Sir Christopher Hatton

AN ACADEMY WITH SPECIALIST MATHEMATICS & COMPUTING STATUS

Excellence | Aspiration | Achievement | Inspiration | Community

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Teaching and Learning Policy

Sir Christopher Hatton Academy is truly comprehensive with students from a rich diversity of backgrounds. Our mission is simply to aim for excellence in all that we do. We understand that the quality and range of teaching and learning that a pupil experiences has an effect on the emotional well-being of pupils. It is an important factor in the development of the pupils' social and emotional skills. Therefore, we are committed to creating and sustaining an excellent learning culture for our entire learning community. A structure of research, action and review exists throughout the school in order that we consistently work towards excellence in teaching and learning. We have high expectations in both teaching and learning to give all pupils and staff the opportunity to fulfil their full potential.
The purpose of this policy is to promote high levels of achievement by ensuring that effective learning takes place in the classroom.

1. Responsibilities

It is the responsibility of all teachers to provide the highest quality teaching at all times for our pupils. It is the responsibility of the subject leader to monitor the quality of the teaching and learning within their department and to offer support if it is needed.

The Co-Principals and the Vice Principal (Teaching and Learning), along with the Senior Leadership Team (SLT) are responsible for monitoring the quality of teaching and learning across the Academy and to identify where development is needed.

Directors have a statutory duty to monitor that the processes are in place and that the Academy is addressing pupils' needs. Directors are encouraged to view the system for monitoring the quality of teaching and learning (drop ins; learning walks; marking reviews etc.) by arrangement with a member of SLT and the agreement of the staff member being monitored.

2. Expectations of the Principals/Vice Principal for Teaching & Learning and the Senior Leadership Team

The Co-Principals and the Vice Principal (Teaching and Learning) will work with the SLT to secure and sustain effective teaching and learning throughout the school, whilst monitoring and evaluating the quality of teaching and standards of pupil progress and achievement through benchmarking and target setting. The Co-Principals and the Vice Principal (Teaching and Learning) and SLT will provide suitable CPD to maximise the effectiveness of learning and teaching in order to optimise student potential and grades. The Co-Principals and the Vice Principal (Teaching and Learning) will work with the SLT to:

- Create and maintain an environment and a code of behaviour which promote and secure good teaching, effective learning, high standards of achievement, good behaviour and discipline, and which enable teachers to meet the standards set out in the professional development framework.
- Determine, organise and implement a full, broad and balanced curriculum and its assessment; monitor and evaluate them in order to identify and act on areas for improvement and enrichment.
- Provide effective and appropriate support to all pupils.
- Monitor and evaluate the quality of teaching and standards of learning and achievement of all pupils, including those with additional needs.
- Promote positive strategies, which encourage respect for all members of the Academy community regardless of age, gender, ability, race, religion and sexual orientation.

- Develop effective links with the community, including business and industry, to extend the curriculum and enhance learning and teaching.
- Create and maintain an effective partnership with parents/carers to support and improve pupils' achievement, personal development and well-being.
- Where appropriate also be classroom teachers, and as such will adhere to the expectations of the classroom teacher.
- Aim to provide regular and sincere celebration of pupil achievement – sporting, cultural and academic.

3. Expectations of the Directors

- Monitor the quality of effective teaching and learning throughout the Academy. This will be undertaken by the CEO or Co-principals reporting to the Board.

4. Expectations of the Curriculum Leaders

- To be accountable for the standards of learning and teaching within the department.
- To lead the department by example and set high standards that can be sustained.
- To communicate the learning and teaching aims of the department.
- To promote the use of educational research in the planning of and undertaking of lessons in their curriculum area.
- To promote current and relevant changes to their curriculum area though subject associations and their own wider reading.
- Monitor schemes of work and curriculum to ensure that it's design has clear intent to maximise student progress
- To disseminate information to staff efficiently, effectively and promptly.
- To create an atmosphere that has a focus on learning and teaching within the department.
- To ensure that the learning environment within the department is pleasant, welcoming and supports learning.
- To support the Continuing Professional Development within the department
- To set priorities and targets for the Department within the context of the Academy improvement plan and take an overview of the subject in the context of the Schemes of Work.
- To measure and monitor the performance of staff and students to ensure consistency and the sharing of good practice.
- To delegate tasks responsibly and fairly.
- To ensure that cover work is properly set, organised and appropriate to the class (see Appendix 1).

5. Expectations of the Classroom Teacher

Mutual respect between teacher and pupils underpins effective teaching. Classroom teachers are therefore expected to:

- Be consistent, fair and to create an atmosphere of trust with the students who they teach.
- Support students in their learning and to help them become; successful and lifelong learners, caring and confident young people and responsible citizens who are prepare for the changing world of work
- Follow the Schemes of Work and timelines set by the department.
- Mark pupil work in accordance with the Whole School Marking Policy.
- Set home learning that challenges and extends pupils.
- Create a secure, stimulating classroom climate that will motivate students to learn and to perform to the best of their abilities.

- Support their colleagues and subject leaders in order to achieve the learning objectives for the department.
- Actively take part in their professional learning through positive engagement with Continued Professional Development opportunities including Teacher Learning Communities.
- Use and promote the use of educational research in their daily work such as planning, marking and resource preparation.
- Be a role model for their students and other teachers.
- Differentiate appropriately for the pupils in their classes.
- Uphold and demonstrate their belief in British values.
- Reward students through the school's use of Team Hatton awards.

6. Expectations of the Students

- Attend school regularly and punctually.
- Bring necessary equipment, including pencil cases, reading books, exercise books and materials to all lessons.
- Sit according to the seating plan, if appropriate.
- Work sensibly and to the best of their ability.
- Aim to achieve goals and meet targets and respect the right of others to do the same.
- To take responsibility for their own learning.
- Reflect regularly on their own learning and the process of learning, considering how they can improve in the future.
- To meet deadlines – completing homework and controlled assessments on time.
- Ask for help when needed.
- To co-operate with all staff.
- To be polite, pleasant and tolerant.
- To avoid anti-social behaviour such as bullying, vandalism, damaging the property of others and excessive noise.
- Uphold and demonstrate their belief in British values.
- To work effectively in groups therefore developing the skills of negotiation and co-operation.
- To look after their own property and respect the property of others.

7. Learning

Effective learning takes place when pupils know:

- How to make progress
- What they are achieving
- How to learn, including thinking and questioning skills, using methods and resources
- Practice self-regulation; understanding how to improve their work and also the process of learning/researching through metacognitive thinking
- The attitudes needed in the classroom, including respect, interest, responsibility, responding to challenge
- How to work independently and without close supervision
- How to work collaboratively
- The skills they need to develop, including enquiry, research, analysis, reflection

8. Teaching

Good teaching needs:

- Clear planning using current educational research and effective techniques
- Effective and proportionate assessment for learning
- Planning a range of activities types and lesson structures
- Pace and challenge

- Organised classroom management
- Effective partnership with Learning Support Assistants
- Good classroom relationships
- Relevant homework
- Monitored progress
- A stimulating environment
- Regular evaluation and review

9. Homework

Why the Academy sets homework

Homework is set for a number of important reasons:

- To promote independent study
- To enable pupils to research topics covered in the lesson in more detail, extending the learning that takes place in the lesson
- To reinforce key skills and subject knowledge
- Revision and preparation for upcoming assessments
- To give pupils the opportunity to engage with new, but appropriately pitched material which means that class time can be spent analysing and evaluating rather than simply learning facts (sometimes known as FLIP learning)
- Promote and offer opportunities for developing skills such as creativity, problem solving, RWCM, decision making, revision, self-discipline and independence
- Provide an opportunity for parent and child to share purposeful independent learning opportunities in the supportive atmosphere of the home.

KS4 – Year 9, 10, 11

- Students will be set 30 - 60 minutes per week for each full GCSE equivalent.
- Subject leaders and class teachers have the responsibility to ensure that there are a variety of tasks set for KS4 students so that their areas of assessment, exam skills, subject content and any other important areas needed for success in their GCSEs are covered by the homework being set.
- Where appropriate, homework can be team planned by departments to ensure that there is a consistency of approach and to reduce staff workload.

KS5 – Year 12 and 13

- Students will be set 5 hours per week per subject
- Subject leaders and class teachers have the responsibility to ensure that a variety of tasks are set to ensure success at A Level. For example, completing practice papers, wider reading around their subjects, comprehension tasks and revision sheets.
- Where possible, FLIP learning is to be used to ensure that VI form lessons are focused on skills and application rather than being entirely content based.
- Where appropriate, homework can be team planned by departments to ensure that there is a consistency of approach and to reduce staff workload.

Key Stage 3 – Year 7 and 8

- Homework can be set in a variety of ways: one homework task per week or an extended project which may contribute to the HBACC values awards, set over several weeks but no longer than half a term.
- KS3 students should be spending 30-40 minutes per week per subject on homework.

- Projects that encourage independence and inquiry are particularly encouraged.
- Where appropriate, homework can be team planned by departments to ensure that there is a consistency of approach and to reduce staff workload.

Roles and responsibilities

Students will be required to;

- Check Edulink regularly and record homework if needed to ensure that deadlines are met.
- Set aside enough time to complete their homework to the best of their ability.
- Hand in hard copies their homework on the due date, or as soon as possible if they are absent.
- Organise their time so that if homework is being completed on a computer, they have a paper copy ready for the start of their lessons. Teachers should not be expected to use pupils' personal memory sticks on their work laptops, print homework during lessons or be emailed the homework to print.

Teachers will ensure that;

- Time is given in lessons for students to record their homework.
- Homework is planned and prepared alongside all other programmes of learning, so that it is worthwhile and meaningful.
- Tasks are differentiated so students of all levels can access the learning and have opportunities to extend their learning.
- All tasks are made available on Edulink.
- Homework tasks are acknowledged and that students receive feedback within at least one week of the submission date.
- When tasks are not completed by the deadline, a 24 hour extension may be granted at the teacher's discretion.
- Students are rewarded with a Team Hatton award where appropriate.

Form Tutors will;

- At KS3 - check that students have a planner (or temporary replacement if it is lost) every morning.
- Act on concerns in a timely manner.

The Academy Leadership will ensure that;

- There is a venue on site for homework to be supported and completed, with access to IT if needed.
- Homework is set and marked in line with guidance and agreed standards.

Arrangements for Monitoring, Evaluation and Review

- SLT will monitor the setting of homework through learning walks. This will be completed using a standard Academy format (see Appendix 2).
- Curriculum Leaders will check Edulink to ensure that homework is being set and recorded appropriately.

Guidance For Reporting Home

Homework effort grades will be reported home according to the Academy's reporting policy. This will help form part of the attitude to learning outside of lesson grade.

The Academy operates a homework club in the library after school from 3:00pm – 4:00pm every day for students to access adult support and use the school's resources. A computer

room is also open daily at break and lunchtime for which students can book a computer in order to complete their homework electronically.

10. Teaching and Learning Styles and Strategies

Children learn by absorbing the information and processing it through physiological and psychological action. They learn by smelling, sensing, hearing and doing. The brain absorbs and processes information so efficiently, it is important to provide children with as many experiences as possible to help them learn. They often enter the classroom with prior knowledge that both they and the teacher can use to their benefit.

The range of teaching strategies used to cater for the needs of all the students at Sir Christopher Hatton Academy is extensive. These include, but are not limited to:

- Explanation
- Instruction
- Questioning
- Observation
- Modelling
- Reporting back
- Investigation
- Consolidation and practice
- Problem solving
- Individual work
- Paired work
- Collaborative work
- Using ICT
- Extended writing
- Peer assessment
- Songs / rhymes
- Directing and telling
- Discussion
- Demonstration
- Listening
- Making judgements
- Oral Feedback
- Role play
- Research
- Brainstorming
- Sharing
- Simulations
- Revision
- Mind Mapping
- Art work
- Written work
- Self-assessment
- Feedback through marking
- Puzzles and games
- Peer buddy/coach/mentor

11. Planning

All lessons must be planned carefully and be part of an overall scheme of work that is accessible to all other staff in the department.

- Schemes of Work should plan for the development of pupils' skills, social skills, knowledge and capabilities.
- Teachers are not required to produce a lesson plan for all their lessons but should be able to evidence their planning if asked.
- When informed that a member of SLT is going to be 'dropping in' to their lesson, they will meet to discuss the class, their progress and needs as well as the medium term planning so that the member of SLT can fully understand the context of the learning.
- A Class Profile will be completed on SIMS for each class detailing the needs of all students and ideas for how the teacher will differentiate for the students.
- The teacher will have clearly identified disadvantaged pupils and provide activities to ensure they make progress in line with their potential.
- The teacher will have clearly identified pupils needing extra support for special needs or for intervention and have planned appropriate activities to meet their needs.
- The teacher will have clearly identified more-able students and will have planned appropriate activities to challenge and extend them.
- Activities and tasks should be planned to reflect a well-balanced range of activities to include a range of teaching and learning styles.

- Opportunities should be given for pupils to work in pairs or small groups as well as individual and whole class work during the course of a topic/term.
- A register must be taken in a timely manner at the beginning of each lesson.
- Accurate records/marks must be kept in the teacher planner or centralised departmental database alongside student targets and any information concerning additional educational needs. Staff should have these available for curriculum leaders and SLT to view when requested.
- The teacher will work in partnership with Teaching Assistants where they are regularly in the lessons, planning together as appropriate, and directing the support to have maximum impact on the learning of pupils.

12. Start of the Lesson

- The teacher must be present at the beginning of the lesson to welcome the pupils into the room in an orderly fashion with the aim of ensuring a smooth start to the lesson.
- In some instances, it will be appropriate to provide pupils with a "settling" activity to allow the teacher to set up, all the pupils to arrive and the focus and concentration to be established.
- Teachers must ensure that all relevant equipment is on pupils' desks at the beginning of the lesson.

13. Lessons

Learning Intentions should be specific and outline the learning expected to take place in that lesson. They should not be too broad and general. They should be phrased as part of a sentence beginning "We Are Learning To…" (WALT). Learning intentions (or WALTs) should be discussed with the pupils' and where relevant linked to a 'bigger picture' question for the lesson. All learning intentions should be in-line with departmental schemes of work and timelines.

Tasks set will:
- Be linked directly to the learning intentions and success criteria
- Be matched to pupils needs and abilities
- Build on knowledge and skills acquired previously
- Relate to key questions, enquiry, investigation and problem solving
- Develop a range of pupils' skills
- Use different teaching strategies
- Enable pupils to evaluate their own work
- Encourage pupils to apply what they have learned in other situations

The teacher will:
- Give clear instructions
- Link work clearly to learning intentions and success criteria
- Have high expectations
- Demand high quality in terms of work and effort
- Provide verbal instruction and explanation in a timely and planned manner
- Use target, examination and technical language
- Display key words and/or write them on the board
- Facilitate learning
- Maintain a presence in the classroom
- Ensure that pupils remain focused and evaluate their progress
- Ensure time is used appropriately to give good pace to the lesson

The pupils will:
- Listen and respond positively to the teacher and each other
- Be kept on task
- Be stretched and challenged
- Be motivated

- Want to achieve well and achieve the success criteria

16. Assessment and Feedback Policy

Rationale

The purpose of feedback is to give clear and supportive guidance that is used by students to improve on their previous ability within a given subject or area of focus. The process of giving feedback should enable us, as teachers, to make decisions about the education of our students as we chart their progress and achievements. It should also inform future planning to meet the needs of all students in the production of both individual lessons and medium and long term planning. As part of their education, students are entitled to have their achievement recognised and used to shape their future learning, thus ensuring progression and continuity. Good assessment strategies enable this to happen. Assessment should be formative as well as summative and must point the way forward in the student's learning process as well as recording the point reached in any given area of the curriculum.

Aims

- To evaluate and record each student's attainment and progress.
- To identify individual strengths and weaknesses.
- To provide feedback to students on how to improve their work.
- To motivate and encourage students to reach their full potential.
- To promote pupils' independence and develop inquiry skills.
- To develop literacy skills.
- To provide reliable information to parents and colleagues about the progress and development of each student.

Feedback Expectations

- Teachers should provide feedback in green pen.
- One piece of 'substantial' work must be identified as a FMW (Formally Marked Work). Pupils should be told this will be FMW before commencing it. Curriculum Leaders (CLs) will give guidance on what this may be for their subject areas and should be indicated in schemes of work and timelines.
- Assessments may be graded at the discretion of the Head of Faculty and teacher so that pupils are aware of their current level of work.
- If there are spelling issues or misconceptions between FMWs then these can be addressed through planning. For example, the teacher can make note of the spelling errors seen in books and ensure that regular spelling tests are part of their medium term planning. Or a starter activity can activate prior learning with a focus on the area of misconception. This will be evidenced in subsequent lessons in books.
- If there is something in books that the teacher believes to be a welfare or child protection issue or indication of extremism, then it needs to be reported using CPOMs.
- Where work between FMWs does not meet academy expectations, this can be dealt with through class teacher detentions to tidy up books or complete unfinished work. Appropriate sanctions should be recorded by the teacher on the Academy's behaviour system.
- Clear and specific targets for improvement or corrections should be written <u>at the end of</u> the piece of work wherever possible. Where necessary these can reference particular areas in the work through numbered * asterisk.
- Marking strategies (e.g. WWW and EBI or 2 stars and wish) are encouraged as pupils want short, concise feedback not long paragraphs.
- For BTEC subjects, the FMW will be the formative assessment of the unit of work. BTEC teaching staff are expected to fulfil marking expectations as set by the BTEC examining

board. Teachers should be tracking and monitoring the progress of students, including what they must do to improve.
- FMWs should be clearly indicated on schemes of work and timelines.

Pupil Response to FMW

- The immediate lesson following the return of FMW, pupil response time to improve and review this piece of work will be incorporated into the lesson and pupils must be given appropriate time to respond.
- Teachers should feel comfortable spending entire lessons improving larger pieces of work such as mock papers.
- This work should be coded by the pupils as DIRT (Dedicated Improvement & Reflection Time) and indicated as such with pupils writing in red pen.
- Different types of improvement tasks may be given to pupils. This should include:
    - Responding to teacher's specific feedback by rewriting parts of the assessment to meet teacher comments
    - Spelling and grammar corrections
    - Extending pupil learning through challenging questions
    - Reflective questions about the work itself or the process of learning the child has undertaken to encourage metacognition and self-regulation.
    - Teacher feedback should be an opportunity for pupils to complete extended improvement task, where pupils may be required to re-write a section of work taking account of the targets set or adding in an additional section in order to improve their work. (CLs will decide how this will be applied within their own subject areas.)
    - The pupils should be given adequate time to act upon the targets set in order to improve their work.
    - All literacy corrections identified by the teacher should be corrected and included.

DIRT

- There is no need for a teacher to remark work that has been improved upon, but a teacher should act if they feel that their points have been misunderstood or not completed by a pupil. If there are concerns with pupils understanding of the assessments, these concerns should be shared with heads of subject.
- If pupils have not completed work to the academy's high expectations, the teacher must ensure that this is completed through conversations with parents or sanctions depending on the particular circumstances. This should be communicated with the relevant pastoral staff if this is a persistent issue.

Peer and Self-Assessment

- The purpose of peer assessment is to ensure that pupils have a good understanding of the success criteria essential to their key stage and subject development
- The purpose of self-assessment is to give pupils time to reflect on all aspects of their work that has led to the completion of a specific task. This could include: thinking about their effort levels, identifying areas of improvement with mark schemes or similar, evaluating their subject knowledge and identify next steps to improve. This will support pupils' metacognitive processes.
- Pupils should complete peer-assessment, self-assessment and response to feedback in red pen.

Presentation of Pupil Work

- Teachers should have high expectations for the presentation of pupil work.
- Work should be completed in either blue or black pen.

- Diagrams and graphs should be drawn using a pencil and ruler. Include the date, title (or WALT), and your name if you are using file paper.
- The learning intention phrased as a WALT does not need to be written in pupil books.
- Write in complete sentences. Start each sentence with a capital letter and finish it with a full stop.
- Questions should be numbered clearly.
- Sloppy handwriting, doodling, graffiti, persistent laziness with basic literacy and poor presentation is not tolerated. Pupils may be given a warning or asked to rewrite their work neatly during a break or lunchtime. If this becomes a recurrent issue parents will be informed and referrals made to the CL. This should all be recorded by the teacher on Behaviour Watch.

17. Drop Ins, Learning Walks and Whole School Self Evaluation

Teacher Drop Ins and Learning Walks are used to monitor and evaluate the effectiveness and quality of teaching and learning at Sir Christopher Hatton Academy. They also form an important part of the process of reviewing the performance of the Academy through self-evaluation. Lesson observations are also used as an important part of continuous professional development for teachers. Curriculum Leaders and SLT will also visit lessons during learning walks and general monitoring within the academy (see Appendix 2). Drop ins are used to support the appraisal process in the Academy.

The process of classroom observation contributes to:

- The continued success of the academy
- Raising achievement and school improvement
- Improved classroom teaching
- Curriculum development
- Determining staff development needs
- Identifying the future development needs of the academy.

18. Drop Ins

Every teacher will be formally observed teaching and assessed through two 30 minute drop ins per academic year as outlines in the Teaching and Learning Handbook supplied to all staff at the beginning of the academic year. All new staff will have additional observation in the first term where a lesson plan will be required (see Appendix 3) this is to ensure that their areas of strength and development are identified as early as possible.

Observations are carried out by a member of the Senior Leadership Team, Curriculum Leaders, Lead Practitioners or by a Deputy Curriculum Leader. All observations are written up using the agreed whole school pro formas (see Appendix 4).

The information gathered during the drop ins will be shared with the SLT team by the Vice Principal (Teaching and Learning) who will monitor the areas of development in each subject. This information will lead to action plans and sharing of good practice in conjunction with curriculum leaders as part of the interdepartmental teaching and learning process.

Teachers will be contacted by the member of SLT undertaking their 30-minute drop in to arrange a preliminary meeting. Teachers are not required to produce a lesson plan, but instead inform the member of SLT visiting the lesson of key information and their expert knowledge regarding the class in the preliminary meeting.

To this meeting teachers are expecting to bring the following:

- Their class profile
- The scheme of work that the named classed is currently working through
- Current data (for example, 4matrix) to aid discussion about progress over time

- Any other relevant information that might link to the drop in proforma

Assessed lesson observations are conducted by members of SLT and middle leaders following a joint observation to ensure judgements made are accurate, consistent and fair. The verbal feedback should be given within 48 hours of the 30-minute drop in. Written feedback will be given for 30-minute drop ins within 5 working days. The pro formas are collated by the Vice Principal (Teaching and Learning) to monitor standards of teaching practice within the academy. Feedback on the quality of teaching and learning will be reported to the SLT team. If a teacher does not meet academy expectations in key areas of practice, or in numerous areas of their lesson, then the SLT team will conduct monitoring visits to ensure that feedback from their drop ins is being used and shows an improvement in these areas. If the teacher in question's inability to meet academy expectations is seen to be part of recurring trend, then they will be placed on an Enhanced Personal Teaching Action Plan to support their improvement as a teacher (see Appendix 5).

19. Learning Walks:

Learning Walks are conducted within subject areas by members of the SLT, Curriculum Leaders or other designated member of staff. School leaders will also conduct Learning Walks within Lifeskills lessons and during registration periods. Learning Walks monitor the day to day practice of staff in their lessons to ensure that the minimum expectations are being adhered to at all times to promote consistency and raise the standard of teaching and learning. They also allow good/best practice to be observed and noted. Findings are recorded on the Learning Walk pro forma (see Appendix 2).

Learning walks will take place at least once a term in each department and the information gained from this process will be collated by the Vice Principal (Teaching and Learning). Where areas of development are identified, these will be discussed and steps implemented by the Vice Principal (Teaching and Learning) and the relevant subject leaders. Where there are persistent issues, these will be communicated to the Co-principals. Pop-ins can also be used to informally observe staff for short periods of a lesson. These may be used where concerns have been raised or to note an area of best practice (see Appendix 6).

20. Developmental Lesson Observations

Each member of will be given the opportunity to request a developmental lesson observations during the academic year. Observations will be undertaken by a Lead Practitioner or other relevant and capable member of the middle or senior leadership teams.

- Observation focus will be agreed between the observer and member of staff being observed
- Staff will need to explain the context of the lesson being observed either through a preliminary meeting with their developmental observer or through the writing of a lesson plan
- Feedback is developmental, written feedback is not required by the senior leadership team. However, if the observer feels that there are serious concerns regarding a member of staff's lesson, this must be communicated to their relevant subject leader and the Vice Principal (Teaching and Learning)
- The emphasis will be on developing staff rather than generating performance management data
- This an opportunity for autonomy as staff are encouraged, through dialogue, to set the observation focus
- There is a differentiated approach to observation that reflects on areas of strength and areas for development for individual staff
- Observations are seen as a method of inquiry that contributes to ongoing professional dialogue based on self-reflection, action research and feedback

- If the observing member of staff and teacher agree that a further developmental lesson observation will be arranged to support development in their chosen focus area(s).

21. Watch Others *Wow Weeks*

These allow staff time to observe best practice across the academy and to provide explicit opportunities for staff to experiment with T&L. Teaching staff should devote their allocated TLC time during each WOW week in which they observe the teaching of as many or as few colleagues as they can see in the time this can be individual or paired observations and may be directed as part of the classroom practice process. Staff should complete the 'WOW Week" pro forma (see Appendix 7) after each classroom observation and email the member of staff they observed explaining what they have learnt from the lesson and how this will change their practice in the future.

The Vice Principal (Teaching and Learning) and relevant administrative support staff will be copied into this email to ensure that the undertaking of WOW weeks is being monitored. This information will then be shared with teaching staff's performance managers to be included in their next management meeting. The Vice Principal (Teaching and Learning) will inform SLT if members of staff have not undertaken these as per the academy's expectations.

During WOW weeks some lessons may be recorded by designated staff members at the discretion of the teacher being observed. The school may wish to use videos of best practice to develop whole school Teaching and Learning; however, permission will be sought from the observed teacher and their decision regarding the use of any recorded material is final. Teachers also have discretion not to allow staff to observe their lesson; for example, if students are completing a controlled assessment. Class teachers should use the designated hand signal to indicate this.

Appendix 1 | Cover Pro forma 2021-2022

Teacher's Name:	Date:	Class:	Room:	Period:
Context of lesson: (what have the pupils been learning recently?)				
Resources needed:				Seating plan attached?
Learning Intention: (WALT)				
Starter:				
Main body:				
Plenary:				
Homework:				
Any other information:				
Department contact name:	Department contact location:		Please return resources and books to:	
Classroom supervisor evaluation and feedback from lesson:				

Appendix 2 | Learning Walk 2021-2022

Please note, this feedback may be collected using an online Microsoft Form

Department:												
Observer:												
T&L Focus:												
Date:												
Teacher	**Year Group**	**Subject**	**Effective WALT displayed, read and discussed?**	**Students grouped appropriately? Is there a seating plan?**	**FMW approximately every 4th lesson & effective feedback?**	**Presentation of pupil work is of a high standard and challenged where necessary?**	**Is the quality and amount of work in books appropriate for the amount of lessons taught and ability of students?**	**Is homework regular and appropriate? Check Edulink.**	**Students ready & dressed for excellence?**	**Students displaying attitude for excellence?**	**Is the environment (workspaces, displays, etc.) conducive to excellence?**	**Anything else?**

Appendix 3 | Lesson Plan 2021-2022

Teacher:	Subject:	Date:	Period:	Group:	No. in Class:
Prior learning and understanding relating to topic (including assessments):					
Learning intentions (We Are Learning To):					
Student voice (reading, writing, oracy) skills that will be developed (including key terminology):					
How will you stretch and challenge <u>all</u> pupils to make accelerated progress?					
SMSC and cultural capital contributions:					
Homework:					

	<u>Teacher Activity</u> to enhance pupil learning	<u>Pupil Activity</u> which demonstrates learning, develops understanding or applies knowledge)	AFL/Reviews/Possible Interventions/Differentiation/ Challenge (Evidence of pupil progress and strategies for interventions)
Starter:			
Main:			
Plenary:			

Appendix 4 | Drop-in Form 2021-2022

Teacher:	Observer:
Date:	Class:
Notes:	
Good practice seen:	
Areas for development:	

Tick **one**	Agreed area of strength	Agreed area of focus
Progress in the lesson		
Progress using data		
Classroom culture		
Behaviour for learning		
Planning		
Differentiation		
Subject knowledge		
Cultural capital & SMSC		
Reading, writing and oracy		
Homework and fostering independence		
Curriculum		
Assessment for learning		
Questioning		
Feedback		

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		Areas of Excellence		Academy Expectations		Areas of Development	
Progress	Progress in the lesson	• Students understand new concepts being introduced in the lesson and actively recall/link this clearly to prior learning. • The teacher has clearly structured the lesson with progress in mind and has used their subject expertise to support this. • Progress is anticipated by the teacher, checked regularly and the lesson adapted as required for students to make rapid progress.		• Students understand new concepts being introduced in the lesson and can recall prior learning depending on the focus of the lesson. • The pace of the lesson is conducive to all students making progress. • Progress is checked regularly by the teacher in the lesson.		• Not all students understand new concepts and steps to remedy this are not taken quickly enough. • There are few links to prior learning. • The pace of the lesson is too slow for all learners to make progress. • Progress is not checked by the teacher sufficiently enough.	
	Progress using data	• Class profiles and robust data is used accurately and effectively to support teaching and learning. • Clear evidence-based strategies have been implemented to support underachievement when it arises for individuals and target groups of students. • Students' books demonstrate that progress is being made by all students over time and rigour is part of everyday practice.		• Class profiles and robust data is used accurately and effectively to support teaching and learning. • Clear strategies have been implemented to support underachievement when it arises for individuals and target groups of students. • Students' books demonstrate that progress is being made by all students over time.		• Use of data and class profiles is not fully maximised to support teaching and learning. • Strategies to deal with underachievement have not been exploited. • Books demonstrate that not all students are making progress over time.	
Behaviour & Attitudes	Classroom Culture	• Engagement, interest, resilience, pride, confidence, independence, courtesy, collaboration and cooperation are all part of the classroom culture for all students. • All students are motivated and supported in their learning which has created a climate of mutual respect.		• All students are encouraged to participate. • Resilience, confidence, pride and independence are promoted as part of the classroom culture. • Effective steps have been taken to motivate and support all students in their learning.		• Opportunities for all students to engage with the lesson have not been exploited. • A climate of passivity or disengagement has been allowed to become part of the classroom culture. • Some students are not self-motivated and effective steps have not been taken to address this.	
	Behaviour for learning	• Disruption to learning is very infrequent or non-existent. • The teacher has clear strategies and routines to ensure that all learners are considered and where there is potential for disruption, it is quickly anticipated and de-escalated by the teacher. • The teacher works regularly and effectively with the pastoral team/faculty lead to support any persistent issues with behaviour. • The teacher demonstrates kindness and a genuine interest in their students.		• The teacher follows the school's behaviour policy when disruption to learning occurs. • The teacher demonstrates that they are working with the pastoral team/faculty lead as well as contacting home/using clear routine sanctions when persistent misbehaviour occurs. • The teacher demonstrates kindness and a genuine interest in their students.		• The teacher does not always follow the school's behaviour policy when disruption of learning occurs and sometimes ignores the issue or does not always follow up to support clear expectations of students in the academy. • The teacher does not always work with the pastoral leader or faculty leader to gain support with issues of persistent disruption. • The teacher does not always model kindness or demonstrate an interest in their students.	

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Teaching & Planning	Planning	• Data has been used to support the planning of the lesson; for example; professional predictions, baseline assessments, FMWs. • Teachers have an excellent level of understanding of each of their student's needs and has planned a lesson that includes the whole class.		• Data has been used to support the planning of the lesson; for example; professional predictions, baseline assessments, FMWs. • Teachers have a good understanding of how the class is progressing and has planned to meet their needs.		• There is limited evidence that data has been used to support the lesson. • The teacher shows limited understanding of how the class is progressing.	
	Differentiation	• All groups of students are routinely catered for and supported through resources, the level of work and teacher input. • The teacher demonstrates the belief that all students can achieve and creates an environment that makes this possible. • There is clear challenge for pupils in the lesson and the ethos of the classroom is one that allows all pupils to excel.		• All groups of students are routinely catered for and supported through resources, the level of work and teacher input. • The teacher demonstrates the belief that all pupils can achieve. There is a level of challenge to the lesson to stretch pupils.		• Some resources provided are generic and not adapted to the needs/working level of the class. • Aspects of the lesson are inappropriately pitched. • The lesson is not challenging enough for all groups of students.	
	Subject knowledge	• The teacher demonstrates expert subject knowledge with clarity and passion, making links across their subject curriculum and taking every opportunity to deepen all students understanding. • Excellent understanding of the topic is clear throughout the lesson. • Where the teacher is teaching new topics, they have spent time developing their understanding to an excellent level.		• The teacher demonstrates good subject knowledge making links across their subject curriculum and taking every opportunity to deepen student understanding. • Where the teacher is teaching new topics, they have spent time developing their understanding to a good level and they have sought opportunities to address any gaps in subject knowledge.		• The teacher's subject knowledge is lacking in detail and they are in need of support with new topics or content on the course they are teaching, but there is little evidence that the teacher has sought opportunities to address this.	
	Cultural capital & SMSC	• Pupils are encouraged to learn more through examples of resources, ideas for future holidays/trips, HE study etc. • The teacher promotes or organises links to universities, employers and the wider world in their subject regularly, demonstrating their passion to widen the horizon of Hatton pupils. • The religious and cultural aspects of topics are handled with care and compassion. There are clear rules regarding respect and tolerance in the classroom. • The local, regional, national or global context is linked to topics wherever possible.		• Pupils are encouraged to learn more through examples of resources, ideas for future holidays/trips, HE study etc. • The religious and cultural aspects of topics are handled with care and compassion. • There are clear rules regarding respect and tolerance in the classroom. The local, regional, national or global context is linked to topics.		• There is little evidence that pupils are encouraged to learn more through examples of resources, ideas for future holidays/trips, HE study etc. • The religious and cultural aspects of topics are not overtly addressed by the teacher. • Rules regarding respect and tolerance in the classroom are not yet established.	

	Reading, writing and oracy	• Every opportunity is taken to develop literacy skills and the teaching of these is having a significant impact on students' progress. • Creative opportunities are provided for students of all abilities to access interesting & relevant reading material; support is provided as needed for students to access it. • The teacher develops students' fluency, confidence and enjoyment in reading. Students read widely and often. • There is a consistent, embedded culture of the importance of verbal and written communication. • Knowledge of language and vocabulary is prioritised. • Appropriate discussion and debate around the subject matter is encouraged.		• Almost all suitable opportunities are taken to consistently improve students' communication skills. • Resources are suitable for students' ability and teachers provide support for students to access appropriate reading material – for both weaker students and more able students. • There is a clear emphasis on the importance of appropriate verbal and written communication and vocabulary is explicitly taught.		• Opportunities to develop vocabulary (including subject specific vocabulary), literacy and oracy are not always exploited. • Resources are not always appropriate for students' ability. • Students are not always supported to improve their verbal and written communication.	
	Homework and fostering independence	• Homework is set regularly to support pupils' learning in lessons. • Tasks are challenging, recorded, judiciously differentiated and meet academy and department expectations. • Some homework pieces allow pupils to think creatively and research aspects of the curriculum independently. • Where possible, pupils follow a line of enquiry and feedback their findings to the teacher or class.		• Homework is set regularly to support pupils' learning in lessons. • Tasks are challenging, recorded and meet academy and department expectations. • Some homework pieces allow pupils to think creatively and research aspects of the curriculum independently.		• Homework is not always set regularly to support pupils' learning in lessons. • Some homework tasks do not allow students to build on the learning that has taken place in class. • The teacher does not always follow academy or department expectations. • There is little evidence that independent learning or enquiry are part of the tasks being set.	
	Curriculum	• The teacher has good knowledge of the curriculum aims and can demonstrate how they have used this knowledge to plan and sequence knowledge and skills for students. • The teacher can demonstrate that their teaching is in-line with the department timeline and the positive impact this is having on students' progress. • The teacher has an extensive knowledge of the department schemes of work and can demonstrate how they use these to inform their planning on a regular basis. • Schemes of work are adapted for the needs of the class • To support learning over time knowledge and skills are revisited as required.		• The teacher has good knowledge of the curriculum aims and can demonstrate how they have used this knowledge to plan and sequence knowledge and skills for students • The teacher can demonstrate that their teaching is in-line with the department timeline and the positive impact this is having on students' progress. • The teacher has good knowledge of the department schemes of work and can demonstrate how they use these to inform their planning on a regular basis. • Schemes of work are adapted for the needs of the class • To support learning over time, knowledge and skills are revisited as required		• The teacher does not have good knowledge of the curriculum aims and cannot demonstrate how they have used this knowledge to plan and sequence knowledge and skills for students • The teacher is significantly ahead or behind on the timeline in a way that could jeopardise the depth of teaching or the completion of the course • The teacher does not explain clearly how they have used department schemes of work to inform their planning on a regular basis • Schemes of work are not always adapted to suit the needs of the class	

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Assessment	Assessment for learning	• Formative assessment is used regularly to support learning; progress is checked at every opportunity. • Summative assessment provides an accurate picture of students' progress and is in line with department expectations • Models and worked examples are used to demonstrate and unpick what excellent progress looks like		• Formative assessment is used regularly to support learning • Summative assessment provides an accurate picture of students' progress and is in line with department expectations • Models and worked examples are used to demonstrate what excellent progress looks like		• Formative assessment is infrequent, inconsistent or does not support learning • Summative assessments are not judicious enough to provide an accurate picture of students' progress	
	Questioning	• Skilful, targeted questioning is used to extend students' learning • The teacher encourages students to question and challenge one another sensitively.		• The teacher uses questioning to extend students' learning		• The teacher uses questioning to check understanding but the questions are not always effective: closed questions, whole class progress checking etc. • 'Hands-up' is used so some students are able to opt-out.	
	Feedback	• Constructive, specific, consistent quality teacher feedback is frequent and enables pupils to understand their current level of work and how to make rapid progress in their learning • Feedback is highly personalised (where possible). Feedback provides opportunities for individual reflection/DIRT resulting in student response to feedback which is detailed, exemplary and which contributes to rapid, sustained improvement in learning over time. • The teacher gives ample time for regular, purposeful peer and self-assessment which is identified by red pen. The teacher not only give pupils the opportunity to improve their work and that of others, but also to reflect on the learning process as a whole and how they can improve their approach to their work in the future.		• Constructive, quality teacher feedback is frequent and enables pupils to understand their current level of work and how to make progress in their learning. • Feedback is personalised (where possible). Feedback provides opportunities for individual reflection/DIRT resulting in student response to feedback and evidence of an improvement in learning over time as a result of it. • The teacher gives ample time for regular, purposeful peer and self-assessment which is identified by red pen and there is clear target setting as a consequence of this reflection.		• Constructive teacher feedback is infrequent and does not meet the school's feedback policy; students are not receiving feedback regularly enough to know how to make progress in their learning. • Feedback is not personalised (where possible). Feedback does not provide opportunities for individual reflection/ DIRT resulting in limited student response to feedback and no evidence of improvement as a result of it. • There is little or no peer and self-assessment and no targets are set as a consequence of pupil reflection.	

Appendix 5 | Enhanced Personal Teaching Action Plan

Enhanced Personal Teaching Development Plan

Name of Teacher: _____ **Name of Mentor:** _____

Objectives	Actions (including any agreed peer observations)	Success Criteria	Evidence	Implementation Date	Review w/b

Signed Teacher: _____ **1st Meeting Date:** _____ **Review Date:** _____

Signed Mentor: _____ **1st Meeting Date:** _____ **Review Date:** _____

Appendix 6 | Lesson Pop In – Detailed Evidence

Name of Teacher:	**Name of Observer:**
Class:	**Date:**
Subject:	**Period:**

Criteria	**Yes / No**	**Comments**
Lesson Plan Available?		
Class Profile Available?		
Seating plan in place?		
WALT displayed?		
Books marked frequently?		
Pupils know levels and targets?		
Evidence of progress being made?		

Behaviour for Learning Grade (OFSTED Criteria)	1	2	3	4
Overall judgement of the lesson (OFSTED Criteria)	1	2	3	4

Appendix 7 | WOW Weeks 2021-2022

Name:

1. Week beginning

Focus:

Date:	Period:
Teacher:	Subject:
What effective strategies did you observe that ensured all students made progress?	Why were these strategies effective and how could you incorporate these into your own teaching?

2. Week beginning

Focus:

Date:	Period:
Teacher:	Subject:
What effective strategies did you observe that ensured all students made progress?	Why were these strategies effective and how could you incorporate these into your own teaching?

3. Week beginning

Focus:

Date:	Period:
Teacher:	Subject:
What effective strategies did you observe that ensured all students made progress?	Why were these strategies effective and how could you incorporate these into your own teaching?

4. Week beginning

Focus:

Date:	Period:
Teacher:	Subject:
What effective strategies did you observe that ensured all students made progress?	Why were these strategies effective and how could you incorporate these into your own teaching?