-interview later in the year.
- Shadow a student for a morning.
- Attend a whole school CPD programme. (E.g. Outstanding Teacher Programme or Differentiation workshop).
- Participate in a Faculty working group
- Work closely with another colleague who is interested in developing the same area of their practice.
- Develop ICT skills in order to improve use of ICT in the classroom.
- Liaise with school specialism team in order to develop multi-media resources.
- Visit a partner school to deepen understanding of particular aspect of practice.
- Contribute to relevant on-line forum

How to evidence your PPDP:

As professionals, individuals will be entrusted to complete their PPDP during their allocated directed time. Due to the flexible nature of the PPDPs, it may be that some colleagues are conducting this work at different times during the school day and, at times, the traditional Tuesday afternoon faculty time will need to be "paid back" in lieu. It is the responsibility of the individual and line manager to accommodate this personalized approach.

It is the intention at Mulberry to cut out as much administrative paperwork as possible to allow colleagues to spend their time directly involved in their developmental work. Therefore, the only paperwork colleagues need to complete is the PPDP which is for personal use and may be shared with other colleagues to prompt discussions throughout the year.

Due to the very nature of the PPDP's focus on teaching and learning, any impact should be evident through the resources and quality of teaching and learning that stems from this work. PPDPs must not be evaluated in terms of formal, summative judgments as this goes against the developmental and formative nature of CPD at Mulberry UTC.



Personalised Teaching and Learning Professional Development Plan

Name: _____ Line Manager: _____ Date: _____ Review Date: _____ Review Date: _____

<p>Step 2 = REALITY:</p> <ul style="list-style-type: none"> • What does teaching and learning look like now? • How do you know? • Specific needs of students? • Target Group? 	<p>Step 3 = ACTION PLAN:</p> <ul style="list-style-type: none"> • What practical steps will you take to achieve your goal? • Who will you need to liaise with? • How will you know you are having an impact? • Possible time frame? 	<p>Step 1 = GOAL:</p> <ul style="list-style-type: none"> • What do you want teaching and learning to “look like” as a result of your own professional development? • Expected Outcomes/Success criteria? (How you will know that you have been successful)
<p>Teacher talk dominates classroom dialogue in Year 10 English:</p> <ul style="list-style-type: none"> • Teacher is skilled at posing high quality questions that use Bloom’s taxonomy to challenge. • Students do respond and demonstrate deeper thinking but their verbal responses are brief and often the teacher will offer scaffolding too quickly. • Students are given thinking time but this needs to be used more routinely and time required for this needs more consideration in planning. • Students work well together. Rules of collaboration were taught and used regularly last year but this needs revisiting in order to ensure all students are actively involved in group dialogues. 	<ul style="list-style-type: none"> • Ask ZZ to come in and film my lesson so I can watch back the teacher/student talk ratio and who is actually involved in dialogue. • Drop in to 3 colleagues lessons to capture examples of quality student talk and try out in own lessons • Look at Dialogue resource pack created by Dialogue SIG last year and try out some of the activities. • Speak to Head of History about how they set up debates in lessons and try out in my lessons. Get students to evaluate. • Read through ‘Ped Pack’ chapter and try out some of their suggestions • Work with YY and XX on creating a faculty resource to be used by whole faculty to build up consistency. • Ask ZZ to film another lesson to see if teacher/student talk ratio has changed 	<p>High quality student dialogue with a reduction in teacher talk in Year 10 English:</p> <ul style="list-style-type: none"> • Students can speak in extended sentences where they can qualify and justify their answers. • Students have the confidence to build on and challenge each other’s thinking. • Students are able to use subject specific terminology in their discussions • Thinking time is built in as a common classroom routine • Teacher talk is used to involve other students in dialogue. • Students have learnt the rules of debate and are able to sustain discussion within minimal teacher input. • Students are able to write more extensively due to oral scaffolding.
<p>Requests for the MCTL Team: Can you set up a Student Dialogue workshop with some practical strategies?</p> <ul style="list-style-type: none"> • Is there anyone else from a different faculty interested in looking at this that I could pair up with? • Are there any recommended books on this subject? 		

Personalised Teaching and Learning Professional Development Plan

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<p>5 of my Year 10 KS2 High attaining students are not on track to achieve 4 LOP by the end of Year 11</p> <ul style="list-style-type: none"> • Students’ lack of cultural reference points limits their ability to make links and see range of connotations • Limited range of exemplar material available to use with students • Students are not reading challenging texts outside of lessons • How do you teach students to write academically? 	<ul style="list-style-type: none"> • Research the difference between B and A/A* grade answers: revisit specification standardization material, read Examiner’s report and request some A/A* exemplars from partner schools. • Keep up to date with emerging information re: grade 8/9 standards in my subject • Conduct 10 minute interviews with these students about what they are struggling with to inform my planning • Work with FMAP team to devise some exemplar answer resource packs to use with students. • Talk to KK who is experienced at helping B grade students progress to A/A*. Observe a FMAP lesson that focuses on academic writing and try out ideas in own lesson. • Test students before and after academic writing input to measure impact on quality of writing. Survey student opinion. • Devise some games that aim to extend and broaden students’ vocabulary. E.g. spelling bee or Pictionary. 	<p>5 Year 10 B grade students secure 4LOP and develop a more confident and assured academic writing style:</p> <ul style="list-style-type: none"> • Students experiment with different writing voices • Students use tips from FMAP resources to develop a more assured writing style • Students have been exposed to a range of writing styles and are able to question and challenge other’s viewpoints • I feel more confident in teaching academic writing and have effectively experimented with FMAP activities
<p><u>Requests for the MCTL Team</u></p> <ul style="list-style-type: none"> • Is there anyone you would recommend I speak to about converting B grades to A/A* grades? • What is the best way to engage the support of the FMAP team? 		