Viking Academy Trust

Teaching and Learning Policy

The VIKING ACADEMY TRUST

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Signed:

Chair of Local Advisory Body

Policy The

Viking Academy Trust

Schools in the Viking Academy Trust (VAT)

We start 2016-17 academic year with three schools in the Viking Academy Trust.

These are:

Chilton Primary School
Ramsgate Arts Primary School
Upton Junior School

This Teaching and Learning Policy is for Ramsgate Arts Primary School.

Contents

Aims and Purpose

The purpose of this policy is to exemplify our expectations in relation to good teaching. We expect every teacher to be a good teacher – no child deserves less.

At the heart of our expectations lie 7 'P' words:

- Purpose
- Passion
- Pace
- Positive teaching
- Partner work
- Participation
- Progress

Teaching strategies

The range of strategies which underpin effective teaching include those listed in the box below.

Sharing the learning intentions – effective use of success criteria –

levelled questioning using Bloom's taxonomy as a guide– linking to

previous learning -modelling - explanation– helping children understand what good B4L looks like -praising – demonstration – directing –

instructing – analysing – giving quality feedback – maintaining pace – evaluating – exposition – re-teaching – A4L and target setting – encouraging[1.1.1] experimentation – using pupils as teachers – peer mentors –[1.1.2] group controllers -discussion – 1:1 support – humour – surprise/novelty

Skills and qualities

Some of the skills and qualities which underpin effective teaching are those listed in the box below:

Inspiration – control – confidence – sensitivity –

enthusiasm – role playing – presentation – observation – pre-emptive strikes – use of voice – quick reactions –

anticipation – flexibility – recognising opportunities – listening – knowing who and when to praise

At the heart of all good teaching and learning are effective LOs and SC.

What is meant by Success Criteria?

"Communicating assessment criteria involves discussing them with learners using terms they can understand, providing examples of how the criteria can be met in practice and engaging learners in peer and self-assessment". (Assessment Reform Group 2002)

At RFS, we follow the Shirley Clarke model of using Success Criteria to support the learning process.   Using this model, Success Criteria are either:

(a) A reminder of the steps which need to be taken during   the task (as in a mathematical procedure)
(b) Ingredients which either MUST be used (as in writing instructions) or COULD be used to help the child achieve the LO, but do not necessarily have to all be used (as in using effective adjectives).

Success criteria form the essential ingredients when a teacher models a process or example, for discussion with the children on what is a successful learning outcome and for teaching the essential skills towards meeting the LO. Once children have access to
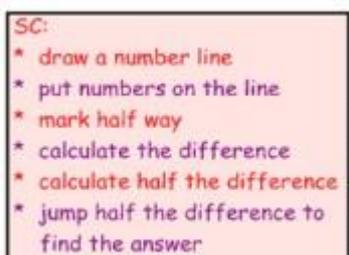
the success criteria, they have a framework for a formative assessment dialogue with either talk partners, peer mentors, partners or teachers.   This enables them to:

(a)   Ensure appropriate focus
(b)   Clarify their understanding
(c)   Identify success
(d)   Determine difficulties
(e)   Discuss strategies for improvements
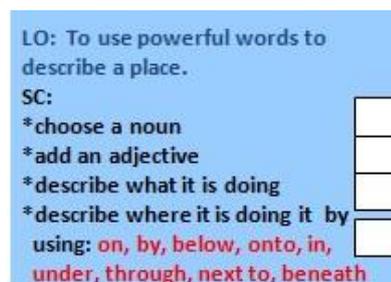(f)   Reflect on overall progress

Children can refer back to the SC and find and discuss evidence of each one in the task being evaluated. If any of the SC have not been used, then this may form the basis for a child's next steps and may be written as a personal target for the future.

Why is there confusion over the use of success criteria?

Over the years, different schools have adopted their own interpretation of the meaning of the term 'success criteria'. There used to be a drive towards using the phrases: 'All of you will …….' 'Most of you will…….' And 'Some of you will…….' Some schools still use these 'layered learning objectives', but refer to them as success criteria. Example: LO: To use a number line. Layered LO: All of you will be able to use a number line to add. Most of you will be able to use a number line to subtract. Some of you will be able to use a number line to multiply. Such statements may be helpful for differentiation and marking against a continuum but are not helpful for the child trying to include all the elements needed for successful learning.

SC:
* draw a number line
* put numbers on the line
* mark half way
* calculate the difference
* calculate half the difference
* jump half the difference to find the answer

An example of Shirley Clarke success criteria might be

LO: To use powerful words to describe a place.
SC:
*choose a noun
*add an adjective
*describe what it is doing
*describe where it is doing it by using: on, by, below, onto, in, under, through, next to, beneath

or this

Success criteria might also start with the words 'Remember to…..'

It is essential for children to be involved in generating the success criteria. This may be done as the teacher is modelling or when two different examples are being compared. Which example is most successful? Why? Let's list our success criteria.

NB Shirley Clarke suggests that SC for things such as punctuation are relevant to every piece of writing so would be on display elsewhere in the class. These SC are a 'given' so children have the opportunity to focus only on the SC specific to a particular LO.

Key teaching strategies: (1) Turn to your partner (TTYP)

20% of what we see

what we hear

We remember:
10% of what we read
30% of

50% of what we see and hear

70% of what we discuss with another

85% of what we experience, personally

95% of what we teach

William Glasser

TTYP is a simple, effective strategy for involving all the children in the class and developing talk.

TTYP means that every time a question is asked, everyone is expected to generate an answer by turning to their partner. Selected partners then report back to the whole group, or the teacher might report what he/she heard different partners saying. This strategy should be taught to children from Year 3 upwards.

Guidelines for Effective Partner Work

- Choose partners who will work well together and change regularly
- Establish the management signals thoroughly by modelling – stop signal is a 5, 4, 3, 2, 1 countdown using a raised hand
- Identify the partner you want to talk first – e.g. when children are sat at tables; (idea to have partner 1, partner 2 or A / B or have a red or yellow sticker on them so you can say I want the red partner to...)
- **Do not** say things like, "I want you to turn to your partner and talk about why you think Charlotte wants to save Wilbur from his fate."
- **Do** say things like, "Why you think Charlotte wants to save Wilbur from his fate? TTYP."
- **Do not** engage with an individual partnership when they are discussing a question
- **Do** stand at the front of the class, where you can see everyone, and check all partners are participating.
- **Do not** ask TTYP questions for one-word answers
- **Do** expect the children to call these out as quickly as possible – either ask the question and say, "All together – 1, 2, 3..." Or give a clear hand signal (the *my turn,* **your turn** from ReadWriteInc)

Good Partners

Look	Sound	Feel
• • Sit side by side Always return the stop • signal TTYP quickly after a question has been • asked Take turns in • answering first Wait while another is talking	• Helpful to each other • Check that they both understand the question • Talk loud enough for each other to hear, though not too loud to interrupt others • Build on what a partner says • Say 'we think that...'	• • Ready to answer • Safe and secure • Listened to Interested in what each other has to say

Key teaching strategies: (2) No hands up – Pose, pause, pounce, bounce strategy used instead.

No 'hands up' questions

What happens when you ask a question?

Some children raise hands

If a question is worth asking it's worth everyone

answering

The 80% who don't raise their hands

Hands up for *answering*

- I never have
- I don't like trying my ideas out in front of others   questions should no
- I'm too shy   longer be the preferred
- I can't find the words quickly approach –phase it out!
- I wasn't listening

- I'm never chosen   get out of the routine!

Pupils and staff need to

Instead: A question is posed, children pause and/or discuss with their talk partners then show with arms whether or not they can respond, teacher asks one child or pair for a response, other children demonstrate and explain whether they agree or disagree and why.

ARMED RESPONSE!

1. Pupils who think they can respond to a question cross their arms over their chest.

2. Pupils who are not sure of a response put one hand on head and one on their shoulder.

3. Pupils who agree with another child's response put hands on head and are prepared to justify why they agree, if asked

4. Pupils who disagree with another child's response put both hands on shoulders

5. If a hand goes up, it means the child has a question to ask.

6. The POSE – PAUSE – POUNCE – BOUNCE strategy
   Posters will be on display explaining these strategies, which will be used throughout the school and in assemblies.

Key teaching strategies: (3) Choosing a child/pair to respond

There are many different ways to choose who is going to be asked for ideas.

- Random name generators are used, some of which are weighted in favour of certain children.

- Numbers on the back of chairs or register numbers.

- Teacher looks for the armed responses then makes own choice.

- Children choose a pair/individual to respond.

Key teaching strategies: (4) Track the speaker

As the children are encouraged to listen to and respond to each other, the 'Track the Speaker' message should be promoted in each class. Children look at the person speaking and respond immediately to what has been said, either by repeating it or by agreeing or disagreeing with it.

Key teaching strategies: (5) Pulling the class back together

There are many strategies used for resuming class focus or beginning a mini plenary. These include:

- Clapping hands and showing the 5, 4, 3, 2, 1, countdown. Children should all be ready to **track the speaker** by the end of countdown.

- Clapping a rhythm with hands and pupils respond. Again, all ready to track the speaker.

- Ringing a doorbell or similar to signal a pause for reflection
- Timer on board – all stop and re-focus when timer goes off.

- Call and response

Key teaching strategies: (6) Roles and responsibilities

Children's independence and collaboration are encouraged through being given opportunities to take on various roles and responsibilities. These may include:

- Group controller – the boss

- Timekeeper

- Reporter

- Scribe

- Observer

- Predictor

- Clarifier

- Summariser

- Questioner

Key teaching strategies: (7) VAK and Awareness of Multiple Intelligences

RFS aims to develop and celebrate the different learning styles of its pupils. Wherever possible, opportunities are given for children to record ideas through VISUAL, AUDITORY or KINAESTHETIC responses. Assessments are available to determine the preferred learning style of children. We may also refer to these learning styles through the use of Gardner's Multiple Intelligencies. These are called SMARTS and include: Word smart, picture smart, maths/science smart, music smart, body smart, nature smart, self smart and people smart.

Key teaching strategies: (8) Effective questioning through Bloom

Bloom's hierarchy of questions may be used to support quality learning in the classroom. A variety of resources based on Bloom have been developed by Upton teachers and are available for all to either use or adapt.

Key teaching strategies: (9) Brain Scale

Use of a Brain Scale, based on the Borg effort scale in sports, is currently being developed by RFS staff, particularly in upper learning groups. This provides opportunities for children to evaluate how hard their brain is having to work to complete tasks and activities. It is a powerful A4L tool and may be used to aid

differentiation. The scale runs from 0 to 10 with 0 being a 'sleeping brain' and 10 being a 'brain on fire'.

Whole Class Teaching

Studies have found teaching the whole class as a single group (also called direct instruction) to be the most effective method of teaching basic skills. However, to harness the potential of whole-class teaching, you need to ensure that the structure of your lesson and the presentation of its content are absolutely clear to the children.

The model below is used as a very basic guide. Within such a structure, which must be used flexibly, there are many other elements.

Start with a review/recall/rehearsal of what was learnt during the previous lesson. Use vocabulary such as 'Learning journey so far...'

Clearly state the objective of the lesson either at the start or once the purpose of the lesson can be guessed by the children. Remember... It's not what
we're **doing**, it's what we're **learning**.

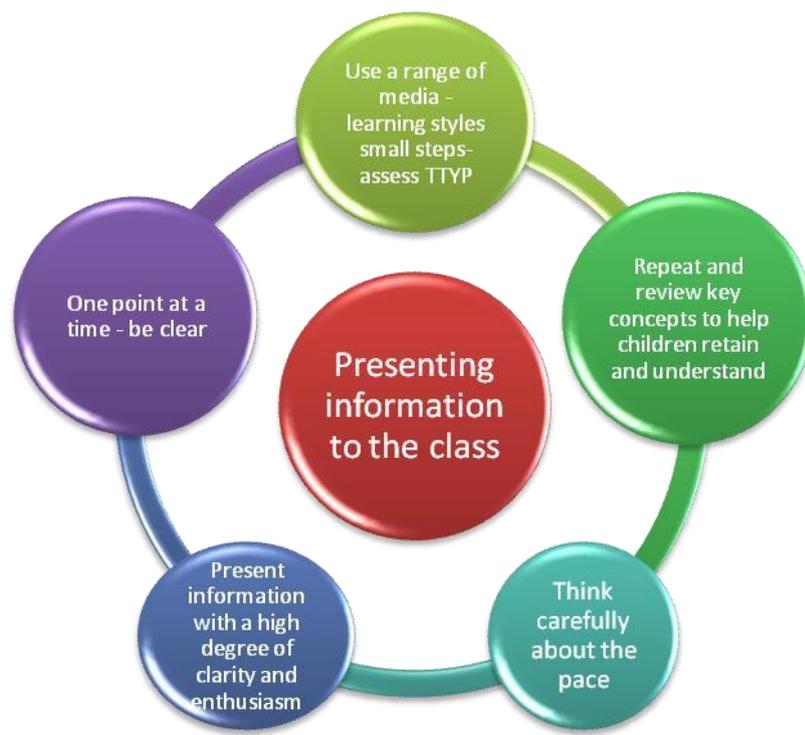Discuss steps to success either already generated or generated by the children themselves following modelling.

Throughout the lesson, keep referring back to the learning objectives and success criteria.

Mini plenaries will support A4L and enable self or peer evaluations to take place – how are we doing so far?

Presenting Information to the Class

Summarise lesson– key questions as final plenary

Use a range of media - learning styles small steps- assess TTYP

Repeat and review key concepts to help children retain and understand

Presenting information to the class

One point at a time - be clear

Present information with a high degree of clarity and enthusiasm

Think carefully about the pace

Concentration Spans

'This is from a good article on 'Teachernet.'

Adults find it quite difficult to concentrate with unbroken attention for much more than about 20 minutes. For younger learners, the concentration span is much less. From studies of concentration a simple 'rule of thumb' has been advanced:

- Concentration span = chronological age + 1 minute

There is also a more optimistic version:

- Concentration span = chronological age + 2 minutes

Either way, the message is quite clear. Although it is only a rule of thumb, it is a good guide as to how long learners can listen and pay attention. We also know two other key related factors about optimising the length of time spent on a learning task:

- Concentration is normally strongest at the beginning of an activity;

Learning sessions, whatever their timetabled length, need to be broken up into focused units of activity. There is no single correct or optimum length of time for activities. Nevertheless, there is clear evidence that learners concentrate and learn more from short, focused activities.

High challenge + low stress = learning

This is from a good article on *'Teachernet'*

There is physiological evidence that although stress may **is learner choice and regular** initially galvanise humans for action, it interferes with thinking. **and educative feedback...**
The difference for the learner is between what can be defined as anxiety-provoking stress and what can be defined as **The enemy of learning is** commitment-engaging challenge: **stress. The optimal**

- A task perceived as involving a reasonable demand of

    knowledge, skill and effort is a positive challenge;
- A task perceived as imposing impossible demands is a **where challenge is high and**
    negative stress. **anxiety and self-doubt is** **low."**

Somewhere along a continuum of demand placed upon the

- Concentration on a demanding task can be increased by having 'brain breaks', where the demand is lower

A word about pace

Bear in mind that in higher years or for more demanding content, the pacing needs to be slower to allow children more time to develop understanding. Fast-paced lessons are best suited to teaching lower level basic skills and younger children, as they maintain the momentum and the interest of children, and allow a relatively large amount of material to be covered.

"The brain responds best in

conditions of high challenge
with low stress, where there

is learner choice and regular

and educative feedback...

The enemy of learning is

stress. The optimal

conditions for learning include

a positive learning attitude

where challenge is high and

anxiety and self-doubt is

low."

individual learner, the sense of challenge gradually transforms **Alistair Smith** into stress.

Maximise challenge – minimise stress

There are three related problems for the teacher in trying to set work to maximise challenge – and minimise stress – for the learner:

- The difference between reasonable and unreasonable demands of knowledge, skill and effort can sometimes be quite small;
- The cross-over line at which this happens varies between individuals;
- Some learners perceive almost anything that they do not immediately grasp or recognise as highly likely to produce failure.

The first two problems require careful differentiation and checking of how pupils are coping. The third problem requires the teacher to build up the individual learner's confidence in his or her own capability. For such learners, almost everything asked of them can seem to be a potential threat. On the basis of experience, they have some to the point where, at least when it comes to learning in school, they suffer from a lack of self-esteem and self-efficacy and this leads to the further lack of motivation.

> **"There is a massive difference between challenge and stress, but only a very thin dividing line; the problem for the teacher is that each child will draw it in a different place." Mike Hughes**

Key Areas and Expectations

Key Area 1: Knowledge and understanding of pupils

Basic practice
- An acceptance of, and interest in, the individuality of each pupil
- A belief in equal entitlement and opportunity for all
- Consistent and appropriate expectations of behaviour and attainments
- A range of teaching styles and strategies
- Some awareness in curriculum planning which takes account of pupils' experiences, locality, abilities and developmental stages
- Pupils' worked is marked regularly against shared learning intentions following our agreed 'Marking' Policy

- Awareness of the range of factors which may be impacting on individual pupils' ability to learn such as health or family concerns, child protection issues, bereavement, acting as a young carer.

Good practice
- A wide range of teaching and learning styles which match the learning styles of the group
- Flexibility within the curriculum, shaped through dialogue with pupils.
- Lessons which are responsive to pupil interest/needs and which change pace, direction and pitch to meet those needs and hold their interest
- Pupils aware of the possibility of shaping the curriculum
- All pupils are challenged through the curriculum
- The teacher will take calculated risks to extend pupil learning
- A wide range of assessment and data analysis informs teaching
- Use of individual, group and class targets
- Marking gives clear suggestions for improvement
- Fun and humour used in teaching
- Enthusiasm of all pupils is valued and nurtured
- Confidence and lack of tensions in teacher and pupils.

Key Area 2: Organisation and Grouping of Pupils

Basic Practice
- Classroom routines and ground rules are made clear to all pupils and adults working in the classroom
- A range of behaviour management strategies are used under the umbrella of Upton's Behaviour Policy
- Groupings are explicit and referred to in planning
- Decisions about the size and formation of teaching groups are based upon the subject matter and/or the learning needs to the pupils concerned
- Additional adults involved in teaching are well briefed
- Variety of grouping used: whole class, ability, friendship, individual
- Children are given clear instructions as to what is expected of them

Good Practice
- Pupil grouping and adults are used to actively promote learning and to keep pupils on task
- The amount of teaching time to be given to particular groups is planned for and is communicated to pupils

- Effective routines and organisation in groups allow teachers to focus on teaching
- Planning indicates the link between the organisation and management of the classroom and the resources
- Teachers are able to relate their choice of grouping to the aspect of a subject being taught
- The organisation of the room supports learning and is easily changed to meet pupils' needs.
- Adult support is shared appropriately between the groups
- Sometimes groups are formed in order to give pupils experience of leadership and responsibility by helping other pupils less skilled or knowledgeable.
- Pupils have opportunities to engage in collaborative work.
- Pupils have opportunities to develop their leadership and interpersonal skills through peer mentoring.

Key Area 3: Planning

Aside from regular PPA time, additional planning time is given to teaching staff to ensure a resource bank of lessons is created for the school community and future generations of Upton staff and pupils.

Basic Practice

- Clear expression of what the children should learn in the lesson
- Use of the words 'be able to', 'know' or 'understand'
- Activities which demonstrate a clear link to the learning objective
- Reference to the range of needs in the class and how they are to be met.
- Planning for the role and use of supporting adults
- The time required for activities
- A basic overview of the class learning for a pre-determined period saved in the shared area as resource for staff and the school.
- Links between current teaching and previous lessons
- A range of activities over both a day and a week
- Clear links between long, medium and short term planning

Good Practice

- Learning objectives are narrow and explicit
- An even clearer match of activity to learning
- The range of teaching strategies to be used, with a particular focus on different types of questioning
- Reference to preferred learning styles
- Evidence of imaginative links and activities
- An indication of the amount of teaching time to be given to particular groups/individuals.
- Planning resources in the form of 'Smart' slides or PowerPoint slides; lesson resources; worksheets; required stickers all saved in the Shared Area as a resource for the school and other staff

Key Area 4: Ethos and Relationships

Basic Practice

- Liking pupils
- A sense of moral purpose
- Pupils at the centre of the curriculum
- Simple classroom routines and effective behaviour management
- Displays of pupils' work
- An understanding of equalities issues and their impact on pupil learning
- Knowledge of pupils and their particular circumstances
- Positive relationships within the whole school community

Good Practice (Teaching)

- Relevance of the curriculum – teaching rooted in pupils' experiences
- Liking, respecting and enjoyment of all pupils and adults is evident
- Feedback to pupils about ongoing and completed work and behaviour with consistency and clarity of expectation
- Pupils work is moved forward by marking
- Targets for individuals and groups
- Teachers and pupils are receptive and willing to learn
- Teachers make good use of body language, eye contact and voice to keep control and encourage learning
- Teachers know when to intervene
- Teachers used pupils to reinforce particular points
- Pupils take pride in their work and are motivated to complete work to an acceptable standard within time limits

Good Practice (Impacting on whole school community)

- Good relationships across pupils, teachers, support staff, volunteers, admin and premises staff
- Teachers sharing ideas
- Ability to take risks
- High input and 'presence' of all teachers around the school
- Staffroom atmosphere – discussion/networking about children
- Inclusion of support staff in the above
- Fun

Key Area 5: High Expectations

Basic Practice

- Has explicit long-term aims and objectives for pupils' learning
- Communicates the intended learning and standards to be achieved
- Poses an acceptable level of challenge and pace throughout each lesson
- Plans lessons and activities which reflect relevant content and appropriate pitch
- Demonstrates and understanding of equalities issues and their impact on learning • Uses questions which focus pupils on their learning

Good Practice

- Plans activities which engage pupils in a range of learning experiences and styles
- Communicates explicitly the pace, amount and quality of work required
- Balances the range of strategies to maintain challenge for all pupils
- Uses a wide range of questions
- Encourages pupils to formulate and ask questions
- Builds in an expectation of success and failure, supports pupils building on failure
- Allow pupil choice in working and recording
- Encourages pupils to evaluate their own work
- Allows pupils to play a part in identifying future learning needs
- Uses skilled assessment to modify immediate teaching and future teaching
- Displays work from a range of abilities which demonstrates process as well as finished product
- Does not accept first attempt as sufficient
- Builds relationships in which are asking for more effort is not seen as negative
- Demonstrates an enthusiastic approach to learning

Key Area 6: Time Management

Basic Practice

- Clear classroom routines
- Acceptable pace and challenge in a lesson
- Variety for pace of the work in the lessons
- Planned work is allocated the right amount of time so it can be completed
- Time is allowed for plenary or evaluation
- Pupils are on task

Good Practice

- The teacher is able to manipulate the use of time to ensure it responds to and reflects the learning needs of pupils
- Teaching time for groups/individuals is identified on plans
- In focused teaching the pace responds to pupils' understanding
- Independent work is timed, focused and completed
- The plenary is allocated the right amount of time and emphasis to reflect its purpose
- Pupils are required to work at a good pace with an understanding of the quality and quantity of work expected of them by certain deadlines
- Pupils are given clear instructions as to what is expected of them within a given time
- The teacher systematically monitors the work undertaken
- All pupils are on task, interested and involved

Key Area 7: Resources

Basic Practice

- A safe and organised learning environment
- Resources which pupils can and do use to support learning
- Well maintained and sufficient numbers of resources
- Pupils find resources accessible and available when required
- There are established routines for finding, using and returning resources
- Pupils are taught how to use resources properly, with regard to health and safety and respect for personal property

Good Practice

Good teachers use resources in a more flexible and differentiated way taking on issues such as:

- Resources being tidily stored, clearly labelled and accessible to teacher and pupils as appropriate. Care is taken to ensure equipment is cared for and that pupils take responsibility for obtaining and clearing resources
- Teacher varies presentation of resources knowing when they need to be laid out for pupils and when pupils need to choose time, resources, space; additional adults are well used and managed to promote the learning of specific knowledge and skills and keep pupils on task

The Classroom Environment

Ramsgate Arts Primary School aims to be an inspirational educational environment for children, staff, parents and others; and environment that is all about learning, that children use to learn and are proud of.

1.2   *By learning environment we mean....*
- Classrooms – what should they look like?
- Corridors – what should be on the walls?
- Playgrounds – what are they for?
- The online environment – what should this be like?
- The staff-learning environment – what do staff need?

1.3   *Key Principles*
- Classroom displays are a learning resource, rather than a reflection of previous learning
- Corridor and online displays can reflect previous learning
- Some displays are 'permanent' – museum-style, as constant reminders •   Online learning environments are key

1.4   *Core Beliefs*

- **The surroundings in which children learn can greatly influence their academic performance and well-being in school**
- The better the school looks, the more it inspires the people inside it
- Pleasing surroundings will definitely lead to better attendance, improved concentration and a healthy dose of motivation and self-esteem
- Staff need to have a good environment which is adaptable to their day-to-day professional needs

- The more attractive, well-lit and colour co-ordinated school classrooms are, the better pupils will feel
- A well cared-for classroom can make pupils feel that what they achieve and how they themselves are perceived is important

10 THINGS THAT YOU WOULD EXPECT TO SEE IN ANY CLASSROOM AT RFS

- Happy children absorbed in their learning

- The teacher knows the children and their needs

- Children take ownership of learning with knowledge of next steps

- Consistent behaviour management strategies in place

- Positive and respectful relationships between staff and children

- Safe, calm, stimulating and happy learning environment
- Enthusiastic and passionate teaching, well planned and resourced
- A variety of teaching styles; to suit a range of learning styles
- Appropriately pitched activities for all levels of ability including use of skilled support staff
- Celebrating children's effort, work and achievement

Developing and monitoring teaching

Making sure every teacher is at least a good teacher lies at the heart of our mission.

We conduct up to three hours of formal lesson observation per teacher, per year.
These are usually during a Year Group 'Audit Week' which will take place twice a year.

We also conduct a range of other classroom-based observation activities designed to improve and support teaching and learning:
- Observations of and by a personal coach/mentor
- Joint lesson planning and paired teaching
- Learning walks
- Work scrutiny
- Use of film to capture teaching

Other strategies include:
- General observation (e.g. drop-ins – informal – Year Leader)
- Discussions with children (formal and informal)

- Coaching observations (CPD Coaching programme - all staff involved)

Most monitoring activities are planned and entered on the online school diary, annual and termly overview.

The aim is to ensure that we get an accurate view of the teacher performance over time. Support from a personal coach/mentor seeks to ensure all teachers who are not performing to a consistently good standard get the necessary advice to enable them to do so. This is led by our TW our T&L Lead Teacher.

To help colleagues support each other and share best practice, teachers are encouraged to plan lessons together whenever possible. In addition, teachers are expected to post resources for each week's lessons (smart notebook lessons, powerpoints, worksheets, stickers etc) into the staff shared area on a regular basis and folders have been set up for this purpose. Ideally, staff would post resources at the end of each week and Leaders of Learning regularly check that the resources and lessons have been put into the staff shared area as part of their on-going monitoring.

Coaching also forms the basis of our whole school CPD. Teachers work in small teams, led by a coach, to develop and support quality classroom practice. Evidence is gathered and shared with colleagues as part of a structured programme of CPD.

Where possible, we seek to share outstanding practice. Teachers that receive outstanding observation feedback would be encouraged to support other teachers through informal observations, sharing ideas and as part of the mentoring programme.

Outstanding teachers need to feel they are receiving support and advice in order for them to sustain the excellent quality of teaching and learning they are providing.

All subject co-ordinators observe lessons and look at children's work within the subject every term. The school believes fundamentally in the broad curriculum – and that belief is underpinned by the notion that the 'broad' curriculum is also of high quality.

Follow up

- **Outstanding** lessons/work scrutiny result in a lot of praise, other teachers observing the teacher and **a clear desire to make sure the teacher understands why the lesson was outstanding so they can repeat the teaching at this level more often**. Outstanding lessons are often talked about to ensure

staff within the school learn from each other. We may also ask to film part of the lesson. **Very good practice is shared as widely as possible.**

- **Good** lessons/work scrutiny result in praise – and then, depending on the overall pattern, varied follow-up. Some of the above may apply. For lessons/marking/classroom environments that are really good, but not outstanding, we will explicitly discuss the next steps.

- **Requires support** lessons/work scrutiny require that the teacher continues to receive coaching observations and observe effective practice where possible. The urgency with which this happens will depend on the bigger picture, e.g. does the 'requires support' judgement seem a fair reflection of the teacher's work as a whole? A teacher that has received 'Requires Support' may be asked to complete the 'Every Lesson Counts' training and / or work alongside other teachers in the Trust.

- **Inadequate** lessons/work scrutiny result in the completion of a post lesson observation work scrutiny action plan – by the teacher. (This process happens after the verbal feedback is given. The teacher is required to explain what has been said to them in writing - this enables us to immediately see if they have understood what has been said. The teacher then completes a short action plan, support may be arranged, and a re-observation date is scheduled.) Some teachers may **opt** to go on the school's 'Additional Support Programme'.

- Sometimes an issue connected with teaching and learning being inadequate is not to do with the question of a teacher's capability. For examples, failing to implement a key aspect of policy, or falling to mark work to an adequate standard, may be best dealt under the disciplinary procedures. Non-compliance with the teaching and learning policy may be another disciplinary route.

- Where teaching, and the bigger picture, reveal widespread concerns about pupil progress, the quality of the curriculum, pupil safety etc we will immediately implement the capability procedure.

- We completely understand that NQT's in a very different position to experienced staff. We are fully committed to supporting out NQTs during their induction year.

- Equally, the minimum standard for teachers on the upper pay spine will be 'Outstanding'. This will be 'Outstanding' across a range of areas including observation data, work scrutiny, pupil progress, classroom environment and contribution to the wider school.

Training

Providing the most effective training is crucial.

Inclusion and fairness

CPD is not confined to teachers. There should be no question of, for example, withholding resource for professional learning from a colleague who is not a teacher.

Rigorous and continuous analysis of professional learning needs

Needs are derived from a number of sources not all of which are imposed by government. They can be very imperfectly understood at the outset. They can change in the light of professional learning and events. And they are not always the same as 'wants'.

We used a range of strategies to determine what training to provide, depending on our focus. For example:
- Individual needs analysis
- Collective analysis of individual need – what is the big picture from this data?
- Training needs identified by the Leadership Team as a result of audit week observations
- Training needs identified by the Leadership Team as a result of data
- Teachers self-assess against the Teachers Standards and this forms part of a discussion about training needs.
- Self-assessment will be developed for other staff groups linked to relevant standards or job descriptions
- ICT assessments
- Discussions during Appraisal meetings

Frequency of Individual Training

- All staff have equal entitlement to CPD
- Where a member of staff expresses an interest in a sustained course (E.G 3 days or more) we will always balance this with the teacher's long-term commitment to/future at the school and the likely benefit the training will have. This is part of good resource management practice.

CPD Provision

The opportunities available will fully reflect the Code of Practice produced by the DfE in that they will only be offered if they:
- Meet identified individual, school or national development priorities
- Be based on good practice – in development activity and in teaching and learning
- Help raise standards of pupils' achievements

- Respect cultural diversity
- Be provided by those with the necessary experience, expertise and skills
- Be planned systematically and follow the agreed programme except when dealing with emerging issues
- Be based, where appropriate, on relevant standards
- Be based on current research and inspection evidence
- Make effective use of resources, particularly ICT
- Be provided in accommodation which is fit for purpose with appropriate equipment
- Provide value for money
- Have effective monitoring and evaluating systems including seeking out and acting on user feedback to inform the quality of provision

Evaluation and Impact
- All relevant leaders are required to assess the impact of CPD in intelligent ways
- People who have experienced good CPD, in any form, must share this as widely as possible – always first discussing with a senior leader who should, in turn, discuss with the Head of School to check the ideas fit in with the overall strategies for the school.
- Staff are required to complete an Impact & Evaluation review on completion of training: (follow this link or access via staff network)
  https://app.keysurvey.co.uk/votingmodule/s180/f/619951/20e8/

Acknowledgements

This policy draws on many sources, including:

1. ReadWriteInc training and philosophy
2. Teachernet
3. Best Start Federation, Hackney
4. www.teachingexpertise.com
5. www.tda.gov.uk

Appendices:

1. Teachers Standards
2. Post Threshold Standards
3. Excerpt from Lesson Observation

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.

	Standard
Professional attributes **Frameworks**	P1. Contribute significantly, where appropriate, to implementing workplace policies and practice and to promoting collective responsibility for their implementation.
Professional knowledge and understanding **Teaching and learning**	P2.Have an extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalize learning to provide opportunities for all learners to achieve their potential.
Professional knowledge and understanding **Assessment and monitoring**	P3. Have an extensive knowledge and well-informed understanding of the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those related to public examinations and qualifications.
	P4. Have up to date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learners' needs.
Professional knowledge and understanding **Subjects and curriculum**	P5. Have a more developed knowledge and understanding of their subjects/curriculum areas and related pedagogy including how learning progresses with them.
	P6. Have sufficient depth of knowledge and experience to be able to give advice on the development and well being of children and young people.
Professional skills **Planning**	P7. Be flexible, creative and adept at designing learning sequences within lessons and across lessons that are effective and consistently well matched to learning objectives and the needs of the learners and which integrate recent developments, including those relating to subject/curriculum knowledge.
Professional skills	P8. Have teaching skills, which lead to learners achieving well relative to their prior attainment, making progress as good as, or better than, similar learners nationally.

	P9. Promote collaboration and work effectively as a team member.
	Standard
Teaching	P10. Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback.

UPS Teachers

For UPS3 there is an expectation that post threshold teachers should provide a role model for teaching and learning, make a <u>distinctive contribution to the raising of pupils standards and contribute effectively to the work of the wider team.</u> They should take advantage of appropriate opportunities for professional development and use the outcomes effectively to improve pupils' learning.

Progression within the standards

Although implicit in what the STPCD states the post threshold standards do not distinguish between the UPS1, UPS2 and UPS3 although in order to 'grow professionally' teachers would need to <u>broaden and deepen their professional, knowledge and understanding and skills</u> over a period of years. Teachers should be clear about what this might look like in their school.

In short…

The key characteristics of teacher who are performing at the post-threshold level are listed below.

- Significant contribution to English and maths
- Extensive knowledge and understanding of a range of teaching, learning and behaviour management strategies
- Personalise learning to provide opportunities
- Extensive knowledge and well-informed understanding of assessment
- Well-developed knowledge and understanding of primary curriculum and related pedagogy
- Clarity about curriculum progression
- Depth of knowledge regarding social, emotional, moral development
- Excellent ability to plan
- Very good subject knowledge
- Up to date with current developments
- Secure good progress

- Promote collaboration and teamwork
- Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback.

Excerpt from LESSON OBSERVATION TEMPLATE

	Elements of outstanding practice
	Teaching was at least good and much was outstanding, with the result that pupils were making exceptional progress
	Teaching was highly effective to inspiring pupils and ensuring that they learnt extremely well.
	Excellent subject knowledge
	You consistently challenged and inspired the pupils
	Resources, including new technology, made a marked contribution to the quality of learning
	Precisely targeted support provided by other adults made a marked contribution to the quality of learning
	You were acutely aware of pupils' capabilities and of their prior learning and understanding, and planned very effectively to build on these
	Additional adults were acutely aware of their pupil's capabilities and of their prior learning and understanding, and planned very effectively to build on these
	Marking and dialogue between you and the children were consistently of a very high quality
	Pupils understood in detail how to improve their work and were consistently supported in doing so
	You systematically and effectively checked pupils' understanding throughout your lessons, anticipating where they may need to intervene and doing so with striking impact on the quality of learning
	Elements of good practice
	Your teaching was consistently effective in ensuring that pupils were motivated and engaged
	The majority of teaching secured good progress and learning
	Your strong subject knowledge enthused and challenged most pupils and contributed to their good progress
	Good and imaginative use was made of resources, including new technology to enhance learning
	Other adults' support was well focused and made a significant contribution to the quality of teaching
	As a result of good assessment procedures, yourself and adults planned well to meet the needs to all pupils
	Pupils in your class are currently provided with detailed feedback, both orally and through marking
	Children in your class knew how well they had done and could discuss what they needed to do to sustain good progress
	You listened to, observed and questioned groups of pupils during the lesson in order to reshape task and explanations to improve learning
	Elements of satisfactory practice
	Pupils showed interest in their work and were making progress that was broadly in line with their capabilities
	Teacher subject knowledge was secure
	Adequate use was made of a range of resources, including new technology, to support learning

	Support provided by other adults was effectively deployed
	Teaching ensured that pupils were generally engaged by their work and little time was wasted
	Regular and accurate assessment informed planning, which generally met the needs of all groups of pupils
	Pupils were informed about their progress and how to improve through marking and dialogue with adults
	You monitored pupils' work during the lesson, picked up general misconceptions and adjusted plans accordingly to support learning.

Descriptions of Inadequate Teaching

Learners general, or particular groups of them, do not make adequate progress because the teaching is unsatisfactory. Learners do not enjoy their work. Behaviour is often inappropriate. Teachers' knowledge of the curriculum and the course requirements are inadequate, and the level of challenge is often wrong pitched. The methods used do not sufficiently engaged and encourage the learners. Not enough independent learning takes place and learners are excessively passive. Inappropriate behaviour is not adequately managed. Assessment is not frequent or accurate enough to monitor progress.