

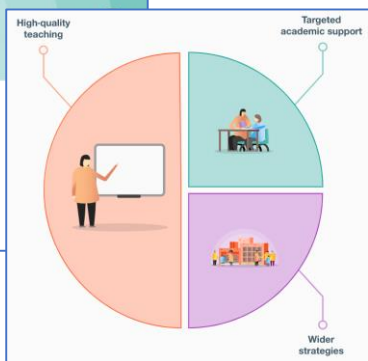
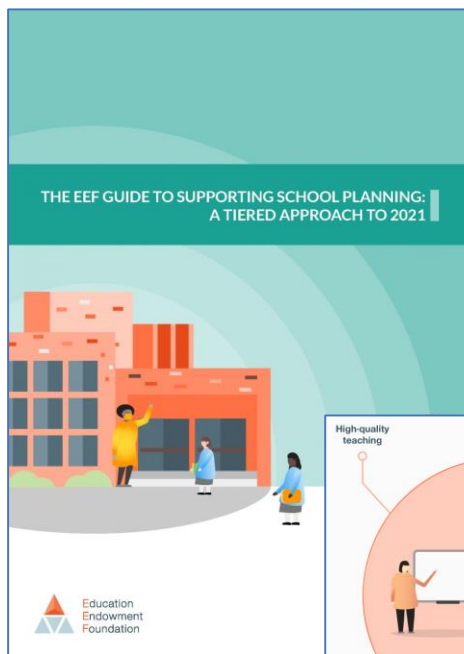


Marner Primary School

Approach to Teaching and Learning

1. *Start point: The EEF Guide to Supporting School Planning - a Tiered Approach to 2021:*

- **High-quality teaching** to improve attainment for all pupils.
- **Targeted academic support** across spectrum of achievement.
- **Wider strategies** - non-academic barriers to success in school.



<https://educationendowmentfoundation.org.uk/the-tiered-model/>



Marner Primary School

Approach to Teaching and Learning

2. High-quality teaching:

The best available evidence indicates that ***great teaching is the most important lever schools have to improve pupil attainment***. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.

Education Endowment Foundation, 2021

<https://educationendowmentfoundation.org.uk/the-tiered-model/1-high-quality-teaching/>



Marner Primary School

Approach to Teaching and Learning

As a school, we want to be evidence-informed.

What does evidence-informed mean:

“Evidence-based practice is not ‘cookbook’ teaching or policing, nor should it be about prescribing what goes on from a position of unchallenged authority. ***It is about integrating professional expertise with the best external evidence from research to improve the quality of practice.***”

Jonathan Sharples in *Evidence for the Frontline*, 2013

[Jonathan Sharples, Education Endowment Foundation](#)



Marner Primary School

Approach to Teaching and Learning

Why use evidence?

Evidence gives us the ***‘best bets’***.

It helps teachers and leaders to make more informed decisions about what to do and what to stop doing.

It is not a magic bullet, but works alongside professional expertise.

<https://educationendowmentfoundation.org.uk/education-evidence/using-the-toolkits>



Marner Primary School

Approach to Teaching and Learning

Ofsted research report on evidence-informed teaching, 2017. Key findings to inform our approach include:

- For teachers, evidence-informed teaching usually meant drawing on research evidence (directly or as translated by school leaders) to integrate and trial in their own practice, rather than directly applying research findings.
- Teachers' use of research evidence was ***prompted by a need to solve a practical problem***: for the more research-engaged teachers, research was part of the evidence base they used to achieve this.
- Most teachers were unlikely to be convinced by research evidence on its own: ***they needed to have this backed up by observing impact themselves or hearing trusted colleagues discuss how it had improved their practice and outcomes for young people.***

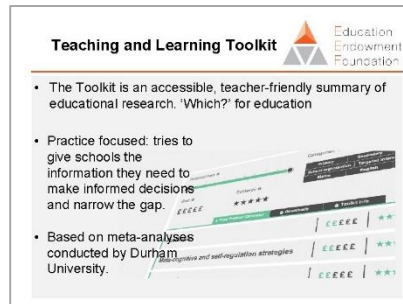
[Ofsted research report on evidence-informed teaching](#)



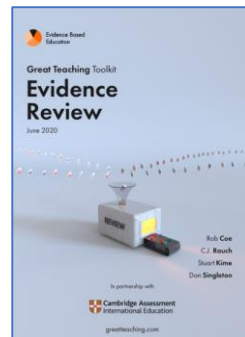
Marnier Primary School

Approach to Teaching and Learning

3. Evidence: where to start? There are many credible teaching and learning research summaries that consider the elements of great teaching practice:



[Chartered College of Teaching](#)



[T&L research summaries:](#)



Marner Primary School

Approach to Teaching and Learning

4. Prioritise according to:

- ***The needs of our pupils*** – shared practical need or problem.
- ***Our knowledge and understanding of our school's context.***
- ***The knowledge, experience and expertise of our staff.***

5. And establish a Marner shared framework for thinking and talking about teaching and learning:

- ***Teaching and Learning Policy:*** Curriculum and Pedagogy working together.
- ***With key shared supporting documents and resources.***



- ***Teaching and Learning Policy:*** Curriculum and Pedagogy working together.
- ***With key shared supporting documents and resources.***

Discussion start-point:

Interview with Rob Coe (EEF and Great Teaching Toolkit):

A Model for Great Teaching - Great Teaching Toolkit Evidence Review:





Marner Primary School

Approach to Teaching and Learning

Schools need to have a reference point that all teachers know, understand and share as they debate and discuss the best ways of doing things.

Once we have a common language for talking about teaching, it can weave its way into every level of CPD, every teacher-coach interaction, every team meeting, ***creating coherence, alignment and shared understanding of problems and solutions.***

All to achieve the ultimate aim of ensuring every teacher is supported in delivering high-quality teaching to ***achieve the best outcomes for all pupils,*** particularly the most disadvantaged among them.



Marner Primary School

Approach to Teaching and Learning

6. Review Marner's approach to teacher development, appraisal, quality assurance, lesson observation, performance management, CPD, the Early Career Framework ...

In order to make it ***more integrated, more coherent, more motivating and, ultimately more successful*** in improving the quality of teaching leading to better outcomes.



Marner Primary School

Approach to Teaching and Learning

Marner has an experienced staff.

We have a culture where staff are happy to come together to share what they're trying, what's working in their classrooms – what's making a difference to the pupils in their classrooms.

There's an opportunity to build on these strong foundations and link up our systems better to enable 'all Marner eyes' on a need, problem or school priority.

On-going leadership challenge:

Teachers are already working as hard as they can, specify what teachers will do less of in order to have time to do even better things. [Dylan Wiliam, 2020](#)

Linking up our systems better would help.



Marner Primary School

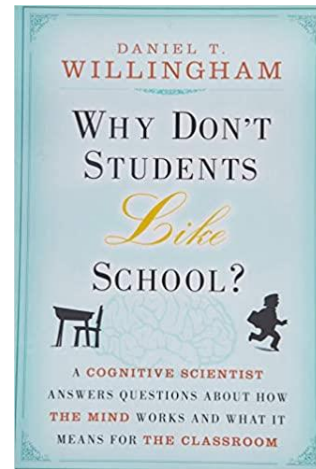
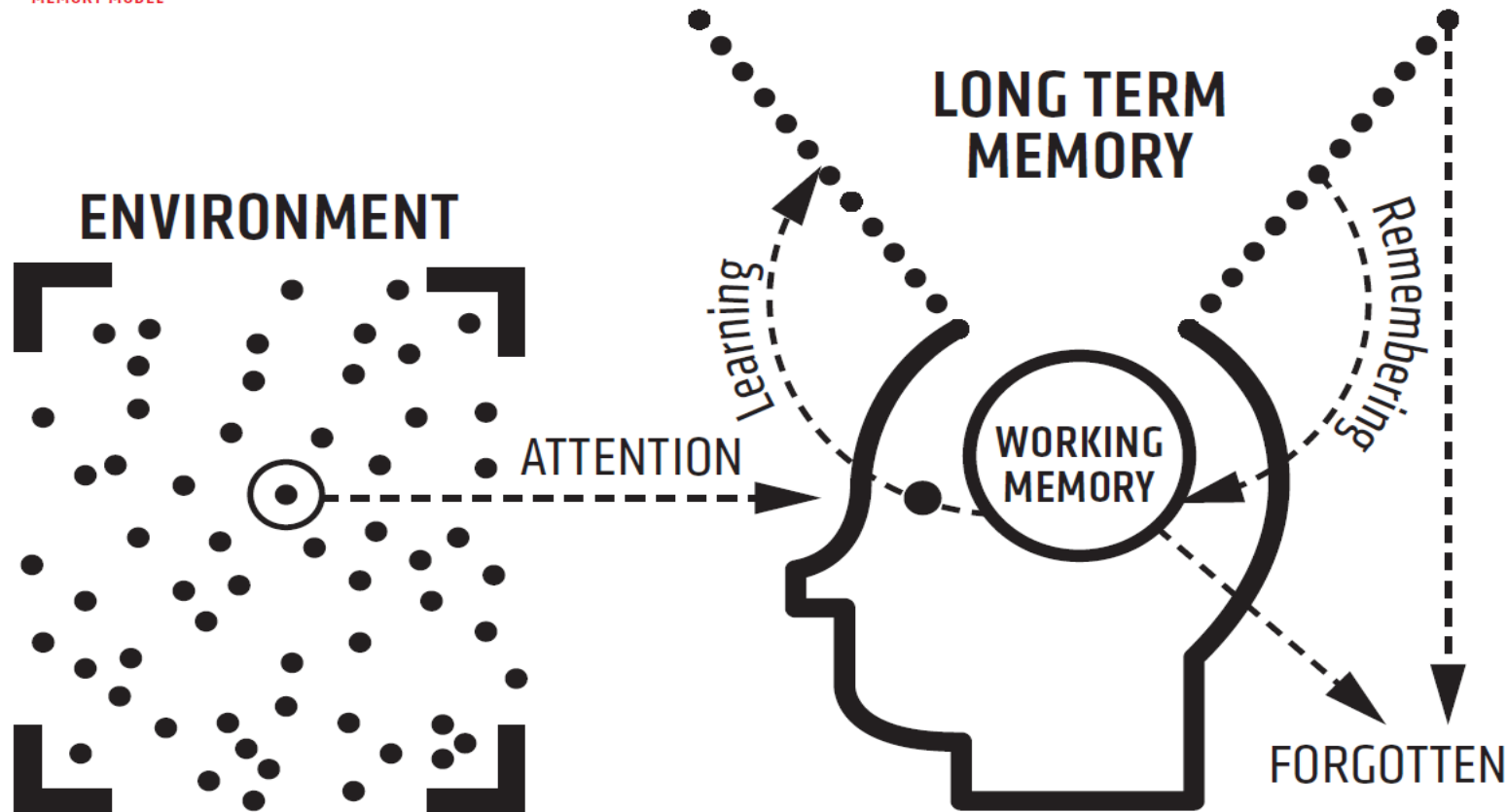
Approach to Teaching and Learning

For example, September: 'Why do students remember everything that's on television and forget everything I say?'

OLICAV

OLIVER CAVIGLIOLI
@olicav
olicav.com

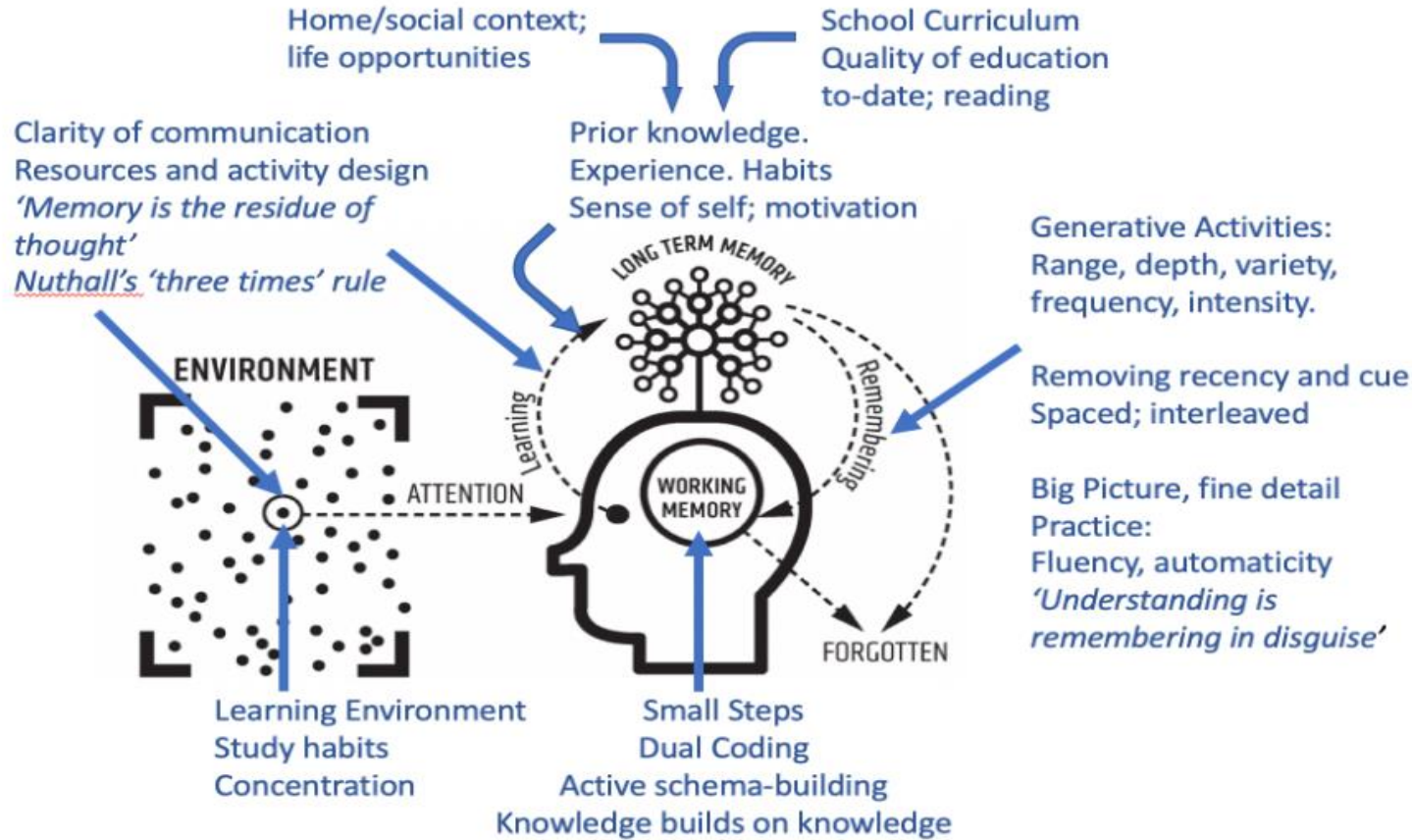
WILLINGHAM'S SIMPLE
MEMORY MODEL





Marner Primary School

Approach to Teaching and Learning



'All Marner eyes' and expertise on a need, problem or school priority.

<https://teacherhead.com/2020/03/10/a-model-for-the-learning-process-and-why-it-helps-to-have-one/>



Marner Primary School

Approach to Teaching and Learning

6. Review our approach to teacher development, appraisal, quality assurance, lesson observation, performance management, CPD, the Early Career Framework ...

Tom Sherrington suggests there are **5 steps to consider**:

- 1. *Ditch the judgement culture*** - observe, listen, learn, think of specific strategies that might secure deeper learning for more students.
- 2. *Establish a shared framework for thinking about teaching and learning*** – schools have a reference point that all teachers know.
- 3. *Map and embed CPD cycles and structures*** - each element with a rhythm and flow; with focus and intensity, timetabled into the fabric of a school year.
- 4. *Grow and develop a coaching team.***
- 5. *Transfer ownership to teachers*** - teachers are empowered and supported to drive their own improvement process.

[Tom Sherrington's blog - read more here:](#)



Marner Primary School

Approach to Teaching and Learning

Actions include:

- High-quality teaching: what is great teaching? Consider research and approach.
- Agree Marner Teaching and Learning Policy – how curriculum and pedagogy work together.
Consider key focus areas – link to School Goals and SIP.
The T&L Policy will evolve over time.
- Agree key shared resources that we'll use throughout the school to support this shared framework for T&L.
- Establish T&L team from across the school – everyone welcome.
- Review whole-school approach to 'appraisal, quality assurance...' – starting with performance management?
- Explore the coaching model.
- Map CPD structure and cycles – what form will this take at Marner?



Marner Primary School

Approach to Teaching and Learning

Further reading:

EEF Putting Evidence to Work – A School's Guide to Implementation:

<https://educationendowmentfoundation.org.uk/tools/guidance-reports/a-schools-guide-to-implementation/>



Marner Primary School

Approach to Teaching and Learning

Features of CPD Models – discussion start-point:

Evidence-seeking: Teachers engage with evidence about what is working and what might work better – looking at assessment information and/or research evidence.

Harnessing Expertise: There's expertise in many forms, from many sources – but it's needed to drive a good CPD process. Teachers have their own expertise and can go a long way just sharing it between them – but this usually blends with other sources including books and blogs, external providers and webinars or external courses and workshops.

Evaluative processes and mindsets: Each process involves teachers in seeking to do better, rather than to produce show lessons or defend the status quo; teachers are open the idea that they could be more effective and QA processes reinforce that way of thinking rather than inhibit it.

Cycles of reviewing, planning, and deliberate practice: There's a rhythm over a year – cycles of reflection, selecting ideas and trying them out to see if they have an impact, then practising to do them well. They are processes – not events.

Alignment to some shared ideas about teaching: There's a shared language or framework for teaching that allows people to talk about their practices and strategies meaningfully. It's not about each person going off to do their own thing, reinventing the wheel.

Contributing to a community of practice: Each teacher focuses on themselves but also plays a role in a wider collaborative community of professionals sharing ideas, at least within their immediate team.

Sustained over time – incentives and motivation: Effect processes are sustained so that teachers go through various stages from initial engagement with ideas through to implementing and embedding them in their practice. This means there has to be a motivational force of some kind that keeps them going.

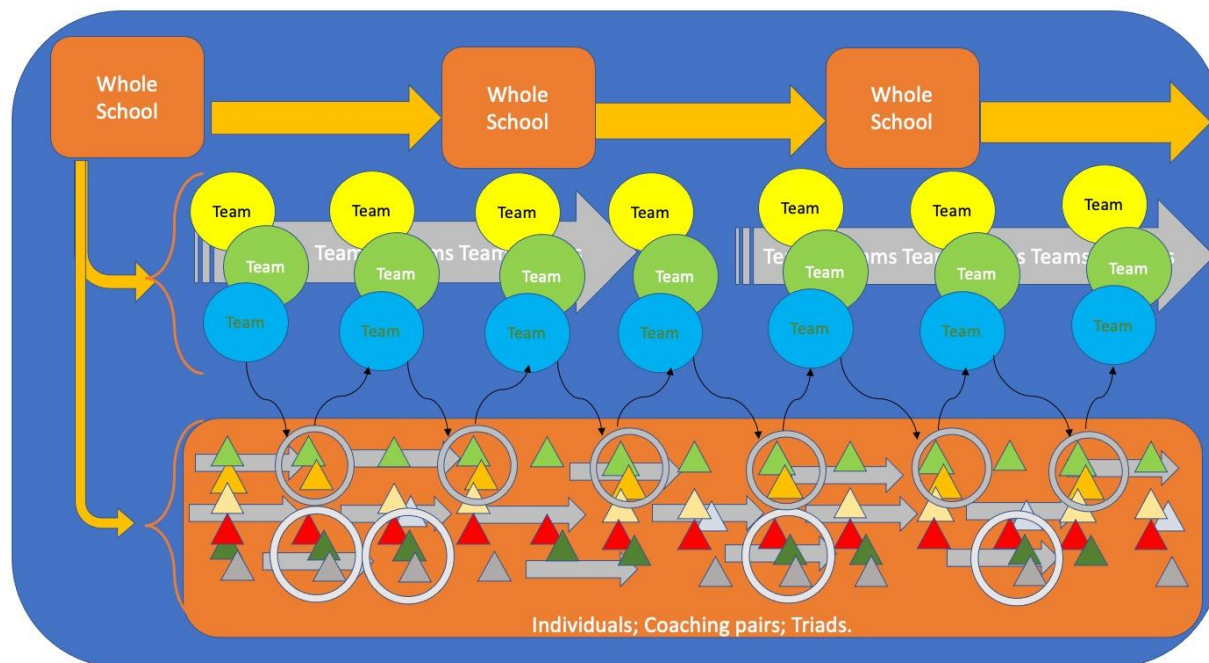


Marner Primary School

Approach to Teaching and Learning

For example:

Tom Sherrington -
CPD models:



There are many approaches and it's possible to run several systems at once: INSET plus Team-Driven plus Coaching Pairs and Triads. ***The more explicit the shared framework for teaching is, the easier it is for these different elements to work in harmony as key ideas are explored in different but reinforcing ways.***