The High School
Leckhampton

Teaching and Learning Policy

Reviewing Member of Staff: Mr Chris Newman
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Contents

This Policy should be read in conjunction with the following Policies:

- *Curriculum*

- *Assessment*

- *Homework*

- *Home-School agreement*

- *Remote Learning Policy*

- *Behaviour Policy – including preventing Bullying strategy*

- *Accessibility*

- *SEND*

1. Our Philosophy

Good relationships, broad participation and full engagement frame the learning at The High School Leckhampton. The school places great importance on the quality of the teaching and the associated learning of our students. We strive to support our teachers in the delivery of 'Outstanding' lessons, where pupils are challenged to go beyond their potential. A culture of high expectations permeates; teachers are expected to be experts in their subject areas and encouraged to develop professionally at every stage of their teaching career. Much value is given to sharing excellent practice and the mutual benefits of collaboration. The quality of teaching is monitored closely, however the maintenance of excellent standards is the shared responsibility of all teachers. We endeavour to deliver the highest standards of teaching for all groups of pupils, so that attitudes to learning remain extremely positive; lessons cultivate a thirst for knowledge, and that pupils are prepared thoroughly for future employment.

Throughout their time at The High School Leckhampton we will seek to nurture the following attributes in all our pupils:

- positive attitudes to learning, self-discipline and a strong sense of responsibility
- strong relationships with their teachers and peers
- the ability to work independently and collaborate well with others
- the confidence and vigour to work creatively and solve problems as they arise
- the ability to identify, select and use a range of resources to support their learning
- good organisational skills, taking increasing responsibility for their own learning
- a respect for others
- a holistic awareness of the challenges of a changing world and be a resilient team player
- a capacity to celebrate their own success and the achievements of their peers

Our approach to Teaching and Learning will be underpinned by the school's core values:

a) Strive for excellence and encourage resilience

Excellent Teaching and Learning will be the norm at The High School Leckhampton. We believe that pupils learn best in a safe, secure environment where they feel confident to seek support and are comfortable with challenge. Our teachers are totally committed to ensuring that all our pupils make superb progress, regardless of their starting point. We know that outstanding results are achieved by design not accident: by engaging pupils in a rich curriculum, regularly assessing their progress and intervening to stretch and support as appropriate. We are committed to recruiting the very best teachers who are experts in their field, dedicated to continuing their professional development, and ambitious for all pupils. Our teachers understand the connection between excellent academic performance and pastoral care. As such they are committed to developing the whole child. By cultivating superb relations between teachers and pupils, based on mutual respect, our lessons will be both enjoyable and impactful.

We will reward effort, resilience and encourage the pupils to have high expectations of themselves. As a result we hope that our pupils will enjoy their lessons, build confidence and develop a lifelong academic curiosity and skills that will serve them well in the future.

b) Participate, work together, and contribute positively to the community

We are a school with big ambitions and a strong belief that everyone in the school community has a shared responsibility to ensure the school is a great place to be. To strengthen our community we will provide our pupils with a wide range of opportunities and we will expect them to participate. Through assemblies and the taught curriculum we will promote the skills and value of effective teamwork, however our pupils will also learn this for themselves as they will have countless opportunities to get involved in all aspects of school life. The promotion of our House system is central to this value as it will provide opportunities for involvement and competition in sports, drama, and music.

In lessons our teachers will create a collaborative learning culture where working together, sharing and contributing ideas, is the norm. Our pupils will be expected and supported to contribute positively and teachers will carefully scaffold learning opportunities that all pupils are involved and there are no 'passengers.'

By actively promoting the skills and values of communication, tolerance and responsibility our pupils will not only participate but come to value their school community. Further to this we will also seek occasions for them to contribute positively to the local community in a variety of ways, including meaningful charity work.

c) Expand our horizons

It is our responsibility to ensure our pupils look beyond their own lives and are well prepared for their adult lives. We will therefore actively seek opportunities to expand their horizons. For pupils this means that we will encourage them try new things as well as teaching them about less familiar cultures, beliefs, and ideas. Consequently, we hope that our pupils will leave school with open minds and the skills to contribute positively to a 21st century society.

2. Our Provision

a) The Curriculum

Our curriculum will be transformational, equipping our students, regardless of their starting point, with a wide range of knowledge and skills, enabling them to fulfil their potential and realise their ambitions.

The curriculum aims to:

- be broad, balanced and relevant, developing all the essential knowledge, understanding and skills, regardless of gender, ability, ethnicity or social background

- ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support

- encourage students to enjoy their learning and get a sense of success through their achievements

- foster scientific, technical, cultural and sporting achievement

- support pupils' spiritual, moral, social and cultural development

- support pupils' physical development and responsibility for their own health, and enable them to be active

- generate a wealth of cross-curricular activities including events, clubs, performances and trips which will be open to all

- equip pupils with the knowledge and cultural capital they need to contribute positively to their community

- promote British values, including the rule of law, democracy and individual liberty. We will instil in students the importance of tolerance, fair play and a generosity of spirit

- prepare students for the next stage in their lives by encouraging resilience, self-reliance and an understanding of their responsibility to take ownership of their own learning

For further information about the organisation of our curriculum please see the Curriculum Policy

b) Teacher Standards

We want to see our pupils being well taught and enjoying their learning from their very first day. We believe that the classroom is the beating heart of the school and that teachers are crucial in creating the right conditions for pupils to thrive.

Teachers will be expected to demonstrate or provide the following:

- friendly, calm and respectful relationships with their students
- extensive and deep subject knowledge
- very high expectations which they convey to the students
- learning opportunities to which pupils respond with enthusiasm and commitment
- well planned lessons which are flexible enough to deal with changing circumstances and that are well sequenced and paced so that pupils acquire knowledge, skills and understanding progressively and at good pace for all
- experiences which cater for the individual needs of all their pupils
- books that are well marked with focused feedback to students on how they can improve their work
- a good knowledge of students' individual strengths and weaknesses so that they can provide all necessary support to ensure each student can make outstanding progress
- a creative approach to the use of learning resources, including ICT, so that it is integrated seamlessly to support and extend learning
- In addition, all teachers will be expected to meet the Teacher Standards (published July 2011, updated 2013) and will be appraised annually.

See Appendix 1: Teacher Standards

c) Lesson Planning and Preparation

When planning their lessons teacher must consider the following parameters:

- Pupils should be taught how to learn and how to reflect on their own learning
- Learning objectives must be challenging, shared and reviewed

- Clear structured lessons promote learning
- Teachers must create and maintain a purposeful learning environment
- Achievement must be recognised and rewarded
- Underachievement must be challenged

Specifically, all teachers will:

- Plan their teaching on the basis of well-developed departmental Curriculum Maps which indicate the content and methodologies to be used in their programmes of study. The success of such schemes will be regularly reviewed by teaching teams in collaboration with the Assistant Headteacher (T&L). The schemes will take into account the needs of all pupils including but not limited to, those with SEND, EAL, LAC, PP and the more able

- Adhere to policies for Assessment and Homework

- Ensure Individual lessons and sequences of lessons are structured around key questions and have objectives which are shared with pupils. This includes the skills they are learning and developing in the lesson

- Prepare resources that cater for the needs of individual pupils. The presentation of resources will be of the highest quality

- Make clear plans for their lessons and evaluate the effectiveness of their teaching and the pupils' learning

d) Quality Teaching (including Marking, Feedback and Homework)

- Teachers will demonstrate a secure knowledge and understanding of the subject being taught
- Teachers will employ a wide variety of teaching methods to ensure appropriateness for pupils' learning needs
- Teachers will have high but realistic expectations of their pupils
- Lessons will start on time and have a purposeful pace throughout; they will end in an orderly and conclusive fashion
- Teachers will give clear instructions to pupils as individuals or as class groups
- Teachers will encourage pupils to exercise responsibility for themselves and their learning
- In discussion, teachers will seek to involve all pupils with a focus on a cold calling pedagogy; use a variety of types of questions; encourage two-way, extended dialogue; and seek to develop pupils' critical judgement
- When managing the work of **individual** pupils, teachers will set work which is appropriate to individual needs; encourage reflective and extended independent work; enable pupils to develop basic and higher order reading skills; require pupils to write in a variety of modes for different audiences and purposes; design tasks which enable pupils to apply their skills and knowledge; encourage a collaborative and problem-solving approach to learning
- When managing the work of pupils in **groups**, teachers will determine the size and nature of the group appropriate to the task; help pupils understand the ways in which groups can work most effectively; and set exploratory tasks with clear objectives

- Pupils will receive timely feedback on their performance. Assessment procedures will be used which enable individual pupils to be aware of their levels of achievement and the targets that they must set for improvement
- Homework will be set regularly and marked promptly, with supportive and constructive comments

See Homework policy
See Assessment policy

e) Target Setting and Tracking Pupil Progress

- Teachers will pay close attention to pupil progress
- Oral and written targets will focus on how to improve learning – by setting clear aims and objectives that are shared with the pupils
- Teachers will involve pupils actively in analysis of, and discussion about, their work and provide regular opportunities to act on feedback
- When written or oral comments indicate the grade pupils are working at, this will be done using clear criteria that is shared with the pupils

See Assessment Policy

f) Academic Interventions

Where a teacher identifies that a pupil is not making expected progress they will intervene to ensure that the pupil is supported to improve. Interventions may include the following:

- One to one support sessions at an agreed time
- Additional tasks to consolidate understanding and develop skills
- Report card
- 'work habits' sessions
- The re-drafting and re-completion of work
- Small group work with a specialist
- Support from a Teaching Assistant
- Use of National Tutoring Programme

Teachers will inform parents of effort and progress in progress checks, reports and parents evenings. Where there is a particular concern that falls outside of the assessment and reporting calendar, teachers will make contact with parents by email or on the telephone. If appropriate, parents will be invited into school.

g) Home and Remote Learning

- Teachers will set homework according to the school homework timetable published each September
- Pupils will be expected to record homework in their planners and taught how to use the school's VLE in order to access their homework. Pupils will also be shown how to use Microsoft Teams in order to access live or recorded lessons should the school building be closed and the pupils asked to learn remotely

See Homework Policy
See Remote Learning Policy

h) Literacy, Oracy and Numeracy

h.i) Literacy

Literacy is one of the fundamental elements of learning; it concerns the way learners access and interact with every kind of written text. High standards of literacy lead to success, both at school and in adult life. The High School Leckhampton is committed to raising standards of literacy in order to raise standards and attainment across the curriculum. We recognise that:

- Students need vocabulary, expression and organisational control to cope with the cognitive demands of different subjects
- Reading helps students to learn from sources beyond their immediate experience.
- Writing helps students to sustain and order thought
- Language helps students to reflect on, revise and evaluate the things they do, and to reflect on and evaluate the things others have said, written or done
- Responding to higher order questions encourages the development of thinking skills and enquiry

  ➢ Improving literacy and learning will impact on students' self-esteem, on motivation and behaviour
  ➢ Improving literacy allows students to learn independently. It is empowering
  ➢ Improving spoken literacy gives students confidence when interacting in formal contexts

All Schemes of Learning and lessons will seek to identify specific opportunities to develop literacy skills.

Tutors will support the teaching of literacy through the school tutorial reading programme – the canon of books will be read with students on a rotating basis. The school reading canon is comprised of a range of fiction and non-fiction books chosen to challenge readers of all abilities.

All members of the school community are responsible for the promotion of literacy through high expectations of written and spoken literacy. All staff in school have a crucial role to play in developing students' academic and formal language whether through modelling Standard English in conversations with each other or teaching subject specific academic language in lessons.

Feedback regarding literacy will be provided when teachers assess student progress. All teachers are issued with information that supports their teaching of literacy through the HSL Literacy Handbook.

See Appendix 2: Literacy Strategy

h.ii) Oracy

In order to develop learning through talk (speaking and listening) we will:

- Model effective examples of successful speaking and listening for students, showing them how to use language precisely and coherently

- Place explicit value on oral work as well as written work recognising that discussion of topics is usually an essential precursor to any written work

- Teach students how to participate orally in groups and in the whole class, including:

  - Using talk to develop and clarify ideas
  - Identifying the main points to arise from a discussion
  - Listening for a specific purpose
  - Discussion and evaluation

- Structure tasks in lessons so that students know the purpose for their listening, providing note-taking frames as appropriate

- Provide students with the opportunity for public speaking in a formal setting such as assemblies and in lessons and through debating competitions

h.iii) Numeracy

Numeracy is a proficiency which is developed mainly in mathematics but also in other subjects. It is more than an ability to do a basic arithmetic. It involves developing confidence and competence with numbers and measures. It requires understanding of the number system, a repertoire of mathematical techniques, and an inclination and ability to solve quantitative or spatial problems in a range of contexts. Numeracy also demands understanding of the ways in which data is gathered by counting and measuring, and presented in graphs, diagrams, charts and tables.

Our teachers will develop numeracy skills so that our students will be able to:

- Transfer knowledge, skills and understanding between subjects
- Improve their interpretation and presentation of data
- Improve their reasoning and problem solving
- Increase their understanding of the application of numerical processes in a range of
- contexts

Numerical skills are a whole school responsibility and teachers will be expected to exploit moments in their lessons to emphasise and practice numeracy skills. Curriculum maps developed in tandem with lessons will ensure the teaching of numeracy is considered by all subjects and is being mapped across the school.

i) Environment

Our pupils and staff deserve the very best environment in which to teach and learn. We will ensure that our learning environment is safe, clean and regularly maintained.

Teachers will ensure their classrooms are stimulating and that displays not only support learning, but are inspiring and regularly updated. Specifically, we expect that:

- Rooms are tidy, well decorated, orderly, safe and attractive
- Furniture is flexible and allows for a variety of approaches to teaching and learning
- Resources are stored carefully and clearly, to aid teachers and for pupils to use. Pupils are well versed in the autonomous use of resources, including information technology

- Pupils are taught to work safely with hazardous substances
- Stimulating and relevant wall displays are always apparent
- Pupils' work is displayed attractively and changed regularly in order to model good work

3. Monitoring & Evaluating Teaching & Learning

The following policies are used to support/monitor the quality of Teaching and Learning at The High School Leckhampton:

- The Teaching and Learning Framework *(see Appendix: 3)*
- Appraisal (which includes Teachers Experiencing Difficulties Programme)
- Lesson observations
- Learning Walks
- Whole School Self Evaluation Framework (SEF)
- Department Self Evaluation Framework (SEF)
- Departmental Evaluation
- Marking Monitoring
- Behaviour Policy
- Pupil and Parent Voice
- Coaching (*Appendix 8*)
- CPD Model (*Appendix 9*)

There will also be a School Improvement Team (SIT) and School Improvement Partner (SIP) – see sections 3.7 and 3.8

3.1 Teaching and Learning Framework

We will publish an annual Teaching and Learning Framework which provides opportunities for Governors, school leaders and teachers to 'take the temperature' of teaching and learning in the school, ensuring that it is of the highest quality. The framework will schedule opportunities including: lesson observations; learning walks; department evaluations; marking monitoring; pupil voice; reports to Governors and Governor visits. These will contribute to the whole school SEF and Development plan.

See Appendix 3: Teaching and Learning Framework

3.2 Lesson Observations

At The High School Leckhampton all lessons observations will allow for constructive conversations to take place between teachers and encourage an open dialogue about high quality teaching and learning. We are committed to ensuring that classroom observation is developmental and supportive and that those involved in the process will:

> ➢ carry out the role with professionalism, integrity and courtesy
> ➢ evaluate objectively
> ➢ report accurately and fairly
> ➢ respect the confidentiality of the information gained

Information gathered during the observation will be used, as appropriate, for a variety of purposes, including to inform school self-evaluation and school improvement strategies.

See Appendix 4: Lesson Observation Protocol

See Appendix 5: Developmental Lesson Observation Form

3.3 Learning Walks

Every classroom will have an 'open door' and the culture of the school will be to welcome visitors to our classrooms.   We will actively encourage colleagues to share good practice and support each other. There will be scheduled learning walks or pupil pursuits. These will allow senior leaders to spend time with teachers in their classrooms and ensure that the highest standards of teaching are the norm across the school every day.

3.4 Work Scrutiny

Every term we will undertake a book scrutiny which will include a student interview. Pupils from a year group will be chosen at random. A member of the School Improvement Team (SIT), a Subject Lead and a teacher will undertake the scrutiny. It will involve looking at the quality of marking and feedback as well as talking to the pupils about their experience in the school. The pupils will have a questionnaire to fill in which will ask them about several areas of the school's work. We will talk to pupils about their work and use this feedback to feed into our cycle of evaluation and improvement. There are opportunities for departmental work scrutiny built into the meeting calendar and Teaching & Learning Framework.

See Appendix 6: Marking Monitoring Form

3.5 Pupil and Parent voice

We will expect our students to engage in active discussion with staff and their peers: in corridors, in the dining hall, on the playground, on the sports fields and in one-to-one conversations in offices or classrooms. We will take every opportunity for pupil voice to be built into the pastoral system so that pupils learn to listen to the views of others and have the confidence to express opinions to their teachers and peers.

Our Student Learning Council is comprised of students from each tutor group. They will meet on a termly basis with the Assistant Headteacher (T&L) to transmit students' opinions and there will be many other opportunities to express views. This will include deploying surveys on the VLE on matters such as homework, catering, debating, using pupils as guides for visitors, question and answer sessions with visiting speakers, PSHE and tutor group discussions.

We will seek the views of parents at Parents' Evenings, when they visit the school and in scheduled questionnaires and Parent Forum events.

3.6 Subject Evaluation

Every curriculum area will be required to carry out an annual Self Evaluation (SEF) and subject to a Departmental Evaluation (bi-annually).

3.7 School Improvement Partner (SIP)

We have a School Improvement Partner (SIP) visiting on a termly basis to inspect an agreed aspect of teaching and learning and report back to the Headteacher.

3.8 School Improvement Team (SIT)

We have a School Improvement Team consisting of the Assistant Headteacher (T&L), Assistant Headteacher (Pastoral), Data & Reporting Lead and the SENDCo, led by a member of the SLT. A Governor may also attend meetings to ensure consistency of standards are maintained across the Trust. This group will drive forward improvements in Teaching and Learning and ensure consistency across the trust.

4. Continuing Teacher Development

We are fully committed to ensuring our teachers continue to develop their professional skills throughout their time at The High School Leckhampton.

In order to establish an ethos of continuous improvement through collaboration and a commitment to professional development teachers will have the opportunity to learn from and/or participate in:

- The School Improvement Team (SIT)
- Open Door Week
- Coaching
- Whole school CPD - The major focus of the schools' INSET programme will be on further improving the quality of teaching and learning in the school.
- Individual CPD – linked to Appraisal
- Early Career Teacher Induction and CPD
- National Professional Qualifications
- An outstanding Middle leadership programme
- Wider networks including: The Balcarras Teaching School, The GLOW Maths hub and Cheltenham Education Partnership CEP
- SEND staff committee
- Resources in Staff Room
- Staff Development Committee (for evaluations of CPD & suggestions)

See Appendix 8: Coaching
See Appendix 9: CPD Offer

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Rights Respecting School Statement

The contents of this policy have been reviewed taking into account The High School Leckhampton's responsibilities as a Rights Respecting School. In particular, our commitment to the following articles of the Convention of The Rights of The Child:

Article 28: (Right to Education): *The Convention places a high value on education. Young people should be encouraged to reach the highest level of education of which they are capable.*

Article 29: (Goals of Education): *Children's education should develop each child's personality, talents and abilities to the fullest. It should encourage children to respect others, human rights and their own and other cultures. It should also help them learn to love peacefully, protect the ment and respect other people.*

Appendix 1: **Teacher Standards**

https://www.gov.uk/government/publications/teachers-standards

Appendix 2: Literacy Strategy

HSL – Reading Strategy 2023-24

At HSL, we are acutely aware of the importance of reading and how much being a fluent reader not only supports pupils accessing a full and enriching curriculum, but also how it helps them to be a well-rounded, informed young person.

The ability to effectively read is fundamental to success; both academically and personally. Reading is needed to master all subjects and therefore is the most important skill we teach. The link between reading and attainment is profound; in short, if you are a good reader you are more likely to meet and exceed age related expectations. Furthermore, reading promotes thinking and linking; we do not want our pupils to just read the lines but read between and beyond the lines!

We are committed to ensuring that reading is a priority across the HSL community. We are committed to ensuring that all of our pupils are fluent and competent readers; able to read accurately and automatically. Without this ability, pupils will not be able to fully access the rich curriculum on offer at HSL and it is our priority to ensure that all pupils are able to access the full curriculum and therefore give themselves the very best opportunity to succeed.

The aims of the Reading Strategy are:

1. To foster an environment whereby reading is a regular, enjoyable and purposeful part of the school community.
2. To ensure that all staff understand, acknowledge and respond to the fact that reading and literacy is a responsibility of all.
3. To ensure that reading is at the heart of curriculum decisions and can be seen throughout all subjects on a regular basis.
4. To ensure that any pupil who has a below expected reading age has targeted and tailored intervention depending on their specific need, for as long as it is necessary.

Our Reading Strategy is underpinned by three key principles:

1. Reading for Pleasure
2. Reading across the curriculum
3. Progressional Reading: intervention programme

Reading for Pleasure: fostering a love of reading	Reading across the Curriculum: embedding reading in all subject	Progressional Reading: intervention programme
- Whole School Reading Programme: tutor time reading books. - Fully-resourced LRC with age-appropriate texts. - Reading assemblies. - 'Currently Reading' posters. - World Book Day engagement. - KS3 Book Club. - Future engagement with Carnegie Book Shadowing Programme. - School visits to Cheltenham Literature Festival. - Author visits.	- KS3 Departmental Reading Canons – posters in classrooms and books in LRC. - 'Recommended Reads' on KS3 curriculum maps. - Key Word Glossaries. - Impressive Word of the Week. - Curriculum-wide policies on reading aloud. - Whole staff CPD on literacy. - Creation of Literacy Team to promote literacy across the curriculum and serve as experts to support. - School membership to Literacy Trust. -	A targeted and tailored intervention programme that runs on a regular basis: 1. NGRT screening programme for all Year 7 pupils to identify pupils below expected reading age. 2. DIBELS screen programme for flagged Year 7 pupils to diagnose reading weakness e.g. phonics or reading fluency. 3. Daily intervention sessions run by a member of the Literacy Team, for as long as the particular pupil requires.

Appendix 3: Teaching & Learning Framework

	Quality Assurance SLT	Quality Assurance Curriculum Leaders	Coaching Schedule	Curriculum Leaders Meetings	Pastoral Leaders Meetings	INSET
September	Learning Walks (SLT & Curriculum Leaders) w.c. 11/9/23	Learning Walks - Curriculum Leaders & SLT w.c. 25/9/23	Coaching Cycle 1			INSET 1 4/923
	Student Voice - Learning Council 19/9/23			Meeting 1 – 25/9/23	Meeting 1 – 18/9/23	Pastoral INSET 8/9/23
October	Learning Walks (SLT) w.c. 2/10/23	Department Work Scrutiny 2/10/23 @ meeting	Coaching Cycle 2			
	Department Work Scrutiny (with Curriculum Leads) w.c. 9/10/23	Department Work Scrutiny (with Curriculum Leads) w.c. 9/10/23				
November	Learning Walks (SLT) w.c. 6/11/23		Coaching Cycle 3	Meeting 2 – 20/11/23	Meeting 2 – 13/11/23	Twilight INSET 1 - SEND FOCUS 15/11/23 Review of MyPlan fortnight 1 *and* the inclusive classroom (to include strategies for all four broad areas of need)
	Student Voice - Learning Council 21/11/23	Learning Walks - Curriculum Leaders w.c.20/11/24				Balcarras Trust INSET 2 24/11/23
	Pupil Pursuit – HLW & CJN focus on HPA and challenge w.c. 28/11/23					FREE Day INSET 3 27/11/23
December	Learning Walks (SLT) w.c. 4/12/23	Department Work Scrutiny w.c. 4/12/23 @ meeting	Coaching Cycle 4			
	Department Work Scrutiny (with Curriculum Leads) w.c. 11/12/23	Department Work Scrutiny (with Curriculum Leads) w.c. 11/12/23				

January	Learning Walks (SLT) w.c. 15/1/24		Coaching Cycle 5	Meeting 3 – 22/1/24	Meeting 3 – 15/1/24	Twilight INSET 2 - SEND FOCUS 17/1/24 Communication and Interaction strategies *and* Most Impactful use of Teaching Assistants (MITA)
	Student Voice - Learning Council 23/1/24	Department Work Scrutiny w.c. 29/1/24 @ meeting				
February	Department Work Scrutiny (with Curriculum Leads) w.c. 5/2/24	Department Work Scrutiny (with Curriculum Leads) w.c. 5/2/24				
	Learning Walks (SLT) w.c. 19/2/24		Coaching Cycle 6		Meeting 4 – 26/2/24	
	Pupil Pursuit - HLW focus on SEND with SJM	Learning Walks - Curriculum Leaders w.c.26/2/24				
March	Student Voice - Learning Council 5/3/24		Coaching Cycle 7	Meeting 4 – 11/3/24 Work Scrutiny (Sharing Best Practice)		INSET 4 Mid-Term Reviews + 22/3/24
	Learning Walks (SLT) w.c. 5/3/24					
April	Student Voice - Learning Council 23/4/24	Learning Walks - Curriculum Leaders w.c.8/4/24	Coaching Cycle 8	Meeting 5 – 22/4/24	Meeting 5 – 15/4/24	
	Learning Walks (SLT) w.c. 29/4/24	Department Work Scrutiny w.c. 29/4/24 @ meeting				
May	Department Work Scrutiny (with Curriculum Leads) w.c. 7/5/24	Department Work Scrutiny (with Curriculum Leads) w.c. 7/5/24				

May	Pupil Pursuit - AOR focus on PP	Learning Walks - Curriculum Leaders w.c.8/4/24	Coaching Cycle 9			
June	Learning Walks (SLT) w.c. 5/3/24			Meeting 6 – 17/6/24	Meeting 3 – 10/6/24	Twilight INSET 3 - SEND FOCUS 25/6/24 Social Emotional and Mental Health strategies *and* Cognition and Learning needs + the relationship between the two.
	Student Voice - Learning Council 18/6/24		Coaching Cycle 10			
	Pupil Pursuit - CJN focus on HPA and challenge					
July			Coaching Review Meeting			INSET 5- FREE DAY 22/7/24

Appendix 4: **Lesson Observation Protocol**

The Governing Body is committed to ensuring that classroom observation is developmental and supportive and that those involved in the process will:

- carry out the role with professionalism, integrity and courtesy
- evaluate objectively
- report accurately and fairly
- respect the confidentiality of the information gained

Information gathered during the observation will be used, as appropriate, for a variety of purposes, including to inform school self-evaluation and school improvement strategies.

In keeping with the commitment to supportive and developmental classroom observation those being observed for appraisal purposes will be notified in advance.

Classroom observations will only be undertaken by persons with QTS. In addition, in this school, classroom observation will only be undertaken by those who have had adequate preparation and the appropriate professional skills to undertake observation and to provide constructive oral and written feedback and support, in the context of professional dialogue between colleagues.

Oral feedback will be given as soon as possible after the observation. It will be given at a mutually convenient time, preferably during directed time in a suitable, private environment.

Written feedback will be given to the appraisee. Aspects of the lesson observation, other than the primary purpose, may be covered in the oral and written feedback.

The written record of feedback also includes the date on which the observation took place, the lesson observed and the length of the observation. The teacher has the right to append written comments on the feedback document.

At The High School Leckhampton, under the Appraisal Policy, unless there are supportive reasons for doing so, the total period of classroom observations by delegated appraisers for any teacher will not normally exceed three hours, having regard to the individual circumstances of the teacher. There is no requirement to use all of the three hours and the amount of observation for each teacher should reflect and be proportionate to the needs of the individual.   Information gathered from "drop in" observations will inform general teaching and learning development and will not be used for appraisal. However, information gathered from classroom observation will assist the Headteacher in the exercise of the duty to evaluate the standards of teaching and learning and to ensure that proper standards of professional performance are established and maintained.

Appendix 5: Lesson Observation Form

Developmental Lesson Observation

Subject and Teacher:		Date/period:	
Observer:		Class/Set:	
No. Boys/Girls:		Ability/SEN/PP	
Focus of Observation (incl Appraisal targets if relevant)			

QUALITY OF EDUCATION:

INTENT: Learning Objectives (with links to prior & future learning)				
Curriculum Intent	Outstanding	Good	Requires Improvement	Inadequate
Planning the learning	Learning objectives show breadth and ambition, expertly building on prior knowledge and providing an opportunity for consolidation, discovery, as well as challenge. Learning objectives promote higher order thinking skills. Teachers have a firm understanding of how the lesson fits into the 'bigger picture.' Planning is astute. All groups of pupils are expertly catered for. Pupils see the trajectory of their learning.	Learning objectives are clear, incorporate suitable challenge and are linked effectively to prior learning. The lesson is designed to give all pupils, particularly disadvantaged and those with SEND, the knowledge and cultural capital to succeed in life. The learning objectives are sequenced in order to develop pupils' knowledge, skills and abilities and to apply what they know with increasing fluency and independence.	Learning objectives are planned to give structure but without sufficient thought to pupils with differing needs. Planning is adequate.	Learning objectives are unclear, showing little structure or coherence. Teachers have not appropriately considered sequencing. Planning is likely to incorporate a jumbled, disconnected series of activities that do not build knowledge, skills or understanding.
Evidence				
Best fit				

Teaching		Outstanding	Good	Requires Improvement	Inadequate
CURRICULUM IMPLEMENTATION	Challenge & Engagement	Teachers are determined that pupils achieve well. High expectations ensure that all learners are challenged and stretched. Learners engrossed in activities. Teacher provides opportunities to struggle & gain new knowledge. Teachers provide adequate time for practice to embed and reinforce pupils' knowledge and skills securely.	Activities well matched to needs of learners. Most are suitably challenged. High levels of interest. Most work productively. Teachers give sufficient time for pupils to review what they are learning and develop it further.	Activities geared to the needs of most. Some might make better progress if given extra or different tasks. Pupils' learning is satisfactory. Some repetition of activities or lack of challenge.	Activities badly matched to learners. Lesson fails to catch learners' interest and enthusiasm. Learners underachieve.
	Teaching Methods	Teaching is responsive, stimulating and inspirational. Creative and varied approaches used. Pupils are encouraged to develop their reasoning, to justify and explain. Highly effective and probing questioning is used to identify and quickly address any misconceptions, so that 'gaps' are filled. Methods to enhance ST and LT recall are expertly deployed (e.g. dual coding or retrieval practice). Time is very well used; interventions are sharply focused and timely, making a notable impact on progress.	Teaching is imaginative and motivational. Well –chosen activities challenge learners. Skilful questioning to tackle misconceptions. Teachers identify and support effectively those pupils who start to fall behind and intervene quickly to help them improve their learning.	Activities are interesting. Learning objectives are clear and shared with all learners. Subject matter is presented clearly. Varied activities help learners to learn in a variety of styles; little time is wasted; additional support is deployed carefully.	Teaching is dull. Methods are either mundane, repetitive, lack purpose or do not sustain interest. Consequently, pupils, or specific groups, are not excited, enthused or engaged by the teaching. Planning fails to take a/c of needs; time is wasted; additional support has little or no impact on learning.
	Subject Knowledge	Expert knowledge of the curriculum, how to teach it and how learners learn. Stimulating and rigorous.	Teaching is well informed, confident and precise, Teaching is engaging.	Teaching is accurate. Secure understanding of the curriculum and teaching of key skills.	Incomplete understanding of subject, resulting in inaccurate coverage.
	Use of resources	Resources used to challenge learners. Teachers use full extracts and authentic material to encourage deep thinking. Differentiation is highly effective. Teachers promote equality of opportunity and diversity.	Resources used effectively to assist learning. Differentiation is used effectively. Teachers promote diversity in teaching and learning.	Resources support learning with some differentiation.	Resources not organised and learners show little consideration for Health & Safety. Poor differentiation.
	Oracy/Literacy/ Numeracy	Teachers embed RWCM, equipping all pupils with necessary skills to make progress. Pupils explore challenging new vocabulary and unfamiliar terminology. They seek patterns and connections. Opportunities are provided to engage in structured, age appropriate, high quality conversations with teacher and peers.	Teachers reinforce key words to ensure understanding. A range of skills is taught, including RWCM. Value is given to developing oracy skills.	Teachers promote RWCM. Some opportunities for oracy are planned but these are not sufficiently structured and do not have a clear impact on learning outcomes.	Teachers fail to explain or expand upon new vocabulary. Conversations are unfocused and unproductive; they do not focus upon the matter at hand. Opportunities are missed to develop the key skills of RWCM.
	Progress in lesson	Pupils receives focused diagnostic comments throughout the lesson. Rapid and sustained progress for all. Pupils learn exceptionally well.	Most learners make good progress because of the good teaching they receive. Pupils learn well.	Most learners make satisfactory progress. No major group fails to do so.	A significant number of learners make little or no progress, because teaching does not develop their knowledge, understanding and skills sufficiently. Pupils underachieve.
Evidence					
Best fit					

BEHAVIOUR & ATTITUDES:

		Outstanding	Good	Requires Improvement	Inadequate
CURRICULUM IMPLEMENTATION	Pupil Behaviour & engagement	Learners behave very well and are engrossed in activities. Excellent relationships are conducive to their personal development. Pupils are accessing high quality materials through talk, modelling and practice. Behaviour management is systematic and consistently applied. Lesson proceeds without interruption.	Good Behaviour. Learners keen to get on with activities in a secure and friendly environment. Behaviour management strategies are applied consistently. Disruption to lesson is unusual.	Behaviour is generally satisfactory. Majority of learners sufficiently motivated to engage with activities . Clear procedures for managing behaviour; usually applied, but not always consistently. Major disruption is uncommon; there may be low-level disruption but it is not endemic.	Greater effort is exerted on managing behaviour than on learning. Ineffective classroom management. Persistent low level disruption occurs more than occasionally. It hinders learning and lesson is disorderly.
	Attitudes to Learning	Teachers have consistently high expectations of all pupils' attitudes to learning. Pupils are confident, curious, self-assured learners who love the challenge of learning and are resilient to failure (adopting a GROWTH MINDSET). They are curious, interested learners, seeking out new information to develop, consolidate, and deepen their knowledge, understanding and skills. They listen to others and learn from them, engaging in self-reflection and directing their own learning. They are eager to know how to improve their learning and make sense of things in their own way. Pupils gain satisfaction from struggling with difficult material. Pupils discuss and debate issues in a considered way, showing respect for others' ideas.	Teachers expect and encourage all pupils to work with positive attitudes. Pupils' attitudes to all aspects of their learning are consistently positive and have a good impact on the progress they make. Pupils demonstrate the capacity to learn from mistakes and are keen learners who want to find out more. Most are willing to find out new information to develop, consolidate and deepen their knowledge, understanding and skills. Pupils show respect for others' ideas and views.	Pupils show little resilience when faced with challenging tasks and are reluctant to work independently of the teacher. Attitudes can be negative and stand in the way of learning. Pupils do not show sufficient respect for others' ideas and views.	Pupils' lack of engagement. Persistent disruption. Contributes to reduced learning and a disorderly classroom. A significant minority show a lack of respect for each other or staff and a lack of self-discipline.
Evidence					
Best fit					

		Outstanding	Good	Requires Improvement	Inadequate
IMPACT	Assessment	Learners have a clear idea how to improve and pupils have made excellent progress due to the quality of feedback they have had. Every opportunity is taken to develop 'crucial' skills, including RWCM. Appropriate and regular homework contributes very well to pupil learning. Feedback and marking are frequent and of a consistently high quality, all pupils know how to get better.	Learners regularly involved in helping to assess their progress. Assessment used to set challenging targets. Appropriate and regular homework contributes well to learning. Assessments are discussed with pupils so that they know how well they have done and how to improve. Pupils use feedback well and they know how to improve.	Assessments are reasonably regular, but could be more constructive or supportive. Assessment used to set targets.Some skills are taught but inconsistently. Appropriate homework is set and it contributes reasonably well to learning. Pupils are informed about their progress and how to improve. This is usually timely and encouraging.	Infrequent assessments and feedback. Targets are often too easy or general. Mistakes unchecked. Assessment does not inform planning. Pupils cannot use RWCM skills as well as they should. Homework is not set regularly or does not contribute to learning. Pupils are rarely informed about progress. Many do not know how to improve.
	Quality of Work	Pupils create original and/or high quality work that is worthwhile and authentic. Pupils are given opportunity to 'polish' and refine work. Pupils take pride in all aspects of their work.	Pupils produce work of a very good standard. Opportunities are provided for drafting and improving.	Pupils produce work that they are not proud of and is of poor quality. They are not given opportunity for improvement or refinement.	Pupils produce work well below the standard of which they are capable. They take no care or pride in their work.
Evidence					
Best fit					

Summary Comments (evidence base for judgements made)

Effective Practice (strengths of the lesson):

Areas for development (even better if) – to be agreed with the observer, following dialogue:

Teacher's comments:

Please list below the support you will need and the steps you will take to address any areas of development identified above:

Signed Teacher:		Date:	
Signed Observer:		Date:	

Appendix 6: **Marking Monitoring Form**

MARKING MONITORING AND WORK SCRUTINY FORM		
Focus of scrutiny:		
Teacher: **Year group / subject:**	**Pupil:** **Year group/subject:**	
Scrutiny carried out by: **Role:**		
Date:		
Marking in line with the marking policy		
Marking in relation to learning objectives		
Providing explicit guidance for pupils on how to improve, in relation to their targets		
SUMMARY OF GOOD PRACTICE TO SHARE WITH TEACHER(S)		
ACTIONS FOR DEVELOPMENT (TEACHER, SUBJECT OR SCHOOL)		

Appendix 7: **Departmental Evaluation Template**

Section 1: Quality of Education

Most Recent Performance/Progress Data (please insert)

Appropriateness and effectiveness of the Curriculum (intent, implementation and impact)

Guidance:

The SIT should discuss the following questions. It may be useful to have curriculum maps/planning available to aid the discussion.

Intent:

- What is the vision for the department?
- Is there a clear and coherent rationale for the curriculum design?
- Do all curriculum leaders show understanding of important concepts related to curriculum design, such as progression of knowledge and sequencing of concepts?
- Is the curriculum at least as ambitious as the standards set by the National Curriculum/external qualifications?

Implementation:

- Is there a model of curriculum progression for every key stage?
- Does curriculum mapping ensure sufficient coverage across the subject over time?
- Is curriculum delivery equitable for all groups and appropriate?
- Do leaders ensure interventions are appropriately delivered to enhance pupils' capacity to access the full curriculum?
- Is assessment designed thoughtfully to shape future learning? Is assessment not excessive or onerous?

Impact:

- Is the curriculum successfully implemented to ensure pupils' progression in knowledge i.e. do pupils successfully learn the curriculum?
- Is the way the curriculum is planned and implemented meeting pupils' needs?

*Please ensure that comments cover all key stages

Joint lesson observations: including areas of strength and areas for development

> **Guidance:**
>
> The SIT should jointly observe a selection of lessons and complete the school lesson observation form. You may want to have regard to the relevant scheme of work to understand the context of the lesson
>
> Please comment on the main areas of strength and areas for development identified during joint lesson observations, including any professional development opportunities that might be appropriate to address areas for development.
>
> Lesson observations may be used an opportunity to identify students for a pupil voice activity or to gather books that might be used for a book trawl.
>
> At least one member of the SIT link should give feedback to colleagues.
>
> If not all members of the department are observed it is entirely appropriate for the Subject Lead to share their own recent evaluations of the quality of teaching from their department monitoring schedule

Evidence from work scrutinies

> **Guidance:**
>
> SIT should look at a selection of books or folders and may discuss some of the following questions:
>
> - How does the Subject Lead monitor the learning in books and folders?
> - What does the Subject Lead expect to see in the books in terms of feedback and presentation?
> - How is the learning in the book linked to the scheme of work?
> - Are the activities appropriate for top, middle and bottom abilities?
> - Are teachers providing timely and appropriate opportunities for pupils to revisit prior learning?
> - Do the books show progress i.e. are pupils addressing weak areas in tests and making improvements?

Approach to Homework and Private Study

> **Guidance:**
>
> SIT should discuss and evaluate the department's approach to homework. This may include reviewing the department policy or information on the website, looking at trends in VLE data or comparing to the whole school HW policy)

Section 2: Behaviour and Safety

Evidence from pupil voice

> **<u>Guidance:</u>**
>
> The SIT should meet with pupils to gauge their perceptions of the quality of education. Possible questions might include:
>
> - How do you feel about this subject?
> - How would you describe your lessons?
> - Do you find that the lessons are sequenced logically?
> - How does work build - including from middle school?
>
> - What are relationships like with your teachers?
> - What is discipline like? How many lessons a week are disrupted by bad behaviour?
> - What is the learning environment like?
> - How do you find the marking?
> - Can you remember what you have been taught last week, half term etc.?
> - Are you happy at The High School Leckhampton? Are you glad you came here?
> - Bullying – is there someone you can talk to that you trust?

Section 3: Personal Development

Development of 'Cultural Capital' – including the effectiveness of the Super-Curriculum and extra-curricular provision

> **<u>Guidance:</u>**
>
> This is an opportunity to explore how the department is extending and enriching the students' knowledge and understanding of the subject and therefore the conversation may cover aspects of the following:
>
> - Super-curricular provision and its impact
> - Extension and enrichment opportunities (including extra-curricular provision)
> - How the department is preparing pupils for life beyond school (i.e. support relevant to careers and destinations)

Section 4: Leadership and Management

Effectiveness of Department monitoring and evaluation – including evidence from any external evaluations

<u>**Guidance:**</u>

The SIT might evaluate aspects of leadership and management by exploring the following questions:

- Do Subject Leads regularly review and quality assure the subject to ensure it is planned and implemented sufficiently well?
- Is there an active effective link with a Governor?
- How effective is the department monitoring schedule?
- What do Subject Leads do if problems arise during monitoring?
- How do Subject Leads quality assure the teaching in the department?

Quality of teachers' subject knowledge and pedagogy – including the effect of any CPD

<u>**Guidance:**</u>

The SIT should evaluate the quality of subject expertise by discussing the following questions:

- How confident is the Subject Lead about the subject knowledge and pedagogy of the department?
- Do leaders ensure ongoing professional development/training is available for staff to ensure curriculum requirements can be met?
- How does the Subject Lead support new/non specialist staff?

Environment for learning – including the quality of displays

<u>**Guidance:**</u>

The SIT should visit all the classrooms and communal areas to evaluate the quality of displays

Evidence and impact of active subject networks

<u>**Guidance:**</u>

The SIT should identify any active subject networks and evaluate how they are contributing to the development of teacher pedagogy, knowledge and skills

The SIT may want to discuss links with feeder Primary Schools

Appendix 8: **Coaching Protocol**

All teachers at The High School Leckhampton will participate in an instructional coaching programme designed to give non-judgmental feedback to teachers so that incremental improvements to teaching may take place.

All teachers will be observed teaching a section of a lesson (up to 15 minutes) by a coach. They will then have a coaching conversation where areas of excellent practice are noted and where areas to develop are discussed.

A single target will be agreed between the coach and the teacher being coached, which will form the basis of the following coaching activity. This will occur on a monthly basis with up to 10 rounds of coaching per year.

All conversations and targets will be recorded within the Step Lab programme for teachers, coaches and Senior Leaders to use.

Where common targets are identified whole staff CPD will then seek to address the area for development.

Appendix 9: **CPD Offer**

Personal Development
Early Career Framework – *UCL/Balcarras Training Hub (A.B)* National Professional Qualifications – *Odyssey and Balcarras Training Hubs:* *(Headship, Senior Leadership, Leading Teacher Development, Leading Teaching, Leading Literacy, Leading Behaviour & Culture)* Maths Mastery Qualification – *Balcarras Maths Hub* Second Subject Development CPD - *Time Allocation* First Aid – *External Trainer* Exam Marking Supported – *to develop subject knowledge and exam technique.* Subject specific organisation membership offered to all teachers *e.g., Historical Association, CLEAPPs*

Sept Coaching Cycle 1	Oct Coaching Cycle 2	Nov Coaching Cycle 3	Dec Coaching Cycle 4	Jan Coaching Cycle 5	Feb Coaching Cycle 6	March Coaching Cycle 7	April Coaching Cycle 8	May Coaching Cycle 9	June Coaching Cycle 10

Subject Development

BAT Subject Networks – 26.10.23		BAT Subject Networks – 14.3.24		BAT Subject Networks – 24.6.24	
Curriculum Leaders Meeting 25.9.23	Curriculum Leaders Meeting 20.11.23	Curriculum Leaders Meeting 22.1.24	Curriculum Leaders Meeting 11.3.24	Curriculum Leaders Meeting 22.4.24	Curriculum Leaders Meeting 17.6.24

Pastoral Development

Pastoral Leaders Meeting 18.9.23	Pastoral Leaders Meeting 13.11.23	Pastoral Leaders Meeting 15.1.24	Pastoral Leaders Meeting 26.2.24	Pastoral Leaders Meeting 15.4.24	Pastoral Leaders Meeting 10.6.24

Tutor Programme Training, Tutor Reading Training, Year team leader as a coach.

Whole-School Development

INSET 1 4.9.23 Return to School – Expectations, KCSIE, Safeguarding, Teacher Pensions, T&L priorities for upcoming year. SEND – My Plans & Provision Map.	INSET 2 24.11.23 Balcarras Trust Day – Establishing culture across the Trust, shared values/vision/well-being focus	INSET 3 27.11.23 Literacy and Oracy Strategy + Mastery Learning	INSET 4 22.3.24 Mid Term Reviews within the Performance Management Cycle. Curriculum Development Departmental SEFs/DIPs/Planning	INSET 5 Summer (July 22nd) Staff Well-Being Day * SEND focus split across 3 Twilight Sessions
SEND Twilight 1 - 15.11.24 - Review of MyPlan fortnight 1 *and* the inclusive classroom (to include strategies for all four broad areas of need)		SEND Twilight 2 - 7.1.24 - Communication and Interaction strategies *and* Most Impactful use of Teaching Assistants (MITA)		SEND Twilight 3 - 25.6.24 Social Emotional and Mental Health strategies *and* Cognition and Learning needs + the relationship between the two.	

September   CPD ... eachers 2023-24   July

2024-2025	Return to School – Expectations, KCSIE, Safeguarding, T&L priorities for upcoming year.	Balcarras Trust Day – Establishing culture across the Trust, shared values/vision.	Metacognition	• Mid Term Reviews – Performance Management Cycle • Departmental Curriculum Planning Opportunity	Staff Well-Being Day * SEND focus split across 3 Twilight Sessions
	SEND Twilight 1 – **Updates** Review of MyPlan fortnight 1 *and* the inclusive classroom (to include strategies for all four broad areas of need)		**SEND Twilight 2 –** Supporting Physical and Sensory needs, review of MITA		**SEND Twilight 3** Understanding specific needs ASD and ADHD
2025-2026	Return to School – Expectations, KCSIE, Safeguarding, T&L priorities for upcoming year.	Balcarras Trust Day – Establishing culture across the Trust, shared values/vision.	**Feedback and Homework**	• Mid Term Reviews – Performance Management Cycle • Departmental Curriculum Planning Opportunity	Staff Well-Being Day * SEND focus split across 3 Twilight Sessions
	SEND Twilight 1		**SEND Twilight 2**		**SEND Twilight 3**

Recommended Paperwork

Most recent exam analysis or progress data

Department Self Evaluation Form (SEF)

Department Development Plan

Department handbook

Department monitoring schedule

Schemes of work or curriculum maps