Excellence in Teaching Programme (EITP)

It is well documented that one of the most important steps towards quality teaching and learning is to provide students with a structure for learning. A strong teaching structure, enables students to know exactly what they need to learn, what they are supposed to do to learn this, and when and where they are supposed to do it. The decision to adopt ‘direct instruction’ as the structure for teaching and learning at Lyndon School was initiated in the Summer Term 2019. By the end of the Autumn Term 2019 all members of teaching staff had entered, with the majority completing, phase 3; an intense coaching programme to secure the professional understanding of Excellence in Teaching. Due to the unprecedented times during Spring and Summer 2020, although still a consistent approach to our remote learning profile, the EITP and Remote Learning will be our core professional learning foci for the Autumn Term. With clear expectations for all teaching staff it provides clear direction for the professional learning this autumn term.

EITP Expectations

* **Meet and greet** pupils at the door
* Commence the lesson with a drift activity which is based upon recall & retrieval (principle 1 & 10)
* **Driving Question** is shared to demonstrate learning objectives which identifies and shares understanding of successful learning outcomes and curriculum intent.
* Carry out direct instruction (principles 2, 3, 4, 6):
  ○ Clear and concise explanation of knowledge and understanding
  ○ Give new material in small steps
  ○ Provide models to support the explanation
  ○ Readily check for understanding using assessment strategies
* Scaffold learning to ensure that all pupils can access guided practice until they are able to demonstrate their learning independently (principles 5, 8, 9)
* **Workbooks** show learning which is aligned with age related expectations and are in line with the overarching subject curriculum aims. Work is presented and marked in accordance with school policy and procedures.

Key implementation strategies to embed EITP and support the development of secure remote learning delivery

* Continue coaching programme for identified individuals requiring focussed development using up-to 3 development points
• Professional learning opportunities ‘PL Option Sessions’ & ‘Dept. Time’ to support training for areas of focused development to include; effective and response formative assessment and deliberate practice.
• Stage CPD Project focus on establishing consistency of practice and the beneficial impact on pupil progress
• Leaders supporting application of consistency for individuals through coaching and professional learning support
• Professional Learning Development sessions led by the E-Learning Team to enhance teaching skills in relation to MS Teams and remote lesson delivery
• Subject Knowledge enhancement and review – led by AAP and STL to support best practice and challenge for all.
• PL Termly calendar reflects the outcomes of supportive learning walks with training sessions focused on areas of development identified as part of the ongoing quality assurance process.