

St Edmund Arrowsmith Catholic Centre for Learning



Teaching & Learning Policy

September 2015

This Policy was adopted and ratified by the Full Governing Body of SEA.
C.F.L. at the meeting held on

Signed Dated
Chair of Governors J Robson

Signed Dated
Principal M. Campbell

Staff Lead: Mrs C Hallwood

Teaching & Learning Policy

Rationale

This policy will set out the procedures that St. Edmund Arrowsmith Catholic Centre for Learning has implemented to ensure that the development of teaching and learning remains a priority within the school.

The policy will provide support to members of staff regarding their responsibilities within the classroom in delivering high quality learning experiences, in order that teaching and learning can be improved to be consistently outstanding. This will lead to outstanding academic progress and achievement for our children.

The policy will also outline the procedures for monitoring, evaluating and developing teaching and learning, and the responsibilities of key staff towards this.

Teaching and Learning Aims:

- to provide a safe, stimulating learning environment for all pupils and teachers;
- to enable pupils to achieve their full potential by learning in a variety of ways and through challenging learning experiences;
- to provide a broad, balanced and relevant curriculum in line with the National Curriculum and exam board specifications that will motivate, engage and challenge pupils whilst also equipping them with the skills required on leaving school;
- to set high expectations for all pupils in order to raise their aspirations; and
- to raise standards of both teaching and learning.

Teaching

Planning and Preparation

Teachers should plan lessons:

- which allow pupils to progress in their learning;
- where the objectives are stated clearly;
- which use a clear structure, including an appropriate starter activity, a variety of challenging multi-sensory activities that clearly address the learning objectives, and an appropriate plenary
- which allow pupils to develop and practice higher order thinking skills such as creativity, analysis, problem solving, decision making and application;
- which include a variety of appropriate assessment methodologies and incorporate feedback in order to allow pupils to improve;
- which are differentiated for varying needs by task, resources, outcomes and/or method;
- which use stimulating resources including use of ICT and e-learning, which are differentiated as appropriate to the pupils;
- which provide pace and challenge for all pupils;
- which use effective questioning to direct and challenge pupils;
- which incorporate the school's Literacy, Numeracy and ICT Policies;

- which meet external requirements;
- which are enjoyable and interesting

All teaching staff are issued with a lesson planner – it is an expectation that all lessons are planned either using the planner or a suitable alternative, in conjunction with the departmental scheme of work. A lesson plan pro-forma is available electronically via the Teaching and Learning folder in the RMstaff area of the network. This should be used to plan in detail for formal lesson observations.

Teaching styles

Teachers should use teaching strategies which:

- allow pupils to learn in a variety of ways to suit differing learning styles
- allow pupils to work both independently and collaboratively, and which contribute to each others learning
- use positive behaviour management as set out in the PSD policy and encouragement for pupils to achieve, including praise and rewards according to school policy;
- use topics which are relevant and within pupils' experience;

Assessment, Recording and Reporting (See Assessment Policy)

Teachers should:

- assess pupils' work regularly, including homework, according to the school assessment policy and their specific departmental policy;
- use analysis of assessments to inform their teaching and support pupils' progress;
- Provide diagnostic feedback frequently, in line with the school assessment policy, and encourage pupils to respond to this;
- use data to ensure pupils are working at their full potential and set targets to achieve this;
- inform parents and appropriate staff within school of pupils' progress or underachievement using opportunities provided by the school for written and verbal reporting; and
- identify pupils requiring intervention and implement in-class strategies to address this.

Literacy (see Literacy Policy)

Teachers should:

- contribute to the literacy development of all pupils within their class using whole school strategies as outlined by the Literacy Co-ordinator, based on evaluation of pupil need, including the use of Literacy marking symbols;
- strive to incorporate the development of subject specific vocabulary into their lessons both verbally through effective questioning and within written assessments; and

- use information regarding pupil literacy levels (including reading age data) to establish appropriate lesson resources and tailor delivery methodologies accordingly.

Learning Support (See SEN Policy)

Teachers should:

- be aware of and respond to the specific learning needs of their pupils e.g. literacy levels/reading ages, dyslexia, more able;
- consult with SENCO about the needs of individual pupils when appropriate;
- work with Teaching Assistants and other adults to ensure pupils are best supported in their learning;
- use information provided in by the SENCO regarding pupils needs to ensure Quality First Teaching strategies are used consistently in lessons so that pupils make good progress

Continuous Professional Development (See CPD Policy)

Teachers should:

- continuously update their subject knowledge and teaching practice in line with current developments and initiatives;
- discuss teaching and learning at Departmental Meetings in order to share good practice; and
- plan their own CPD programme in conjunction with their Line Manager and the CPD manager as a result of the Appraisal process.

Appraisal (See Appraisal Policy)

Teachers are obliged to:

- participate in the Appraisal cycle, establishing appropriately challenging objectives with their Line Manager which should aim to develop aspects of their classroom practice
- undergo a specific appraisal lesson observation as a source of evidence of progress towards appraisal objectives,
- develop their classroom practice within the Professional Standards for Teachers, in line with their current level of experience

Learning

Pupils should:

- be prepared for lessons with the correct uniform and equipment;
- complete homework on time and to a high standard to enhance their learning;
- take pride in their work through consistent expectations across the curriculum for neat and accurate presentation of their work;
- make positive contributions to class discussions;
- take responsibility for improving their own learning; and
- ask for help if required.

- Demonstrate a positive attitude to learning

Please see Positive School Discipline policy for details of our expectations of pupils and the rewards and sanctions used.

Responsibilities for Teaching & Learning

Class Teachers

Classroom teachers are responsible for the progress of pupils within their classes and for self evaluating their own professional development. This is achieved by:

- Planning and delivering consistently good/outstanding lessons according to the advice and guidance above;
- Assessing pupils regularly and monitoring their progress against targets, intervening where necessary to address underachievement;
- Self-evaluating the quality and effectiveness of their own teaching and classroom management; and
- Self evaluating their own subject knowledge and identifying CPD requirements.

Form Tutors

Form tutors are responsible for contributing to, and monitoring the progression of, individual pupils in their tutor group and providing support and advice to those pupils. This is achieved by:

- Encouraging and developing the ability of pupils to evaluate and take responsibility for their own learning;
- Monitoring of behaviour, homework, use of planners, rewards and sanctions, uniform and attendance; and
- Contributing to an annual full report.

Subject Leaders

Subject leaders are responsible for the effective teaching of their subjects, evaluating the quality of teaching and standards of pupils' achievement and setting targets for improvement. This is achieved by:

- evaluating the teaching of their subject, and the planning of lessons and using this analysis to identify and share effective practice and to lead action for improvement;
- ensuring curriculum coverage, continuity and progress for all pupils; this includes the development of high quality and detailed schemes of work for all year groups/courses within their department and ensuring these are followed consistently by all departmental colleagues;
- implementing clear policies and practices for assessing, recording and reporting on pupil progress and setting targets for further improvement in line with whole school policies; this includes (where appropriate) the development of three key summative assessments for each year group to inform reporting and setting procedures, as well as interim diagnostic assessments (in line with the whole school assessment policy);

- Leading moderation sessions during Departmental Meetings to ensure that a) teachers are setting the appropriate assessments at the correct times and b) marking is standardised across the department;
- analysing and interpreting data on pupils' performance against school expectations and other comparative data; setting expectations and targets and implementing actions for the achievement of individual pupils and key groups (e.g. able pupils, gender groups, C/D pupils);
- monitoring pupils' work through work scrutiny: regular sampling of homework, classwork, pupils' responses and attitudes in order to make a comparative evaluation of pupils' work against other classes and year groups to ensure quality, consistency and to implement strategies for improvement; this will be done through the quality assurance calendar;
- conducting regular learning walks inline with school policy and as set out in the departmental quality assurance calendar;
- observing teachers and giving constructive feedback. This will also inform Appraisal of teachers; and
- evaluating progress of teaching and learning targets in departmental development plans, in line with School Development Plan.

Progress Leaders

Progress Leaders are responsible for the monitoring and evaluation of the overall experience of groups and individuals in their year groups. This is achieved by:

- maintaining an overview of the experience of pupils in their year group by e.g. monitoring the number of sanctions, use of the remove room/inclusion facilities, cross-curricular activities;
- monitoring the work of tutors and quality of tutor time, e.g. checking of planners;
- monitoring attitudes to learning through the ATL RAG code at each reporting point and (for example) attendance and homework; and reporting back to the Senior Leadership Team and to staff as requested.

Data Manager/Assistant Principal (Data/Assessment)

Assessment data is collated and analysed by the Data Manager under the direction of an Assistant Principal in order to establish internal standards regarding pupil progress and achievement. This is achieved by:

- Overseeing the completion of written reports;
- Analysis of assessment data to establish progress and achievement against targets;
- Establishing pupils and groups of pupils who require additional support either in class or using additional resources
- Liaising with Subject Leaders about progress in individual departments and specific classes; and
- Liaising with Progress Leaders regarding students causing concern in a number of subjects.

Lead Practitioners

The centre has three designated Lead Practitioners. The role of these colleagues is primarily in leading the development of innovative pedagogical practice for the teaching staff. This consists of a wide range of activities

including coaching, mentoring, peer observation, provision of CPD and sharing best practice in a number of ways. Additionally, they support the Deputy Principal in monitoring and evaluating the quality of teaching and learning, specifically to identify where additional support is required in order to provide this tailored support.

Senior Leadership Team

The Senior Leadership Team sets priorities and targets for improvement at whole school level based on evidence gained from monitoring procedures (see procedures as set out below).

Each member of the Senior Leadership Team will line manage one or more departments where appropriate, and will oversee the quality assurance process of these departments as well as the appraisal of the Subject Leader.

The Deputy Principal (Teaching & Learning) is responsible for evaluating the quality of teaching and learning using a variety of sources of evidence including lesson observation, work scrutiny, learner voice activities and learning walks, a variety of which will take place at pre-planned times using the departmental quality assurance calendar.

Monitoring and Evaluating Teaching & Learning

The Centre has a systematic approach to the review and evaluation of teaching and learning processes, with a view to identifying outstanding practice and areas for development. Where teaching and learning is determined to be below the minimum requirements for achieving the Teacher Standards individualised support will be put in place in the form of training/coaching.

Lesson Observation *(see appendix 1 – Lesson Plan Proforma, Appendix 2 – Teacher Standards Criteria)*

Lessons are formally observed twice per year. One of these lesson observations will form the evidence for appraisal and the focus for each observation is selected by the observee by selecting one of the potential areas for development from the last observed lesson, as well as the appraisal objective being targeted.

In addition to this a second lesson observation will take place, conducted by a member of the Senior Leadership Team/Lead Practitioner. The focus for this observation will be taken from the previous lesson observation 'areas for development'. The Deputy Principal (T&L) will allocate observers and will select a specific lesson to see. Evaluations about the overall quality of the lesson are collated for analysis. A number of paired observations will take place each year to ensure consistency of judgements.

All observations will be evaluation against the 2012 Teacher Standards, which all staff will receive training on in September 2015. This will be completed electronically using iPads on the Schoolip website, and a record kept electronically. Each Teacher Standard will be RAG coded (R = developing, A = secure, G = expert). Verbal and written feedback will be provided within 5 days of the observation, in a confidential, professional and supporting manner in order to focus on developing classroom practice. Staff who are below standard in more than 2 standards, or who are consistently below in one standard over a number of QA opportunities, will have specific areas for development highlighted, prioritised in order of importance. The colleague will, as a consequence of underperformance in the classroom, be required to:

- Undergo coaching with trained Lead Practitioner
- Complete peer observation with a Lead Practitioner, or other colleague considered to have excellent classroom practice in a specific area of classroom practice
- Attend relevant internal CPD provided on a Tuesday/Thursday evening
- Undergo a follow up lesson observation within 6 weeks

The combination of above strategies will be dependent on:

- a) The member of staff being observed and their historical classroom performance
- b) The evaluation being made – ie the number of below standard points on 1 occasion or over time

However, regardless of the personal interpretation of the observer regarding necessary support mechanisms, **any lesson observation with 3 or more 'developing' areas in the evaluation against Teacher Standards must be re-observed within 6 weeks in order to ensure that the progress of students is not compromised by teaching that is less than the minimum standard expected.**

Should the classroom performance of the teacher not improve despite interventions and support to develop the teacher, this will trigger a meeting between the Deputy Principal (Teaching & Learning), the departmental line manager and/or Subject Leader and the teacher. During this meeting the teacher will be informed of specific targets to be met within a 6-week time period. Should the teacher not meet these targets adequately, capability procedures will be implemented (see appraisal policy).

Work Scrutiny *(see appendix 3 – Work Scrutiny Pro-forma)*

A selection of student books/folders will be scrutinised using several methods. Within the Quality Assurance calendar there are several formal opportunities for Subject Leader and senior leadership line managers to request specific students work from each member of the department for scrutiny. The aim of this is to identify:

- examples of high quality learning including stretch and challenge
- progress
- assessment and diagnostic feedback
- Pupil engagement in feedback
- independent learning and homework
- development of skills in reading, writing, communication and mathematics

Each teacher will be graded using elements of the 2012 Teacher Standards (TS2, TS5 and TS6), in conjunction with the schools and departmental assessment policies which outline expectations regarding frequency and quality of marking and assessment, where they can be applied to work seen in pupil books and folders. The evaluation will be completed in a similar manner to lesson observation, with a RAG code applied to the relevant Teacher Standards as outlined above – again this will be electronically on an iPad via the Schoolip website. The results of these will be collated by the Deputy Principal (T&L) as an evidence base. The findings will be used by Subject Leaders to inform individual and departmental development areas, which can be addressed via the appraisal procedure. Centrally, the data analysis will inform whole school priority areas for training purposes.

In addition to this, lesson observers are expected to look at a number of examples of pupil work during an observation, noting the key features on the evidence form under the appropriate Teacher Standards (TS2 and 6). It is also expected that key assessments will be moderated internally during departmental meetings, which will also allow subject leaders to informally scrutinise pupils work.

The Senior Leadership Team/Lead Practitioners will also complete 3 whole school work scrutinies per year. A random selection of students from across the year groups will be selected and their books/folders from all subject areas will be scrutinised, using the same specific criteria in the Teacher Standards, against the assessment schedule and homework schedule which each department has agreed to at the beginning of each academic year. This process allows the senior team to evaluate the consistency within departments, and across the school. Department line managers will feedback to Subject Leaders about departmental strengths and areas for development, and the Deputy Principal (Teaching & learning) will provide general, whole school feedback.

Learning Walks *(see appendix 4 – learning walk pro-forma)*

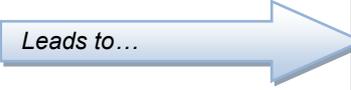
As an element of the departmental quality assurance procedures, Subject Leaders are required to undertake a number of learning walks at pre-determined points throughout the academic year. In addition to this the Deputy Headteacher will also complete several pre-organised learning walks across the academic year. Departmental Learning Walks will be on an informal basis, with a central record kept of who has been seen, when and which class. There is an expectation that the Subject Leader will use the evidence gathered to support professional dialogue between colleagues regarding strengths and any areas for development, though this won't be recorded. One of the Senior Leadership learning walks will be evaluated using the completion of a Teacher Standards pro-forma using 3 of the Teacher Standards (behaviour, expectations and assessment) to note down areas of good practice they have seen and areas for development. RAG coding will be applied in the same way as Lesson Observations and Work Scrutiny to inform a holistic perspective on the quality of teaching over time. This will ensure that colleagues are not formally observed and evaluated more than three times per year, with the exception of NQTs and teaching colleagues that have been identified as requiring additional support. Other SLT learning walks will be completed informally in a similar way to the subject leader learning walks and any verbal feedback will be discussed with the subject leader.

Learner Voice *(see Appendix 5 – Learner Voice example questionnaire)*

Subject Leaders are encouraged to seek the views of students in their departments regarding the curriculum and teaching and learning in order that they can plan engaging programmes of study that better meet the needs of students.

From a whole school perspective, the views of *learners* (not to be confused with students) about their learning experiences, are sought on a regular basis. This usually takes the form of a closed question survey which can be easily collated and analysed, incorporating questions about assessment, learning activities, behaviour and homework. The results of these are collated by the Deputy Principal (T&L) as an evidence base. These are disseminated to colleagues via Subject Leaders in order that actions can be planned to address any areas of concern.

Appendix 1

Lesson		Class	
Learning Objectives: <i>(to know, to be able to, to understand or 'in this lesson the students will learn to...')</i> :		Success Criteria: <i>(How will you know if progress has been made)</i>	
Context (optional): <i>(where is this lesson in the series/scheme of work, what have students just learnt and where are they going next?)</i>			
Teacher Activity OPTIONAL <i>(a simple list of activities will suffice)</i>			Student Learning and Progress <i>(reference the LO and/or SC for each specified activity)</i>
<ol style="list-style-type: none"> 1. 2. 3. 4. 			
Differentiation: <i>(OPTIONAL -how you will ensure you meet the needs of all learners)</i>			
Homework: <i>(OPTIONAL in line with departmental policy)</i>			

Appendix 2 – Observation Criteria

Observer:		Appraisal/School Evaluation/Other	Period:		Subject:	
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Standard	Developing	Secure	Exemplary
1 Set high expectations which inspire, motivate and challenge learners			
establish a safe and stimulating environment for learners, rooted in mutual respect set goals that stretch and challenge learners of all backgrounds, abilities and dispositions demonstrate consistently the positive attitudes, values and behaviour which are expected of learners.	<ul style="list-style-type: none"> Teachers have adequate expectations. Learners do not always respond promptly to teachers' direction. Most learners work effectively when provided with appropriate tasks and guidance. A lack of confidence in improving the quality of their work and independence exists. Some need consistent direction from teachers and other adults. Attitudes to learning are less than good from a significant number of the group The level of challenge is inappropriate for learners and/or groups in terms of the content of the lesson and/or the target grades. 	<ul style="list-style-type: none"> Teachers ensure that high expectations and effective support result in learners who motivated and engaged, in line with the context of the group Learners' attitudes to learning are good; most learners are keen to succeed and do well. They apply themselves and work at a good pace. They produce good work and maintain their interest and enthusiasm for most of the lesson. Tasks are designed to encourage independence and learners manage their own learning well with little guidance from the teacher, in the context of the group Targets are challenging but appropriate for all learners, including groups of learners, and if met would result in at least expected progress. The learning activities are appropriately challenging and take account of health and safety issues Students work cooperatively, demonstrating respect for each other and other adults. The teachers promotes equality of opportunity. 	<ul style="list-style-type: none"> Learners' attitudes to learning are exemplary. Learners 'make every effort' to ensure that others learn and thrive in an atmosphere of respect and dignity. The expectation that all learners can achieve is clear Tasks are clearly challenging for all learners, including the key groups. Learners are highly motivated and enthused throughout the lesson Learners demonstrate excellent concentration, are rarely off task and can be trusted to work independently on a task or range of tasks for a substantial period of time. Learners are resilient when tackling challenging and demanding activities. Learner enthusiasm and commitment to succeed is exceptional. The teacher and learners have a set of high expectations in relation to the learning environment. Targets are challenging but appropriate for all learners, including groups of learners, and as a consequence of this and consistently enforced expectations students are all making good progress in this lesson and over time. The learning activities are appropriately challenging and take account of health and safety issues Cooperative learning activities are extremely well planned and managed, and the students engage with these very positively, demonstrating respect for each other and other adults. The teacher is quick to challenge stereotypes and the use of derogatory language in lessons, and resources reflect diversity.
2 Promote good progress and outcomes by learners			
be accountable for learners' attainment, progress and outcomes be aware of learners' capabilities and their prior knowledge, and plan teaching to build on these guide learners to reflect on the progress they have made and their emerging needs	<ul style="list-style-type: none"> Learners lack engagement and motivation to complete work well. Learners make satisfactory progress during the lesson and are on track to make satisfactory 	<ul style="list-style-type: none"> Most learners are enthused and motivated to participate. Learners' are resilient, confident and independent Most learners, including groups and learners 	<ul style="list-style-type: none"> Learners show high levels of enthusiasm, interest, resilience, confidence and engagement Learners learn exceptionally well. Most learners make rapid and sustained progress. Most Learners make outstanding progress during the lesson and are

Standard	Developing	Secure	Exemplary
<p>demonstrate knowledge and understanding of how learners learn and how this impacts on teaching</p> <p>encourage learners to take a responsible and conscientious attitude to their own work and study.</p>	<p>progress over time. No learners are making inadequate progress.</p> <ul style="list-style-type: none"> There is limited learner engagement in feedback and hence learners do not always act to improve future work. Learners are unaware of target grades and/or their current level of attainment. Books/folders may be disorganised and show a large amount of incomplete work There is limited evidence that the teacher is aware of the prior attainment and ability of the group. <p style="text-align: right;"><input type="checkbox"/></p>	<p>with SEN/D, achieve well.</p> <ul style="list-style-type: none"> Learners make good progress during the lesson and are on track to make good progress over time. Most learners can discuss how they could improve their work/learning to maintain their progress. There is evidence that pupils are engaging with their feedback and understand how they can improve; they are using the feedback to inform future work and are making progress as a result. Learners are aware of their target grade and/or current level of attainment. There is evidence that the teacher knows the prior attainment, current attainment and ability of the class and has planned appropriately to ensure progress is made Learners work is well organised, fully completed and books/folders show good attitudes to learning <p style="text-align: right;"><input type="checkbox"/></p>	<p>on track to achieve outstanding progress over time</p> <ul style="list-style-type: none"> Marking and feedback is high quality and there is clear evidence that learners are encouraged to act on this feedback; this shows clear understanding by the learners of how to improve their work and future work demonstrates this All learners know their target grades, current attainment and can discuss what they need to do to make greater progress in future There is clear evidence that the teacher knows the class and their profile extremely well; teaching strategies are planned taking account of this knowledge and as a consequence excellent progress is being made. Books and folders are exemplary; well organised and complete, showing excellent attitudes to learning. <p style="text-align: right;"><input type="checkbox"/></p>
3 Demonstrate good subject and curriculum knowledge			
<p>have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain learners' interest in the subject, and address misunderstandings</p> <p>demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship</p> <p>demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulation and the correct use of standard English, whatever the teacher's specialist subject</p>	<ul style="list-style-type: none"> The teacher knows the subject and most learners understand course requirements but lacks accuracy; there may be gaps in knowledge that leads to a lack of effective planning for some learners Teaching literacy, numeracy and other skills may be inconsistent. There may be missed opportunities for highlighting assessment criteria or objectives which may be indicative of a lack of knowledge of the curriculum. <p style="text-align: right;"><input type="checkbox"/></p>	<ul style="list-style-type: none"> Teachers have well-developed subject knowledge that enables learners to be engaged and make good progress. Literacy and numeracy skills and other skills are promoted. Teacher has a good understanding of the curriculum they are delivering, including the assessment criteria Appropriate teaching resources, activities and strategies are used to engage pupils in the subject content. <p style="text-align: right;"><input type="checkbox"/></p>	<ul style="list-style-type: none"> Excellent subject knowledge with cross-curricular references that is utilised to an exceptional standard to challenge, inspire and engage learners. This results in outstanding levels of learner progress. Teaching of literacy, numeracy and other skills are exceptional; every opportunity is taken to develop skills in other subjects. Assessment objectives are highlighted at every appropriate point, demonstrating excellent knowledge and understanding of the curriculum. Excellent subject knowledge is reflected in imaginative strategies and resources that engage the pupils <p style="text-align: right;"><input type="checkbox"/></p>
4 Plan and teach well structured lessons			
<p>impart knowledge and develop understanding through effective use of lesson time.</p> <p>promote a love of learning and children's intellectual curiosity</p>	<ul style="list-style-type: none"> Teaching strategies do not usually meet individual learner needs and do not provide challenge. There is 	<ul style="list-style-type: none"> Teaching consistently deepens learners' knowledge and understanding and allows them to develop a range of skills. Lessons 	<ul style="list-style-type: none"> Teachers plan highly effective lessons, employing a range of teaching styles, activities, tasks and resources. The resources are

Standard	Developing	Secure	Exemplary
<p>set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding learners have acquired</p> <p>reflect systematically on the effectiveness of lessons and approaches to teaching</p> <p>contribute to the design and provision of an engaging curriculum within the relevant subject area(s).</p>	<p>some variety in teaching styles, activities, tasks and resources. Learners maintain expected levels of interest, but some may lose focus.</p> <ul style="list-style-type: none"> • Inappropriate homework is set/Homework is either not set, or set infrequently. It does not contribute reasonably well to learning, including SEN/D learners. <input type="checkbox"/> 	<p>are carefully planned and employ a range of teaching styles, activities, tasks and resources. These will enable learners to maintain interest and engagement. Astute planning is effective and interventions and support are appropriate.</p> <ul style="list-style-type: none"> • Teacher listens, observes carefully and questions skillfully to reshape tasks and improve learning. • Appropriate and regular homework contributes well to learners' learning, including SEN/D learners, consolidating previous work or effectively preparing them for future work. • Time in lessons is used effectively and productively. <input type="checkbox"/> 	<p>designed to explicitly meet the needs of all learners. As a result learners maintain concentration, motivation and engagement in the task / activity. Lessons are well judged and often imaginative teaching strategies are used.</p> <ul style="list-style-type: none"> • Intervention and support are appropriate and have notable impact. • Expert use of questioning probes understanding and teases out misconceptions. All learners are enthusiastic and keen to move on. • Appropriate and regular homework contributes very well to all learners' learning (including groups), extending the learning to provide additional challenge, or preparing them for future work. Time in lessons is exceptionally well spent and effective in ensuring excellent progress. <input type="checkbox"/>
<p>5 Adapt teaching to respond to the strengths and needs of all learners</p>			
<p>know when and how to differentiate appropriately, using approaches which enable learners to be taught effectively</p> <p>have a secure understanding of how a range of factors can inhibit learners' ability to learn, and how best to overcome these</p> <p>demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support learners' education at different stages of development</p> <p>have a clear understanding of the needs of all learners, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.</p>	<ul style="list-style-type: none"> • Teaching strategies do not usually meet individual learner needs and do not provide challenge or are too challenging and inaccessible for some. • Teacher expectations are not high enough <i>or</i> are too high • There is little evidence of Quality First Teaching to support the progress or SEND learners and/or EAL learners • There is little evidence of any differentiation strategies • Students who are falling behind aren't always identified and supported effectively. <input type="checkbox"/> 	<ul style="list-style-type: none"> • Tasks are challenging: match most learners needs: enthuse & motivate them; effective strategies used. Work is monitored during lessons, misconceptions are generally picked up. • Lesson planning makes good use of differentiated materials and tasks, enabling learners to make good progress. • Teachers identify and support effectively those pupils who start to fall behind and intervene quickly. • There is clear evidence of the use of Quality First Teaching strategies being used to provide individualised support for the learners based on prior information and knowledge of the learners needs. <input type="checkbox"/> 	<ul style="list-style-type: none"> • Teachers, other adults and learners are fully aware of their capabilities. Lesson planning makes highly effective use of a range of differentiated materials that enable learners to gain new knowledge and skills. Learners demonstrate outstanding progress. Tasks are suitably challenging and match learners' needs accurately. There is a clear awareness of the different groups of learners in the class, and it is clear that planning has taken account of the needs of the individual learners; as a consequence all groups of learners are able to achieve. • Teachers identify and support any pupil who is falling behind, and enable all to catch up. • The effective and continuous use of Quality First Teaching strategies is enabling all learners including groups to make good progress – this is clearly personalised and teacher knows the lass and their needs very well. <input type="checkbox"/>

Standard	Developing	Secure	Exemplary
6 Make accurate and productive use of assessment	<ul style="list-style-type: none"> Assessment is present, but may lack rigour, consistency, frequency and/or challenge. There is little evidence of success criteria which takes account of the national curriculum requirements or assessment objectives for the subject Teachers monitor learners work and pick up on general misconceptions. Pace and tasks are adjusted accordingly but they may fluctuate in their effectiveness Learners are informed about their progress but there is limited learner engagement in feedback and hence learners do not always act to improve future work. There is little evidence of learner targets or the use of learner targets in planning learning activities <input data-bbox="1019 831 1043 849" type="checkbox"/>	<ul style="list-style-type: none"> Assessment of prior skills knowledge and understanding is careful and accurate. There is clear evidence of success criteria which takes account of the national curriculum requirements or assessment objectives for the subject Assessment is challenging: matches most learners needs; enthuse & motivate: changes to tasks are timely and appropriate. Detailed oral/written feedback is provided so learners know how well they have done and how to improve. Learners know how well they have done and most can discuss how they could improve their work/learning to maintain their progress. Learners use feedback well and commit to improving their work through action time, Learners are guided to assess their work themselves against clear criteria and to set targets to improve. This is usually timely or relevant. Teachers listen to, observe and question groups of learners during the lesson to enable them to reshape tasks and maintain effective learning Learner targets are evident and are used to plan the learning activities <input data-bbox="1496 983 1520 1000" type="checkbox"/>	<ul style="list-style-type: none"> Prior learning is assessed systematically & accurately Understanding is checked systematically through effective questioning throughout the lesson, anticipating interventions. Systems are in place to involve all learners in reading/responding to feedback and acting on them. Learners are confident and critical in assessing their own and others' work, and to set meaningful targets for improvement. Teachers systematically and effectively check learner's understanding through a range of assessment strategies, including high quality questioning. Teachers are aware of misconceptions and are alert to errors or a lack of understanding. Learners will be clear about how well they are doing and will be provided with detailed feedback and direction in their work and throughout the lesson. Learners can analyse how to make their own improvements. Marking and feedback is high quality and there is clear evidence that learners are encouraged to act on this feedback. Learner targets are directly linked to learning objectives and success criteria, demonstrating a clear knowledge of learner targets for both teacher and learner. <input data-bbox="1944 802 1968 820" type="checkbox"/>
7 Manage behaviour effectively to ensure a good and safe learning environment	<ul style="list-style-type: none"> Learners do not always respond promptly to teachers' direction. Major disruption to learning is uncommon, but occasional low-level disruption may occur. Behaviour management strategies aren't applied effectively or consistently Attitudes to learning are varied <input data-bbox="1019 1294 1043 1311" type="checkbox"/>	<ul style="list-style-type: none"> Learners respond very well to the teacher's behaviour systems and work cooperatively with each other. Low level disruption is uncommon Learners are typically considerate, respectful and courteous; they consistently meet teacher's expectations. Behaviour management strategies are applied consistently well. Attitudes to learning are typically good <input data-bbox="1496 1294 1520 1311" type="checkbox"/>	<ul style="list-style-type: none"> Learners' attitudes to learning are exemplary. Learners 'make every effort' to ensure that others learn and thrive in an atmosphere of respect and dignity. Very high level of engagement, courtesy, collaboration and cooperation. Lesson proceeds without interruption. There is a systematic, consistently applied approach to behaviour management, which make a strong contribution to an exceptionally positive climate for learning. <input data-bbox="2161 1270 2186 1287" type="checkbox"/>

Standard	Developing	Secure	Exemplary
8 Fulfil wider professional responsibilities			
make a positive contribution to the wider life and ethos of the school	<ul style="list-style-type: none"> TAs are not well deployed in all aspects of the lesson. <input type="checkbox"/> 	<ul style="list-style-type: none"> TAs are well deployed to support learning. <input type="checkbox"/> 	<ul style="list-style-type: none"> TAs involved in planning. Good communication between teacher and TA is evident. <input type="checkbox"/>
develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support			
deploy support staff effectively			
take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues			
communicate effectively with parents with regard to learners' achievements and well-being.			

Appendix 3 – Work Scrutiny Criteria

Teacher Standards Evaluation – Work Scrutiny

2 Promote good progress and outcomes by learners			
be accountable for learners' attainment, progress and outcomes	<ul style="list-style-type: none"> Learners lack engagement and motivation to complete work well. Learners are on track to make satisfactory progress over time. No learners are making inadequate progress. There is limited learner engagement in feedback and hence learners do not always act to improve future work. Learners are unaware of target grades and/or their current level of attainment. Books/folders may be disorganised and show a large amount of incomplete work There is limited evidence that the teacher is aware of the prior attainment and ability of the group. 	<ul style="list-style-type: none"> Most learners, including groups and learners with SEN/D, achieve well. Learners are on track to make good progress over time. There is evidence that pupils are engaging with their feedback and understand how they can improve; they are using the feedback to inform future work and are making progress as a result. Learners are aware of their target grade and/or current level of attainment. There is evidence that the teacher knows the prior attainment, current attainment and ability of the class and has planned appropriately to ensure progress is made Learners work is well organised, fully completed and books/folders show good attitudes to learning 	<ul style="list-style-type: none"> Learners learn exceptionally well. Most learners make rapid and sustained progress. Most Learners are on track to achieve outstanding progress over time Marking and feedback is high quality and there is clear evidence that learners are encouraged to act on this feedback; this shows clear understanding by the learners of how to improve their work and future work demonstrates this All learners know their target grades and current attainment There is clear evidence that the teacher knows the class and their profile extremely well; teaching strategies are planned taking account of this knowledge and as a consequence excellent progress is being made. Books and folders are exemplary; well organised and complete, showing excellent attitudes to learning.
be aware of learners' capabilities and their prior knowledge, and plan teaching to build on these			
guide learners to reflect on the progress they have made and their emerging needs			
demonstrate knowledge and understanding of how learners learn and how this impacts on teaching			
encourage learners to take a responsible and conscientious attitude to their own work and study.			
5 Adapt teaching to respond to the strengths and needs of all learners			
know when and how to differentiate appropriately, using approaches which enable learners to be taught effectively	<ul style="list-style-type: none"> Teaching strategies do not usually meet individual learner needs and do not provide challenge or are too challenging and inaccessible for some. Teacher expectations are not high enough or are too high There is little evidence of Quality First Teaching to support the progress 	<ul style="list-style-type: none"> Tasks are challenging: match most learners needs: enthuse & motivate them; effective strategies used. Lesson planning makes good use of differentiated materials and tasks, enabling learners to make good progress. Teachers identify and support effectively those pupils who start to fall behind and intervene 	<ul style="list-style-type: none"> Lesson planning makes highly effective use of a range of differentiated materials that enable learners to gain new knowledge and skills. Learners demonstrate outstanding progress. Tasks are suitably challenging and match learners' needs accurately. There is a clear awareness of the different groups of learners in the class, and it is clear that planning has taken account of the needs of the individual learners; as a consequence
have a secure understanding of how a range of factors can inhibit learners' ability to learn, and how best to overcome these			
demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support learners' education at different stages of development			

<p>have a clear understanding of the needs of all learners, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.</p>	<p>or SEND learners and/or EAL learners</p> <ul style="list-style-type: none"> • There is little evidence of any differentiation strategies • Students who are falling behind aren't always identified and supported effectively. <input type="checkbox"/>	<p>quickly.</p> <ul style="list-style-type: none"> • There is clear evidence of the use of Quality First Teaching strategies being used to provide individualised support for the learners based on prior information and knowledge of the learners needs. <input type="checkbox"/>	<p>all groups of learners are able to achieve.</p> <ul style="list-style-type: none"> • Teachers identify and support any pupil who is falling behind, and enable all to catch up. • The effective and continuous use of Quality First Teaching strategies is enabling all learners including groups to make good progress – this is clearly personalised and teacher knows the class and their needs very well. <input type="checkbox"/>
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6 Make accurate and productive use of assessment

<p>know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements</p> <p>make use of formative and summative assessment to secure learners' progress.</p> <p>use relevant data to monitor progress, set targets, and plan subsequent lessons.</p> <p>give learners regular feedback, both orally and through accurate marking, and encourage learners to respond to the feedback.</p>	<ul style="list-style-type: none"> • Assessment is present, but may lack rigour, consistency, frequency and/or challenge. • There is little evidence of success criteria which takes account of the national curriculum requirements or assessment objectives for the subject • Teachers monitor learners work and pick up on general misconceptions. • Learners are informed about their progress but there is limited learner engagement in feedback and hence learners do not always act to improve future work. • There is little evidence of learner targets or the use of learner targets in planning learning activities <input type="checkbox"/>	<ul style="list-style-type: none"> • Assessment of prior skills knowledge and understanding is careful and accurate. • There is clear evidence of success criteria which takes account of the national curriculum requirements or assessment objectives for the subject • Assessment is challenging: matches most learners needs; enthuse & motivate: changes to tasks are timely and appropriate. • Detailed oral/written feedback is provided so learners know how well they have done and how to improve. Learners use feedback well and commit to improving their work through action time, • Learners are guided to assess their work themselves against clear criteria and to set targets to improve. • Learner targets are evident and are used to plan the learning activities <input type="checkbox"/>	<ul style="list-style-type: none"> • Prior learning is assessed systematically & accurately • Systems are in place to involve all learners in reading/responding to feedback and acting on them. • Learners are confident and critical in assessing their own and others' work, and to set meaningful targets for improvement. • Teachers systematically and effectively check learner's understanding through a range of assessment strategies. Teachers are aware of misconceptions and are alert to errors or a lack of understanding. • Learners will be clear about how well they are doing and will be provided with detailed feedback and direction in their work and throughout the lesson. Learners can analyse how to make their own improvements. Marking and feedback is high quality and there is clear evidence that learners are encouraged to act on this feedback. • Learner targets are directly linked to learning objectives and success criteria, demonstrating a clear knowledge of learner targets for both teacher and learner. <input type="checkbox"/>
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Appendix 4 – Learning Walk pro forma

Teacher Standards - Learning Walk

Standard		Developing	Secure	Exemplary
1	Set high expectations which inspire, motivate and challenge learners			
<p>establish a safe and stimulating environment for learners, rooted in mutual respect</p> <p>set goals that stretch and challenge learners of all backgrounds, abilities and dispositions</p> <p>demonstrate consistently the positive attitudes, values and behaviour which are expected of learners.</p>	<ul style="list-style-type: none"> Teachers have adequate expectations. Learners do not always respond promptly to teachers' direction. Most learners work effectively when provided with appropriate tasks and guidance. A lack of confidence in improving the quality of their work and independence exists. Some need consistent direction from teachers and other adults. Attitudes to learning are less than good from a significant number of the group The level of challenge is inappropriate for learners and/or groups in terms of the content of the lesson and/or the target grades. 	<ul style="list-style-type: none"> Teachers ensure that high expectations and effective support result in learners who motivated and engaged, in line with the context of the group Learners' attitudes to learning are good; most learners are keen to succeed and do well. They apply themselves and work at a good pace. They produce good work and maintain their interest and enthusiasm for most of the lesson. Tasks are designed to encourage independence and learners manage their own learning well with little guidance from the teacher, in the context of the group Targets are challenging but appropriate for all learners, including groups of learners, and if met would result in at least expected progress. The learning activities are appropriately challenging and take account of health and safety issues Students work cooperatively, demonstrating respect for each other and other adults. The teachers promotes equality of opportunity. 	<ul style="list-style-type: none"> Learners' attitudes to learning are exemplary. Learners 'make every effort' to ensure that others learn and thrive in an atmosphere of respect and dignity. The expectation that all learners can achieve is clear Tasks are clearly challenging for all learners, including the key groups. Learners are highly motivated and enthused throughout the lesson Learners demonstrate excellent concentration, are rarely off task and can be trusted to work independently on a task or range of tasks for a substantial period of time. Learners are resilient when tackling challenging and demanding activities. Learner enthusiasm and commitment to succeed is exceptional. The teacher and learners have a set of high expectations in relation to the learning environment. Targets are challenging but appropriate for all learners, including groups of learners, and as a consequence of this and consistently enforced expectations students are all making good progress in this lesson and over time. The learning activities are appropriately challenging and take account of health and safety issues Cooperative learning activities are extremely well planned and managed, and the students engage with these very positively, demonstrating respect for each other and other adults. The teacher is quick to challenge stereotypes and the use of derogatory language in lessons, and resources reflect diversity. 	
6	Make accurate and productive use of assessment			

Standard	Developing	Secure	Exemplary
<p>know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements</p> <p>make use of formative and summative assessment to secure learners' progress.</p> <p>use relevant data to monitor progress, set targets, and plan subsequent lessons.</p> <p>give learners regular feedback, both orally and through accurate marking, and encourage learners to respond to the feedback.</p>	<ul style="list-style-type: none"> Assessment is present, but may lack rigour, consistency, frequency and/or challenge. There is little evidence of success criteria which takes account of the national curriculum requirements or assessment objectives for the subject Teachers monitor learners work and pick up on general misconceptions. Pace and tasks are adjusted accordingly but they may fluctuate in their effectiveness Learners are informed about their progress but there is limited learner engagement in feedback and hence learners do not always act to improve future work. There is little evidence of learner targets or the use of learner targets in planning learning activities 	<ul style="list-style-type: none"> Assessment of prior skills knowledge and understanding is careful and accurate. There is clear evidence of success criteria which takes account of the national curriculum requirements or assessment objectives for the subject Assessment is challenging: matches most learners needs; enthuse & motivate: changes to tasks are timely and appropriate. Detailed oral/written feedback is provided so learners know how well they have done and how to improve. Learners know how well they have done and most can discuss how they could improve their work/learning to maintain their progress. Learners use feedback well and commit to improving their work through action time, Learners are guided to assess their work themselves against clear criteria and to set targets to improve. This is usually timely or relevant. Teachers listen to, observe and question groups of learners during the lesson to enable them to reshape tasks and maintain effective learning Learner targets are evident and are used to plan the learning activities 	<ul style="list-style-type: none"> Prior learning is assessed systematically & accurately Understanding is checked systematically through effective questioning throughout the lesson, anticipating interventions. Systems are in place to involve all learners in reading/responding to feedback and acting on them. Learners are confident and critical in assessing their own and others' work, and to set meaningful targets for improvement. Teachers systematically and effectively check learner's understanding through a range of assessment strategies, including high quality questioning. Teachers are aware of misconceptions and are alert to errors or a lack of understanding. Learners will be clear about how well they are doing and will be provided with detailed feedback and direction in their work and throughout the lesson. Learners can analyse how to make their own improvements. Marking and feedback is high quality and there is clear evidence that learners are encouraged to act on this feedback. Learner targets are directly linked to learning objectives and success criteria, demonstrating a clear knowledge of learner targets for both teacher and learner.
7 Manage behaviour effectively to ensure a good and safe learning environment			
<p>have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy</p> <p>have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly</p> <p>manage classes effectively, using approaches which are appropriate to learners' needs in order to involve and motivate them</p> <p>maintain good relationships with learners, exercise appropriate authority, and act decisively when necessary.</p>	<ul style="list-style-type: none"> Learners do not always respond promptly to teachers' direction. Major disruption to learning is uncommon, but occasional low-level disruption may occur. Behaviour management strategies aren't applied effectively or consistently Attitudes to learning are varied 	<ul style="list-style-type: none"> Learners respond very well to the teacher's behaviour systems and work cooperatively with each other. Low level disruption is uncommon Learners are typically considerate, respectful and courteous; they consistently meet teacher's expectations. Behaviour management strategies are applied consistently well. Attitudes to learning are typically good 	<ul style="list-style-type: none"> Learners' attitudes to learning are exemplary. Learners 'make every effort' to ensure that others learn and thrive in an atmosphere of respect and dignity. Very high level of engagement, courtesy, collaboration and cooperation. Lesson proceeds without interruption. There is a systematic, consistently applied approach to behaviour management, which make a strong contribution to an exceptionally positive climate for learning.

Appendix 5

Year 8 Learner Voice...

... your opinion
matters

In order for us to get a better understanding of the quality of teaching and learning at St. Edmund Arrowsmith, it is important for us to hear your views on your learning experience. This will allow us to identify ways of improving our provision in order to help you to make progress, and achieve to the best of your ability.

Please take some time to consider the following statements. As this is a **general** survey (i.e. not specific to a particular subject), you are reflecting on *most* of your subjects i.e. more than 5. The statements will also include comments about your own performance - please be as honest as possible.

If you wish to, you can put a sensible comment in the final column. This might be to explain why you have said 'no'.

You may be asked to give further details about your answers after the results of the survey have been analysed, to help us to identify where changes need to be made.

Your form tutor will go through the questions with you to explain that they mean or to help you with words that you may not understand. However, if you don't understand a question and are not sure how to answer it, please ask rather than ticking a box at random.

Name _____ Form Group _____

	Yes	No	Comments?
Assessment			
In most of my subjects, I know my target level			
In most of my subjects I get homework at least once per fortnight			
I meet homework deadlines and complete it to the best of my ability			
My work is marked regularly			
I get feedback on my work so that I know how to improve			
I am encouraged to make a comment on my marked work to show that I have read and understood the feedback			
I use the feedback I am given by my teachers to try to improve my work the next time			
I know what level I am currently working at and what I need to do to reach my target level			
I know when I am being formally assessed			
I understand that my attainment in formal assessments can lead to moving sets (up or down)			
Learning in Lessons			
In lessons, the learning objectives are made clear to me and I understand them			
In most lessons the teacher regularly uses levels in activities to show me what I need to do to reach my target level			
There are a variety of activities offered in lesson (i.e. not just textbooks)			
I feel comfortable asking for help when I am stuck			
I use ICT in lessons frequently			
I am expected to participate in class discussion/question and answer			
At the end of most lessons I feel I have made good progress			

I find the work in lessons challenging and I have to work hard to complete it well			
I am given tasks in lessons that suit my level of ability; I understand what I am expected to do			
The teacher knows and understands me and my level of ability			
I am working to the best of my ability			
I am well organised, keeping my folder, exercise book, work etc in order			
I use my journal effectively			

Behaviour in Lessons			
My teachers have high expectations of the class in terms of behaviour			
My classes have a positive working environment in which I feel comfortable			
Disruptive behaviour is dealt with quickly			
Disruptive behaviour of some students regularly has a negative effect on my learning			

Thank you for completing the survey as thoroughly and honestly as possible... your opinion really does matter!