

## Teaching & Learning Policy

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## **Teaching & Learning Policy**

“It turns out that as long as you go to school (and that’s important), then it doesn’t matter very much which school you go to, but it matters very much which classroom you sit in”

(Dylan William 2011)

### **1. Rational:**

At Humberston Academy we believe that learning is the process by which students gradually acquire and assimilate knowledge, concepts, skills, and attitudes to enable them to make greater sense of the world. Teaching and learning is central to our work as educators; we expect all of our staff to deliver high quality, stimulating and dynamic lessons, where all students are supported and challenged to make good progress in their learning.

Students of all ability levels will be given equal opportunities to learn in order to achieve their full potential. Our purpose is to create a learning environment which fosters motivation and allows all students to flourish. We strive not to simply teach knowledge but to empower our students by teaching them how to learn and how to think.

### **2. Aims of the Policy:**

This policy exists to clarify what we see as best practice and to clarify the expectations the school has for staff and students to ensure that all our students learn well in every lesson. Moreover, the policy also outlines the procedures and protocols for the different T&L monitoring processes at Humberston: Lesson Observations, Learning Walks and Book Scrutinies. Finally, it also includes the different CPD and developmental opportunities for our staff. This policy aims:

1. To provide a personalised learning experience for every child that takes full account of their individual needs’, interests and aspirations.
2. To ensure that our students are active and independent learners who strive to achieve their best in every learning situation and will continue to do so throughout their lives.
3. To ensure that students are highly literate and numerate, able to apply their skills and knowledge to new and different situations, to achieve well in school and beyond.
4. To make links with the learning that students do outside the classroom.
5. To focus upon continual raising standards of teaching and learning in the school, inspiring and motivating students and staff.
6. To identify and share good practice in teaching and learning across all curriculum areas.
7. To provide guidelines for teaching and learning and establish clear criteria for best practice and consistency.
8. To improve levels of achievement and attainment as a consequence.
9. To establish a clear system(s) to monitor and judge performance as well as establishing T&L typicality.
10. To ensure staff feel supported, inspired and have opportunities for professional development.

### **3. Learning Charter- Expectations:**

At Humberston Academy **all students** can expect their teachers to:

1. Ensure students are kept safe.
2. Plan their lessons.
3. Have high expectations for all students.
4. Treat all students fairly, and with respect.
5. Support all students in their learning.
6. Set homework regularly according to the homework policy.
7. Mark their homework regularly.
8. Acknowledge their strengths.
9. Give targets for improvement.
10. Give stickers to praise outstanding work.

At Humberston Academy **all students** are expected to:

1. Respect all members of staff and all school property.
2. Treat their fellow students as they would wish to be treated themselves.
3. Complete all classwork/ homework and do so to the best of their ability.
4. Present their work neatly.
5. Write and underline the date and title of any written task clearly.
6. Complete their work in blue or black pen.
7. Not do any graffiti or doodling on any piece of work.
8. Stick worksheets in their exercise books.
9. Write SA and PA when completing self-assessment or peer assessment.
10. Respond to their teacher's feedback using the purple pen of progress.

***N.B: These expectations are also included in students' planners.***

#### **4. Planning.**

It is acceptable for teachers at Humberston Academy to use a variety of methods to plan their teaching on a day-to-day basis. These methods could include use of power point, use of a generic teacher planner or another structured plan of their choice. The reason for this freedom of choice is to allow teachers to develop their own styles and to give them the freedom to be creative in their planning so that they may feel empowered to offer deep learning experiences.

Teachers at Humberston Academy should strive to ensure that their planning allows for the following criteria to be met each lesson:

1. *Use of assessment in planning* - Information from assessments should be used to set tasks that are perfectly matched to students' prior attainment.
2. *Level of challenge* - Work should be pitched at a level that is appropriate to the individual. It should be challenging – success is only achievable if individual students work hard and try their very best. All individuals should find the tasks demanding at their own level.
3. *Use of teaching assistants* - Teaching assistants should be highly effective in promoting rapid learning for groups of students regardless of their aptitudes and needs.



4. *Opportunities to develop literacy, numeracy, and communication skills* – Teaching should include opportunities to develop reading, writing, communication and numeracy skills that are effectively taught and cohesively planned as part of the lesson.
5. *Use of strategies and tasks to engage students* - Strategies and tasks should enthuse students so that they persevere when faced with difficult problems and are keen to succeed and to learn more.
6. *Pace and depth of learning* - The pace of learning should be optimised throughout the lesson. As a result, pupils will make rapid and sustained progress.
7. *Use of questioning* - Questions should be designed to tease out students’ understanding so that the teacher is aware of the degree to which pupils are secure in their knowledge and understanding.
8. *Assessment of learning during lessons* - The work for each individual student should be adapted in the light of any misconceptions that are brought to light through questioning or checks on students’ work.
9. *Differentiation*- The work is pitched at a level that is appropriate to the individual. All individuals find the tasks demanding at their own level. Any individuals within the group who find the task a little too easy or too difficult are quickly provided with support or more difficult work, so they progress at the appropriate pace.
10. *Homework and Marking*- Appropriate homework is set which matches individual needs accurately. Consistently high quality marking and constructive feedback from teachers ensure that pupils make rapid gains.

## 5. Homework.

Home learning should be an integral part of the lesson. It extends the learning and is treated as being as important as the lesson.

Teachers are required as part of teachers’ standards to “set homework and plan other out of-class activities to consolidate and extend the knowledge and understanding pupils have acquired.” As such there is an expectation that teachers and/or subject leaders will set homework where appropriate.

Humberston Academy views homework as an opportunity for each student to develop their own creative approach. It helps promote independent study, develops communication and subject specific skills. The Academy is committed to providing the best possible quality of education to all learners. To help achieve this commitment, our homework system is designed to ensure that parents and carers can support children’s learning at home.

### Aims:

- To supplement classwork and raise standards by helping, parents and carers to support children’s learning at home more effectively.
- To ensure that parents/carers know what children are learning at school.
- To provide parents/carers with advice on how to support their children at home.
- To ensure that homework consolidates pupils school learning.

### Homework timetable

Students are required to complete the following amount of homework tasks indicated in the table below.

Key stage 3	Key stage 4
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Subjects with 3 or more lessons each week	Minimum of 1 hour a week	Subjects with 3+ hours each week	Minimum 2 hours a week
Subject with 2 hours or less	Minimum of 30 mins a week	Subjects with 3 hours each week	Minimum 1 hour a week
		Subjects with less than 3 hours a week	Minimum 1 hour a week

### Non-completion of homework

When homework has not been completed the incident will be recorded on SIMS and the appropriate action will be taken by the department in line with the Academy behaviour policy.

***N.B: Please refer to the homework policy for guidance on sanctions for non-completion of homework as well as the outline of the different types of homework.***

## **6. Marking and Feedback**

### Aim of Marking:

The ultimate aim is to ensure that the marking and assessment process aids students in their quest to make progress over time. Students need to be engaged in the process and this is clearly indicated by the use of purple pen.

### Frequency:

The frequency and type of marking will depend on the lesson allocation and the learning objectives of a topic. Please see table above.

For subjects with two or more hours of curriculum time a week, it is expected that:

- Detailed marking will take place twice a half term.
- PA/SA will take place twice a half term.
- One summative assessment task (AP) will take place at the end of each half term.

For subjects with one hour of curriculum time a week, it is expected that:

- Detailed marking will take place once a half term.
- PA/SA will take place once a half term.
- One summative assessment task (AP) will take place at the end of each half term.

***N.B: Please see simplified version of the half-termly marking cycle. Appendix 1***

### Marking and Feedback Principles:

Marking and feedback should:



1. be manageable for teachers and accessible to students
2. relate to the learning objectives and success criteria
3. frequent and regular
4. provide students with very clear guidance on what they have done well and how work can be improved
5. be returned to students promptly in order for the feedback to be relevant
6. enable students to become reflective learners and help them to close the gap between what they can currently do and what we would like them to be able to do
7. allow specific time for students to read, reflect and respond to marking by effective use of purple pen
8. give recognition, praise and rewards for achievement, effort and presentation
9. inform future planning
10. use consistent codes across the school

#### How do we mark students' work?

- Students' work needs to be marked by the teacher in green.
- Students will respond to their teacher's feedback by using purple pen.

The school makes use of two forms of marking/feedback:

#### **Formative feedback / marking**

Not all work needs to be graded/levelled. Formative marking is marking that helps students to improve. Assessment for learning best practice recommends comment only marking as one of the best ways to encourage students to engage with the assessment dialogue between teacher and student. When 'detailed marking' takes place teachers should: highlight examples of where the student has met the learning intention. This will be clearly identified as strength by the use of the code -S-. Teachers will also highlight areas of the work which could be improved; they should provide a focused comment which should help the student to 'close the gap' between what they have achieved and what they could have achieved. The code -T- for target will be used on this occasion.

When work has been marked in detail, time should be given during the following lesson for students to read and then make focused improvement(s) based on the improvement suggestion. Students will respond to these comments in purple pen.

#### Other types of formative feedback:

- Self-assessment - students are sometimes encouraged to self-evaluate by identifying their own successes and looking for an improvement point based on the objectives and success criteria.
- Peer-assessment - once a marking process has been modelled with the class students sometimes mark the work of their peers. This allows them to develop their own critical capacity.

**Summative feedback / marking** – At the end of every half term, students will complete their AP assessments which will be standardised across all staff in each department. On this occasion, students will receive grades, levels or scores.

With every AP assessment and alongside a level/a score/ a grade students will receive information on their progress in the form of comments for strengths and targets. This information will be recorded in their exercise books under the



title 'Assessment Reflection' (clearly underlined) Students transfer into their books the level/grade/score /percentage as well as comments for strengths and targets. This is followed by PPP to demonstrate students' independence by reflecting on the feedback given.

#### Marking codes for summative and formative assessments.

The following abbreviations and codes are used by teachers and students when marking.

S	Strength
T	Target
SA	Self-Assessment
PA	Peer-Assessment
VF	Verbal Feedback  The teacher or student might choose to highlight that verbal feedback has taken place in the student workbook using the code VF. Students are then encouraged to record with their purple pens what the verbal feedback was next to the initials VF.

In addition to the marking codes, a sticker is available to staff to praise effort and high standards of work.

#### Literacy

Literacy should be corrected in a way which is appropriate to the needs of the student. However, where a student's work is littered with errors it might be best to focus only on a limited amount of mistakes so as to maintain a focussed and positive marking process. Students may be given time to complete corrections. The codes are designed to standardise our approach to highlighting literacy issues. The code is designed so that it might be used in a variety of curriculum areas.

SP	Spelling
CL/LC	Capital letters/ Lower Case
^	Something missing
P	Punctuation (Full stops and commas)

#### Presentation

It is important that students are encouraged to present their work in an acceptable and professional manner. The following are minimum expectations for written work:



1. Title and date at the start of each new piece of work underlined;
2. Homework that is completed in work books to be highlighted using the title Homework;
3. Black or blue ink to be used by students;
4. Purple pen should be used to indicate where students have been involved in the marking or assessment process with the SA or PA codes if necessary
5. Mistakes that occur during a piece of work should be crossed out using one single line with a ruler; correction fluid should not be used in school;
6. Work that falls below the agreed standard of presentation should be challenged by the teacher and re-done if it is deemed necessary. Equally, rewards for excellent presentation should be given where appropriate.

## **7. Student and Parent Involvement.**

The views of students about marking, homework, assessment and their experience in lessons will also be sought as part of the whole student voice. Parents/Carers have a considerable contribution to make to students' success in school. They are strongly encouraged to review their children's school books, support students in responding to their teachers' feedback and create the right environment and routines at home to enable homework to be completed. Parents/Carers are also invited to put their views forward at Parents' Evenings by completing a questionnaire.

## **8. Monitoring of T&L**

Monitoring of T&L at Humberston is regular and takes place in 3 different ways:

- Formal Lesson Observations - 3 times a year. (clearly marked in the school calendar)
- Learning Walks - Twice every half term (unannounced)
- Books Scrutinies – 5 times a year (clearly marked in the school calendar)

Monitoring of Teaching and Learning is quality assured through a model of paired observation during Lesson Observations and Learning Walks. The monitoring of quality of teaching also includes a comparison of outcomes so as to give a broader picture of the success of teaching over time. Teaching over time is judged via book scrutinies and analysis of AP Data. Book Scrutiny take place after every Assessment Point, a report is put together which highlights strengths and areas for development for each department and/or staff.

### **Formal Lesson Observations:**

Three formal lesson observations take place 3 times every academic year, once per term lasting a minimum of 30 minutes. When formal lesson observations take place, teachers are expected to use the agreed lesson plan (Appendix 2) for observations along with a set of progress data and seating plans for their class. The observer will use the lesson observation form attached as Appendix 3.

### **Protocol:**

- Staff receive one week's notice.
- Observation last 30 minutes and it can take place at any point during the lesson. The observer can decide to stay longer if necessary.
- A book scrutiny of the books from that class takes place during or after the LO.
- Those teachers who receive a 3 or a 4 grading are given the opportunity of a re-observation the following week. Same protocol applies.

- Verbal and written Feedback to be given within 48 hours.

Support for Teachers: Staff are supported in improving their teaching in the following ways:

- In-house coaching programme (teachers working in small groups to enhance their own practice)
- DRET programmes/course

### Learning Walks

Aim:

To establish a system that allows leaders to monitor and capture typicality in T&L. These Learning Walks are unannounced providing school leaders with a very accurate picture of typicality regarding T&L.

Who is involved.

- SLT and Lead Teachers conduct LWs twice every half term. They are accompanied by members of staff who volunteer to take part in this process. Such collaboration acts as a moderation process as well as professional development for those members of staff involved.
- There is a separate LW form to be used for TAs.

Protocol:

- Learning Walks take place twice every half term.
- Every member of staff is being visited once every half term.
- Evidence recorded on a form. Evidence based on students' outcome. Appendix 4
- Forms shared with staff alongside postcard.
- No judgement made on the teacher/lesson recorded on the form.
- Let's make it developmental ---- Use the form to inform future CPD sessions.
- All staff are seen twice every half term – Timetables given out to SLT.
- Duration: 10 minutes
- The focus can change and we can support each other in the process of gathering evidence of impact.

Staff conducted LWs are expected to:

- Check 2 planners (1 boy, 1 girl)
- Check two books (1 boy, 1 girl)
- Speak to 2 other students (1 boy 1 girl)
- Use questions from the bank below.

Questions to ask the students:

1. What are you doing this lesson?
2. Do you do these activities often?
3. What level/grade are you working at? How do you know?
4. Do you record your level/grade anywhere?
5. When checking marking if you see any codes – ask students if they know what they mean.
6. How do you find the work in this subject? Is it easy, challenging but do-able, or too hard for you?



7. What does your teacher do that really helps you to learn? What are the really good bits of teaching that help you to learn best?
8. How does the teacher give you feedback about how well you are doing? How does your teacher give you feedback to help you to improve your work? Can you show me examples of feedback that you have received from the teacher and what you did as a result of this feedback?
9. Are lessons in this subject always like this?
10. What do you do when you get stuck or finish work before others?
11. Can you show me a piece of work you have done for this teacher/in this subject that you are particularly proud of? What makes this piece of work special?
12. What homework do you get in this subject/lesson? Is it always set? How long does it take you to do? How long is it supposed to take? What would happen if you didn't do it?

### **Book Scrutinies.**

Five book scrutinies will take place each school year. During these book scrutinies middle leaders, Lead Teachers and AILs are expected to support SLT in the completion of this task.

Staff will be expected to make available all books for monitoring so that a random sample can be chosen. Staff will receive half of the names of the students whose work is required a week in advance and the other half on the morning of the meeting. All requested work must be delivered to the designated room by 9:00am.

All staff will receive a copy of the work scrutiny feedback form (Appendix 5) outlining how judgements were arrived at. They will also receive a more detailed form outlining strengths, areas for development and any actions required. (Appendix 6). Some suggested support ideas may include subsequent continued professional development, marking partners, celebration of good practice for benchmarking, faculty response time etc.

## **9. Development of T&L**

Ay Humberston Academy we monitor and judge performance but it is also our duty and belief that performance can and must be developed. We follow the following models to ensure our staff feel valued and have opportunities to develop their skills.

1. Lead Teachers/ Coaching Cycles
2. T&L group
3. Modelling Mondays
4. Humberston Hub (T&L Magazine)
5. T&L Website
6. Twilights (10 per academic year)

**Lead Teachers/Coaching Cycles.** Outstanding teachers play a key role in supporting teachers who require improvement but also in developing those who are already 'good' teachers to become 'outstanding'. To do this selected staff take part in coaching cycles which follow the structure below:

- o Step 1. Preparation Stage.

Vice Principal will identify staff in need of coaching to find a suitable coach/Lead Teacher in order to allow staff develop/ enhance their skills.

Lead Teacher carries out a couple of informal learning walks on the coachee.

○ Step 2. Getting started (30 minutes)

Have a coaching conversation with your coaching partner. This will be a chance to discuss what you want to enhance in your lessons.

○ Step 3. Observation and Share (30 – 60 minutes)

After the coaching conversation, the coach will teach a lesson to model the strategies discussed.

A lesson will then be taught by the coachee to demonstrate the new ideas. Your coach will informally observe the lesson. This provides an opportunity for evidence of good practice to be celebrated.

○ Step 4. Reflect and Feedback (30 minutes)

Meet up again to reflect on the outcomes from the lesson. Reflect and refine the approach and try again if necessary.

**T&L Group.** Forum that meets once a half term to discuss matters related to T&L.

**Modelling Mondays.** Meetings chaired by members of T&L group every Monday at lunch time. All staff is invited to share good practice on a T&L focus such as starters, plenaries, BFL.

**Humberston Hub.** Members of T&L Group produce a half termly magazine. The newsletter is a tool to provide staff with ideas and resources to develop their skills on the T&L areas which LWs and LOs highlighted as areas for the whole school to develop.

**T&L Website on school Intranet.** This website which is updated by the Vice Principal i/c T&L gives staff ideas and resources on the key ingredients that make a lesson outstanding: Engagement, Progress, Pace, AFL, Differentiation, SEN Provision, Collaborative Learning. Staff are encouraged to write an article if they had something they had done or trialled during that time. The idea is to celebrate ideas that staff had and share best practice. (See Appendix 6 for a copy of the T&L Magazine)

**Twilights** They take place 10 times a year and their focus is decided based on the feedback from LWs and LOs. Staff who deliver these twilights are chosen based on their skills and areas of expertise.



David Ross Education Trust  
Broadening Horizons

# APPENDICES



## Appendix 1

### Marking Cycle (Half Termly Expectation)

#### **Detailed Marking**

S

Comments for Strengths.

Comments for Targets.

T

Followed by PPP

#### **Minimum expectations of marking.**

- Students must write and underline "Homework" to clearly identify them.
- Teachers will mark in green pen.
- All homework set must be marked with a brief constructive comment.
- Detailed marking will give comments for strengths and targets.
  - *Once* a half term for subjects with 1 hour a week of curriculum time.
  - *Twice* a half term for subjects with 2 or more hours a week of curriculum time.

PA

Peer-Assessment 

SA

Self-Assessment

#### **Minimum expectation of PA and SA.**

- Once a half term for subjects with 1 hour a week of curriculum time.
- Twice a half term for subjects with 2 or more hours a week of curriculum time.
- Pupils will use PPP and will use the initials PA / SA

#### **Assessment Points Information**

Strengths recorded by students.

S

Target recorded by students.

T

Followed by PPP

#### **Summative assessments used for APs.**

- Title: Assessment Reflection AP (1) (clearly underlined)
- Students transfer into their books the level/grade/score /percentage as well as comments for strengths and targets.



- This is followed by PPP to demonstrate students' independence by reflecting on the feedback given.

### **Purple Pages in Planners**



### **Planners**

- In lessons, with the guidance of their subject teacher, students transfer the AP information into their planners and add their personalised target information.
- Once the assessment window is closed, purple pages must be completed the following week.

### **Please note:**

- Do not use the title D.I.R.T. The use of PPP is evidence of D.I.R.T.
- Worksheets completed with the subject teacher must always be stuck in books.
- When cover work is set, whenever possible, this should be completed in books under the title 'Cover Work', with the date clearly stated. There is no expectation for this work to be marked, but it should be acknowledged by the class teacher with a tick and a brief comment.
- Tracker /Progress sheets of any form **must not** be stuck in books. Use Purple pages in planners.
- Whenever possible, test papers should also be stuck in exercise books.
- Ensure there is always a record/summary of the work completed in the lesson when pair or group work has completed on paper/posters etc...(See on T-Drive -T&L - Review Task Toolkit)



<b><u>Good examples of brief constructive comments</u></b>	<b><u>Do not use</u></b>
good analysis good use of evidence well-argued point you made a good point clear link made to the question good evaluation clear understanding shown good independent research. well researched facts. good comprehension of the text. good listening skills. good range of language. neat and clear presentation with accurate spellings. good effort but try to....	Good Great OK Fine Do it again. This is wrong No! Poor Disappointing Good effort Good presentation

# Appendix 2

## Humberston Academy Lesson Plan Form

Date:

Class:

Learning Activity:

**Learning Objective:**

**Success Criteria (optional):**

**Lesson Foci/Prompts:**

**Student Learning:**

**Homework:**

## Appendix 3

# Lesson Observations

The descriptions provided in this form give the typical features of a lesson in each category. Not every feature needs to be present for a lesson to be seen as meeting the criteria for a particular grade.

***The overriding factor will always be progress. This is not just the progress seen during the lesson but progress over time, hence the sections on marking and homework are also of vital importance.***

Observers should focus on the contribution of teaching to learning and achievement over time, as well as the behaviour and safety of pupils.

Record aspects of teaching that are effective, identifying ways in which teaching and learning can be improved. It can be used for on-site and off-site learning activities.

<b>Teacher:</b>	<b>Observer:</b>	<b>Date and time:</b>
<b>Year group:</b>	<b>Subject:</b>	<b>Number of pupils:</b>
<b>Support staff or teaching assistants (TAs):</b>		
<b>Focus:</b>	<b>Context:</b>	
<b>Summary of main points:</b>		
<b>Key strengths:</b>		



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**Agreed areas for development:**

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Focus area	Outstanding	Good	Requires improvement	Inadequate
<b>1. Use of assessment in planning</b>	Information from baseline testing and formative assessment is used well to set tasks that are perfectly matched to pupils' prior attainment and which identify next steps accurately to maximise progress, and teaching then demands more of pupils	Information from assessments is used to set tasks that are well matched to pupils' prior attainment	Any aspect that does not meet the requirement for 'good' or 'outstanding' will 'require improvement'	Information from assessments is not used effectively in planning
<b>Evidence and comments:</b>				
<b>2. Level of challenge</b>  <b>Differentiation</b>	The teacher demonstrates deep knowledge and understanding and the work is pitched at a level that is appropriate to the individual. It is challenging - success is only achievable if individual pupils work hard and try their very best. All individuals find the tasks demanding at their own level	Tasks are set at a level that is suitable for groups of pupils of similar abilities. Any individuals within the group who find the task a little too easy or too difficult are quickly provided with support or given more difficult work, so their progress is not slowed	Any aspect that does not meet the requirement for 'good' or 'outstanding' will 'require improvement'	Tasks are not suitably matched to pupils' prior attainment and learning needs, so more than the odd individual find the work too easy or too hard
<b>Evidence and comments:</b>				
<b>3. Use of TAs</b>  <b>Differentiation</b>	TAs are highly effective in promoting rapid learning for groups of pupils of all aptitudes and needs	TAs are well deployed to support learning for groups of pupils regardless of their aptitudes and needs so that all	Any aspect that does not meet the requirement for 'good' or 'outstanding' will	TAs do not support meeting the needs of groups of pupils so that their learning is limited either by too much being done for



		such groups make at least good progress	'require improvement'	them, rather than helping them to do the work for themselves, or too little support being provided
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**Evidence and comments:**

<b>4. Opportunities to develop reading, writing, maths and ICT skills</b>	The work includes appropriate opportunities to develop pupils' skills in reading, writing, mathematics and ICT, as well as providing opportunities for extending wider skills, such as research and co-operative working	The work includes some opportunities to develop pupils' skills in reading, writing, mathematics and ICT	Any aspect that does not meet the requirement for 'good' or 'outstanding' will 'require improvement'	Any aspect that does not meet the requirement for 'good' or 'outstanding' will 'require improvement'
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**Evidence and comments:**

<b>5. Use of strategies and tasks to engage pupils</b>	Strategies and tasks enthuse pupils so that they persevere when faced with difficult problems and are resilient, keen to succeed and to learn more, and high expectations of pupil behaviour supported	Pupils find the strategies and tasks interesting and enjoyable. They concentrate well and pay full attention to the teacher	Any aspect that does not meet the requirement for 'good' or 'outstanding' will 'require improvement'	Pupils are bored by the strategies and tasks, and may become disruptive
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**Evidence and comments:**



<b>6. Pace and depth of learning</b>	The pace of learning is optimised throughout the lesson as the teacher is able to use the time to best effect to support pupils at the time they need such support. As a result, almost all pupils make significant and sustained progress	The pace of learning is good throughout the lesson as time is used productively. The teacher provides well-targeted support for groups of pupils, including more able & disadvantaged pupils, as appropriate. As a result, most pupils make better than expected progress	Any aspect that does not meet the requirement for 'good' or 'outstanding' will 'require improvement'	The pace of learning is slow because pupils are held back by having to wait for the teacher or other members of the class. As a result, progress is inadequate for pupils or groups of pupils
<b>Evidence and comments:</b>				



<p><b>7. Use of questioning</b></p>	<p>Questions tease out pupils' understanding so that the teacher is exceptionally aware of the degree to which pupils are secure</p>	<p>Questions tease out most pupils' understanding so that the teacher is aware of the degree to which most pupils are secure</p>	<p>Any aspect that does not meet the requirement for 'good' or 'outstanding' will 'require improvement'</p>	<p>Questions are closed and are not used to assess pupils' understanding so the teacher is unable to adapt the task in the light of such assessment</p>
<p><b>Evidence and comments:</b></p>				
<p><b>8. Assessment of learning during lessons</b></p>	<p>Systematic formative assessment is used well to modify teaching, the work for each individual pupil is adapted in the light of misconceptions that are brought to light through questioning or checks on pupils' work</p>	<p>Lessons are adapted in response to misconceptions that are brought to light through questioning or checks on pupils' work, any inconsistencies in assessment are clarified and solved via moderation</p>	<p>Any aspect that does not meet the requirement for 'good' or 'outstanding' will 'require improvement'</p>	<p>The teacher does not assess the pupils during the lesson to find out what they have learnt and how secure they are in their understanding, so that some pupils do not understand, while others have already grasped a concept and are ready to move on</p>
<p><b>Evidence and comments:</b></p>				
<p><b>9. Marking and feedback</b></p>	<p>Marking is frequent and regular, providing</p>	<p>Marking is frequent and regular, providing</p>	<p>Any aspect that does not meet the</p>	<p>Marking is infrequent</p>



	pupils with very clear guidance on the strengths of work and how it can be improved in future, including next steps	pupils with guidance on how work can be improved	requirement for 'good' or 'outstanding' will 'require improvement'	and/or irregular and/or fails to provide pupils with guidance on how work can be improved
<b>Evidence and comments:</b>				



<b>10. Homework</b>	Homework is an integral part of the lesson. It is varied and extends the learning, and is treated as being as important as the lesson	Homework is used effectively to extend the learning	Any aspect that does not meet the requirement for 'good' or 'outstanding' will 'require improvement'	Homework is not set or is set infrequently, seen as a 'bolt on' with little relevance to the lesson or sequence of lessons
<b>Evidence and comments:</b>				
<b>11. Progress</b>	Almost all pupils make rapid and sustained progress.  Including disabled pupils, those who have SEN and those for whom the pupil premium provides support.	Most pupils make good progress and achieve well over time.  Including disabled pupils, those who have SEN and those for whom the pupil premium provides support.	Progress is broadly in line with national from similar starting points.	Some or all pupils are making inadequate progress as a result of weak teaching over time.
<b>Evidence and comments:</b>				

Overall Grade	
Date of Feedback	

Teacher's signature		Date	
Observer's signature		Date	



## Appendix 4

### Humberston Academy- Learning Walk Pro-Forma 2016



Name of Teacher			
Subject			
Year Group/Class			
Stage of Lesson	Beginning	Middle	End*

Good/Outstanding Practice	Evidenced (please tick)	
Students are actively engaged in their learning.		
Students can explain /are aware of the lesson objectives.		
Students display very positive attitudes to learning.		
Students have opportunities to develop literacy and numeracy.		
Students have opportunities to engage in peer-assessment /self-assessment	PA	SA
Students' learning is effectively checked in lessons.		
Students have the opportunity to work collaboratively		
Students' learning is supported and challenged by effective questioning.		
Students' learning moves at an appropriate pace.		
Students' exercise books are marked and presented following the school policy.		
<b><u>Other positive points:</u></b>		

Name of Person Completing LW		Date	
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* Homework		Recorded in diaries	
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## Appendix 5- BOOK SCRUTINY SUCCESS CRITERIA

FOCUS		RI	GOOD	OUTSTANDING
1	<b>Progress</b>	Insufficient progress is being made as a result of poor quality of homework being completed and unchallenged. As a result, same targets and mistakes keep occurring.	Progress is good and mistakes/errors are highlighted by the teacher and addressed by the students. As a result, the learning moves on.	Evidence of rapid and sustained progress. Teacher's comment highlight the high standards of work and targets often appear as extension questions or tasks to develop deeper thinking. As a result, students' knowledge and understanding are embedded and skills are securely embedded.
2	<b>Frequency</b>	Work is marked/ checked within the agreed period. There is evidence of ticking and/or the "well done" comments by the teacher.	Most books sampled are marked within the agreed period and there is one example of marking in detail within the agreed period of time.	All books sampled are marked within the agreed period and there is at least one example of marking in detail within the agreed period of time
3 4	<b>Quality of Marking</b>	There are some comments in the students' books which may include simple praise and suggest areas for improvement.	Written feedback takes into account level/grade/success criteria. It is written in a clear and constructive manner so students clearly know where to go in their next stage of learning. The	There is frequent evidence of clear and constructive feedback that ensures that students clearly know where to go in the next stage of their learning.



		Targets do not always best inform the learner of how they can improve.	feedback includes praise and clearly suggests areas for development.	There is also clear evidence of a regular learning dialogue with learners acting on feedback in order to demonstrate progress.
5	<b>Teacher/Student Dialogue PPP)</b>	There is none or little evidence of a learning dialogue. PPP practices are not embedded in the marking.	There is some evidence of dialogue between teacher and pupil. Purple Pens of Progress are used to highlight the dialogue. There is some evidence of students acting on feedback, commenting on feedback or answering a question posed by the teacher.	There is clear evidence of regular dialogue between teacher and pupil. Purple Pens of Progress are used to clearly highlight the dialogue. There is regular evidence of students acting on feedback, commenting on feedback or answering a question posed by the teacher. Learner responses are well thought out and evident in the vast majority of books.
6	<b>Peer Assessment Self- Assessment</b>	Superficial peer- and self-assessment may be evident in learners' books/work. Peer- and /or self-assessment are evident in students' work. This may include students ticking or correcting work or simple targets for improvement	Regular use of peer- and/or self-assessment is evident in students' work and as a result, students can evidence that they clearly know where to go in their next stage of learning. Targets are not always useful to students.	Peer and self-assessment are evident in learners' work and as a result, learners can evidence that they clearly know where to go in their next stage of learning. Learners are able to evidence that they respond to their peers' feedback.
7	<b>Presentation</b>	Little evidence that the presentation policy is adhered to. Organisation of the book is messy and poor.	Presentation and organisation are rewarded/challenged and there is evidence that work improves, where presentation and	Presentation policy is adhered to.  Learners clearly take pride in how work is presented.



			organisation were previously inadequate.	
8	<b>Praise good quality work</b>	When work is of a good standard, this has not been praised.	Good work is often praised and rewarded.	Good work is regularly being praised and rewarded.  Encouraging comments and /or appropriate use of stickers can be seen.
	<b>Challenge Poor Work</b>	When work is not of a good standard, this has not been challenged. There may be evidence of graffiti on or in books.	Poor and incomplete work challenged. As a result, the quality of the work improves.	On the occasions when work is poor or below student's ability, this is challenged. As a result, poor work improves, where were previously inadequate.  Students maintain good quality of work, taking pride in what they are learning.
9	<b>AP information is recorded</b>	AP information is recorded within the agreed period. There is evidence of grades/scores recorded but comments for S/T are not consistent and /or meaningful.	AP information is regularly recorded following the marking policy. Comments for S/T are meaningful and there is evidence of students' reflection.	AP information is always recorded following the marking policy. Comments for S/T are meaningful and detailed. They clearly state what the students does well and how to



				improve. Every AP feedback incorporates effective student's reflection.
10	<b>Literacy</b>	There is very little evidence of marking for literacy when corrections/targets are needed. E.g. corrections of spelling, punctuation or grammatical errors.	Marking for Literacy is clearly evident in work. There is regular evidence of regular comments or targets relating to the improvement of literacy.	Marking for Literacy is clearly evident in work. There is regular evidence of comments or targets relating to the improvement of literacy.  There is also evidence of students acting upon teachers' literacy comments e.g. correcting spelling mistakes.

# Book Monitoring

Subject Area.....  
 A= Ability

Year Group.....

Date..... Teacher:.....

G= Gender

G	A	Is there evidence of progress since the beginning of the academic year?	Is pupils' work marked regularly?	Does the marking identify strengths? Clear use of? 	Does the marking provide clear targets for improvement? Clear use of? 	Have pupils been given opportunities to reflect on their learning? This is indicated by the use of PPP	Have pupils conducted self-assessment and/or peer-assessment and have they clearly labelled it?  	Does the presentation show care and attention, and high expectations? (Presentation Policy adhered to)	Is good work being praised/rewarded?  Is poor work being challenged?	Is AP Information being recorded?	Evidence of numeracy/literacy being addressed




Examples of good or outstanding practice	Aspects of practice requiring improvement/development



<b>SUMMARY AND ACTIONS</b>			
Subject: @		Focus: @	Date: @
<u>Strengths</u>		<u>Areas for development</u>	
What needs to be done next?			
What do I need to do? (advice, training, further monitoring, resources )	When will I do it?	What do teachers need to do?	When will teachers complete the tasks?
<b>HOW WILL I MONITOR DEVELOPMENTS?</b>			
What method will I use to monitor? (work sampling, planning etc.)	When will I monitor and evaluate		Who will I give the information to?



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Broadening horizons through the David Ross Foundation

# **Humberston Academy**

## **Personalised Informal Support Programme for Require Improvement / Inadequate Teachers**

## **Personalised Informal Support Programme for Require Improvement/Inadequate Teachers**

This programme is used in conjunction with DRET capability policy from stage 1 to stage 3.

### **STAGE 1**

At Humberston Academy, staff are graded using evidence from a range of Quality Assurance systems: Lesson Observations, Learning Walks, Book Scrutiny, Students' outcomes and Student Voice. It is the triangulation of all these QA processes alongside external moderation that will trigger a Personalised Informal Support Programme.

Once a teacher at Humberston Academy has been identified as someone whose teaching practice requires improvement or is inadequate, a meeting will be arranged to discuss the support needed.

After receiving detailed feedback at a meeting with the Teaching and Learning lead as well as the Principal, the following 6 week Personalised Informal Support Programme will commence:

#### **1. Meeting - Target Setting:**

- a) At the meeting, detailed feedback will be shared with the teacher and areas for development will be discussed
- b) At the meeting, with the agreement from all parties, targets will be set (see pro-forma to be used)
- c) Alongside targets, all parties will agree on the support needed, the resources, progress indicators, time scales for monitoring and evaluating the progress made against targets
- d) External verification/moderation will be sought at key times as and when needed

#### **2. Weekly Support/ Coaching Cycle:**

- a) Support/coaching will be delivered by a Lead Teacher and/or Vice Principal and will take the form of a coaching conversation or observing good practice
- b) The aim is to discuss areas for development, observe good practice and implement new strategies under the direction and guidance of the Lead Teacher and/or Vice Principal



- c) Every week, the Lead Teacher and/or the Vice Principal will arrange for the teacher on the support plan to observe good practice or to have a coaching conversation - these will be linked to the targets set
- d) If observing good practice has been arranged, the length of this observation will be discussed and agreed by all parties to suit the needs of the teacher on the support plan
- e) After the teacher has observed another colleague who will model good practice, there will be a brief meeting to coach the teacher and discuss the lesson
- f) There might be weeks where coaching takes place in the form of a coaching conversation rather than observing a colleague teach; for instance, a coaching conversation will be more pertinent to discuss marking
- g) Brief notes from the observation and/or the coaching conversation will be kept and sent to the Vice Principal and the teacher observed

### 3. **Monitoring:**

The same QA systems regularly used at Humberston will be implemented to monitor the progress made against the targets agreed.

#### **Learning Walks:**

- a) A minimum of a weekly learning walk will take place to monitor progress towards targets and to offer further guidance and support if needed
- b) Verbal and written feedback will be given after every learning walk
- c) Learning walks can be carried out by a member of SLT or a Lead Teacher

#### **Book Scrutiny:**

- a) During the Learning Walks, books will be looked at
- b) A fortnight Book Scrutiny will take place - a week's notice will be given to advise of the teaching group whose books will be looked at

#### **Lesson Observation:**

- a) The teacher will be observed during the last week of this programme – one week's notice will be given
- b) The teacher will be observed by the Vice Principal in charge of Teaching and Learning alongside another colleague, in order to gain external verification and/or moderation of the lesson outcome
- c) Feedback will be given within 2 days of the observation taking place

#### **Students' Outcomes/Progress/Voice:**

- a) The monitoring and evaluation methods described above will also provide an opportunity to gather evidence of students' progress as well as students' perception of their learning.



#### **4. Evaluation of the Personalised Informal Support Programme**

- a) After the 6 week period, a meeting will take place to evaluate the success of the Personalised Informal Support programme
- b) If the teacher has met all the targets as stated in their Personalised Informal Support Programme at the end of the 6 weeks, then the process will end there. Performance will continue to be monitored by the Academy QA of Teaching and Learning. A letter from the Principal will be issued stating that the Personalised Informal Support Programme has been successful.
- c) If there are still concerns about one of the targets set, the teacher will move to an Informal Monitoring Programme which will last 6 weeks, following the same process as with the Personalised Informal Programme but focusing only on the target not met. (A letter from the Principal will be issued stating that the teacher is now on an Informal Monitoring Programme).
  - a. After 6 weeks of being on the Informal Monitoring Programme, if the target has been met, the process ends there. (A letter from the Principal will be issued stating that the Informal Monitoring Programme has been successful).
  - b. If insufficient progress has been made towards the target agreed, then the teacher will move to Stage 2 below. (A formal letter from the Principal will be issued).
- d) If the teacher has not met the targets as stated in their Personalised Informal Support Programme then the teacher will move on to Stage 2 below. A formal letter from the Principal will be issued.

#### **STAGE 2**

- Personalised Formal Support Programme will be extended for a further 6 weeks
- If the teacher has met the targets as stated in the Personalised Formal Support Programme at the end of the 6 weeks, then the process will end there
- If the teacher has not met the targets as stated in the Personalised Formal Support Programme, then the teacher will move on to Stage 3 below

#### **STAGE 3**

- Formal capability procedure will now commence. A formal letter from the Principal will be issued.

This programme is used in conjunction with DRET capability policy from stage 1 to stage 3.

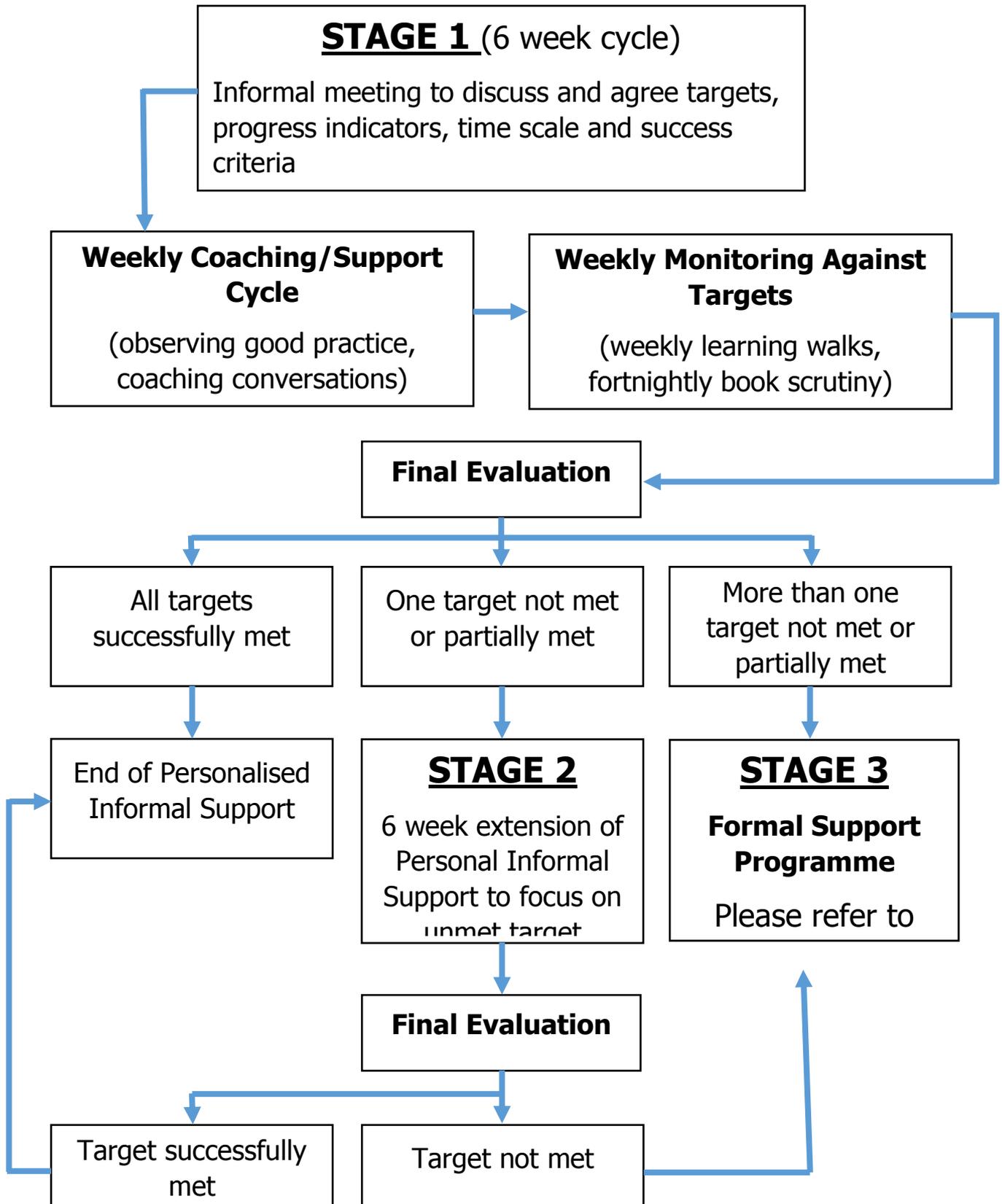


# Personalised Informal Support Programme

**Meeting to discuss and agree targets for Personalised Informal Support Programme.**

<u>Week</u>	<u>Support/ Coaching</u>	<u>Monitoring</u>	
		<u>Weekly</u>	<u>Fortnightly</u>
<b>1</b>	Weekly observation of good practice or coaching conversation	<b><u>Unannounced Learning Walk</u></b> (including looking at books from the group and discussion with the students)	<b><u>Book Scrutiny</u></b> (one week's notice given)
<b>2</b>	Weekly observation of good practice or coaching conversation	<b><u>Unannounced Learning Walk</u></b> (including looking at books from the group and discussion with the students)	
<b>3</b>	Weekly observation of good practice or coaching conversation	<b><u>Unannounced Learning Walk</u></b> (including looking at books from the group and discussion with the students)	<b><u>Book Scrutiny</u></b> (one week's notice given)
<b>4</b>	Weekly observation of good practice or coaching conversation	<b><u>Unannounced Learning Walk</u></b> (including looking at books from the group and discussion with the students)	
<b>5</b>	Weekly observation of good practice or coaching conversation	<b><u>Unannounced Learning Walk</u></b> (including looking at books from the group and discussion with the students)	
<b>6</b>	Weekly observation of good practice or coaching conversation	<b><u>Lesson Observation</u></b> (one week's notice)	

**Meeting to evaluate the progress made over the last 6 weeks and discuss next steps if needed.**





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This programme is used in conjunction with DRET capability policy from stage 1 to stage 3.



## **SUPPORT PLAN**

**Duration:**

**Priority:**

<b>Targets</b>	<b>Actions to be taken</b>	<b>By whom</b>	<b>By when</b>	<b>Resources needed</b>	<b>Progress indicators</b>	<b>Evaluation</b>
1.	•				•	
2.	•				•	
3.	•				•	

<b>POLICY</b>			
<b>Version</b>	<b>Date approved by Governors</b>	<b>Date released to Academies</b>	<b>Next Review Date</b>
1	July 2017	July 2017	July 2018



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