

Teaching & Learning Policy

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| Date of Policy: | September 2022 |
| Member of Staff Responsible: | Liz Todd |
| SLT: Headteacher: | Mark Rayner |
| Chair of the Academy Representatives: Nominated Academy Representative: | Rob Ffello |

Publish:

Internal / website

Teaching and Learning at STMCA

‘It turns out that it doesn’t matter very much which school you go to, but it matters very much which classrooms in school you are in. And it’s not class size that makes the difference, nor is it the presence or absence of setting by ability – these have only marginal effects. The only thing that really matters is the quality of the teacher’

(Dylan Williams)



Teaching and learning is the core purpose of education and it is where we can make the most difference to every students' academic achievements.

At St Thomas More Catholic Academy we believe that every teacher is on a journey of improvement.



All are encouraged to be reflective practitioners, utilising CPD opportunities and engaging in relevant research.



We understand that effective teaching does not happen through following a tick list, but instead through every teacher knowing their students, creating a supportive environment for learning and through excellent knowledge of the curriculum having the ability to support students to make rapid progress.

All teachers at St Thomas More Catholic Academy strive to continually
‘improve, not prove’

Improve, not prove

To encourage an open-door policy where we grow together collectively as a staff it is important that all embrace the ethos to continually strive to improve. Expert teachers are developed and our MER cycle is unpinning by the belief that all should be supported to develop throughout their career.

Teaching and learning is monitored in the following ways throughout the year.

- Two teaching and learning reviews, one in the autumn term and one in the summer term.
- Continual MER activity within departments alongside SLT line managers
- An external leadership review during the spring term.

There is a focus each term based on school and national priorities and this supports the development of a cohesive in school CPD offer.

The TLDG meets once per half term and supports teachers across the school to drive the sharing of good practice. They also share a Teaching and Learning newsletter each half-term. This includes CPD opportunities and information about research articles.

Students are held responsible for their part in the learning process and a variety of interventions are utilised where progress is not made in lessons. All are encouraged to expect excellence of themselves.

Our teaching and learning review is based around The Great Teaching Toolkit Evidence Review.

<https://www.cambridgeinternational.org/Images/584543-great-teaching-toolkit-evidence-review.pdf>

This is an incredibly useful document as it reviews many research studies and frameworks, summarising the findings and identifying four priorities for teachers who want to help students to learn more effectively within the classroom.

These are:

1. understand the content they are teaching and how it is learnt
2. create a supportive environment for learning
3. manage the classroom to maximise the opportunity to learn
4. present content, activities and interactions that activate their students' thinking.

Having moved to a non-judgemental, dialogue-based review, it is important that over time all staff become proficient in identifying good practice that maximises learning as well as identifying strategies for a colleague to try to further increase learning of all students. The ethos of all teaching and learning reviews is that we as staff want to 'improve not prove'. We all have a common goal to maximise learning in our classroom during every lesson and work together to develop strategies to maximise student progress across all departments.

To help us to help each other the model presented in the teacher toolkit breaks down the four overarching dimensions above into 17 elements, an element defined as something that is worth investing time and effort to work on to build a specific competency, skill, knowledge or to enhance the learning environment.

The route to expertise is to guide each other through formative and actionable feedback. To share what works well with each other and be empowered to try strategies out in the classroom.

Monitoring, Evaluation and Review

The over-arching themes for 2022-23 are:

TERM 1

Understanding the content

Developing a rich and fluent knowledge of the curriculum / what are the common misconceptions?
Generating varied explanations enabling all to access the curriculum.

Enquiry Questions:

Are all learners known by the teacher enabling all to access the curriculum?

Is subject knowledge detailed including knowledge of common misconceptions and links to other areas of the curriculum?

TERM 2

Creating a supportive environment.

Building a climate of high expectations, challenge and trust that motivates all learners.

Enquiry Question:

Is the pace of learning adapted appropriately for all, motivating and challenging learners and not allowing any learner to 'opt out'?

TERM 3

Activating hard thinking

Through clearly thought-out lesson structures, strong explanations and modelling, rich questioning, feedback and discussion hard thinking is activated.

Enquiry Question:

Do explanations, modelling, feedback and discussion allow students to move their learning forward at an appropriate pace?

Throughout the year ensure that the B4L systems are used consistently recognising students through rewards and consistently holding high expectations through consistent use of the B4L system.

Maximising opportunity to learn

Through knowledge of our students we prevent, anticipate and respond to potentially disruptive incidents. Clear routines are embedded. The school B4L policy is utilised consistently.

Enquiry Question:

Do routines avoid any time wasting in lessons and is the B4L policy utilised consistently?

Monitoring, Evaluation and Review

| Staff | Students |
|-------|----------|
|-------|----------|

| 'Improve not prove' | 'Expect Excellence' |
|---|---|
| <p>Middle leaders plan with Line Managers (and sometimes collaboratively with another department) how MER will work within each half term</p> <p>Care will be taken to ensure all year groups (Y7-13) and all staff are monitored throughout the year.</p> <p>There will be a whole school focus each term though Middle Leaders can choose how best to monitor departmental activities in relation to this focus.</p> <p>Suggested evidence sources include (not exhaustive list):</p> <ul style="list-style-type: none"> - Focused learning walks - Scrutiny of black folders - Book scrutiny - Drop ins - Sharing good practice including in department meetings - Moderation of summative assessments - Data broken down by class / groups - Student voice <p>Each term a return (which is a working document on TEAMs that is discussed regularly in Line Management meetings) will be shared with SLT.</p> <p>SLT will summarise findings, share highlights of these (anonymised) within the Teaching and Learning newsletter and use evidence to plan:</p> <ul style="list-style-type: none"> - further CPD / development time - collaboration to maximise opportunities to share good practice <p>The departmental MER termly return includes:</p> <ul style="list-style-type: none"> - Where evidence is from including the activities and staff / year groups involved - What is going well (WWW) – where there is good practice that can be shared - What needs to be focused on? (EBI) - Next steps - These should feed into the DIP. <p>Where teacher standards are not met a referral into the lesson review process must be made through Line Managers.</p> | <p>Response to the enquiry questions through student level scrutiny.</p> <p>Evidence discussed in SLT meetings.</p> <p>Suggested evidence sources include (not an exhaustive list):</p> <ul style="list-style-type: none"> - student focused learning scrutiny - student focused work scrutiny - data analysis - student voice <p>This evidence informs next steps.</p> <p>Next steps may include:</p> <ul style="list-style-type: none"> - mapping out additional interventions - referral for additional careers input - praise phone calls / letter - referral to progress coach - use of report <p>This is student focused</p> <p>Student enquiry findings also help to quality assure whole school MER findings.</p> |

In addition to middle leadership MER, organised by Middle Leaders alongside SLT line managers

- ✓ All staff except ECT / staff on support plans have developmental and dialogue-based teaching practice review (Phase 1) at least **twice annually** with a record of agreed actions that are re-visited during the next review.

The first will normally be completed by line managers.

The second however is more flexible and can be decided together with HODs to ensure that it meets your developmental needs.

- ✓ For ECT and staff on support plans a more structured approach to lesson reviews based around the teacher standards (Phase 2). This provides clearer guidance to generate shorter term targets for improvement.
- ✓ In the Spring term of each academic year there will be an external leadership review

The teaching practice review process – PHASE 1

- ✓ Each review would start with the **reviewer selecting the class**.
- ✓ Once identified a brief meeting takes place between the reviewer and classroom teacher.
- ✓ **The proforma for this meeting is completed in advance of the meeting by the teacher to be observed – this is effectively the planning process documented.**
- ✓ During the meeting the reviewer can clarify anything not clear on the proforma and if appropriate agree a focus for the lesson visit.
- ✓ The lesson visit is for **up to** 30 minutes focusing on the classroom environment, climate created and the teacher actions that are activating hard thinking. We are not necessarily going to see progress in these 30 minutes but this may be evidenced in work books.
- ✓ A discussion with a group of students chosen by the observer. This may take place outside the classroom or in a nearby space, again for no more than the remainder of the lesson.
- ✓ Final evaluation and feedback meeting – actions agreed. This should be within 72 hours of the reviewer receiving the completed self-evaluation.

| Key features of effective T&L | Where this can be looked at most easily |
|---|--|
| Understanding the content TS foci 3, 4, 5, 6 | Initial meeting, books, student discussion, lesson visit |
| Creating a supportive environment TS foci 1, 2, 7, 8 | Lesson visit, student discussion |
| Maximising opportunity to learn TS foci 1, 2, 4, 5, 6, 7 | Lesson visit, student discussion, data (B4L) |
| Activating hard thinking TS foci 1, 2, 4, 5, 6 | Lesson visit, student discussion, books, academic data |

- ✓ **The following three pages are guidance to aid the transition to a dialogue-based approach**

Supportive Planning Template – INTENT FORM

Initial plans:

T1/2/6/7 – Know your students?

Who is in the class? Key demographics – PP, HATs, Persistently disadvantaged, SEN, any other individual needs?

What are the key trends? Departmental focus?

What does assessment show – both formative and summative and how has this informed your planning?

What strategies are on your class learner profile? What particular strategies are working?

How will you promote the best outcomes for all learners?

How do you utilise the B4L policy day to day?

How do you ensure that the environment is supportive for all learners?

Seating plan – rationale.

T3 Curriculum

How does today's lesson feed into the overall curriculum plan?

What have students studied before? How will the lesson feed into further learning?

What key threshold concepts / vocabulary would you expect all learners to know securely?

Is there any key knowledge / understanding that all need today to access the lesson?

What steps are you planning to ensure all have this foundation to move learning on?

Are there any common misconceptions? Have you planned for these?

How will you cater for the most able / SEN students to ensure all make progress?

Strategies you will use to activate hard thinking – e.g. Questioning, open ended question, wider reading, discussion etc

T4 Planning

What are the rough timings for your lesson?

Do you have an instant starter?

Starter / main (how many sections?) / plenary

Ordered exit?

How will you ensure that pace and challenge is there for all learners?

This is not intended to be an exhaustive list but rather suggestions to support in the process of planning a lesson.

Possible questions for the meeting prior to the lesson visit.

This meeting can be of varying length from a few minutes to a longer more detailed meeting.

Initial meeting

Does the teacher have a deep and fluent knowledge of the curriculum including common misconceptions?

Does the teacher know the class well, facilitating a proactive approach?

Discussion around the data / interventions / B4L strategies

Understanding the content – where are we in the SOL? Links to prior learning?

What are the common misconceptions? Have these affected planning?

Discussions from department meetings?

What key threshold concepts is it fair to expect all students to know?

Example questions are in red. However, key is that there is a natural conversation both with the teacher and students putting all at ease and finding out how we can help move teaching forward.

IF QUESTIONS ARE ANSWERED ON THE PROFORMA THIS MEETING MAY BE SHORTENED AS APPROPRIATE

What are students learning about at the moment?

How does this fit into the year group sequence?

What prior knowledge does this lesson build on? How does it feed into the bigger picture? GCSEs / A level?

Are there any common misconceptions when teaching?

Have you modified your planning to proactively address these?

When did you last discuss (topic area) within the department?

What key vocabulary would you expect all students to know?

What are the threshold concepts that students need to fully understand to move forward? - this topic / last topic / links previous years?

How are the PP / HATs / Boys (any demographic) performing currently?

What is in place to support (student or key demographic)?

How is the behaviour of students in this class?

Are there any particular strategies that you are working on with this class at the moment?

What are you focusing on at the moment as a teacher?

Is there anything you would particularly like me to focus on during the lesson visit?

This is not a comprehensive list but instead provides some examples of questions that may help structure the conversation

Supportive template for the lesson visit

| Lesson visit | Student discussion |
|--|--|
| Understanding the content <i>Knowledge? Links? Threshold concepts?</i> | Understanding the content <i>Knowledge? Links? Threshold concepts?</i> <i>What are you learning about today?</i> <i>Can you help me to understand what you are doing at the moment?</i> <i>What do you mean by?</i> <i>Can you add to this?</i> <i>How does this link to (previous learning as appropriate)?</i> |
| Creating a supportive environment <i>Is the environment supportive? Positive relationships? (Respect, trust, cooperation, care) Are expectations high?</i> | Creating a supportive environment <i>Are expectations high? Do students feel supported by each other as well as by the teacher? Motivation? Autonomy?</i> <i>Is there anything your teacher is doing in particular that helps your learning?</i> <i>What do you enjoy most about this subject?</i> |
| Maximising opportunity to learn <i>Is time managed effectively? Pace and challenge? Is the B4L system used effectively? Prevention or escalation with the look etc..</i> | Maximising opportunity to learn <i>Behaviour in the classroom / routines that maximise progress</i> <i>Is there anything your teacher does particularly to support you in this lesson to behave well and focus?</i> |
| Activating hard thinking <i>Is thought to structuring development given (scaffolding etc), feedback, effective use of questioning</i> | Activating hard thinking <i>Feedback? Modelling? Scaffolding?</i> <i>Could you show me a piece of work you're really proud of?</i> <i>What went particularly well in this piece of work?</i> <i>How do you think you can move this learning on further?</i> <i>How does Sir / Miss feedback to you about how well you're doing?</i> <i>Are any of these ways more useful than others for you?</i> |

Again, questions are suggestions to utilise when talking to students

TEAMS

All classes need to be set up as TEAMS.

TEAMS will support students in becoming independent learners allowing them to recap material and revise throughout the year.

In addition to the class teacher there should also be an additional 'owner'

- HODs for most staff
- SLT line manager for HODs
- HOD of the subject taught for SLT

At least fortnightly appropriate resources should be uploaded in an organised way that follows the sequence of learning.

All homework tasks should also be set on TEAMS – though it is not a requirement to submit / mark these on TEAMS. This is at the discretion of individual teachers and departments. E.g. Educake, Bedrock and Hegarty are used but the link and deadline is shared via TEAMS.

In the case of staff absence

The teacher is to upload all of the resources for each lesson (power point / links to video clips etc) into your class TEAMS. Angela Hartley will then contact you with the name of who will be teaching your cover lesson(s). You can then add this person to the TEAM as an owner for that day. Any specific instructions are to be emailed directly to the person taking the cover lesson.

Only in the case of staff absence caused by illness, where you are too unwell to organise cover, Heads of Department who are owners of the TEAMS will follow the steps above. Please contact your HOD in addition to contacting school if you need your HOD to set the work.

To facilitate all teachers in planning exciting and challenging lessons we all agree to work within a consistent framework, known as 'the golden dozen'. These twelve **features of every lesson at St Thomas More Catholic support students by** providing consistency for all learners and support teachers to help ensure teacher standards are always met. Learning follows an ambitious well sequenced curriculum for all

1. Teachers begin lessons punctually and meet and greet students
2. Lessons begin with an instant starter
3. Registers are taken promptly and accurately
4. Learning objectives use the agreed language
5. Black folder teacher expectations are followed
6. Pedagogy is bespoke to the needs of the learners
7. Literacy and numeracy non-negotiables are met
8. Homework is set and logged in line with the policy
9. Marking, feedback and assessment is evident in accordance with the policy
10. The positive engagement of learners is recognised through the effective use of the rewards system
11. All staff model the values of faith, excellence and respect

APPENDICES:

1. Golden Dozen
2. Phase 1 paperwork
3. Phase 2 paperwork
4. Teacher standards
5. Flow chart
6. MER Documentation for Middle Leaders

APPENDIX 1 – The Golden Dozen

1. Learning follows an ambitious well sequenced curriculum for all

Curriculum Intent

Our aim is to provide a curriculum with equality at its heart, so that all our students including our disadvantaged and SEND students can Aspire to be More, achieving their full potential and preparing them to be active and successful in adults in modern Britain. Within this, our curriculum is designed to be inclusive, broad and balanced in that it educates not only academically but holistically. All students are provided with the core knowledge that is the foundation of success. At the heart of our curriculum lies a respect for the subjects we teach and insight into the world each provides. In our Catholic school, the true development of the person, takes precedence over all other things. Aspiration and ambition for all our learners drive the curriculum, including the highest expectations and ambition for our disadvantaged learners, and all staff work relentlessly to remove barriers to learning and intervene where necessary so that all students can succeed.

The curriculum covering Years 7 to 9 builds on the work of primary colleagues, providing pupils with a rich and full curriculum that not only prepares them for KS4 but also gives them the skills and knowledge to make the first decisions about their future career pathways. Where links to the world of work can be made these are capitalised on to ensure students understand the relevance of learning to their future. **The full national curriculum is offered.**

KS4 is a two-year programme that offers a mix of academic and vocational subjects. These have been chosen to suit the needs of learners. Sufficient time is offered to the core subjects to ensure that students are fully immersed in their important skills. We are focused on ensuring that EBacc is the foundation of our broad and balanced curriculum for increasing numbers of students. The mix of subjects is designed to maximise the opportunity for students for employment, training and further education. Opportunities to link with local employers are organised by our CEIAG team who also track the changing opportunities available to young people both locally and nationally.

At KS5, a wide range of subjects are on offer due to our Trinity partnership with fellow Catholic schools. Again, we offer a mix of both academic and vocational subjects. We strive to ensure that we provide each student with a study programme that is appropriate and individualised to best suit their aspirations for future study, training or employment. Students are able to follow courses of study aimed at Higher Education (including Russell Group Universities), apprenticeships and employment. The niche vocational David Campbell Soccer school is also an option available to students leading to secure destinations. All students study General RE leading to an Extended Project Qualification as well as selected enrichment activities which include LAMDA.

2. Teachers begin lessons punctually and meet and greet students

Wherever possible teachers should be ready at the door to meet and greet students before they arrive. Making a connection and building relationships, even before the lesson, is important.

A suggested method is 'meet, greet, connect, correct, direct'.

3. Lessons begin with a QuDOS instant starter

The Instant Starter should be quick, doable, open ended and simple. This ensures that all learners are engaged as soon as they enter the classroom.

4. Registers are taken promptly and accurately

Register data from SIMS is used throughout the day to provide information to parents and staff. It is important that the registers are taken promptly and accurately. Accurate rewards and consequences should also be recorded via sims.

5. Learning objectives use the agreed language

Lesson Objectives:

- Objectives are specific, measurable, short-term, observable student behaviours.
- An objective is a description of a performance you want learners to be able to exhibit before you consider them competent.
- An objective describes an intended result of instruction, rather than the process of instruction itself.

Objectives should be written using Bloom's Taxonomy and associated action verbs

The wording format is: "Students will be able to...." (SWBAT). This phrase is followed by a specific performance verb and the desired learning outcome.

| Learning level | Associated action verbs |
|----------------|--|
| Knowledge | define, describe, state, list, name, write, recall, recognise, label, underline, select, reproduce, outline, match |
| Comprehension | identify, justify, select, indicate, illustrate, represent, name, formulate, explain, judge, contrast, classify |
| Application | predict, select, assess, explain, choose, find, show, demonstrate, construct, compute, use, perform |
| Analysis | analyse, identify, conclude, differentiate, select, separate, compare, contrast, justify, resolve, break down, criticise |
| Synthesis | combine, restate, summarise, precise, argue, discuss, organise, derive, select, relate, generalise, conclude |
| Evaluation | judge, evaluate, determine, recognise, support, defend, attack, criticise, identify, avoid, select, choose |

6. Black folder teacher expectations

Black teaching folders should be available in school within a secure and private place at all times.

These should include:

- Teacher Standards
- Black folder check list
- Golden Dozen poster
- Great Teaching Toolkit summary
- Class lists
- SIMs marksheet with learner profile for each class taught
- Seating plan for each class taught
- Class SMID data
- SEND Pupil Passports with completed strategies
- Form group list, photos, data

You may also wish to include:

- Relevant SOL
- Exam specification
- Evidence of lesson planning
- Homework information
- Details of interventions
- Knowledge organisers
- Knowledge organiser quizzes
- Key resources to be used in lessons

7. Pedagogy is bespoke to the needs of the learners

Applying the following principles will ensure a comprehensive approach to the delivery of the curriculum. The principles will also allow a diagnostic approach to teaching and learning. In turn, teachers and LSPs scaffold learning activities for students as appropriate.

Sequencing concepts and modelling

Small steps - Present new material in small steps with student practice after each step: Only present small amounts of new material at any time, and then assist students as they practice this material.

Provide models - Providing students with models and worked examples can help them learn to solve problems faster.

Scaffolding - Provide scaffolds for difficult tasks: The teacher provides students with temporary supports and scaffolds to assist them when they learn difficult tasks.

Stages of Practice

Guide student practice - Successful teachers spend more time guiding students' practice of new material.

Obtain a high success rate - It is important for students to achieve a high success rate during classroom instruction.

Require and monitor independent practice - Students need extensive, successful, independent practice in order for skills and knowledge to become automatic.

Questioning

Ask a large number of questions and check the responses of all students - Questions help students practice new information and connect new material to their prior learning.

Check for student understanding - Checking for student understanding at each point can help students learn the material with fewer errors.

Reviewing Material

Begin each lesson with a short review of previous learning - Daily review can strengthen previous learning and can lead to fluent recall.

Engage students in weekly and monthly review - Students need to be involved in extensive practice in order to develop well-connected and automatic knowledge.

8. Literacy and numeracy non-negotiables are met

| All staff should adhere to the literacy non-negotiables: | All staff should adhere to the numeracy non-negotiables: |
|---|--|
| Model Standard English within resources and oracy Oracy should consist of full sentence only Respond to students' work using the literacy codes Evidence positive attitudes towards literacy | Mental and written calculations opportunities should be offered Operate a calculator in lessons Role model a love of numeracy Expect all to calculate percentage scores |

9. Homework is set and logged in line with the policy

Home learning will be meaningful and should aim to develop independent practice skills. It will extend the learning opportunities achieved within school. Home Learning

will be provided as a planned purposeful exercise during the lesson. The emphasis is placed on students having the necessary organisational skills to complete home learning well.

Setting and recording homework

All homework must be set as a Microsoft Teams assignment so that parents, carers and students are fully aware of homework set and when it is due. As a minimum, teachers must include the title (this may refer or link to a separate resource e.g. a subject specific web site or Knowledge Organiser booklet) and the due date of the homework. The homework does not *need* to be submitted via Teams

All homework submitted will be acknowledged, either on Teams, subject specific software (such as Educake) or other mark book. An extension should be given to students failing to complete a set homework. Excellent homework should be recognised with an 'R2'. Homework tasks will be checked soon after they are handed in and feedback given.

Formal marking will follow the Academy's Marking Policy. Use of WWW & EBI is school policy, as is giving DIRT time for students to respond to feedback using green pen.

At KS5 students should spend 5 hours per subject per week on independent study.

The homework strategy is currently under review and therefore this section will be updated in late Autumn 2022.

10. Marking, feedback & assessment is evident in accordance with the policy

- An extended piece of work should be deeply marked *at least* every 8 lessons.
- The extended piece of work to be deep marked should be specified within the SOL and meet the requirements of the curriculum intent.
- Subject Leaders may direct their departments to mark more frequently depending on the needs of the subject.
- Stickers recording students' targets and current data are required on all books containing deeply marked work.
- There is no requirement to recognise every piece of work as class notes and drafts can be recorded in a separate book.
- However, if notes and drafts are in the same book all work should be recognised. This may be self or peer assessed in addition to teacher marking.
- Subject Leaders should monitor compliance to the policy and quality of feedback.
- All work should adhere to the presentation policy.
- All deeply marked work is evidence to inform your assessment data ensuring that assessment is inserted into your SOL sequencing.

Deep marking non-negotiables:

All extended pieces of work should have formal feedback which uses WWW and EBI.

- All deeply marked work should be followed up by meaningful DIRT which should be completed in green pen.
- All teacher feedback should have clear impact and relate to the national curriculum / SOL.
- All DIRT tasks are completed in order to accelerate progress and develop students' knowledge.
- Literacy codes should be applied consistently.

Deep marking should provide evidence to inform assessment data points

11. The positive engagement of learners is recognised through the effective use of the rewards system

In order to establish and reinforce high standards and expectations, staff will model the non-negotiables of:

- PIP/RIP
- Instant starters
- Meet / Greet

Building Positive Relationships is Imperative

Staff should ensure that they use a range of the strategies below to positively engage students in the lesson and must ensure that all students achieve their potential by removing barriers to learning.

Low Level Behaviour Strategies – Strategies

- Instant starter: pace and engagement from the beginning
- Praise – PIP / RIP – use the rewards system
- Remind students that they should 'expect excellence' of themselves
- Use of names to cement relationships / clear seating plans
- Greet everyone at the door
- Engagement with parents
- Give options and choices for behaviour
- Short, clear instructions
- Time checks
- Inclusion: treat your class as a team
- Reinforce confidence: build the belief that they can do it
- Engagement – always on task and always with a focus – know your students
- Talk, don't shout. Create a calm atmosphere
- Hand signals – non-verbal communication (visual as well as verbal)

- Don't allow students to be passive; give no opportunity to fail
- Be the leader in your classroom; walk around and circulate amongst the students
- Remove barriers
- Show respect in order to model the behaviours that you expect

| These strategies should be used before and throughout the use of the stages | |
|---|--|
| <ul style="list-style-type: none"> ✓ Use of Passports where appropriate ✓ Refocusing ✓ Students on task immediately ✓ Change of activity ✓ Varied teaching style ✓ Time limits on tasks ✓ Countdown/wait for silence ✓ Verbal warning | <ul style="list-style-type: none"> ✓ Note to parent in planner (Year 7) ✓ The 'look'/raised eyebrows ✓ Diffusing with humour ✓ Low-key quiet voice ✓ Walking around the room: sign work while walking around ✓ Close proximity to student ✓ Verbal and non-verbal praise: smile/thumbs up/eye-contact |

12. All staff model the values of faith, excellence and respect

The most effective way to instil these values in our students is for all staff to consistently model them. It is also highly effective practice to emphasise the words *faith*, *excellence* and *respect* during conversations and learning activities.

Appendix 2 - Phase 1 paperwork

To be completed by the person to be reviewed and sent to the reviewer before the initial meeting

| | |
|-------------|--------|
| Teacher: | Date: |
| Department: | Class: |

Initial plans:

T1/2/6/7 – Know your students?

*What is needed for all to access the curriculum and maximise opportunities to learn?
How will you create a supportive environment?*

T3 Curriculum

Sequencing / links / common misconceptions / adaptations needed to stretch most able / support LATs – activate hard thinking / threshold concepts covered?

T4 Planning

Structure / pace and challenge?

Please also refer to the black folder for class data and class learner profile

Self-evaluation: To be completed by the person to be reviewed and sent to the reviewer before the final feedback discussion

Reflecting on the lesson please identify what aspects you felt went well and any areas you would like to focus on during the discussion

To be completed by the reviewer

| Lesson visit | Student discussion |
|--|---|
| Understanding the content <i>Knowledge? Links? Threshold concepts?</i> | Understanding the content <i>Knowledge? Links? Threshold concepts?</i> |
| Creating a supportive environment <i>Is the environment supportive? Positive relationships? (Respect, trust, cooperation, care) Are expectations high?</i> | Creating a supportive environment <i>Are expectations high? Do students feel supported by each other as well as by the teacher? Motivation? Autonomy?</i> |
| Maximising opportunity to learn <i>Is time managed effectively? Pace and challenge? Is the B4L system used effectively? Prevention or escalation with the look etc..</i> | Maximising opportunity to learn <i>Behaviour in the classroom / routines that maximise progress</i> |
| Activating hard thinking <i>Is thought to structuring development given (scaffolding etc), feedback, effective use of questioning</i> | Activating hard thinking Feedback? Modelling? Scaffolding? |

Evaluation meeting and agreed actions

Following a professional discussion and feedback agree a **maximum** of three action points below

1.

2.

3.

Support agreed by line manager – ML / SLT and relevant CPD suggestions / any agreed follow up.

Insufficient evidence of meeting the teacher standards

To be completed only if teacher standards are not met as a minimum requirement with a brief outline of areas of concern.

Signed teacher _____

Observer _____

Reviewee to upload their copy to their BlueSky as evidence

ML to keep a copy for departmental records

Please also forward a copy to Jo Arnold to be stored centrally

Appendix 3 - Phase 2 paperwork

Phase 2: Lesson review:

| | |
|-----------|----------|
| Reviewer: | Teacher: |
| Date: | Class: |

| T&L component | Teacher standard(s): | WWW | EBI |
|---|---|-----|-----|
| Learning follows an ambitious well sequenced curriculum for all | S1 Set high expectations which inspire, motivate and challenge pupils S4 Plan and teach well-structured lessons | | |
| Teachers begin lessons punctually and meet and greet students | S4 Plan and teach well-structured lessons S8 Fulfil wider professional responsibilities | | |
| Lessons begin with an instant starter | S3 Demonstrate good subject and curriculum knowledge S6 Make accurate and productive use of assessment | | |
| Registers are taken promptly and accurately | S7 Manage behaviour effectively to ensure a good and safe learning environment S8 Fulfil wider professional responsibilities | | |
| Learning objectives use the agreed language | S6 Make accurate and productive use of assessment S2 Promote good progress and outcomes by pupils | | |
| Black folder expectations are followed | S5 Adapt teaching to respond to the strengths and needs of all pupils S6 Make accurate and productive use of assessment | | |

| | | | |
|--|---|--|--|
| Pedagogy is bespoke to the needs of the learners | S4 Plan and teach well-structured lessons S5 Adapt teaching to respond to the strengths and needs of all pupils | | |
| Literacy and numeracy non-negotiables are met | S3 Demonstrate good subject and curriculum knowledge S1 Set high expectations which inspire, motivate and challenge pupils | | |
| Homework is set and logged in line with the policy | S8 Fulfil wider professional responsibilities S1 Set high expectations which inspire, motivate and challenge pupils | | |
| Marking, feedback and assessment is evident in accordance with the policy | S2 Promote good progress and outcomes by pupils S5 Adapt teaching to respond to the strengths and needs of all pupils | | |
| The positive engagement of learners is underpinned by following the BfL policy | S7 Manage behaviour effectively to ensure a good and safe learning environment S1 Set high expectations which inspire, motivate and challenge pupils | | |
| All staff model the values of faith, excellence and respect | S.1 Set high expectations which inspire, motivate and challenge pupils S8 Fulfil wider professional responsibilities | | |

Not for ECTs

| Outcome: | Tick |
|--|-------------|
| Evidence that teacher standards are being met | |
| Insufficient evidence that teacher standards are being met | |

Appendix 4 - Teacher standards

[Teachers' Standards guidance \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

[Teachers' standards: overview \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)



Department
for Education

Teachers' Standards

PREAMBLE

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

PART ONE: TEACHING

A teacher must:

1 Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2 Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

3 Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4 Plan and teach well structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5 Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6 Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

7 Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8 Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
 - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
 - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
 - showing tolerance of and respect for the rights of others
 - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
 - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

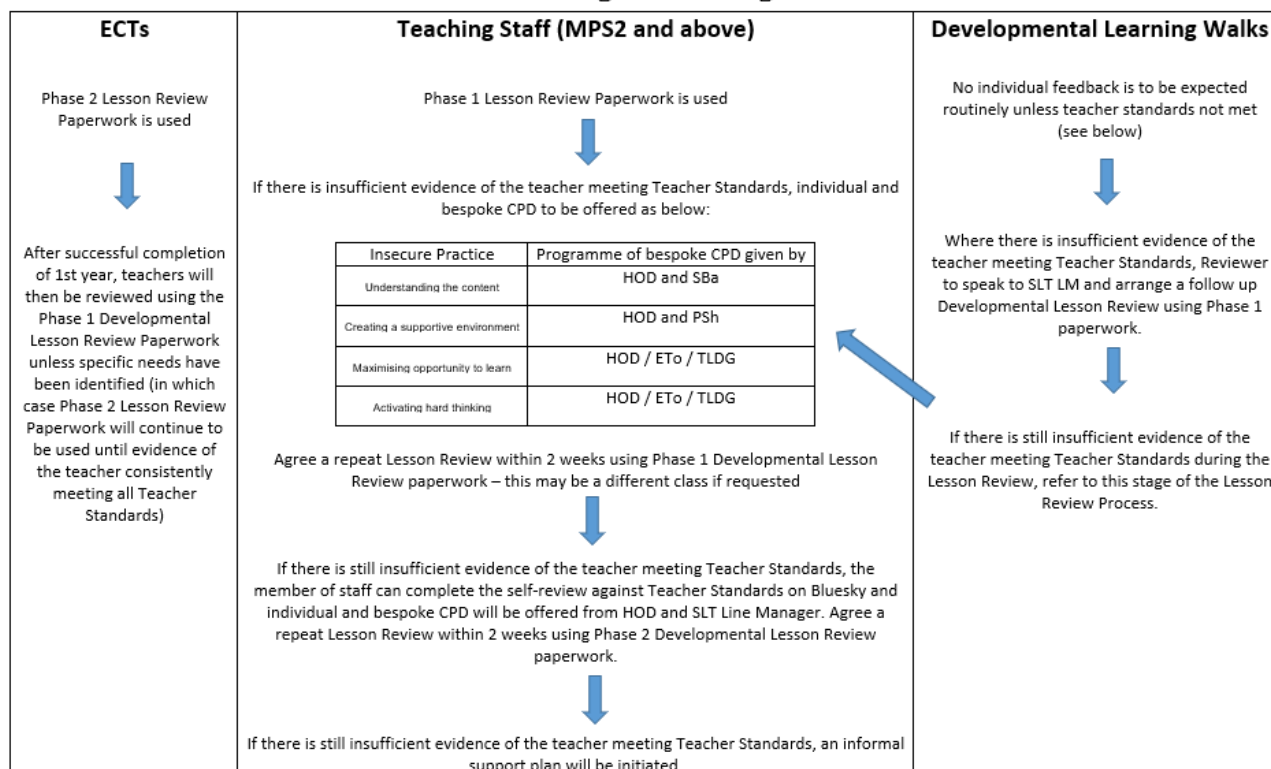
The Teachers' Standards can be found on the GOV.UK website: <https://www.gov.uk/government/publications/teachers-standards>

Appendix 5 - Flow chart

(Copy in teaching and learning folder)

IMPROVE NOT PROVE

Teaching and Learning Practice Review



Appendix 6 - MER Documentation for Middle Leaders

Monitoring, Evaluation and Review 2022-23

Department:

Overview

| | |
|--|--|
| <p><u>TERM 1</u></p> <p>Understanding the content</p> <p>Developing a rich and fluent knowledge of the curriculum / what are the common misconceptions? Generating varied explanations enabling all to access the curriculum.</p> <p>Enquiry Questions:</p> <p>Are all learners known by the teacher enabling all to access the curriculum?</p> <p>Is subject knowledge detailed including knowledge of common misconceptions and links to other areas of the curriculum?</p> | |
| <p><u>TERM 2</u></p> <p>Creating a supportive environment.</p> <p>Building a climate of high expectations, challenge and trust that motivates all learners.</p> <p>Enquiry Question:</p> <p>Is the pace of learning adapted appropriately for all, motivating and challenging learners and not allowing any learner to 'opt out'?</p> | |
| <p><u>TERM 3</u></p> <p>Activating hard thinking</p> <p>Through clearly thought-out lesson structures, strong explanations and modelling, rich questioning, feedback and discussion hard thinking is activated.</p> <p>Enquiry Question:</p> <p>Do explanations, modelling, feedback and discussion allow students to move their learning forward at an appropriate pace?</p> | |

Throughout the year ensure that the B4L systems are used consistently recognising students through rewards and consistently holding high expectations through consistent use of the B4L system.

Maximising opportunity to learn

Through knowledge of our students we prevent, anticipate and respond to potentially disruptive incidents. Clear routines are embedded. The school B4L policy is utilised consistently.

Enquiry Question:

Do routines avoid any time wasting in lessons and is the B4L policy utilised consistently?

Please check that all year groups are covered and different evidence is utilised.

Throughout the year ensure that the B4L systems are used consistently recognising students through rewards and consistently holding high expectations through consistent use of the B4L system - **Maximising opportunity to learn**

Autumn

Understanding the content

Developing a rich and fluent knowledge of the curriculum / what are the common misconceptions? Generating varied explanations enabling all to access the curriculum.

Enquiry Questions:

Are all learners known by the teacher enabling all to access the curriculum?

Is subject knowledge detailed including knowledge of common misconceptions and links to other areas of the curriculum?

Year groups covered:

| | |
|-----|--|
| Y7 | |
| Y8 | |
| Y9 | |
| Y10 | |
| Y11 | |
| Y12 | |
| Y13 | |

Staff involved in MER activities:

WWW:

EBI:

Actions needed and time scale:

| Actions to be undertaken following MER this half term | By when | Progress |
|--|------------|----------|
| | | |
| | | |
| | | |
| | | |

Spring

Creating a supportive environment.

Building a climate of high expectations, challenge and trust that motivates all learners.

Enquiry Question:

Is the pace of learning adapted appropriately for all, motivating and challenging learners and not allowing any learner to 'opt out'?

Year groups covered:

| | |
|-----|--|
| Y7 | |
| Y8 | |
| Y9 | |
| Y10 | |
| Y11 | |
| Y12 | |
| Y13 | |

Staff involved in MER activities:

WWW:

EBI:

Actions needed and time scale:

| Actions to be undertaken following MER this half term | By when | Progress |
|--|------------|----------|
| | | |
| | | |
| | | |
| | | |

Summer

Activating hard thinking

Through clearly thought-out lesson structures, strong explanations and modelling, rich questioning, feedback and discussion hard thinking is activated.

Enquiry Question:

Do explanations, modelling, feedback and discussion allow students to move their learning forward at an appropriate pace?

Year groups covered:

| | |
|-----|--|
| Y7 | |
| Y8 | |
| Y9 | |
| Y10 | |
| Y11 | |
| Y12 | |
| Y13 | |

Staff involved in MER activities:

WWW:

EBI:

Actions needed and time scale:

| Actions to be undertaken following MER this half term | By when | Progress |
|--|------------|----------|
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