



Forest of Dean Trust

Teaching and Learning

Our Reflective Practitioner Programme



“The central aim is that every learner shall achieve their maximum potential and enjoy the process”



Contents

Page 2-3:	Teaching and Learning Guidance
Page 4:	Who's who?
Page 5:	The Vision
Page 6:	The Dene Magna Person
Page 7:	The Talent Pathway: Mapping your career
Page 8:	Toolbox
Page 9:	Just Teaching: Looking after your long term future
Page 10:	New Staff Induction
Page 11:	Our Coaching Culture
Page 12:	Reflective Practitioner Inquiry
Page 13:	Step into Teaching: Your Pathway to Teaching





**Forest of Dean Trust
Dene Magna
Teaching and Learning Guidance**

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



Tom Derrick

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Who's Who?

At the Forest of Dean Trust, we know the huge impact that outstanding Teaching and Learning can have on pupils' experience and outcomes at our schools. Due to this, our Assistant Headteacher who leads Teaching and Learning works with all staff to make sure our teachers are supported to improve and our students have fantastic lessons!

Teachers at the Forest of Dean Trust strive to be the best they can be and are supported fully, using a coaching culture that allows the teacher to find the solution, not be told what to do. There is a universal open door policy where staff can approach for support.

Tom Derrick trained at Dene Magna, before returning to become Head of Science in 2016. He was then appointed Assistant Headteacher in 2020. Tom leads CPD across the trust as well as leading the coaching programme that runs through everything that we do. He also works closely with staff at Drybrook School and the Sixth Form Centre in Cinderford, making sure that everything we do is not only cross subject, but cross phase. Tom believes that bringing current research into the classroom is vital and coaching is a key tool in being able to do it.

Tom is passionate about working with Heads of Department and UPS teachers to ensure that all staff continue to develop and grow as learners. Reflecting on your own practice and being at the forefront of the latest educational research are two facets of Teaching and Learning that Tom is most enamoured with.

Tom also leads the trust **Teaching and Learning Team**, where staff problem solve issues, before trialling solutions and getting strategies out to staff.

Staff are supported throughout each academic year through various strategies that are detailed in this information pack. All CPD is underpinned by the Standards for Teachers' Professional Development (2016). If you have any questions, or would like to visit feel free to get in touch.

As a former Teaching School we are close collaborators with the two local Teaching School Hubs and staff at FODT will have access to all courses run including the new NPQs. Tom is also a facilitator on the NPQLT programme.

Introduction to Teaching and Learning FODT

The Vision

Teaching and Learning at the Forest of Dean trust has our principles and leading aim at its core; consistency and outstanding practice are achieved through a climate of mutual respect, mutual responsibility, with risk taking being both encouraged and welcomed.

As a Trust we want everyone who works with our students to be reflective practitioners who are striving to improve, no matter what stage of their career. All staff take part in our excellent Reflective Practitioner Programme (RPP). This is delivered to support staff in every area of their practice. The content and structure of this fantastic opportunity are found in this booklet

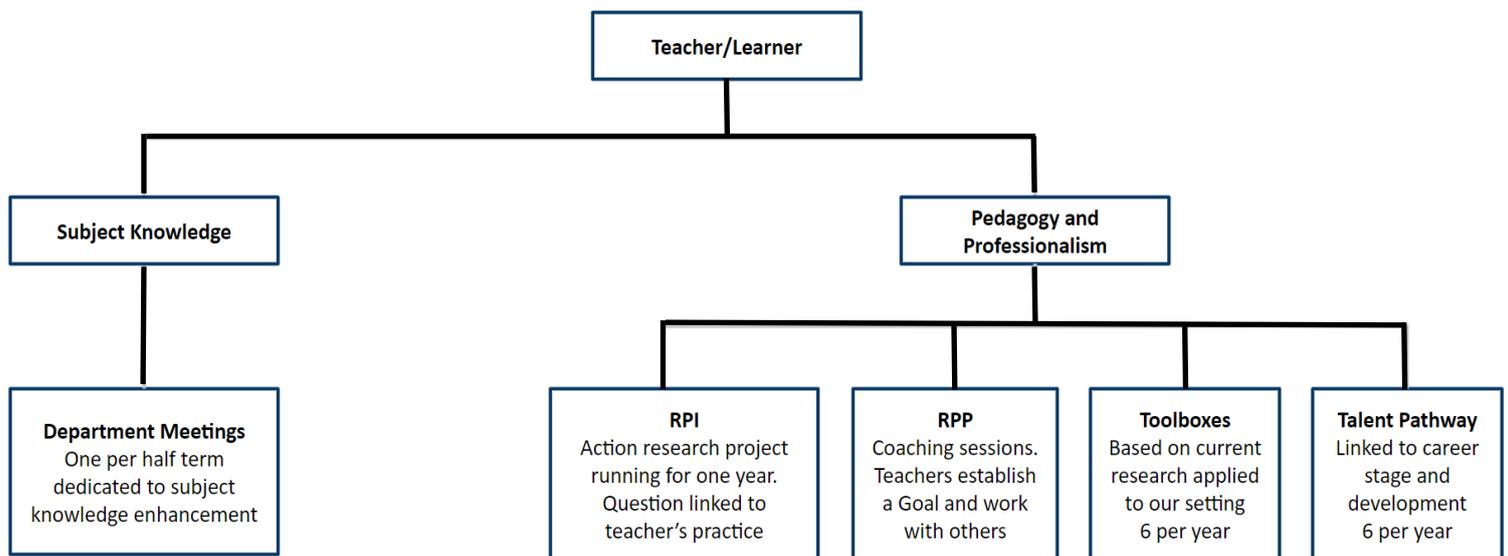
A coaching culture is key and all staff are trained as coaches as part of their induction. Observations have been replaced with coaching conversations which allows open low stakes conversations between **all** staff, no matter their position or experience.

Everyone working at FODT are trained in 'Running their room'. The idea behind this is that staff know the classes they teach well enough to ensure the best possible Teaching and Learning can take place.

Everyone in the Forest of Dean Trust is seen as **learners** and as teachers or teaching assistants, we make sure that we are developing our subject knowledge and pedagogy throughout the academic year (see diagram below).

Thankyou for taking the time to see what we do at FODT. We hope you can see why are leading aim is:

“Each and every learner shall achieve their maximum potential and enjoy the process”



The Dene Magna Person

Staff at Dene Magna are fantastic at what they do and part of this is due to them embracing the culture of the school and showing the following attributes in their practice. These features are all vitally important to us as a school.

A Dene Magna person ...

- Reflective
- Approachable
- Supportive
- Positive
- Enthusiastic
- Willing to ask for support and strategies when teaching a new class
- Enjoys their work
- Passionate for their subject. This is obvious through their actions and teaching
- Thinks their subject is the best
- Love of working with young people
- Invests time in all learners
- Knows their class enough to judge the correct pace of lessons
- A desire to improve their own practice
- Thinks of themselves as a learner too

This is all underpinned with an understanding and confidence in the importance of Safeguarding



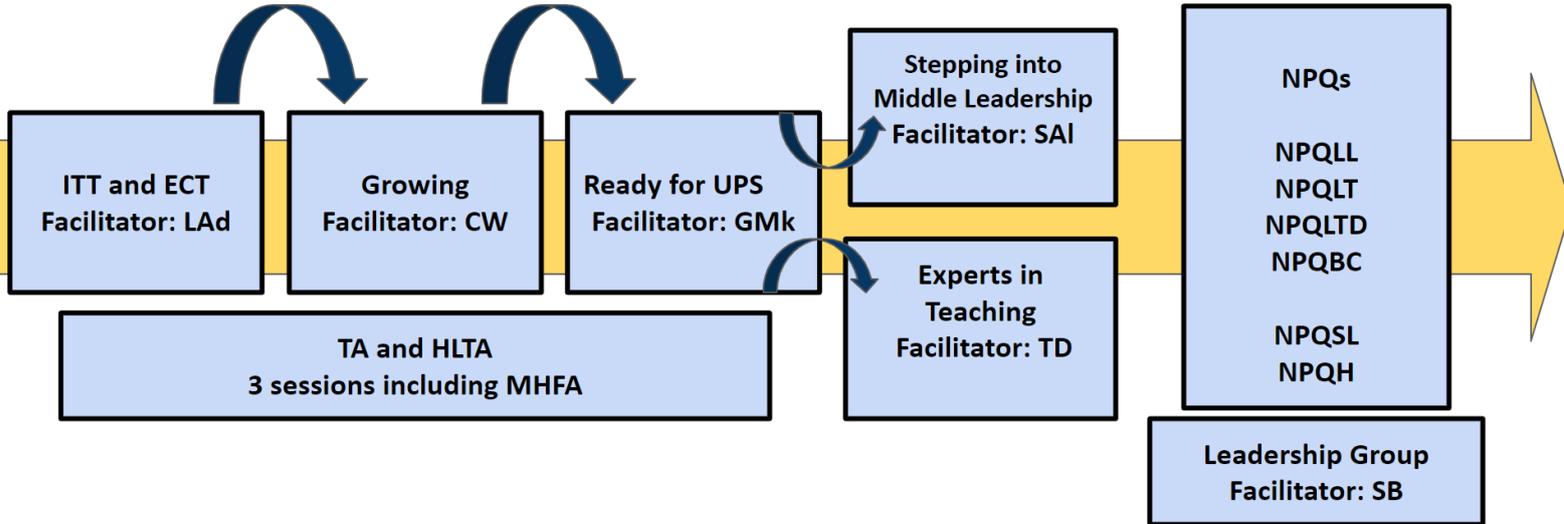
The Talent Pathway: Mapping your career

'Each and every learner shall reach their maximum potential and enjoy the process'

- This really is **CONTINUOUS** Professional development. Continuous development of teachers across phases from the day they decide to become a teacher onwards
- Builds upon the core principles of teaching from the ECF and builds upon skills that are linked to the Teaching Standards and their career stage
- It is imperative that teachers see themselves as learners too. Strive to be better for the students they teach to allow them to have the best possible outcomes
- Stops any 'treading water' → continually challenged in terms of ideas and discussion
- Allows early identification of talent → move through pay scales
- Runs alongside whole staff CPD where staff from different stages come together to develop ideas based on current re-search

The Structure

- Two year programme for each 'career stage'. Runs from ECT → Senior Leadership. There is also a separate pathway for TAs
- A separate 'Middle Leadership' programme runs alongside to support new and aspiring Middle Leaders
- 1 session per half term
- Each session has a piece of reading pre session and a task to complete afterwards
- Each attendee will receive coaching sessions from course leader throughout course
- Attendees keep a log of 'ADAPT' post-cards for the tasks they have attempted and reviewed
- Each group ran by expert staff
- Part of the course involved **Mental Health First Aid Training**



Toolboxes

At the Forest of Dean trust, we believe that CPD should be focussed, engaging, based on current research and most of all able to be used in the classroom the very next day.

The sessions are based upon what as a school we would like to focus on and make the most difference to all students we teach. All staff lead sessions to share the expertise across the trust.

Staff are asked to implement an idea or strategy in the weeks following and these tracked to allow staff to reflect on what they have tried

This allows staff to be directed to see examples of good practice and prompts lots of low stakes conversations about Teaching and Learning.

To decrease workload and improve staff wellbeing. These sessions are recorded and placed upon National College so that staff can watch them when they are able.

The Forest of Dean Trust produce a CPD menu in the autumn term to address and areas for development. This allows staff not only to see what we will be looking at, but allow them to volunteer to deliver sessions that they are experts in.

Subject Knowledge Enhancement

One department meeting per half term is dedicated to subject specific CPD.

This is organized by the Head of Department, who works with the Assistant Head teachers to organize CPD that will make a real difference in the department.

Primary staff are required to teach across subject specialisms. They receive a secondary subject specialist link and regular curriculum based CPD. Expertise is also regularly shared from primary to secondary phases.



Forest of Dean Trust CPD Menu 2023/2024

TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
Toolbox Themes					
Building Metacognitive Skills		Getting the best out of <u>all</u>		Tutoring- The DM Way	
Assessment/Feedback that works			Trauma Informed Practice and Mental Health		
Introduction to the Toolbox themes and objectives	Toolbox 1	Toolbox 2	Toolbox 3	Toolbox 4	Teachmeet to share findings
	RPP and Coaching				
Reflective Practitioner Programme					
National College CPD		Just Teaching Coaching Term Focus		Reflective Practitioner Inquiry	
Working Parties		NPQs (on application)		Safeguarding and GDPR	
		Year long induction (for new staff)		Expert Coaching Training	
		Subject Knowledge Enhancement		PP/SEN	
Talent Pathway					
ITT and ECT TM meetings ECF Talent Pathway		M3-M4 Talent Pathway- Growing as teachers		M5-6 Talent Pathway- Ready for UPS group Middle Leader Course	
		UPS Talent Pathway- Experts in Teaching Middle Leader Course		Middle Leaders Talent Pathway- Experts in Teaching & HoD Meetings	
				HLTA and TA TA Talent Pathway	

Just Teach: Looking after your long term future

'Each and every learner shall reach their maximum potential and enjoy the process'

At Dene Magna, we want staff to be able to focus on teaching fantastic lessons to all year groups (7-13) and getting the best possible outcomes for our students.

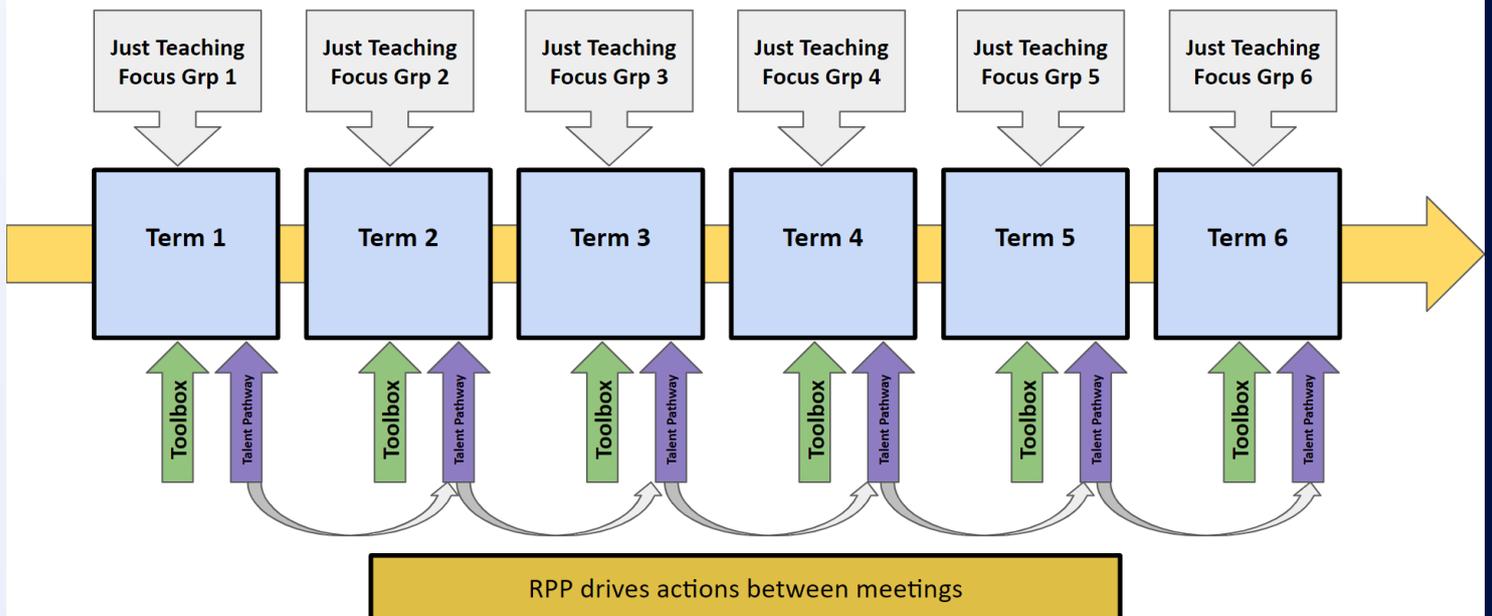
To support this, all staff receive a half term of focussed coaching run on a three-year cycle.

Within this half term focus, staff will meet Tom each fortnight to focus on you as a professional achieving the goals that you would like to.

This will be related to your **Teaching and Learning Reflection** that you complete at the start of each academic year.

The Structure

- 3 year programme published each year
- Staff know when their half term is
- Built on coaching and development
- Fortnightly meeting with TD/JWa
- Driven by the staff member



New Staff Induction

All new staff at FODT receive a **full year of induction**. We believe this to be vitally important for any member of staff, whether in their first couple of years, or Senior Leader.

New staff will receive a bespoke programme led by the Teaching and Learning team that will allow them to get to know FODT as well as giving the freedom to bring their personality to the trust.

An induction day takes place in the summer term before you start at FODT. It is based on the four pillars of **'Just Teach'** (based upon those from the ECF):

- Pedagogy
- Curriculum
- Behaviour Management
- Assessment
- Professional behaviour

The day will include sessions on the above as well as the opportunity to go and observe staff at the school straight away and to discuss and reflect outstanding practice.

You will also meet your department and take away everything you need ready to teach fantastic lessons to all students in September.

Early Career Teachers

Early Career Teachers will be placed on our induction programme based upon the Early Career Framework. This is in conjunction with the two Teaching School Hubs in Gloucestershire using the UCL programme.

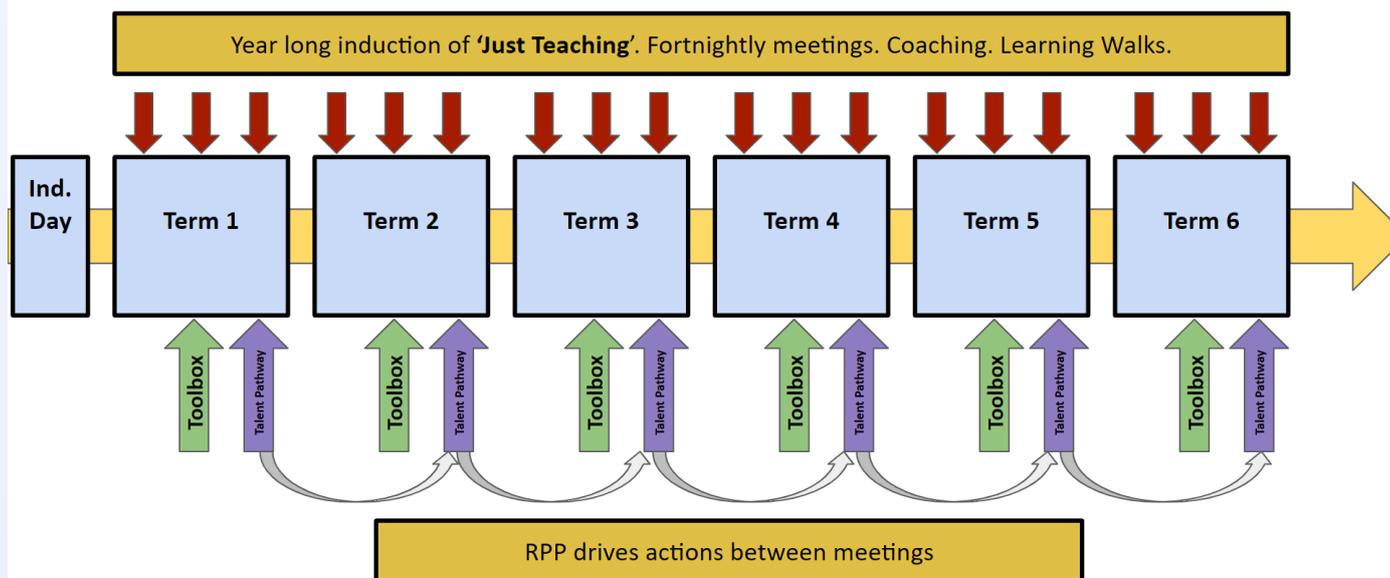
Each ECT will have a mentor that will meet with the regularly and will have a reduction in their timetable to complete their professional studies.

Paul Griffiths is the school's ECF lead and will meet regularly with all ECTs delivering high quality training and development.

All ECTs will be welcomed fully to the FODT and will feel highly supported in their early career.

This leads directly into our Talent Pathway which is run for all staff.

FODT- Induction for New Staff





Coaching

Fundamental to the culture we have at Dene Magna is coaching. James Flaherty describes coaching as, 'a way of working with people that leaves them more competent and more fulfilled so that they are more able to contribute to their organisation and find meaning in what they do'. Such is our belief that coaching positively impacts teacher development, we have ring fenced 11 hours throughout the year to allow staff to focus solely on coaching.

Those members of staff that are new to education and coaching will use John Whitmore's GROW Model. Those more experienced will use instructional coaching. Teaching can be a time consuming job, but with focused observations and short instructional coaching sessions ensures maximum impact in a short period of time.



Student Coaching

Student coaches play a pivotal role in the development of Teaching and Learning at Dene Magna. Students are selected for coaching based on their attitude to learning and rapport with staff; they undergo training for a half term before being signed off to work with teachers and teaching assistants. Students are taught about active listening, effective questioning and positive body language. They develop knowledge of John Whitmore's GROW model of coaching, as well as understanding the importance of more informal conversations with their teachers which can be incredibly helpful for quick feedback and development of lessons. In partnership with students, we have also developed a feedback form should teachers wish to use it. Dene Magna is built on positive relationships between students and staff; student coaching is the epitome of this relationship. helpful for quick feedback and development of lessons. In partnership with students, we have also developed a feedback form should teachers wish to use it. Dene Magna is built on positive relationships between students and staff; student coaching is the epitome of this relationship.



RPI

The Reflective Practitioner Programme (RPI) has become an integral part of who we are at Dene Magna, so much so that it forms a Performance Management Review (PMR) target for every member of staff. It personifies our approach, not only to Teaching and Learning, but also to being reflective practitioners that are always looking to develop and grow.

RPI provides staff with the opportunity to reflect on their own practice and engage with educational research to trial interventions in their own classroom. At the beginning of the academic year all staff complete a RAG rating on different aspects of Teaching and Learning. This provides areas for development that will form the basis of the inquiry. Alongside coaching sessions with TD, as well as instructional coaching from colleagues, staff share their findings at the Summer Teaching and Learning conference.

All RPIs are available in an online library for staff to use to inform and improve their practice.

Examples of RPIs completed recently are:

- *Does inputting WALT and WILF into target language increase the students' desire and success?*
- *Assessment and Feedback: Are we assessing in the most effective and valuable ways for both students and teachers?*
- *How does the enhancement of language affect progress in science*
- *What impact does increased parental engagement have on the raising of attainment in SEND students?*
- *What are the best questioning strategies to aid learning and reflection?*





Step Into Teaching

It is vital for the education system to bring the next cohort of teachers into the profession. At FODT we pride ourselves on being able to provide an excellent introduction to teaching through our Step Into Teaching programme. The sessions will give a real feel for the role and profession and get you ready for your Initial Teacher Training (ITT).

Who?

- Undergraduates and people in industry
- Interested in teaching any phase (primary or secondary)

What?

- Teacher Taster Days
- Observations, Learning walks, a mini teaching task, time with current trainees and Early Career Teachers
- Subject Enhancement sessions- What is in the subject? What do they have to know?
- Work Experience schedule- Working within the trust and other schools provide cross phase/setting experience

When?

Throughout the year between application cycles. Keep an eye on the website and our social media channels for information. Alternatively, contact Tom Derrick.

If you are interested in being a teacher, whether currently at university or having been in another sector, please come along to one of our Step Into Teaching days.



gitep

UWE Bristol | University of the West of England



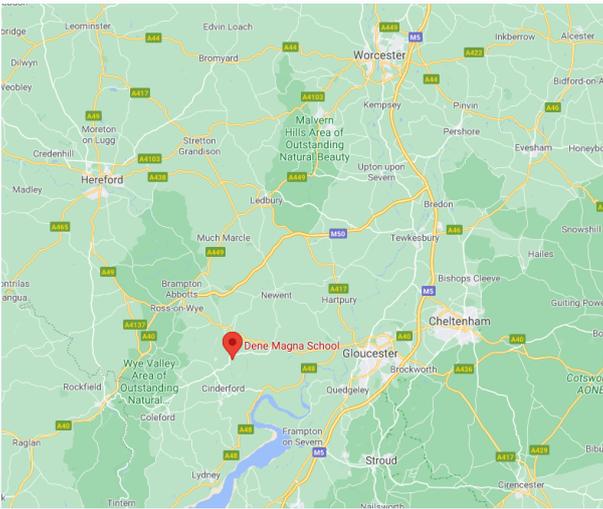


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ALL THROUGH JOURNEY...

Being part of the Forest of Dean Trust means children have not only excellent provision for their early years but also a seamless transition to secondary school at Dene Magna School and further education at Dene Magna's Sixth Form.



TRAVELLING TIMES TO GET TO US

Ross-on-Wye (15mins)
Monmouth (20 mins)
Gloucester (25 mins)
Chepstow (35 mins)
Hereford (40mins)
Cheltenham 45mins
Newport (50mins)



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