

## Teaching

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### Pedagogy

At St Dunstan's College we enjoy teaching, and care about its quality, development, and impact on pupils' learning. This document should be read in conjunction with our guidance on Learning. The College takes seriously its responsibility, on behalf of pupils and families, to promote excellence in the classroom by supporting, developing, and scrutinising teaching and scholarship across the College.

Our teachers value pupil self-esteem, motivation, ambition and individuality. Learning activities are planned to be appropriate to the age-related educational needs of all in relation to personal, social, emotional and physical development, and communication and language skills. Teachers use and develop their subject expertise and appropriate College resources to foster intellectual curiosity and the ambitious acquisition of knowledge and skills by all, challenging them to think for themselves and to aspire.

Our teachers and their teaching will reinforce fundamental British values and will not promote partisan political views, in line with our responsibilities under the Prevent strategy, and will not discriminate against pupils on the basis of the protected characteristics as set out in the 2010 Equality Act. Further details of our approach to educational inclusion and wider social responsibility can be found across our policies including, but not exhaustively, those related to Learning, Inclusion and Enrichment, SEND (including for children with EHCPs), Scholarship, Enrichment and the More Able, EAL, PSHEE, Feedback Marking and Homework, and Careers.

### The College's 'Principles of Excellent Teaching and Learning'

We use PETALs (Principles of Excellent Teaching and Learning) to help steer teacher recruitment, scrutiny, support, and an active, ongoing culture of Continued Professional Learning. Excellence is a collective and individual responsibility and requires both professional autonomy and accountability. No single style of teaching is expected, but there is a College understanding of the principles and responsibilities that underpin teaching and teacher excellence – the PETALs.

**The St Dunstan’s College PETALs are these:**

- **Planning:** Identify clear, differentiated, and ambitious learning outcomes for pupils within and across lessons, and then plan the teacher and pupil input and activity to reach and review them. \*
- **Engagement:** In your questioning and interactions, challenge all pupils to think about and reflect upon what they (mis)understand, and why, and not just to complete tasks or activities. \*
- **Teaching:** Ensure a safe, purposeful classroom environment characterized by clear instruction, excellent behaviour, and pace of learning for all, including differentiated pathways as appropriate. \*
- **Assessment:** Within and across lessons, check, track and routinely give feedback (verbal and written) in regard to group and individual progress, using rewards and interventions accordingly. \*
- **Learning:** Within and across lessons, have high expectations for and actively promote pupil ownership and enjoyment of learning with regular and explicit reference to Learning Score descriptors. \*

***\*A note on inclusion and enrichment:*** Excellent teaching results in strong learning for all (SEND, EAL, more able) including in line with any relevant Priority Strategies. Teachers at the College strive for this excellence in their professional work to ensure progress in the understanding and/or learning skills of pupils of all abilities, educational needs, and protected characteristics as set out by the Equality Act 2010.

**Line management**

All teachers are supported and scrutinised by their line manager. Support and scrutiny should be ongoing and rewarding for all, and not restricted to within the frameworks of Probation or Appraisal. Its aim is to enhance the enjoyment, quality, and impact of both the teaching and learning experience for all.

**Performance Development and Continued Professional Learning**

All teachers are learners at all points in their careers. To that end, the development and active sharing of best practice is part of the teaching culture of the College. Our commitment to a programme of ambitious and forward-thinking Performance Development and Continued Professional Learning does not stop following successful Probation, and is not restricted to the process of annual Appraisal.

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