



# 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, SEND (including for children with EHCPs), Scholarship, Enrichment and the More Able, EAL, PSHEE, Feedback, 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:**

- **Engagement:** are all students **engaged** with their learning? (and how do you know?)
- **Individuals:** are all students being taught as **individuals**? (and how do you know?)
- **Progress:** are all students making sustained and rapid **progress**? (and how do you know?)

**Junior School**

In the Junior School, the following is considered possible evidence for excellent teaching in the classroom to support and inspire individual pupils:

<b>Possible Evidence of Excellent in T+L: <i>Support and Inspire Individuals</i></b>	
<b>E n g a g e m e n t</b>	<ul style="list-style-type: none"> <li>• Opportunities for extension are regularly provided for all pupils beyond task completion. These could include opportunities outside the lesson, evidenced through classroom activities, and/or learning resources.</li> <li>• Excellent teacher subject knowledge is used to inspire and challenge pupil engagement.</li> <li>• Confident modelling of pupil expectations by the teacher to build engagement.</li> <li>• Making links to the real-life application of the topic or concept to develop engagement.</li> <li>• Strong behaviour for learning ensures no disruption.</li> <li>• Teacher fosters an environment that promotes a love of learning through ambitious learning outcomes, appropriate challenge and an environment that inspires curiosity and creates a culture of awe and wonder.</li> <li>• Pupils are engaged from the start to the end of lessons – no evidence of ‘dead time’</li> <li>• Strong AfL; targeted questioning based on the pupil responses to scaffold and build upon their understanding through open-ended questions and developing depth.</li> <li>• Evidence of peer and/or self-assessment</li> <li>• Higher Order Questioning – pupils are expected to engage with complex material and are taught the purpose of the learning ‘struggle’ through growth-mindset praise.</li> <li>• Multi-Trajectory Learning – differentiation is used to engage, and the teacher is able to teach inclusively whilst pupils learn at different paces or rates to make progress.</li> </ul>
<b>I n d i v i d u a l s</b>	<ul style="list-style-type: none"> <li>• Teacher scaffolding is planned for individuals through tailored lessons.</li> <li>• Rapport and relationship with individuals are rooted in respect, trust and positive reinforcement.</li> <li>• Individualised feedback leads to growth-mindset and ‘can do’ attitudes in pupils.</li> <li>• Pupils demonstrate independence and collaboration in lessons, taking an active lead in their own learning.</li> <li>• Evident that lessons have been planned with IPN fully understood and implemented.</li> <li>• Priority Strategies enacted before and during the lesson and evident in teacher planning.</li> <li>• Awareness of specific pupil needs and targets to help the individual pupil make progress. Where necessary, resources and scaffolding are put in place to support them to succeed.</li> <li>• Lesson is planned for individuals based on prior attainment, and/or skills.</li> <li>• Diversity of pupils is celebrated through learning activities and material.</li> </ul>
<b>P r o g r e s s</b>	<ul style="list-style-type: none"> <li>• Pupils ask ambitious questions of teachers to show their desire to progress.</li> <li>• Differentiation leads to progress for all pupils.</li> <li>• AfL is checked through pupil demonstration of learning and the depth of pupil response both verbal and written – pupil progress is evidenced rather than assumed.</li> <li>• Teacher addresses and responds where mistakes and misconceptions may occur. Response to feedback is positive across attainment levels and drives pupil progress.</li> <li>• Planning of lessons shows the medium and long-term progress that is being built towards by the teacher, with reference to previous and future learning outlined for pupils, where appropriate.</li> <li>• Pupils are aware of the steps for how to be successful and make progress in the lesson; there are opportunities for pupils to reflect on their learning, their progress to achieve the desired learning outcome and how to make further progress moving forward.</li> <li>• Peer assessment and peer review leads to a collective atmosphere of progress.</li> <li>• Teacher modelling leads to high levels of pupil confidence of what is required in their learning and how to progress their learning and outcomes over time.</li> </ul>

**Senior School**

In the Senior School, the following is considered possible evidence for excellent teaching in the classroom to support and inspire individual students:

<b>Possible Evidence of Excellent in T+L: <i>Support and Inspire Individuals</i></b>	
<b>E n g a g e m e n t</b>	<ul style="list-style-type: none"> <li>• Learning is routinely extended beyond task completion including outside the lesson, evidenced through classroom activities, students’ learning resources.</li> <li>• Excellent teacher subject knowledge is used to inspire and challenge student engagement.</li> <li>• Confident modelling of student expectations by the teacher to build engagement.</li> <li>• Tangential learning – students are engaged by seeing links to other areas of the subject, application to real-life, going ‘off-piste’ – high levels of teacher knowledge</li> <li>• Strong behaviour for learning ensures no disruption and positive student body language.</li> <li>• Students show an intrinsic motivation to succeed and engage positively with challenge, based on infectious love of subject and love of learning from teacher and ‘learning hooks’.</li> <li>• There is a discovery focus of learning; students engage themselves by actively buying in.</li> <li>• Students are engaged from the start to the end of lessons – no evidence of ‘dead time’</li> <li>• Energetic focus from students, on task throughout and proactively</li> <li>• Strong AfL; targeted questioning scrutinises the reality of learning and avoids rewarding perception of mastery or superficial AfL solely on verbal response or ‘yes/no’ answers.</li> <li>• Students engage with one another’s learning, e.g. through ‘pose, pause, pounce, bounce’</li> <li>• Higher Order Questioning – students are expected to engage with complex material and are taught the purpose of the learning ‘struggle’ through growth-mindset praise.</li> <li>• Multi-Trajectory Learning – differentiation is used to engage, and the teacher is able to teach inclusively whilst students learn at different paces or rates to make progress.</li> </ul>
<b>I n d i v i d u a l s</b>	<ul style="list-style-type: none"> <li>• Teacher scaffolding is planned for individuals through tailored lessons for each class.</li> <li>• Rapport and relationship with individuals are rooted in respect and trust; students are greeted at the start of each lesson at the door and a feeling of positive safety and security.</li> <li>• Students respond to teacher requests and challenge due to being valued as an individual.</li> <li>• Individualised feedback leads to growth-mindset and ‘can do’ attitudes in students.</li> <li>• Students feel individually confident to lead learning and collaborative with others.</li> <li>• Evident that lessons have been planned with IPN fully understood and implemented.</li> </ul>

P r o g r e s s	<ul style="list-style-type: none"> <li>• Priority Strategies enacted before and during the lesson and evident in teacher planning.</li> <li>• High use of student names and the teacher draws on individualised prior outcomes, success, or interests to further rapport, relationships, trust, and challenge of learning.</li> <li>• Lesson is planned for individuals based on prior attainment, learning styles, or skills.</li> <li>• Diversity of students is celebrated through learning activities and material.</li> </ul>
	<ul style="list-style-type: none"> <li>• Students ask demanding questions of teachers to show their desire to progress.</li> <li>• Differentiation leads to sustained and impressive rates of progress for students.</li> <li>• AfL is checked through student demonstration of learning and the depth of student response both verbal and written – student progress is evidenced rather than assumed.</li> <li>• Teacher plans for where mistakes and misconceptions will occur in student learning, and students are able to demonstrate how to correct mistakes to evidence their learning.</li> <li>• Response to feedback is positive across attainment levels and drives student progress.</li> <li>• Planning of lessons shows the medium and long-term progress that is being built towards by the teacher, with reference to previous and future learning outlined for students.</li> <li>• Student is built up to be successful; the lesson is crafted so all students can evidence to themselves and others where they are making progress and moving forward.</li> <li>• Peer assessment and peer review leads to a collective atmosphere of progress.</li> <li>• Teacher modelling leads to high levels of student confidence of what is required in their learning and how to progress their learning and outcomes over time.</li> </ul>

**\*A note on Individual Pupil Needs:** 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.