Aylesford School

Teaching and Learning Policy (Including Remote Learning)

Ratified/Reviewed by…	Date	Date to be reviewed
LGB	September 2024	September 2025

Teaching and Learning Policy 2024-2025

Our Vision:

Aylesford School is an inclusive school where every child, regardless of ability and background can fulfil their dreams and aspirations. It is important that we develop and demonstrate a 'Can Do' attitude and be prepared to do whatever it takes to drive up standards and improve progress and attainment.

The vision for Aylesford School is to provide high quality academic and 'Character Education' which develops confident young people who are successful learners and contribute positively to society.
This is underpinned by our strap line 'Courage, Confidence, Character'.

The clear priority for our school is to ensure that every child receives consistent high quality first teaching in all subject areas. This will engage them in their learning, give them a thirst for knowledge,motivate, challenge and inspire them to achieve the best outcomes.

Students are encouraged to take responsibility for their own learning across the curriculum. They should be taught how to learn and how to reflect on their own learning so that they are clear on howto improve and their next steps to achieve it.

Culture of Excellence

Aylesford is currently on a journey of excellence, focusing on an education that builds character, which means that the school has key values that all stakeholders in our school community live by. Central to our ethos are the school's ten-character strengths. These have been chosen by students, parents, staff and governors. They represent the core values that we are committed to developing at our school.

These character values are under-pinned by:

- Courage
- Confidence
- Character

The quality of education offered at Aylesford School, will provide our students with an academicand character enriched experience. Consistency of this quality of education is key.

Shared understanding with shared commitment = consistency. Consistency is essential to improve standards.

ALL Teachers are expected to meet the 'Teachers' Standards' as set out by the Department for Education – this is attached as an appendix.

Whole School Curriculum Intent

At Aylesford School our curriculum has been designed with the following three priorities in mind:

1. To support the development of good character in our students
2. To develop in our students, the knowledge and skills to have a voice and an opinion

3. To ensure our students develop the skills, knowledge and understanding to gain valuable qualifications that lead to high quality progression routes into higher education and/or employment

This is achieved through the delivery of the curriculum:

a) Staff are to provide high quality teaching and learning which reflects how passionate they are about their subjects. Students are to engage fully with their teachers to gain the most from the learning experiences.

b) A broad curriculum at Key Stage 3 which includes a strong focus on the development of literacy and numeracy, as well as significant curriculum time focused the on performing and creative arts. This enables students to enter Key Stage 4 with proficiency in core subject knowledge, skill and understanding, as well as the self-confidence to have a voice, an opinion, and a curiosity for learning.

c) Key Stage 4 and 5 is to challenge and support students to achieve the highest outcomes possible whilst developing their character and knowledge of the wider world in order for them to access high quality employment, further education and training.

Department Intent:

Curriculum design, Curriculum journey, Curriculum purpose

- Each department to take on/construct a curriculum design that is ambitious and designed to give all learners, particularly the most disadvantaged and those with special educational needs and/or disabilities (SEND) or high needs, the knowledge, skills, application and cultural capital they need to succeed in life.
- Each department's curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment, which can be clearly explained.
- To provide a detailed and challenging curriculum journey in every department, that not only stretches students' knowledge and understanding but also develops their critical thinking and broaden their understanding and application of topics.
- To provide a personalised learning experience for every pupil that takes full account of their individual needs, interests and aspirations.

Department Implementation:

Curriculum delivery, Teaching (pedagogy), Assessment – formative and summative, Curriculum understanding

- Subject leadership to be high quality and maintain expert knowledge and a culture of excellence which promotes secure good teaching and learning, striving towards outstanding in each department.
- Teachers have good knowledge of the subject(s) and courses they teach and re responsible for developing their own teaching practice. Subject leaders to provide effective support, including for those teaching outside their main areas of expertise,through department CPD.
- Teachers present subject matter clearly, promoting appropriate discussion about the subject matter they are teaching.
  Teachers are to check learners' understanding systematically, identify misconceptions accurately and provide clear, direct feedback.
  Assessment for learning has clear methods to check what pupils know and can apply and understand to inform teaching.
- High levels of accountability (knowing what is implemented and learned)
- Over the course of study, teaching is designed to help learners to remember in the long term the content they have been taught and to integrate new knowledge into larger concepts.

- To provide high quality first wave teaching which provides:
  - Challenge
  - Differentiation

- Behaviour for learning
- Assessment for learning
- Innovation and creativity
- Modelling for mastery
- Marking and feedback
- Level-up
- Metacognition.

- To provide a safe and purposeful learning environment.
- To focus on continuing to raise standards of teaching and learning, to develop a culture of continuous improvement with all stakeholders through bespoke training opportunities.

Impact

Attainment and progress, Literacy and numeracy and Further pathways

- To ensure all students are challenged to achieve the highest possible grade.
- To ensure students have high literacy, numeracy and ICT skills through whole school, department and cross-curricular opportunities.
- Learners develop detailed knowledge and skills across the curriculum and, as a result, reach or exceed their target grades. Where relevant, this is reflected in results from examinations that meet government expectations, or in the qualifications obtained.
- Students are ready for the next stage of education, employment or training. Where relevant, they gain qualifications that allow them to go on to destinations that meet their interests, aspirations and the intention of their course of study.
- Teachers have strong subject knowledge, keep our knowledge and skills up-to-date, are self- critical; forge positive professional relationships; and work with parents in the best interests of our pupils.
- To ensure character education is embedded within the learning environment, to support students becoming confident adults.
- Teachers have confidence in their teaching and learning, which allows risk taking in lessons and to show that their opinion matters.

Staff Expectations

These standards will underpin the work of all staff at the school and performance will be assessed against these standards as part of the appraisal and pay arrangements in schools. In line with the Professional Teaching Standards mentioned previously, Aylesford's expectations for teachers are non-negotiable. They are the fundamental actions, which underpin good teaching and learning and should be exhibited by all classroom teachers. Our expectations incorporate the values, character, responsibilities and duties that teachers at the school have. Everything we do has to be in the interest of the pupils for whom we work.

Expectations of Progress Leaders

- Ensure all staff are aware of pastoral issues concerning individual students
- Progress Leaders will support staff with the development of desirable character in lessons
- Progress Leaders will support in Repair and Rebuild Meetings where necessary
- Progress Leaders will monitor the progress of students in their year group based on data andwork with Heads of Departments and teachers to put early interventions in place.

Progress Leaders will support teachers with building positive relationships with students

Expectations of Heads of Department

- Ensure staff are well versed with the department vision, Curriculum Intent, Implementationand Impact.

- Ensure the Design of the Curriculum meets the National Curriculum which is broad,balanced, and differentiated with relevant cross curricular links made explicit.
- Knowledge, skills and application should be cumulative with pupils articulating why they are learning what theyare they learning.
- Ensure all pupils have the learning journey in their books and teachers use cultural capitalto reinforce the learning intentions.
- To observe their department termly for quality assurance and to use as part of the appraisal system.
- To provide reflective line-management with department members which allow constructive teaching and learning conversations.

- Ensure there are opportunities to develop staff within subject knowledge and pedagogywithin the department
- Ensure marking provide pupils with detailed feedback on how to improve, in line withschool policy.
- Ensure book presentation meets expectation
- Ensure there are provisions for pupils who are underperforming to make progress in linewith target/potential.

Expectations of all teaching staffAll

lessons should include:

- **Planning and understanding student's individual needs** – SEN, EAL, PP, HPA and use thisdata to inform planning. E.g Utilise SEN student profiles when planning.
- **Seating plans** to be created to identify students within the classroom and their differingneeds. This MUST be handed over to staff visiting lessons.
- **Department curriculum journeys** clearly displayed in all books.

Start of the lesson:

- **Positive meet and greet of** students at the door.
- **High expectations** shared with the pupils for behaviour for learning and provide praise through character strengths and use de-escalation techniques
- **Register -** A register is taken within the first 10 minutes of the lesson.
- **Presentation –** Date and title written clearly in student books.
- **Power of Three –** Every lesson begins with the power of three retrieval activities – to be completed in the first 10 mins of the lesson.

During the lessons:

 ALL lessons need to follow the school's values/expectations

- **Adaptive learning** allows all students, regardless of prior knowledge or ability, to access and be challenged by the learning activities provided by the teacher. Teachers will recognise where students <u>may</u> have the same starting point in a lesson, that they will adapt the lesson to ensure all students are challenged appropriately and make excellent progress. Teachers adapt learning through key terminology through lesson language and assessment– Explore, Developing, Secure and Extending. This is replacing medal tasks (following external reviews, medal tasks were not allowing for the stretch and challenge of all students). All students will be working towards the same goal, the adaptive learning comes in where students need's are different so will require support to achieve their goals, such as scaffolding of work.
- **Assessment for learning** to be present in every lesson to facilitate deeper thought processes. This can be through formative or summative assessment. Scaffolded targeted questioning is a fantastic way to challenge students. Teachers should be using targeted questioning to challenge all students in the classroom and not only picking on students who have their hands up.
- **Marking and feedback** to allow LEVEL-UP opportunities during lessons to support and develop student's progress.
- **Checking students understanding** of topics and skills throughout the lesson to make sure students are aware of what they are learning and are able to confidently apply new knowledge

and skills. This will be seen in the form of a **red/green confidence card** that students use within a lesson to allow the staff to quickly identify whether students have understood the tasks given to them. **These cards are to be used every lesson.**

- **Plan innovative tasks** which promote a positive working environment and engagement sothat the need to manage behaviour in the classroom is kept to a minimum.

- **Place lessons in context of prior and future learning.** Students should be clearly aware of the journey they are on and able to link not only topics but skills.
- **Character education to be used at all times** to shape behaviour and attitudes in lessons and should be displayed to encourage positive virtues. One character strength will be explicitly taught in each lesson.
    - Discussion-based learning
    - Independent learning
    - Reflective learning
    - Co-operative learning
    - Enquiry-based learning
- **Effective use of de-escalation** and adapting a restorative approach to behaviour management in line with the school's behaviour policy. Make sure this is clearly recorded/logged on SIMs.
- **One person speaking at a time,** teacher takes priority (one voice, track the speaker, active listening – 3 levels of working noise – silent task, paired work, group work – level 1,2,3)

At the end of the lesson:

- **Plenary activity** – To secure and reflect on what knowledge and skills have been learnt in the lesson. Great opportunity to have exit activities to re-enforce knowledge and understanding.
- **Exiting the lesson –** Students stand behind chairs to be dismissed. All students exit the lesson, in a calm and orderly fashion, not before the end of the lesson.

Teacher Tools for managing behaviour

There are a number of tools and strategies that teachers can use to manage negative behaviour in the classroom. Teachers should feel empowered to use these when appropriate to build a positive learning culture within their classroom – examples of these are listed below:

- De-escalation (See Below)
- Giving students time out
- Seating Plans
- 'Parking' students in a nearby classroom **(As per department parking rota)**
- Use of subject report
- Phone calls home to parents
- Repair and rebuild meetings (See Below)
- Parental meetings
- Student meetings with Progress Leaders, Subject Leaders or SLT
- Arranging catch up sessions after school for students to make up time or complete unfinished work

De-Escalation

If a student is beginning to display low level unacceptable behaviour, staff may feel it is appropriate to use de-escalation techniques, to try and avoid further escalation. However, if it cannot be resolved then there will be further consequences for that student.

De-escalation techniques could include:

- Distraction (key word /object /job to do)

- Step away (fresh face / save face)
- Negotiation (delayed compliance)
- Take up time
- Inform and model the desired behaviours
- Remind of rules, rights, responsibilities, boundaries and limits
- Choices, options and consequences
- Change of task/assignment
- Verbal advice, support and encouragement
- Reassurance
- Humour
- No raised voices

Student Consequences
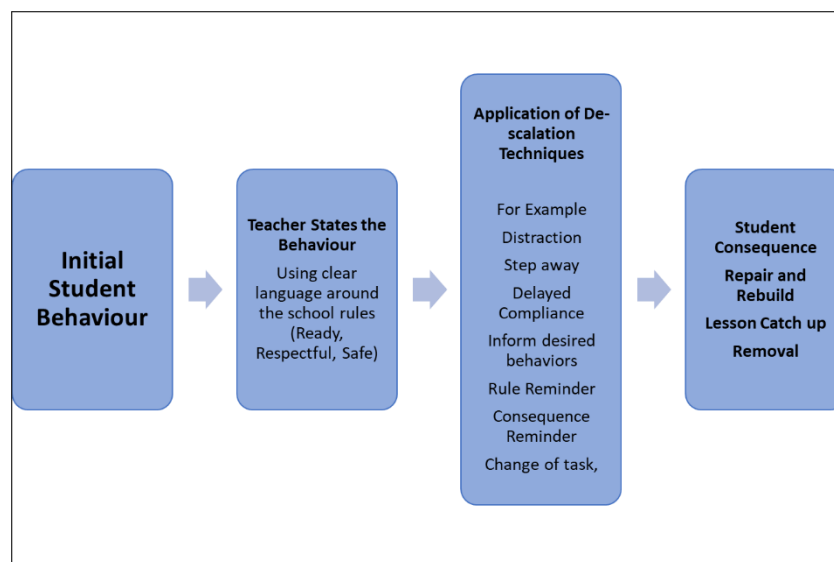
Step 1 - Initial Student Poor Behaviour or Character:
- Not following rules of Respect, Ready and Safe
- Inappropriate behaviour
- Disruptive behaviour
- Challenging behaviour
- Persistent lateness
- Defiance
- Not following instructions
- Consistently demonstrating poor character choices

Step 2 -Teacher States The Behaviour
If there is evidence of the above the teacher must make clear to the student the behaviour that is unacceptable using our language of Respect Ready and Safe

Step 3 - Application of De-escalation Techniques
When Step 1 and 2 have occurred the teacher must try De-escalation techniques
De-escalation techniques could include:

- Distraction (key word /object /job to do)
- Step away (fresh face / save face)
- Negotiation (delayed compliance)
- Time out - no longer than 5 minutes
- Take up time
- Inform and model the desired behaviours
- Remind of rules, rights, responsibilities, boundaries and limits
- Choices, options and consequences
- Change of task/assignment
- Verbal advice, support and encouragement
- Reassurance
- Humour
- No raised voices

Step 4 - Student Consequences.
In all cases where step 1, 2 and 3 have applied:
- **There must be a detailed log of the incident and all action taken - This is currently to be done on SIMS**
- **A communication must be made with parents in a phone call home**
- **A Repair and Rebuild must take place (See detail below)**
- **A lesson Catch up must take place (See detail below)**

Repair and Rebuild
If a student's behaviour falls below the expectation of the teacher or school (eg inappropriate behaviour, disruptive behaviour, challenging behaviour, persistent lateness, defiance, not following instructions, consistently demonstrating poor character choices) then a teacher must set a repair and rebuild meeting with the student.

The purpose of the meeting is for the student to take responsibility for their behaviour and to recognise how this needs to change in the future. This is also an opportunity for the teacher to reflect on the incident and what teaching and learning actions might be needed. The meeting should lead to solutions and a positive outcome in future lessons. This should be logged on class charts and staff must communicate this home to parents by a phone call.

- Repair and Rebuild meetings must be formally recorded (This can be recorded on the notes section of the behaviour log on class charts).
- Teachers must set aside planned time for the Repair and Rebuild to take place – they should be at least 10 minutes.
- Repair and Rebuild meetings must take place before the next lesson.

The format of the meeting should be:
1. Teacher explains their thoughts using the language of Respect, Ready and Safe as well as our common language of character
2. Student explains their thoughts
(Both parties have opportunity to express their views)
3. A conversation thinking about the way forward and future prevention of poor behaviour and character being displayed.

Lesson Catch Up
A Lesson Catch up must be arranged in the following situations:
- **If a student's work is incomplete.**
- **If a student's homework is incomplete**

- **If the standard of work is below expectations**
- **If presentation is poor and needs to be redone or improved**

If time has been lost in the lesson due to poor character or behaviour specifically:
Inappropriate behaviour
Disruptive behaviour
Challenging behaviour
Persistent lateness
Defiance
Not following instructions
Truanting Lessons or part of lessons

The subject teacher must make contact home and arrange lesson catch up for the student to come back and complete the work to the very highest standard of which that student is capable.

A Lesson Catch up will take place after school and the objective is to complete the work missed. A lesson catch up will be between 30 and 60 minutes.

If a student does not attend a lesson catch up with the member of staff on the agreed time this should be escalated to the Head of Department who will contact parents and re-set the lesson catch up. If the student does not turn up for a second time the Head of Department will liaise with the welfare team and the student will complete a day in isolation.

Students removed from lessons

Where there are more serious breaches of the school's expectations for example dangerous, aggressive or violent behaviour or behaviours that cannot be resolved by the teacher or department de-escalation a removal will be requested.

A removal must initially be requested through the logging of a removal on classcharts. This will notify an on call member of staff to head out and remove that student to another room, or if necessary to a member of the PSM or AEN Team. A member of the leadership team or progress leader will decide whether it is appropriate for that student to return to their next lesson, or removed from lessons for further investigation, for example to write a statement.

The member of staff must complete a removal log on class charts giving a detailed description of the events that lead to the removal.

The member of staff who requested a removal must contact the parents of the removed student and must arrange a lesson catch up as soon as possible. The member of staff must update the removal log on class charts in order to notify the Welfare Team (Progress Leaders, PSM, and Head of KS) as well as the Head of Department.

Metacognition

- Explicitly teach pupils how to organise and effectively manage their learning independently.

- Teachers support pupils to plan, monitor and evaluate their learning.
- Teachers model their thinking by thinking out aloud to help clarify the specific steps involved.
- Set an appropriate level of challenge to develop pupils' self-regulation and metacognition.
- Promote and develop metacognitive talk in the classroom with pupil to pupil and pupil to teacher talk.
- Supporting teachers to develop knowledge of these approaches and set department expectations so they are applied appropriately.

Numeracy

- A weekly mentor time session dedicates some time to numeracy, which focuses on the development of disciplinary and procedural concepts.
- Regular problem-solving activities are planned to give students the opportunity to apply mathematics skills in different contexts. This supports the development of higher order thinking.
- Each topic is introduced with cultural capital. Teachers explain what they are learning and why, within a practical context that has relevance for our students. For example, measuring may be taught through the medium of cooking and food technology, or probability may be taught in the context of a favourite football team's predicted performance.

Literacy
- A weekly mentor time session dedicates some time to literacy, which focuses on core skills such as spelling, punctuation and comprehension to improve disciplinary literacy
- Reading is a compulsory part of the KS3 mentor programme – with mentor groups engaging in class readers to develop their confidence in reading and open mindedness around issues such as bullying, identity and conflict.
- Literacy and technical vocabulary are important aspects of all subjects – literacy is checked by teachers and vocabulary is explicitly taught
- Students in year 7 and 8 have a discrete LRC lesson where they engage in reading
- Students have access to MyOn to allow them to access fiction and non-fiction texts at home

Homework

- Expectations: Standards for homework need to be consistent – homework must be meaningful and planned. It must be collected and monitored by teachers.
- Communication: Homework will be set on class charts in all subjects in years 7-13. Termly Homework maps will also be shared with KS3 parents and students via the school website.Where there are concerns about homework the parents will be communicated with.
- Frequency: In KS3 homework is set weekly for core subjects and fortnightly for all other subjects. At KS4 all subjects to set weekly homework.
- Quality: Homework must be challenging and stretch all students. The quality of work produced must be equal to that expected in the classroom and work which is not at this standard will be returned by the teacher. Lesson catch upsare set by teachers to ensure students complete the homework to the required standard.

Continuing Professional Development – CPD:

This will be linked in with appraisal and with a teachers bespoke action plan.

It is essential to have a very bespoke CPD programme to support all aspects of staff development. CPD will be divided into 3 aspects:

1. Whole school CPD
2. Department CPD
3. Bespoke Personal CPD

Staff at all levels of the school community will be involved in attending CPD sessions and also, if highlighted through the QA process, leading CPD sessions. This will promote Aylesford Schools culture of continuing to share good/outstanding practice and will support continual developmental dialogue amongst the staff. CPD is an important aspect in developing good/outstanding practice in school, so is a regular occurrence on the staff calendar. Bespoke personal CPD will be in place to encourage teachers/staff to explore pedagogical practices, with time to professional conversations and reflecting on their own practice of what they have learnt.

Leadership at all levels to be developed:
Aylesford School is dedicated to encourage leadership development at all levels. This will

happen through:

- Small group leadership programmes.
- Whole school projects.
- Regular development afternoons to focus your leadership skills.

- Visits to other schools/trusts to undertake school development work.
- An LT member
- Attendance at leadership meetings
- A whole school project
- Teacher action plans
- Wellbeing
- Character

Quality Assurance:

It is essential that the Teaching and learning team clearly monitor the quality of teaching and learning across the school through a range of QA methods to triangulate performance of not just the teachers but the departments as a whole, which reflects the Ofsted criteria for inspection. This will take the form of:

- Department curriculum reviews
- Lesson observations
- Learning Walks
- Student Voice
- Stakeholder voice
- Work scrutiny
- Data analysis
- Use of Progress Teaching (formally MossPAM) to record and reflect on learning walks, lesson objectives and deep dives.

This QA will also support a robust performance management process. The findings of these review processes will be regularly discussed at meetings at all levels. Summary information is shared with the Governing body who also carry out monitoring visits.

Remote Learning

Aylesford School has reopened for all pupils in September 2020 following school closure due to the global pandemic. However, we are required to put plans in place in case of a local or national lockdown arrangement or a breakout of COVID-19 within the school community.

Aims:

The aim of this policy is to consider the practical implementation of blended learning across a number of eventualities in order to ensure pupils, teachers, parents and other stakeholders are clear about expectations and responsibilities.

This remote learning policy for staff aims to:

- Ensure consistency in the approach to remote learning for pupils who are not in school.
- Set out expectations for all members of the school community with regards to remote learning.
- Provide appropriate guidelines for data protection.

Roles and responsibilities

Roles and responsibilities are divided among multiple areas of responsibility and management across the school.

Outlined below is a guide determining which area of responsibility is assigned to which personnel within Aylesford School.

- Leadership and management of ICT software in relation to Teaching and Learning.
- Student engagement in ICT software and remote learning.
- Staff training and development in relation to ICT software and hardware. ICT Manager – SteveEllis (steve.ellis@aylesford.kent.sch.uk)
- Student management in relation to Office 365 and class charts.
- Staff support and assistance.
- Student support and assistance.

Heads of Department – see school website for contact details.

- Delivery and support of remote learning content within their subject.
- Delivery and setting of work appropriate for their subject / curriculum.
- Supporting staff and students within their subject regarding accessibility of content, level of challenge and suitability of work delivered remotely.

Progress Leaders – see school website for contact details.

- Student engagement and welfare
- First line support for students
- Student rewards and recognition in relation to work completed remotely.

Teachers

When providing remote learning, teachers must be available between 8.00 am and 4:00pm as perdirected time.

If they are unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should report this using the normal absence procedure. Further guidance can be found in the staff handbook.

When providing remote learning, teachers are responsible for:

- Setting work remotely:
- Setting work for classes that the teacher has responsibility for as per their timetable.
- Lessons should be set via the preferred online learning platform – ZOOM.
- Links for live lessons should be posted via the class charts.
- If live lessons are not possible, cover work should follow the expectations of a typical lesson and be sent out via class charts
- Links for live lessons should be sent out giving the student as much time as possible to prepare;if absence is unplanned then no later than 8.00am, if absence is planned (e.g. lockdown) then links should be set no later than the Sunday evening before the school week begins.
- Class teachers should notify their heads of Department / Line Managers of how they have set their work and its contents.
- Teachers must notify Progress Leaders if a student is unable to access the lesson, where possible Progress Leaders in turn must seek to remedy the situation on behalf of the student.
- Providing feedback on work:
- Teachers can request work to be emailed or submitted via class charts (as an assignment)

- Teachers can share feedback verbally, via recorded message, written or annotated on adocument that has been submitted.
- Teachers must provide regular feedback on submitted work in line with the school's marking policy.

Keeping in touch:

- Staff should communicate via email and text as the primary form ofcommunication.
- Normal email etiquette should be followed – emails should be limited to the hours of 8:00 – 18:30
- Parental contact should be made if a teacher has concerns over the progress or engagement ofa student.

Video Call Etiquette:

- Staff and students are expected to dress in a smart casual manner.
- Background noise should be limited.
- Users should be muted when not actively participating in chat.

Teaching Assistants

When assisting with remote learning, teaching assistants must be available between 8:30 – 15:30or their contracted working hours.

If they're unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should report this using the normal absence procedure. When

assisting with remote learning, teaching assistants are responsible for:

- Supporting pupils who are on their 'In-school' timetable – either via break rooms or personalvirtual meetings set up via teams.
- Accessing emails during their working hours
- To continue to attend weekly briefing sessions with SENCO
- Maintaining SEN provision plans
- Communicating with class teachers to ensure that 1:1 support for students with SEN continues to takes place
- Communicate with parents regarding pupil progress updates as per the normal in schoolexpectation
- To update SENCO with progress made weekly and highlight any concerns

Attending virtual meetings with teachers, parents and pupils:

- Dress code - To be maintained as per whole school policy and procedures – Smart at all times
- Locations should be appropriate for learning
- If Teaching assistants are required in school this will be arranged on a rota basis and Teaching assistants will be responsible for letting teaching stuff know if they are not available to support in a lesson.

Head of Department

- Alongside their teaching responsibilities, heads of department are responsible for:

- Considering whether any aspects of the subject curriculum need to change to accommodate remote learning.
- Working with teachers teaching their subject remotely to make sure all work set is appropriate and consistent.
- Working with other subject leads and senior leaders to make sure work set remotely across all subjects is appropriate and consistent, and deadlines are being set an appropriate distance away from each other.
- Monitoring the remote work set by teachers in their subject – using class charts analytics, through department meetings and direct communication with teaching staff.
- Alerting teachers to resources they can use to teach their subject remotely.

Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school – lead by the LT
- Monitoring the effectiveness of remote learning – virtual learning walks, quality assurance audits via insights, regular meetings with Heads of Department that they line manage.

Designated safeguarding lead

Please refer to the Child Protection Policy

IT staff

IT staff are responsible for:

- Fixing issues with systems used to set and collect work.
- Helping staff and parents with any technical issues they are experiencing.

Teachers' Standards

Guidance for school leaders, school staffand governing bodies

July 2011 (introduction updated June 2013,latest terminology update December 2021)

Contents

Summary

About the standards

These are the Teachers' Standards for use in schools in England from September 2012.The standards define the minimum level of practice expected of trainees and teachers from the point of being awarded qualified teacher status (QTS).

The Teachers' Standards are used to assess all trainees working towards QTS, and allthose completing their statutory induction period. They are also used to assess the performance of all teachers with QTS who are subject to The Education (School Teachers' Appraisal) (England) Regulations 2012, and may additionally be used to assess the performance of teachers who are subject to these regulations and who holdqualified teacher learning and skills (QTLS) status.

The standards were introduced following the recommendations in the reports of the independent Review of Teachers' Standards, chaired by Sally Coates. These reports areavailable from [GOV.UK](GOV.UK).

Expiry or review date

These standards will apply until further notice.

What legislation do the standards refer to?

[Schedule 2 of The Education (School Teachers' Qualifications) (England) Regulations2003](#)

[The Education (School Teachers' Appraisal) (England) Regulations 2012](#)

Who are the standards for?

The Teachers' Standards apply to:

- trainees working towards QTS;

- all teachers completing their statutory induction period (early career teachers [ECTs]); and

- teachers in maintained schools, including maintained special schools, who are covered by the 2012 appraisal regulations.

The Teaching Regulation Agency (TRA) will use Part Two of the Teachers' Standards,which relates to personal and professional conduct, when assessing cases of serious misconduct, regardless of the education sector in which theteacher works.

What documents do the standards replace?

These standards replaced the standards for qualified teacher status (QTS) and the coreprofessional standards, published by the former Training and Development Agency for Schools (TDA); and the General Teaching Council for England's Code of Conduct and Practice for Registered Teachers.

Introduction, legal standing and interpretation

1. The Teachers' Standards published by the Secretary of State for Education introduced some significant changes in terms of structure, content and application. This document is designed to assist those who will be using the standards to understand those changes and to implement the standards effectively.

2. The Teachers' Standards contained in this document came into effect on 1 September 2012, though the Teaching Agency (now the Teaching Regulation Agency) has used the conduct elements since 1 April 2012 as a reference point when considering whether a teacher's conduct has fallen significantly short of the standard of behaviour expected of a teacher. They replaced the standards for qualified teacher status (QTS) and the core professional standards previously published by the Training and Development Agency for Schools (TDA),[1] as well as the General Teaching Council for England's Code of Conduct and Practice for Registered Teachers.

3. **The standards apply to the vast majority of teachers regardless of their career stage.** The Teachers' Standards apply to: trainees working towards QTS; all teachers completing their statutory induction period; and those covered by the new performance appraisal arrangements (subject to the exception described in para. 4 below). Part Two of the Teachers' Standards, which relates to professional and personal conduct, is used to assess cases of serious misconduct, regardless of the sector in which the teacher works.

4. Since 1 April 2012, teachers with qualified teacher learning and skills (QTLS) status have been able to teach in schools as fully qualified teachers. This change was made to give schools greater access to experienced teachers of vocational subjects, as recommended in Professor Alison Wolf's Review of Vocational Education. Headteachers have the freedom to decide the standards against which they assess the performance of QTLS holders. They can assess QTLS holders' performance against the Teachers' Standards, against any other set of standards relating to teacher performance issued by the Secretary of State, against any other professional standards that are relevant to their performance, or against any combination of those three. Before, or as soon as practicable after the start of each appraisal period, QTLS teachers (like other teachers) must be informed of the standards against which their performance in that appraisal period will be assessed.

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[1] The standards for qualified teacher status and the core professional standards are available from The NationalArchives.

5. The standards define the minimum level of practice expected of trainees and teachers from the point of being awarded QTS. The standards set out in this document constitute the 'specified standards' within the meaning given to that phrase in Schedule 2 of The Education (School Teachers' Qualifications) (England)Regulations 2003[2].

6. The standards need to be applied as appropriate to the role and context within which atrainee or teacher is practising. Providers of initial teacher training (ITT) should assess trainees against the standards in a way that is consistent with what could reasonably be expected of a trainee teacher prior to the award of QTS. Providers need to ensure that their programmes are designed and delivered in such a way as to allow all trainees to meet these standards, as set out in the Secretary of State's Initial Teacher Training (ITT)Criteria[3].

7. Similarly, headteachers (or appraisers) should assess teachers' performance against the standards to a level that is consistent with what should reasonably be expected of a teacher in the relevant role and at the relevant stage of their career (whether they are an early career teacher (ECT), a mid-career teacher, or a more experienced practitioner). The professional judgement of headteachers and appraisers is therefore central to appraisal against these standards.

8. The standards replaced the previous core professional standards, and are used to assess an ECT's performance at the end of their induction period in employment. The standards themselves do not specify any new or different elements to the expectations placed on ECTs beyond those required for the award of QTS. The decision about whether an ECT has met the standards to a satisfactory level at the end of their induction period therefore needs to be made on the basis of what should reasonably be expected of an ECT working in the relevant setting and circumstances, within the framework set out by the standards. That judgement should reflect the expectation that ECTs have effectively consolidated their training, and are demonstrating their ability to meet the standards consistently over a sustained period in their practice.

9. Following the period of induction, the standards continue to define the level of practice at which all qualified teachers are expected to perform. Teachers' performance is assessed against the standards as part of the new appraisal arrangements in maintained schools.

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[2] Schedule 2 of The Education (School Teachers' Qualifications) (England) Regulations 2003 is available from legislation.gov.uk.

Presentation of the standards

10. This document is presented in three parts, which together constitute the Teachers' Standards: the **Preamble**, **Part One** and **Part Two**.

11. The Preamble summarises the values and behaviour that all teachers must demonstrate throughout their careers. **Part One** comprises the Standards for Teaching; **Part Two** comprises the Standards for Personal and Professional Conduct.

12. In order to meet the standards, a trainee or teacher will need to demonstrate that theirpractice is consistent with the definition set out in the **Preamble**, and that they have met the standards in both **Part One** and **Part Two** of this document.

13. The standards are presented as separate headings, numbered from 1 to 8 in **Part One**, each of which is accompanied by a number of bulleted subheadings. The bullets, which are an integral part of the standards, are designed to amplify the scope of each heading.The bulleted subheadings should not be interpreted as separate standards in their own right but should be used by those assessing trainees and teachers to track progress against the standard, to determine areas where additional development might need to be observed, or to identify areas where a trainee or teacher is already demonstrating excellent practice relevant to that standard.

Progression and professional development

14. The standards have been designed to set out a basic framework within which all teachers should operate from the point of initial qualification. Appropriate self- evaluation, reflection and professional development activity is critical to improvingteachers' practice at all career stages. The standards set out clearly the key areas in which a teacher should be able to assess his or her own practice, and receive feedback from colleagues. As their careers progress, teachers will be expected to extend the depthand breadth of knowledge, skill and understanding that they demonstrate in meeting the standards, as is judged to be appropriate to the role they are fulfilling and the context in which they are working.

Date of introduction of the standards

15. The revised standards came into effect on 1 September 2012, on which date they became the 'specified standards' as defined in Schedule 2 of The Education (School Teachers' Qualifications) (England) Regulations 2003. The Regulations require that in order to be recommended for the award of QTS, in most cases[4] a person must meet thespecified standards that are in place at the time of assessment. Providers of initial teacher training need to ensure that all trainees who complete their training after 1 September 2012 are assessed against the standards that are in place as at the time of assessment, in accordance with the Regulations.

16. ECTs who qualified under the previous standards but started induction on or after 1 September 2012, or had started but not completed induction by 1 September 2012,need to be assessed against the Teachers' Standards at the end of their induction.

17. Existing teachers who have already passed induction will be expected to use the Teachers' Standards instead of the previous core standards for appraisal, identifyingprofessional development, and other related purposes.

18. When considering new cases of serious misconduct received from 1 April 2012, the Teaching Regulation Agency (formerly the National College for Teaching and Leadership), acting on behalf of the Secretary of State, must have regard to the personaland professional conduct aspects of the Teachers' Standards document instead of the General Teaching Council for England's (GTCE) Code of Conduct and Practice forRegistered Teachers. The Teaching Regulation Agency is still able to refer to the GTCE's Code of Conduct for any partially completed cases it received from the GTCE atthe point of its abolition.

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[4] For some categories QTS can be awarded without undertaking ITT in England and meeting the QTS standards. Those exempt from meeting the QTS standards are individuals who have already successfully completed ITT or are recognised as teachers in another UK country and EEA nationals who are recognised as teachers in another EEA member state. Qualified further education teachers who have qualified teacher learning and skills (QTLS) status mayalso be exempt from meeting the Teachers' Standards.

Note on terminology used/glossary

Specific terminology used in the standards should be interpreted as having the following meaning:

- **'Fundamental British values'** is taken from the definition of extremism as articulated in the new Prevent Strategy, which was launched in June 2011. It includes 'democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs'.

- **'Parents'** is intended to include carers, guardians and other adults acting *in loco parentis*.

- **'Pupils'** is used throughout the standards, but should be taken to include references to children of all ages who are taught by qualified teachers, including those in the Early Years Foundation Stage, and those in post-16 education.

- **'School'** means whatever educational setting the standards are applied in. The standards are required to be used by teachers in maintained schools and non- maintained special schools. Use of the standards in academies and free schools depends on the specific establishment arrangements of those schools. Independent schools are not required to use the standards, but may do so if they wish.

- **'Special educational needs'**, as defined by the Department for Education's Special Educational Needs Code of Practice (2001), refers to children who have a learning difficulty. This means that they either: have a significantly greater difficulty in learning than the majority of children of the same age; or have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority.

- **'Statutory frameworks'** includes all legal requirements, including but not limited to the requirement to promote equal opportunities and to provide reasonable adjustments for those with disabilities, as provided for in the Equality Act 2010. The term also covers the professional duties of teachers as set out in the statutory School Teachers' Pay and Conditions Document.

Teachers' Standards

Preamble

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honestyand integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

Part One: Teaching

A teacher must:

1. **Set high expectations which inspire, motivate and challenge pupils**

   - establish a safe and stimulating environment for pupils, rooted in mutual respect

   - set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions

   - demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2. **Promote good progress and outcomes by pupils**

   - be accountable for pupils' attainment, progress and outcomes

   - be aware of pupils' capabilities and their prior knowledge, and plan teaching tobuild on these

   - guide pupils to reflect on the progress they have made and their emerging needs

   - demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching

   - encourage pupils to take a responsible and conscientious attitude to their ownwork and study.

3. Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings

- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship

- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject

- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics

- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4. Plan and teach well structured lessons

- impart knowledge and develop understanding through effective use of lesson time

- promote a love of learning and children's intellectual curiosity

- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired

- reflect systematically on the effectiveness of lessons and approaches to teaching

- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5. Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively

- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these

- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development

- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6. Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements

- make use of formative and summative assessment to secure pupils' progress

- use relevant data to monitor progress, set targets, and plan subsequent lessons

- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

7. Manage behaviour effectively to ensure a good and safe learningenvironment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy

- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently andfairly

- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them

- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8. **Fulfil wider professional responsibilities**

- make a positive contribution to the wider life and ethos of the school

- develop effective professional relationships with colleagues, knowing how andwhen to draw on advice and specialist support

- deploy support staff effectively

- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues

- communicate effectively with parents with regard to pupils' achievements andwell-being.

Part Two: Personal and professional conduct

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

  - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position

  - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions

  - showing tolerance of and respect for the rights of others

  - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs

  - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.

- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.

- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.