Teaching and Learning Policy

Written by: DHT – Teaching & Learning

Approved by the Governing Body: November 2023

Date of next review: November 2024

Key Information:

Information provided in blue text is additions made from a supplemental document made and applied since the COVID pandemic. The adaptations that were needed to be made from the original policy when there was a return to more structured timetabled lessons in school. these have have now been merged to create the Policy dating from November 2023

Information provided in red has been newly added to the policy - Nov 2023

Contents

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
- to support with embedding the schools Key Drivers of Metacognition, Self-Regulation, Literacy and Consistency

Aims

'Outstanding Learning'

At Bishop Stopford's School, all lessons focus on ensuring that learning is purposeful, progressive, ambitious, inclusive and engaging. With students at the centre of all that we do, ensuring they develop the skills and knowledge to be successful learners and members of our community is paramount.

With this in mind, we aim to ensure that the daily learning experience of our students is of the highest quality possible, recognising that quality first teaching is the key to securing the breadth and diversity of skills and knowledge that our students need.

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
- Homelearning 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. 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
- Lessons make use of the lesson fundamentals and ensure these have purpose in raising standards in the classroom. To this end, all lessons will (see Appendix 2: Finessing the Fundamentals):
- Use **retrieval practice and recall** to embed their understanding and contextualise new knowledge that is learnt
- Have **clear, progressive outcomes,** enabling students to develop their understanding and use what they already know as a foundation to discover new, more advanced and challenging knowledge
- Provide students with a clear understanding of how to explore new ideas, interpret questions and apply knowledge through the use of **modelling**
- Provide students with the **scaffolding and resources** needed to ensure that all are able to progressively understand more complex ideas
- **Assess** that students have grasped the knowledge that has taken place and provide verbal feedback and guidance where misconceptions occur
- Provide students with the opportunity to **apply knowledge** and to develop the skills to do so **independently**
- Opportunities to develop Self-Regulation, Meta-cognition and literacy
- 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
- Through the Diagnosis, Therapy, Testing model, assessment will be used both formatively and summatively to gauge student progress and understanding. This information will be used to identify common misconceptions and areas for development so that teachers can address these gaps and empower students further.
- 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.
- learning journeys are in place for all lessons to support students understanding of the disciplinary knowledge

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 homelearning as an opportunity to develop and extend their knowledge and skill

The parent/carer is responsible for ensuring the following:

● 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.

● Teachers use the Marking and Feedback Fundamentals to make sure that there is a consistent approach.

M	Meaningful, manageable and motivating (DofE, 2016).
A	Accessible to students
R	Reference to success criteria and learning/assessment objectives
K	Key subject marking codes (Literacy based with subject specific elements)
I	Identify WWW/EBI
N	Next steps/Challenge
G	Give time for response (DIRT)

Feedback expectations:
● Common formative and summative assessments within departments (in-line with curriculum maps), issued via Google Classroom
● Formative and summative assessment feedback to be in-line with school homelearning schedule, and provided as frequently as stated below
● Shared departmental mark-books issued by HOD via Google Sheets
● Individual feedback given to students via Google Classroom as a 'private comment' for that piece of work, or as comments within the work – using WWW and EBI with next steps/questions
● Whole-class feedback shared in lessons to summarise common strengths and weaknesses
● Encourage student responses as a 'private comment' or green or highlighted edits within the work

Individual and whole class feedback to be given as follows:		
Subject	Key Stage 3	Key Stage 4 & 5
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

Literacy/Feedback Making Codes	
sp	Spelling error
//	New paragraph
/	New sentence
gr	Grammar
p	Punctuation
^	Missing word
exp	Explain/elaborate
??	Reword/quality of written communication is poor
t	Incorrect tense used
mu	Missing unit
ww	Wrong word

Homelearning

Homelearning is designed to support and broaden student understanding and provides them with the opportunity to use and develop their independent thinking and learning skills. Being able to work independently to research, apply and retrieve information is key to student success. As students' progress through their educational journey, they are required to learn progressively independently and as such we aim to use homelearning as a tool to not only broaden their knowledge base but also to enhance the skills that they will require as they enter their GCSE and A level years. Through the practice of homelearning, students will also develop wider skills such as self-regulation through time management, which becomes all the more important as students' progress onto higher education and the working world.

Homelearning will focus on one of the following in order to build the skills and knowledge that students need:

Home Learning Option 1	Flip Learning	Tasks that enable students to explore subject matter or topics, in readiness for future learning that takes place in the classroom. Allows students to independently collect and understand the information part of the work done before the lesson.
Home Learning Option 2	Low Stakes Test	Google forms, Kahoot, Quizziz or Flubaroo can be used to set up questions and small tests that mark themselves. This will give teachers and students the chance to see knowledge progress over time, as well as focusing on areas of weakness.
Home Learning Option 3	Exam Question	An assessment tool that can be used to give teachers the opportunity to give detailed feedback to students. A single question is set and the students can either send in their responses via Google classroom or hand it in to the class teacher in a subsequent lesson.

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.

- **In Key Stage 3,** students will be set homelearning activities at least once a week for English, mathematics and science and once a fortnight for all other subjects.
- **In Key Stage 4,** students will be set homelearning activities for each subject at least once a week.
- **In Key Stage 5,** students will be set homelearning activities for each subject unit at least once a week.

Assessment (See Assessment Policy for further details)

Assessment is key in identifying the impact that high quality teaching and learning has on the progress of a child and provides teachers with a secure source of information which allows them to plan and adapt their teaching to help students make further progress. Assessment is therefore important to all stakeholders and should be considered part of the teaching process rather than a standalone strategy.

In driving the success of our pupils, it is crucial therefore that focus is shifted from what has been taught to what pupils have learnt and strategically plug gaps in knowledge and retain prior knowledge whilst growing new knowledge and skill sets. Pupils must know from the onset what they need to know and be able to do to succeed and where they are on their learning journey. To support this, assessment must be used not only as a tool for testing learning, but as a teaching tool and an understanding of learning.

At Bishop Stopford's the use of Assessments will be a way of appraising the knowledge, understanding and skills of students. They will provide evidence of learning. It will be a system of well-constructed formative and summative assessments that allows students to demonstrate their abilities and knowledge and reflect how close they are to meeting educational goals and standards. To ensure the effectiveness of this, all assessments will be driven by the individual department's intents and the disciplinary knowledge each student will acquire to become successful and as such, moving away from outcome driven assessments.

All assessments and success criteria should be designed to enhance the breadth and depth of the KS3 curriculum to enable all students to be fully prepared to be able to access the KS4 curriculum. As such, assessment shouldn't be a reductive model based on a KS4 curriculum and feeding into KS3. Instead, it should progress and flow from KS2 to allow a consistent cumulation of skills and knowledge throughout students' educational journey.

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 bother their academic and personal development

Supporting SEND and EAL Learners

ELKLAN is part of the ECASS project and offers speech and Language support for 11-16-year-old pupils in school. It promotes learning for all especially SLCN learners by providing strategies to support during teaching. It encourages educators to be more aware of SEND learners in the classroom and adapt strategies accordingly during interaction and delivery on an ongoing basis. Some strategies that have been employed by staff are:

● Facilitating a communication chain which ensures effective communication during learning; ensuring it is a "2-way street" between teachers and learners.
● Creating a calm: stimulating, supportive and well ventilated learning environment for all learners; to ensure everyone is more comfortable and confident to share during lessons.
● Use of pair/share activities to allow everyone a chance to use and develop language/vocabulary and express thoughts during lessons.
● Use of modelling techniques regularly to illustrate how to solve simple to complex problems
● Encourage all learners to demonstrate understanding independently or in groups through use of mini white boards and independent practice in books.
● Support learners to summarise knowledge through use of tools such as mind maps as a key revision strategy.

Promoting learning using these strategies is an ongoing process where there is constant reviewing and evaluating of learning. Strategies are adapted as it deems fit to gain the most favourable outcomes for our learners.

The ELKLAN project is improving pupil outcomes. Teachers are using the strategies in a classroom setting which opens up an access route to learning for all learners not just pupils with SLCN needs, Literacy difficulties, dyslexic pupils, and those with ASD but every pupil 11-16 can benefit.

Teachers have received training in school from the ECASS team. All staff learned strategies for supporting SLCN pupils in lessons. Using the ELKLAN strategies enables pupils to achieve their outcomes and removes barriers to learning. The ELKLAN champions have also facilitated INSET to teachers and governors showing them strategies that can be used to support learners.

ELKLAN Champions
Some members of staff have become ELKLAN champions. They followed a fully accredited course. We have ELKLAN Champions in the core subjects:
Carol Hart - SENCO and RS Department
Helen Otchre - EAL Department
Charmaine Cousins- Roach - Maths Department
Margaret Byrne - English Department
Husna Ali - Science Department

Current staff being trained in ELKLAN are
Simi - HLTA SEN

Siobhan Burns - TA SEN
Dimitra - EAL Department
Fatma Sonmez - Geography Department
Tracy Ansah - ICT Department
Mary Aquah - Acting member of the SLT

The above staff have knowledge and strategies to help all pupils with SLCN. They can offer strategies for teachers who may require knowledge of the communication chain, they are able to support staff and offer strategies for creating communication, memory and learning, promoting vocabulary development, and supporting expressive language skills. In addition, they have the knowledge to promote effective communication and social skills, helping students with unclear speech and helping students who stammer so that barriers are removed from the learning environment.

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

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 teaching 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. Lesson observations will be recorded using CPD genie.

Staff will be given oral 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 HOD or members of SLT every half term. 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 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
Beginner Teacher (Schools Direct, NQT, Teach First, etc.) *Satisfactorily meeting the teaching standards*	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
Early Career (RQT/Years 2 and 3 and subsequent years) *Embedding teaching standards*	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
Developing Teachers/ Aspirant Leaders *Teaching standards at good or better*	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	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	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)	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
Middle Leadership (Subject leader/ coordinator, HoD, HoF, Achievement Leaders (HoY), SENCO) *Teaching standards easily met*	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	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	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	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

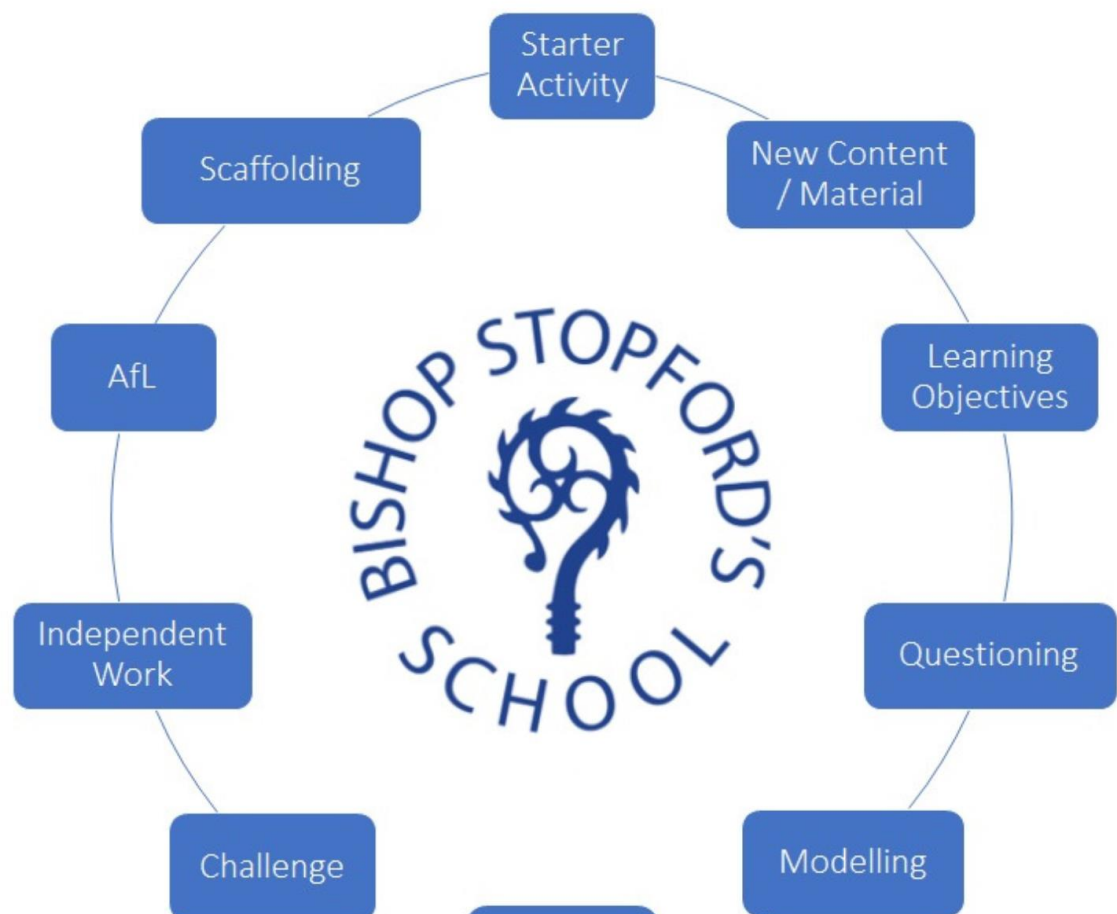| Career Stage	What can I do?	CPD opportunities in school	CPD opportunities through links/LA/ETSA/other schools	CPD opportunities through national links
		Carry out joint observation and feedback		
Senior Leadership *Refer to National Standards for Headteachers*	Maintain CPD file Join professional leadership 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
Deputy Headship *Refer to National Standards for Headteachers*	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	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)	Ofsted inspection training/shadowing International professional development Consider completing PhD Attend leadership conferences e.g. SSAT, PiXL

	Record, reflect and analyse opportunities for impact		Consider becoming a SLE Attend Governor meetings/deliver Governor training	
Acting/ Associate/ Executive/ Headteacher *Refer to National Standards for Headteachers*	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 Quality assured 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 – Finessing the Fundamentals

FINESSING THE FUNDAMENTALS

mpact do these have to raising standards?

BISHOP STOPFORD'S SCHOOL
ENFIELD

- Starter Activity
- New Content / Material
- Scaffolding
- Learning Objectives
- AfL
- Questioning
- Independent Work
- Modelling
- Challenge

BISHOP STOPFORD'S SCHOOL

T&L AT BISHOP STOPFORD'S

Starter Activity	**Am I focused and ready to learn?**
New Content	**Where does the lesson fit into my Learning Journey?**
Learning Objectives	**Why am I learning this?**
Questionning	**Do I know the answers?**
Modelling	**Can I use my knowledge to complete the task?**
Retreival / Recall	**What do I already know that links to the lesson?**
Challenge	**Am I aiming high?**
Independent Work	**Can I do this on my own?**
AfL	**How do I know I've learnt it?**
Scaffolding	**What are the steps to success?**

METACOGNITIVE THINKING

BEFORE
- Is this similar to a previous task?
- What do I want to achieve?
- What should I do first?

DURING
- Am I on the right track?
- What can I do differently?
- Who can I ask for help?

AFTER
- What could I have done better?
- What worked well?
- Can I apply this so other situations?

Appendix 4 - Learning Journey Example from PE

BTEC Specification

BISHOP STOPFORD'S SCHOOL

Year 11

What are the different elements needed to deliver a practical session to improve and individual?

What is the difference between basic and complex skills?

What is the impact of the components of fitness?

What role do NGBs play in sport?

Why are officials important?

LOC Mock Assessment

Why are strategies important?

What are the differences between isolated and competitive situations?

Can you identify the location of the major muscles?

How are the components of fitness used in sport?

Can you deliver a warm up to a small group?

How do you adapt warms ups to an individual or sport?

LOC

Suggest some mobiliser exercises for a warm up

LOB Mock Assessment

Why are Warm Ups important?

What is the response of a warm up to the CV and Muscular system?

What impact has technology had in sport?

What are the limitations of technology in sport?

Discuss the different facilities and officials needed?

Why is Performance Analysis important?

LOB

How does technology help with clothing and footwear?

How does technology help people with disabilities?

LOA Mock Assessment

Name 3 barriers to Participation

What are the needs of participants?

What is the importance of footwear and clothing?

What are the benefits of Sport?

How do you address barriers?

Year 10

What are the types of Participants?

Can you describe the different types of sport?

What are the different Sport Provisions?

LOA

Learning Journey