

# Teaching and Learning Information



*For yourself & for others*

## Our approach to teaching and Learning

At Ashby School we recognise that a great education ensures that *'Anything is Possible'*. We provide opportunities for all students to develop their knowledge, skills and character so they can reach their potential. We are passionate that every student is empowered for the future and work hard to ensure our students experience, believe and embody that *'Anything is Possible'*.

The development of teaching is at the core of all we do, and we aim for conversations about learning to be at the heart of the school. We are interested in each other's classrooms and are developing an approach to coaching where we share experience, reflect and support.

At Ashby School all staff are empowered to learn and are supported to be the best creative professionals they can be. For teachers at Ashby School *'Anything is Possible'*.

We are a research informed school and using The Great Teaching Toolkit we have created a model for Ashby Great Teaching (<https://www.greatteaching.com>)

Helping teachers and supporting professionals to become better is our most important responsibility as it is the best way to help our students fulfil their potential and embody that *'Anything is Possible'*

## Ashby Great Teaching

The principles behind Ashby Great Teaching help teachers make better decisions about what they can do to improve their effectiveness. There are four priorities for teachers to ensure that in every classroom they are helping students to learn.



Ashby teachers will develop their pedagogy to:

- Show respect to their students to **Create a Supportive Environment** and **Maximise Opportunity to Learn**.
- Accept Responsibility to ensure they **Understand the Content** at all Key Stages.
- Build Resilience to explore and develop their practice to **Activate Hard Thinking**



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## Ashby Great Teaching Toolkit

Supporting the four dimensions of Ashby Great Teaching is The Ashby Great Teaching Toolkit.

The Ashby Great Teaching Toolkit identifies 8 key priorities for teachers at Ashby School. The Toolkit provides clear and concise techniques that support teachers to improve their practice around priority pedagogical approaches. These 8 priorities ensure that students receive consistency in our classrooms which supports effective learning.



### Activating Hard Thinking

<p><b>Lesson planning</b></p>	<p><b>Lesson routines</b></p>	<p><b>Praise</b></p>	<p><b>Reading and Oracy</b></p>
<p><b>Challenge</b></p>	<p><b>Scaffolding</b></p>	<p><b>Questioning</b></p>	<p><b>Long term memory</b></p>

Creating a Supportive Environment

Maximising Opportunities to Learn

### Understanding the Content

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## Continued Professional Learning (CPL)

The most powerful form of professional learning we have is where teachers work together, share ideas about practice and challenge each other to push the boundaries beyond their thinking.

Our programme of CPL is responsive to both school and individual teacher need. Practitioners are valued at every stage of their career.

We are privileged to work within the LiFE MAT and collaboration with other schools and practitioners is an invaluable aspect of our practice.

As a research informed school using the Great Teacher Toolkit we have created a model for Ashby Great Teaching where we support teachers to understand the content, sequencing, pedagogy and misconceptions whilst creating a supportive environment through relationships, climate, motivation and challenge.

We maximise opportunities to learn through time, behaviour and engagement and activate hard thinking through sequencing, explaining, questioning, interacting, embedding and activating learning.

### Support:

It is important that all teachers at Ashby School are supported to be the best creative professionals they can be at whatever stage of their career. We provide a comprehensive support programme for our Early Career and support more experienced teacher to continue to explore and develop practice through our Lead Practitioner Team.

Our Lead Practitioner Team are responsible for support teachers across the following areas of Teacher Development:

Ashby Great Teaching  
Teaching and Learning behaviours

Ashby Great Teaching  
Whole School Numeracy  
ITT & ECTs and LiFE MAT T&L link

Ashby Great Teaching  
Whole School Literacy



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## Initial Teacher Training

At Ashby School, we are committed to helping train the next generation of teachers. Each year, we mentor between 10 and 20 trainees on their journey to become education professionals. We are justifiably proud of the provision we deliver. During a placement at Ashby School, trainees undergo an induction where they meet the headteacher, have training sessions led by members of SLT on their specialist areas, and are guided on the professional standards they are expected to follow.

In addition to receiving expert mentoring in their subject areas, trainees also have after school training on such diverse topics as career development, safeguarding of children, special educational needs and pastoral care, delivered by expert teachers from Ashby School. As a result, Ashby School has established a reputation as an excellent place for student teachers to train and we have no shortage of partners wishing to work with us. Currently, we are working with Forest Way Teaching School Alliance (School Direct), the University of Leicester, Loughborough University, LIFE MAT (School Direct) and the University of Derby.

## Early Career Teachers

We have employed several teachers who spent ITT placements with us over the last few years. Once teachers have completed their initial teacher training, they become an Early Career Teacher (ECT). ECTs experience a comprehensive induction, monitoring and support programme when they join Ashby School.

Each ECT is assigned a mentor in school and they both attend an induction conference early in the first few weeks of the new school year. The ECT follows a two year programme following a series of modules delivered by subject experts. The mentor observes the ECT on a weekly basis and has meetings to feedback and offer advice on day to day practice. The mentor also has to monitor the ECT's engagement with their online weekly self-directed study.

Our ECTs meet as a group regularly throughout the year and attend sessions with a variety of school staff to provide them with an insight into how the school operates.

Lead Practitioners and teachers responsible for the ECTs meet with them regularly to help with the evaluation of their teaching and to offer advice on how to meet the Teaching Standards. ECTs are involved in a rigorous observation and feedback schedule to monitor progress, explore and develop good practice.

The presence of ECTs introduces exciting new opportunities for teaching and learning and brings the latest educational and research ideas to Ashby School.