



## Teaching and Learning Policy

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## **Introduction**

The Teaching and Learning Policy is intended to:

- Promote consistency and high standards throughout the school and the achievement of the school aims. It should be read in conjunction with the school's stated aims and values.
- Be viewed alongside the policies for assessment, recording and reporting of student achievement, the pastoral package which includes behaviour, and the learning support and equal opportunities policies.
- Inform and involve teachers, and those to whom they are accountable, concerning the policies, procedures and plans of the school with respect to teaching and learning. It is a working document offering practical guidelines and outline procedures.
- Provide details of the school's approach to professional development and training for all teaching staff within the school

## **Aims**

### **'Outstanding Learning'**

The aims of the teaching and learning policy are to ensure the following:

- Consistently high quality teaching and learning takes place throughout the school in a safe environment conducive to learning
- Students are expected and encouraged to reach their highest level of personal achievement
- Students develop lively, imaginative, creative, enquiring and independent minds
- Students read, write, speak and listen effectively
- Students acquire, consolidate and develop the knowledge, understanding and key skills required for life-long learning
- Teachers effectively plan lessons which challenge students to learn well
- Teachers are supported in the delivery of outstanding lessons
- Teachers value the continuing professional development provided by the school and CPD has an identifiable and positive impact on teaching and learning
- Teachers use data and assessment to identify gaps in knowledge and target their teaching accordingly in order to eliminate these gaps
- Students are motivated; challenged; engaged learners who are able to work with others, gain confidence and acquire a desire to succeed
- Lesson content embeds a love of learning and creates students who are confident in their knowledge and understanding of a range of topics, subjects and ideas
- Marking and feedback is purposeful and impactful
- Students develop and embed key literacy and numeracy skills pertinent to enhancing their academic and life-long success
- Common criteria and measurements are established against which outstanding teaching and learning can be recognized and against which any shortfalls can be identified and addressed
- Best practice in teaching and learning is understood, shared and developed within and between departments
- Student attainment and progress is maximised and school targets are met or exceeded in all subjects and key stages
- Students are given the necessary skill set to develop their own learning independently

*This policy has been written and implemented in accordance with the School's dedication to its Christian values. These are underpinned in the Stopfordian ethos and the message and example of Jesus Christ.*

### **Accountabilities and responsibilities**

**The Governors and Senior Leadership Team** are responsible for the overall implementation and monitoring of this policy, notably by ensuring the following:

- The school is appropriately staffed to ensure the curriculum is being taught consistently and effectively
- The school is adequately resourced and the environment is conducive to learning
- Teaching and learning is regularly and rigorously monitored to ensure that effective learning is taking place and school/departmental priorities are being met
- Curriculum pathways are reviewed and adapted to ensure that students are able to acquire the depth of knowledge and skill in order to be successful lifelong learners
- There is equality of access to learning for all learners within the school
- There is an extensive enrichment programme to support the knowledge acquisition and development of learners
- Home learning is used effectively within the school and by students to support and enhance learning
- Staff are skilled at and encouraged to structure their teaching in order to improve learning
- Staff are offered professional development that is targeted and bespoke to identified and self-selected areas for personal and professional development (see appendix 1 for CPD pathways)
- External and internal CPD is available and used in order to support staff in their own professional development
- Staff are given the opportunity to be self-reflective in their practice and have a sense of ownership over their own professional development
- Where standards of teaching are below expectation, support programmes are implemented in order to develop staff skill set and expertise (see appendix 2 – Coaching Programme). All staff who act as coaches to others are trained in order to maximise the impact of this support on staff development
- Appraisal is used as a tool to monitor and support performance across the school
- Staff development ensures embedded and consistent pedagogy across the school
- Induction of new staff ensures all are confident and aware of teaching and learning policy and practice.
- Support is provided for teachers in managing student learning and behaviour
- Administrative support and technical assistance is made available
- Strategic planning, including a published School Development Plan which provides a clear framework for Teaching and Learning, is carried out.

The Senior Leadership Team are accountable to the Governors' Academic and Pastoral committee (GAP) and are responsible for the promotion and evaluation of this policy, dissemination of good practice throughout the school, the co-ordination of good practice between departments and the many research and development projects being undertaken at any given time. These are usually carried out by small groups of teachers, students and other stakeholders who meet for a limited period to develop ideas and practice in specific areas such as VAK, Learning to Learn, Behaviour for Learning, Assessment for Learning and Student Voice. All staff are members of Teacher Learner Communities (TLCs) which meet regularly, have representation from all subject departments and provide INSET.

**The subject leader** is accountable to the Senior Leadership Team and responsible for ensuring the following:

- Curriculum maps are in place and reflect:
  - Breadth of knowledge to be taught and learnt across each key stage
  - The promotion of SMSC and core British Values
  - The acquisition and embedding of literacy and numeracy skills
  - The development of computing skills
  - The development of 'scholarship' amongst our learners
- Schemes of work reflect these curriculum maps and are in place for all year groups
- The content of the subject curriculum is rich and enables students to explore and gain an in depth knowledge and love of the subject
- All students are given the appropriate information about their courses (syllabus, curriculum route, modules)
- Marking and Assessment criteria are clearly explained to students.
- Marking and feedback is purposeful and impactful and is used to develop student understanding and knowledge
- Assessments and data are designed to identify gaps in student knowledge and are used to inform subsequent teaching in order to eliminate these gaps
- Students are given guidance about learning styles and revision strategies
- The learning experience is consistent within each department (regular monitoring)
- Good practice is shared within the department
- INSET is provided for the subject team of teachers
- The budget is managed in a way that will maximise the benefit to learning
- Departmental Improvement Plans and Departmental Evaluation Forms are published annually including targets for the improvement of student development, knowledge acquisition and performance
- There is appropriate and effective use of the department's/school's ICT resources and digital technology is a key part of the department's curriculum

**The teacher** is accountable to the Subject Leader and responsible for ensuring the following:

- A high level knowledge of their subject specialism – a secure and up - to - date knowledge and understanding of the subject is maintained
- Lessons are structured, planned and resourced in order to maximise learning and knowledge acquisition
- All lessons include:
  - A clear objective and purpose which is two tiered to ensure progression and higher order knowledge and thinking
  - Progressive outcomes, linked to success criteria and key knowledge requirements for ensuring progress
  - Modelling and scaffolding to facilitate learning
  - Inclusive AfL to measure progress and adapt teaching to ensure students have secure knowledge and understanding
  - Pace and Challenge to ensure rapid progression
  - Differentiation that allows access for and progress of all students
  - Strategies to develop student confidence, resilience and independence
  - Opportunities to develop core literacy and numeracy skills
  - The promotion of SMSC and core British values

- Lessons make effective use of ICT and digital technology and in doing so enhance analytical and computational thinking skills
- An orderly and safe learning environment with clear sets of routines and standards is created
- Regular feedback is given to enhance and develop student learning and skill
- Individual knowledge and performance targets are set and communicated to students and parents/carers
- Marking and assessment procedures inform the students/parents/carers about their progress. Data from assessment is used to identify gaps in learning and teaching is adapted accordingly in order to eliminate these gaps
- Effective use is made of Learning Support Assistants to enhance the progress of key identified students, with a particular focus on those who have SEND or who are EAL
- The school policies on Behaviour Management, Assessment Recording and Reporting - marking procedure and home learning are implemented
- Effective and efficient use of administrative support is made.

**The student** is accountable to the subject teacher and is responsible for ensuring that they adhere to the expectations of the 'Stopfordian Ethos'.

### **The Stopfordian Ethos**

- The Stopfordian Ethos is a consistent set of basic classroom expectations and whole school principles that **ALL** students are to uphold and follow.
- The ethos is designed to create an environment conducive to high standards of learning and achievement.
- The ethos encourages students to recognise the role that they play in their own success and to acknowledge that through the smallest of actions all students can achieve more.

### **Whole School Principles**

All students agree to adhere to the general principles that underpin the ethos of our school. This year, we have simplified the ethos and have launched our 'Strive for Five' campaign. This campaign highlights the 5 basic values that our students are expected to uphold at all times. As part of our ethos and 'Strive for Five' campaign our students agree to:

- Be Respectful
- Be Considerate
- Be Successful
- Be Responsible
- Be Loyal

In order to ensure that they play an active role in their own development and success, students are expected to show high levels of scholarship in all lessons and school work. Students should aim for the highest standards of scholarship and should:

- Use their initiative when completing and approaching all aspects of school life
- Persevere
- Be inquisitive, asking questions to stretch and expand their knowledge
- Be highly motivated
- Reflect on their own learning and take ownership of their progress
- Take a lead role in their learning, listen well and participate fully
- Engage with all opportunities to learn and extend their knowledge
- Be ready and prepared to learn
- Use home learning as an opportunity to develop and extend their knowledge and skill

**The parent/carer** is responsible for ensuring the following:

**Frequency of marking & feedback.**

- Every 2 -3 weeks, at least one piece of work, should be marked using the ‘next step’ or ‘now do this’ proforma. Onus should be on the student to adapt and improve their work, teachers are not expected to correct student work rather to give prompts to enable students to reflect on, self-correct and further improve their knowledge within the subject
- To ensure that ‘next steps’ are purposeful and enable students to progress, guidance should be in the form of a question, action or challenge
- Other forms of marking (self/peer, light touch marking) and feedback (peer, verbal) can also be used
- To ensure that there is clear evidence of students improving their work, all amendments and additional ‘next steps’ should be in green pen

<b>Subject</b>	<b>How often</b>	
	<b>Key Stage 3</b>	<b>Key Stage 4 &amp; 5</b>
ENGLISH	Every 2-3 weeks	Every 2 weeks
MATHS	Every 2-3 weeks	Every 2 weeks
SCIENCE	Every 2-3 weeks	Every 2 weeks
HISTORY	Every 3 weeks	Every 2-3 weeks
GEOGRAPHY	Every 3 weeks	Every 2-3 weeks
R.E.	Every 3 weeks	Every 2-3 weeks
CITIZENSHIP	Every 3 weeks	Every 2-3 weeks
MFL	Every 3 weeks	Every 2-3 weeks
D/T	Every 3 weeks	Every 2-3 weeks
PE	Every 3 weeks	Every 2-3 weeks
ICT/BUS	Every 3 weeks	Every 2-3 weeks
DRAMA	Every 3 weeks	Every 2-3 weeks
MUSIC	Every 3 weeks	Every 2-3 weeks
ART	Every 3 weeks	Every 2-3 weeks

- There is a close liaison with school staff, in particular the form tutor and subject teachers, in order to provide positive support for learning in line with the Home-School Agreement
- Support for the values and ethos of the school community, encouraging their child to uphold expectations and to always do his/her best
- Provide opportunities for home learning and support their child in the completion of homework
- Support with strategies identified at parents’ evenings and in school reports to maximise student success
- Support their child in identifying their aspirations and encouraging a love for learning and the acquisition of knowledge
- Where possible, provide additional resources for students so that they can develop their learning outside of school. Where this is not possible, parents should speak with the school about additional resources that can be given to support with this.

## Marking and Feedback

- The policy in school aims to ensure that marking and feedback is both purposeful and impactful
- Marking and feedback should not be an onerous task for teachers and the policy aims to facilitate precise and meaningful teacher comment and guidance, that can be utilised by students to improve their knowledge and skill.

Subject	KEY STAGE 3	
	Year 7	Year 8
English	1 X per week	1 X per week
Maths	1 X per week	1 X per week
Science	1 X per week	1 X per week
RE	1 X per fortnight	1 X per fortnight
Art	1 X per fortnight	1 X per fortnight
Business	1 X per fortnight	
Computing	1 X per fortnight	1 X per fortnight
Drama	1 X per fortnight	1 X per 4 weeks
Geography	1 X per fortnight	1 X per fortnight
History	1 X per fortnight	1 X per fortnight
French	1 X per fortnight	1 X per fortnight
Music	1 X per fortnight	1 X per fortnight
PE	1 X per fortnight	1 X per fortnight
Technology	1 X per fortnight	1 X per fortnight

Subject	KEY STAGE 4	KEY STAGE 5
	Year 9, 10 & 11	Year 12 & 13
English	3 X per fortnight	1 X per week*
Maths	3 X per fortnight	1 X per week*
Science	1 X per week*	1 X per week*
RE	1 X per week	1 X per week*
Art	1 X per week	1 X per week*
Business	1 X per week	1 X per week*
Computing	1 X per week	1 X per week*
Drama	1 X per week	1 X per week*
Economics		1 X per week*
Geography	1 X per week	1 X per week*
History	1 X per week	1 X per week*
French	1 X per week	1 X per week*
Music	1 X per week	1 X per week*
PE	1 X per week	1 X per week*
Sociology	1 X per week	1 X per week*
Psychology	1 X per week	1 X per week*
Technology	1 X per week	1 X per week*
BTEC	1 X per week	1 X per week*

### **Home Learning**

- Homework is an important part of learning for students and enables them to develop the skills and resilience to work independently.
- Homework should be purposeful and should further develop the knowledge and skills that students need in order to develop within the subject. Homework should aim to enhance students love of learning and enquiry
- Homework will be set as per the quantity listed below. There is flexibility within this schedule as to exactly when homework is set each week. This is to optimise the relevance of homework to the progression of learning for students

### **Enrichment (See Curriculum Policy for further details)**

Enrichment activities are designed to further enhance student knowledge and understanding and provide them with the opportunity to learn outside of the classroom.

At the centre of our ethos is the belief that every young person deserves the opportunity to develop as a fully rounded individual, with the knowledge and qualities they need for success in all areas of life. Through access to extra-curricular activities, students are able to develop confidence, creativity, leadership skills and a life-long love of learning which benefits both their academic and personal development

### **Monitoring, Evaluation and Development of Teaching and Learning**

#### **Aims**

- To make secure judgements of teaching and learning across the school in order to support staff development and maximise the learning experiences of our students
- To ensure that high standards of professional performance are developed, established and maintained
- To identify whole school, group and individual training needs across the school and to ensure that professional development opportunities are in place to support in identified areas
- To ensure that best practice is established, maintained and shared within the school

#### **Methods**

In order to monitor and evaluate the standards of teaching and learning within school a number of quality assurance measures are in place. These include:

- Lesson observations
- Learning Walks
- Work Scrutiny/'Book looks'
- Student Voice Questionnaires
- Staff Voice Questionnaires

#### **Lesson Observations (see appendix 3 – lesson observation proforma)**

Lesson observations aim to gauge standards within the classroom as well as overtime. They also enable targeted support for individual staff. Lesson observations:

- form part of the school's ongoing assessment of standards
- provide key information on areas of strength and for development within the school, within departments and for individual members of staff
- enable bespoke CPD to be implemented in order to support whole school, departmental and individual staff development

In terms of general practice, staff will be formally observed once each term. Most observations will be paired to enable both quality assurance and the sharing of good practice. Staff will be given verbal as well as written feedback after each observation. Where standards are viewed to require development, further observations may on occasion take place.

### **Learning Walks**

- Learning walks are part of an internal process to share good practice and see the impact that CPD has had within the classroom. All members of staff will be part of this process, with learning walks being completed by teachers at every level.
- Information gathered during these learning walks will not focus on individual members of staff but will instead consider areas of strength within departments/the school as well as further training needs that may be of value to staff.
- The focus of the learning walks will centre on those areas that have been covered in CPD sessions each half term and as such the criteria will be altered accordingly.
- Guidance is given to staff regarding the areas of focus and additional training is given through focus workshops and during the Teaching and Learning briefings that take place each week
- Learning walks take place once every half term

### **Work Scrutiny/Book Looks**

Work scrutiny or 'book looks' take place in departments and by members of SLT every half term.

Success criteria is used during these 'book looks' (see appendix 4)

The purpose of 'book looks' is to:

- monitor the impact of marking and feedback on student progress and self-improvement
- assess the impact that teacher feedback has on student progress over time
- gain an insight into the level of knowledge and skill acquisition over a period of time
- assess levels of student scholarship and their effort and application in lessons
- monitor the use of self and peer assessment as a tool for student progression and the extension of knowledge
- provide opportunity to share and celebrate best practice across the school

### **Student Voice Questionnaire**

Student Voice questionnaires take place each half term and focus on specific areas of school life including:

- The quality of teaching and learning
- Exam confidence and readiness
- Standards within the classroom in terms of attitudes to learning and ethos
- Safeguarding
- Ethos and the religious character of the school
- The school curriculum and enrichment

Information gathered from Student Voice questionnaires is used to:

- establish areas of strength and areas for development
- gain insight into attitudes to learning and student engagement
- ensure full awareness of safeguarding procedures
- devise CPD and learning support programmes
- ensure that students have an active voice and role to play in school evaluation and improvement

### **Staff Voice Questionnaire**

Staff Voice questionnaires take place each half term and focus on specific areas of school life including:

- Self-evaluation and identified areas of strength and for development
- Standards within the classroom in terms of attitudes to learning and ethos
- Safeguarding
- Ethos and the religious character of the school
- The school curriculum and enrichment
- Leadership and management within the school

Information gathered from Staff Voice questionnaires is used to:

- establish school priorities, areas of strength and areas for development
- gain insight into attitudes to learning, ethos and student engagement
- ensure robust implementation of safeguarding procedures
- devise CPD and learning support programmes
- ensure that staff have an active voice and role to play in school evaluation and improvement

### **Professional Development for Staff**

#### **AIM**

The ultimate aims of professional development are to improve the quality of teaching and learning and to maintain a good working environment in the school. This requires the balancing of the professional needs of the individual with the institutional development needs of the school and its students.

#### **RATIONALE**

Professional development in the school should:

1. support the aims of the school;
2. encourage the professional and career development of all staff;
3. be co-ordinated with the Performance Management system *for teachers and on-going performance review for non-teaching staff*;
4. improve teaching and learning by enhancing the qualifications, skills and expertise of teaching staff (including teaching assistants, *learning mentors and inclusion officers*);
5. encourage members of staff to consider longer term staff development plans for themselves and for the school;
6. ensure that staff development reflects needs identified by the staff, the governors *as well as the diocese, local authority and government*;
7. support staff in anticipating and planning for curricular and other changes and ensure that the capacity exists to cope with change;
8. encourage the involvement of all members of staff in the identification and analysis of the developmental priorities for the school;
9. assist staff in identifying and analyzing the needs of subject and pastoral teams and strengthen them;
10. assist the support staff in analyzing their needs and strengthen them as individuals and teams;
11. promote the planning, design and implementation of *staff development* programmes;
12. clarify and develop policies and manage the processes which facilitate these aims, taking into account the school's policies, priorities and its available resources.

#### **PRACTICE**

As a result of the professional development policy and since every member of staff has a right and responsibility to professional development, we seek to ensure that:

1. induction training is provided for both teaching and non-teaching staff
2. weekly teaching and learning briefings take place to provide ongoing support with staff and whole school development
3. targeted and bespoke INSET is provided to enable staff to develop in whole school, departmental and individual areas
4. a range of INSET strategies are scheduled across the school year, in the form of teaching and learning breakfast, twilight sessions, two full INSET days and targeted workshops
5. mentor and coaching programmes are used to provide staff with one to one CPD
6. all staff are involved in the quality assurance of standards as a way of further enhancing the sharing and understanding of best practice
7. there is an equitable distribution and range of opportunities for the development of every member of staff (see appendix 1 – CPD pathways);
8. an induction programme is provided for every new employee joining the staff;

9. staff receive appropriate advice on their professional development via the appraisal process;
10. all members of staff will be given regular opportunities to identify training needs and will also receive three full reviews of their CPD needs in order to support with their performance management
11. staff have access to both internal and external CPD
12. staff are confident and skilled in supporting others through the sharing of good practice and where appropriate, in the delivery of CPD/mentoring/coaching

## Appendix 1 – CPD Pathways

Career Stage	What can I do?	CPD opportunities in school	CPD opportunities through links/LA/ETSA/other schools	CPD opportunities through national links
<b>Beginner Teacher</b> (Schools Direct, NQT, Teach First, etc.)  <i>Satisfactorily meeting the teaching standards</i>	Join a professional association Complete and develop a learning and career plan Start a CPD file Read TES/other resources Join Twitter Record, reflect and analyse opportunities for impact	Observe teaching by colleagues Meetings with mentor and ITT Leader BT Induction programme Receive developmental feedback from a colleague Attend staff CPD – INSET days, other. Be involved in Action Research Peer observation programme Receive in-class support Safeguarding Level 1	Attend LA induction sessions Work with LA Consultants Visit other schools Observe other teachers Attend subject moderation Access NQT courses/network with other NQTs Attend subject moderation	Access professional association development programmes Access subject exam board programmes
<b>Early Career</b> (RQT/Years 2 and 3 and subsequent years)  <i>Embedding teaching standards</i>	Maintain a CPD file Join a subject association Undertake personal research Analyse and interpret pupil data Look at opportunities to lead training for other staff Read journals or books Experience of different key stages Record, reflect and analyse opportunities for impact	Observe teaching by colleagues – and have the opportunity to deliver feedback Be observed and receive developmental feedback Join school working party Jointly plan and lead a school event/trip Attend / lead CPD Receive in-class support Attend a Middle Leaders meeting Plan and lead an assembly Opportunities to present to staff/parents/NQT/ITT mentoring Focussed discussion about your CPD needs as part of appraisal	Early Professionals Development courses Work with LA consultant Visit other schools Observe other teachers Begin to explore aspirant SLE work Attend subject moderation	Explore a masters programme Attend leadership conferences e.g. SSAT, PiXL Access professional association development programmes Access subject exam board programmes Become an examiner

Career Stage	What can I do?	CPD opportunities in school	CPD opportunities through links/LA/ETSA/other schools	CPD opportunities through national links
<p><b>Developing Teachers/ Aspirant Leaders</b></p> <p><i>Teaching standards at good or better</i></p>	<p>Maintain CPD file Develop and understand accountability role Contribute to a professional journal, write a blog, speak at a conference or teach meet Join twitter – engage professionally in debates Record, reflect and analyse opportunities for impact</p>	<p>Develop or contribute to a school policy Presentation to SLT Become an induction mentor and/or coach Lead a school working party Run training for teachers and support staff Shadow a middle leader Manage a budget</p>	<p>Attend subject moderation Carry out and host best practice visits to other departments or schools Consider becoming a SLE Consider National Professional Qualification for Middle Leaders (NPQML)</p>	<p>International professional development Undertake a masters programme Attend leadership conferences e.g. SSAT, PiXL Access professional association development programmes Access subject exam board programmes Become an examiner</p>
<p><b>Middle Leadership</b> (Subject leader/ coordinator, HoD, HoF, Achievement Leaders (HoY), SENCO)</p> <p><i>Teaching standards easily met</i></p>	<p>Maintain CPD file Contribute to a professional journal, write a blog, speak at a conference or teach meet Become a governor rep Join twitter – engage professionally in debates Record, reflect and analyse opportunities for impact</p>	<p>Develop or amend school policy Presentation to SLT Shadow a senior leader Work with school’s link agencies Arrange specific meetings e.g parent, Team Around the Family etc. Chair meetings Lead a school working party Take part in staff selection and recruitment Team teach with colleagues Manage a budget Train support staff Work as a coach Carry out joint observation and feedback</p>	<p>Attend subject moderation Carry out and host best practice visits to other departments/year groups or schools Consider becoming a SLE Consider National Professional Qualification for Middle and Senior Leaders (NPQML and SL) Subject Networking meetings Subject specific PiXL meetings Multi agency meetings</p>	<p>Join ASCL International professional development Undertake a masters programme Attend leadership conferences e.g. SSAT, PiXL Access professional association development programmes Access subject exam board programmes Become an examiner</p>

Career Stage	What can I do?	CPD opportunities in school	CPD opportunities through links/LA/ETSA/other schools	CPD opportunities through national links
<b>Senior Leadership</b>  <i>Refer to National Standards for Headteachers</i>	Maintain CPD file Join professional leadership association Take part/lead /encourage education research Contribute to a professional journal, write a blog, speak at a conference or teach meet Become a governor Join twitter – engage professionally in debates Record, reflect and analyse opportunities for impact	Presentation to governors Development of performance management skills (e.g. understanding sickness, disciplinary investigations and budget) Shadow Deputy or Headteacher Complete Safer Recruitment training Organise whole-school event/ training Presentation to governors Lead a working party or whole school innovation group School self-evaluation Work as a coach	Carry out and host best practice visits to other schools Consider becoming a SLE Consider National Professional Qualification for Senior Leaders (NPQSL) LDBS Networking meetings e.g. AHT meetings Consider becoming a SLE	Join ASCL Ofsted inspection training/shadowing International professional development Undertake a masters programme Attend leadership conferences e.g. SSAT, PiXL Access professional association development programmes Access subject exam board programmes Become an examiner
<b>Deputy Headship</b>  <i>Refer to National Standards for Headteachers</i>	Maintain CPD file Join professional leadership association Take part/lead /encourage education research Contribute to a professional journal, write a blog, speak at a conference or teach meet Become a governor Record, reflect and analyse opportunities for impact	Performance management review and reviewer of all staff Host visits from other schools or organisations Shadow headteacher Coach senior leaders Acting headteacher in absence	Leadership exchange/shadowing Collaborative strategic planning Attend deputy headteacher conferences and seminars e.g. LDBS, LA Consider National Professional Qualification for Senior Leaders or Headteachers (NPQSL or NPQH) Consider becoming a SLE	Ofsted inspection training/shadowing International professional development Consider completing PhD Attend leadership conferences e.g. SSAT, PiXL

			Attend Governor meetings/deliver Governor training	
<b>Acting/ Associate/ Executive/ Headteacher</b>  <i>Refer to National Standards for Headteachers</i>	Maintain CPD file Join professional leadership association Take part/lead /encourage education research Develop and understand accountability role Contribute to a professional journal, write a blog, speak at a conference or teach meet Become a governor Record, reflect and analyse opportunities for impact	Performance management review and reviewer of all staff Host visits from other schools or organisations Presentations to Governors Qualityassured self-evaluation	Network with other headteachers Undertake the National Professional Qualification for Headship or Executive Leader (NPQH and EL) Consider becoming a National Leader of Education (NLE) Take part in a peer review Attend Governor meetings/deliver Governor training	Ofsted inspection training/shadowing International professional development Consider completing PhD Attend leadership conferences e.g. SSAT, PiXL

## Appendix 2 – The Coaching Programme

### Trigger:

1. Teacher is graded as RI or I in two consecutive observations based on lesson observation proforma measuring impact of teaching on the standard of student attainment & progress

### Protocol:

2. Identified teacher will be referred to a member of the 'Coaching Team'
3. Coaching will last for a period of 4 – 6 weeks.
4. At the end of the coaching period, a 'signing off observation' will be completed.  
Next steps will be decided upon based on the outcome of this observation

### Timeline

Stage	Action	Completed
1	<ul style="list-style-type: none"> <li>• Initial meeting between coach &amp; coachee</li> <li>• Identified areas for development discussed</li> <li>• Targets &amp; success criteria set</li> <li>• Initial observation of coachee scheduled</li> </ul>	
2	<ul style="list-style-type: none"> <li>• Initial 20 minute observation completed</li> <li>• Follow up meeting held</li> <li>• Coaching observation discussed &amp; advice given re further development</li> <li>• Observation to be completed by coachee arranged &amp; completed</li> <li>• Second observation of coachee scheduled</li> <li>• Planning meeting prior to observation arranged</li> </ul>	
3	<ul style="list-style-type: none"> <li>• Planning meeting completed</li> <li>• 2<sup>nd</sup> 20 minute observation of coachee completed</li> <li>• Follow up meeting held</li> <li>• Coaching observation discussed &amp; advice given re further development</li> <li>• 2<sup>nd</sup> observation to be completed by coachee arranged &amp; completed</li> <li>• 3<sup>rd</sup> observation of coachee scheduled</li> <li>• Planning meeting prior to observation arranged</li> </ul>	
4	<ul style="list-style-type: none"> <li>• Planning meeting completed</li> <li>• 3<sup>rd</sup> 20 minute observation of coachee completed</li> <li>• Follow up meeting held</li> <li>• Coaching observation discussed &amp; advice given re further development</li> <li>• 3<sup>rd</sup> observation to be completed by coachee arranged &amp; completed</li> <li>• 4<sup>th</sup> observation of coachee scheduled</li> <li>• Planning meeting prior to observation arranged</li> </ul>	
5	<ul style="list-style-type: none"> <li>• Planning meeting completed</li> <li>• 4<sup>th</sup> 20 minute observation of coachee completed</li> <li>• Follow up meeting held</li> <li>• Coaching observation discussed &amp; advice given re further development</li> <li>• 4<sup>th</sup> observation to be completed by coachee arranged &amp; completed</li> <li>• <u>FINAL 'SIGNING OFF' OBSERVATION SCHEDULED</u></li> <li>• Planning meeting prior to observation arranged</li> </ul>	

Next steps discussed following final observation

## Appendix 3 – Lesson Observation Proforma

Teacher:	Teaching Group:	No of students:	<u>M</u>	<u>F</u>	<u>EAL</u>	<u>SEN</u>	<u>HA</u>	<u>MA</u>	<u>PP</u>	<u>LAC</u>	Additional Adults:
Subject:	Topic:	Date:	Observation time:				Observer:				Judgement
Type of observation:											
Lesson Observation Notes:											
In class work scrutiny											<u>Grade 1-4</u>
<ul style="list-style-type: none"> <li>• Student work is <b>neatly presented</b> and books are in <b>good order</b></li> <li>• Student work shows a <b>'continuum of learning'</b></li> <li>• Student work indicates <b>high quality, targeted learning</b></li> </ul>											
<ul style="list-style-type: none"> <li>• <b>Tracker sheets</b> are used by students to record progress and set targets</li> <li>• Work is <b>marked regularly</b> with clear <b>next step guidance</b></li> <li>• Students use marking and feedback <b>to improve their work</b> (green pen marking)</li> <li>• <b>Progress</b> in learning is clear</li> </ul>											

Success Criteria	Tick if seen and effective	Grade 1-4
<b>Teaching, Learning and Progress</b>	<input type="checkbox"/> The lesson is <b>well planned</b> and the intended objective/purpose of the lesson is clear and progressive <input type="checkbox"/> Students make <b>noticeable progress</b> during the lesson <input type="checkbox"/> Students are <b>appropriately challenged</b> by the lesson tasks and <b>expectations</b> are <b>high</b> <input type="checkbox"/> Learning is <b>purposeful</b> and <b>well-paced</b> <input type="checkbox"/> All students are <b>able to access</b> the learning that is taking place via effective <b>differentiation</b>	
<b>Assessment</b>	<input type="checkbox"/> <b>AFL is used effectively and inclusively</b> to monitor progress of all students and to inform teaching. <input type="checkbox"/> <b>Students know</b> what their <b>target levels</b> are and what they need to do in order to <b>improve</b> <input type="checkbox"/> Students are <b>aware of assessment expectations/success criteria</b> for the lesson/subject. Modelling and scaffolding are used effectively to ensure success	
<b>Attitudes and Behaviour</b>	<input type="checkbox"/> Students have the <b>confidence, skill and resilience</b> to complete the tasks that are set <input type="checkbox"/> Student <b>involvement and engagement</b> during the lesson is high <input type="checkbox"/> The <b>learning atmosphere is positive</b> and students interact with each other/staff well	
<b>Other:</b>	<b>Comment</b>	
<b>Literacy and Numeracy development:</b>		
<b>Spiritual, Moral, Social, Cultural content:</b>		
<b>Use of Additional Adult:</b>		

<u>Areas of strength</u>	<u>Areas for further development</u>
<u>Suggested action to support further development</u> Peer observation/buddying Subject mentoring Internal CPD/Workshops External CPD Cross borough support Coaching Programme OTHER	
<b>Overall Grade:</b>	
<b>Date of next observation (where applicable):</b>	
<b>Teacher's signature:</b> .....	<b>Date:</b> .....
<b>Reviewer's Signature:</b> .....	<b>Date:</b> .....

## Appendix 4 – Success Criteria for ‘book looks’

Book Look	Outstanding (1)	Good (2)	Requires Improvement (3)	Inadequate (4)
1. <b>Marking: Frequency</b>	Marking and feedback is <b>frequent</b> and of a consistently high quality. One piece of work marked every 2-3 weeks		Marking and feedback is usually timely and encouraging yet largely summative.	Marking and feedback are either <b>non-existent</b> or <b>too infrequent</b> to have any impact on a student’s learning and progress.
2. <b>Next step marking</b>	Teacher’s written feedback is <b>consistently</b> of a high quality. Students are given <b>detailed and differentiated</b> targets which clearly explain how to improve their work or a challenge related to their previous work.	Teacher’s written feedback is <b>often</b> of a high quality. Students are given <b>detailed</b> targets which clearly explain how to improve their work or a challenge related to their previous work.	Teacher’s written feedback is usually timely and encouraging. Students have <b>some</b> information about what they need to do to improve.	The Teacher’s marking is insufficiently focussed to have any impact on learning and progress. Comments are often negative, unfocused praise, focus on presentational feature and do not point direction for the student e.g. ‘not good enough’, ‘you must try harder’, ‘well done’, ‘good work’
3. <b>Green Pen</b>	There is evidence of dialogue; students clearly respond to advice <b>consistently</b> in their subsequent work in green pen	Teacher’s written feedback informs students what they need to do to improve their work. Students <b>often</b> respond to feedback in “green” pen	Students <b>sometimes</b> respond to feedback in “green” pen	Students <b>rarely or never</b> respond to feedback in “green” pen
4. <b>Independent Assessment: Peer and self-assessment</b>	Pupils know how to improve their work and are <b>consistently</b> involved in marking or evaluating their own learning and/or the learning of others. Evidence of student using targets and criteria to reflect upon progress in peer/self-assessment activities	Students are <b>often</b> involved in marking or evaluating their own learning and/or the learning of others.	Students are <b>sometimes</b> involved in marking or evaluating their own learning and/or the learning of others.	Students are <b>rarely or never</b> involved in marking or evaluating their own learning and/or the learning of others.
5. <b>Literacy</b>	Teachers use the school marking policy to frequently annotate work. Students use the annotations to self-correct aspects of literacy. Work indicates a wide range of resources and teaching strategies that support the development of literacy and numeracy e.g. spelling of key terms, glossary of key terms, highlighting texts	Teachers use the marking policy to highlight minimum standards in some key assessments e.g. capital letters, full stops, use of paragraphs and incorrect spellings. Work indicates an appropriate range of resources and teaching strategies to support the development of literacy	Teachers sometimes use the marking policy to highlight basic corrections in some assessments e.g. incorrect subject specific spellings. Work indicates a selection of resources and teaching strategies to support the development of literacy.	Teachers <b>rarely or never</b> use the literacy marking policy to correct students work. Work indicates activities are rarely or never used to support the development of literacy.
6. <b>Independent Assessment: Peer and self-assessment</b>	Pupils know how to improve their work and are <b>consistently</b> involved in marking or evaluating their own learning and/or the learning of others.	Students are <b>often</b> involved in marking or evaluating their own learning and/or the learning of others.	Students are <b>sometimes</b> involved in marking or evaluating their own learning and/or the learning of others.	Students are <b>rarely or never</b> involved in marking or evaluating their own learning and/or the learning of others.
7. <b>Scholarship: Pride and Presentation</b>	Presentation shows that pupils have a pride in their work and produce a large quantity of work to a very high standard. Work is effectively organised and provides students with a detailed set of materials which supports effective revision.	Presentation shows that students take some pride in their work. It is produced to a good standard. There is an appropriate quantity of work which reflects the time allocated to the subject and supports revision. There is evidence of organisation.	Presentation is mixed but is appropriate to tasks in 75% of the book. Some of the work supports revision but students will need to use supplementary materials e.g. revision guides.	There is little work recorded in books and therefore would not support revision. Presentation is poor and some work is not completed. There may evidence of graffiti/doodling.

