Teaching & Learning Action Plan: 2022-2023

Leading Staff Member: DM Crosby / Appointed Teaching & Learning Lead

Quality Assurance Lead: Vincent Hampton (Link governor for school improvement)

Key Priorities
2022-2023 provides the potential for a complete and uninterrupted academic year. This provides the opportunity for Edale to reprise their work in 2019-2020 around the fundamentals of teaching and learning and the embedding of the key principles of cognitive psychology linked to teaching and learning.
The teaching and learning team will take the work of Rosenshine's 'Principles of Instruction', Shimamira's 'Marge Model' and Sherrington's 'WALKThrus' and condense this into an agreed set of 'Edale's Teaching and Learning Principles'. These principles will prioritise the findings from the afore mentioned research that are pertinent to the primary setting. The principles will be shaped through the lens of Edale's unique context (most notably its large EAL and SEND demographic) and will ensure that the principles are enhanced by Edale's recent digital developments.
The 'Edale's Teaching and Learning Principles' (ETLP) will then form the body of a bespoke CPD package to ensure all class teachers are confident in the theory and application of these pieces of work. The monitoring conducted by senior leaders across school will monitor the effective implementation of these principles and direct staff to bespoke CPD in the form of open classrooms, one-to-one coaching and mentoring.
The purpose of this piece of work is to improve staff confidence in the application of the key principles of cognitive psychology, create a common language around teaching and learning principles, improve pupil engagement and learning behaviour and raise academic standards in all subjects.

Key Actions
1. T&L Team to create the 'Edale's Teaching and Learning Principles (ETLP)'
A. Teaching and learning (T&L) team to ensure autumn 1 lesson drop-ins and stakeholder views diagnose the currents strengths and areas to develop of the schools teaching
B. T&L team to research most relevant and up-to-date research regarding cognitive psychology and teaching and learning
C. T&L team to develop the Edale Teaching and Learning Principles (ETLP) as a fully-referenced in-house document, similar to the 'Reading at Edale' document
D. ETLP to be quality assured by members of the Transform associate team
E. Open classrooms to be hosted by the digital lead and members of the T&L team to showcase specific elements of the ETLP e.g. 'whole class feedback'
2. CPD re: The ETLP will be delivered
A. ETLP to be shared with staff across several staff meetings
B. ETLP to be shared as a fully-referenced in-house document for staff to use a self-directed piece of CPD
C. Initial monitoring to identify any particular areas/individuals that require bespoke CPD (e.g. mentoring or coaching)
3. Monitoring cycle will ensure ETLP are effectively implemented
A. Lesson drop-ins to focus on specific elements of the ETLP e.g. 'guided practice' or 'worked examples'
B. Monitoring to feedback into the CPD cycle and shape spring and summer CPD
C. Staff voice to be used to identify any areas that require any further bespoke CPD

Milestones		
Autumn 1	**Autumn 2**	**Spring 1**
1. T&L team to develop the Edale Teaching and Learning Principles (ETLP) as a fully-referenced in-house document, similar to the 'Reading at Edale' document	1. ETLP to be shared with staff across several staff meetings 2. ETLP to be shared as a fully-referenced in-house document for staff to use a self-directed piece of CPD 3. Initial monitoring to identify any particular areas/individuals that require bespoke CPD (e.g. mentoring or coaching)	1. Any bespoke CPD / mentoring or coaching to begin 2. Ongoing lesson drop-ins will be used to monitor key aspects of the ETLP – staff will show greater confidence in discerning which T&L strategies to use and when 3. Formal staff CPD sessions to be delivered following intel from drop-ins and staff voice
Spring 2	**Summer 1**	**Summer 2**
1. Ongoing lesson drop-ins will be used to monitor key aspects of the ETLP 2. **Formal staff CPD sessions to be delivered following intel from drop-ins and staff voice** 3. Bespoke CPD / mentoring or coaching to be targeted 4. Spring data will show an improved picture – with 90% of all children making good-excellent progress in all subjects	1. Ongoing lesson drop-ins will show an increased confidence in the utilising of key aspects of the ETLP e.g. increased use in worked examples and improved modelling 2. Formal staff CPD sessions to be delivered following intel from drop-ins and staff voice 3. **Bespoke CPD / mentoring or coaching to be targeted**	1. Ongoing lesson drop-ins will show an increased confidence in all staff in the utilising of cognitive psychology in the classroom 2. Formal staff CPD sessions to be delivered following intel from drop-ins and staff voice 3. Bespoke CPD / mentoring or coaching to be targeted 4. Summer data will show an improved picture – with 90% of all children making good-excellent progress in all subjects

What will we see at Edale as a result of this SDP?

Staff will have a shared understanding of the ETLP	The fundamentals of effective teaching will be robust and consistent across school	Staff will be able to have clear and direct conversations around key aspects of the ETLP (e.g. 'worked examples'	Lesson drop-ins will evidence a clear and robust understanding and implementation of the ETLP	Attainment in all subjects will improve; progress will be clearly evident in all year groups across the curriculum