

## **Rationale**

Litherland High School is committed to high quality teaching and learning underpinned by high expectations of all learners. We are committed to diminishing the difference in the achievement of disadvantaged students through a relentless focus on Quality First Teaching. To drive progress, the school has adopted the four-part accelerated learning cycle which includes a connection, activation, demonstration and consolidation phase.

## **Teaching and Learning Aims:**

- to provide a safe, stimulating learning environment for all students and teachers
- to enable students to achieve their full potential through challenging learning experiences
- to provide a broad, balanced and relevant curriculum in line with the National Curriculum and exam board specifications that motivates and engages students and equips them for further education or employment
- to set high expectations for all students in order to raise their aspirations
- to raise standards of teaching and learning so that Quality First Teaching strategies are evident in all classrooms across the school

## **The Four-Stage Accelerated Learning Cycle**

### **Connection Phase**

The connection or connect phase must begin promptly at the start of the lesson and involve all learners. The connection phase should:

- Connect with prior learning
- Engage learners
- Assess what learners already know
- Include the sharing of the learning objective and success criteria

### **Activation Phase**

The activation or activate phase follows the connect phase and should:

- Engage learners with new information
- Encourage learners to work independently and collaboratively and be responsible for their learning

### **Demonstration Phase**

The demonstration or demonstrate phase:

- Provides opportunities for learners to demonstrate their understanding or the development of skills
- Allow learners to develop resilience and independence

### **Consolidation Phase**

The consolidation or consolidate phase takes place towards the end of the lesson. It is essential that sufficient time is allocated to this phase. The consolidation phase:

- Is used to reflect on learning and assess progress
- Provides learners with the opportunity to think about what they have learnt

## **Planning and Preparation**

Teachers should plan lessons:

- which ensure students progress in their learning;
- with a clear learning objective that is shared with learners
- with a clear, four-part structure
- which allow students to develop and practise higher order thinking skills such as creativity, analysis, problem solving, decision making and application
- which include a variety of appropriate assessment methodologies and incorporates feedback in order to allow students to improve
- which are differentiated to meet the needs of all learners
- which provide pace and challenge for all students
- which use effective questioning to direct and challenge students;
- which incorporate opportunities for the development of literacy, numeracy and communication skills and SMSC

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. Behaviour for learning is monitored through the use of Class Charts. Teachers are expected to use Class Charts to prepare seating plans for all classes. Class Charts should be used every lesson to record behaviour and praise points where applicable.

## **Teaching styles**

Teachers should use teaching strategies which:

- engage students in their learning
- allow students to learn in a variety of ways to suit differing learning styles
- allow students to work both independently and collaboratively and encourages them to take responsibility for their learning
- ensure that time is used effectively

## **Assessment, Recording and Reporting (See Assessment Policy)**

Teachers should:

- assess students' work regularly, including homework, according to the school assessment policy and departmental policy
- use analysis of assessments to inform teaching and support progress
- provide diagnostic feedback in line with the school assessment policy and plan Response and Progression time to enable students to respond to feedback
- identify students requiring intervention and implement in-class strategies to address
- use assessment for learning in lessons to check understanding, address misconceptions and reshape tasks where appropriate
- inform parents and appropriate staff within school of students' progress or underachievement using opportunities provided by the school for written and verbal reporting

## **Literacy and Numeracy**

Teachers should:

- provide opportunities to develop literacy skills where appropriate
- adhere to the whole school marking for literacy policy
- promote the use of accurate, subject-specific terminology through verbal and written feedback
- use information relating to literacy levels e.g., reading and spelling ages to provide differentiated support e.g., the use of word banks, writing frames and sentence starters
- provide opportunities to develop numeracy skills where appropriate

## **Learning Support**

Teachers should:

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

## **Continuous Professional Development**

Teachers should:

- continuously update their subject knowledge and teaching practice in line with current developments and initiatives
- contribute to the discussion of teaching and learning at Departmental Meetings in order to share good practice
- work with their CPD partner to plan developmental strategies for each block of CPD
- engage with programmes to support the development of the Teacher Standards

## **Performance Management**

Teachers are obliged to:

- participate in the Performance Management cycle, establishing appropriately challenging objectives with their Line Manager
- undergo a specific lesson observation as a source of evidence for Performance Management
- develop their classroom practice within the Professional Standards for Teachers, in line with their current level of experience

## **Responsibilities for Teaching & Learning**

### **Class Teachers**

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

- Planning and delivering consistently good/outstanding lessons in line with the Teaching and Learning Policy

- Assessing students regularly and monitoring their progress against targets, intervening where necessary to address underachievement
- Evaluating the quality and effectiveness of their own teaching and classroom management
- Evaluating subject knowledge and identifying CPD requirements.

## **Form Tutors**

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

- Encouraging and developing the ability of students to evaluate and take responsibility for their own learning;
- Monitoring of behaviour, homework, rewards and sanctions, uniform and attendance
- Reviewing progress reports to identify students who are underachieving in a number of subjects.

## **Subject Leaders**

Subject leaders are accountable for the quality of teaching in their subject area, evaluating standards of students' 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 students. 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 colleagues in the department
- implementing clear policies and practices for assessing, recording and reporting on student progress and setting targets for further improvement in line with whole school policies this includes at least six in-depth assessments for each year group
- leading moderation and standardisation sessions during Departmental Meetings to ensure that a) teachers are setting appropriate assessments in line with schemes of learning and b) marking is standardised across the department
- analysing and interpreting data on students' performance against school expectations and other comparative data; setting expectations and targets and implementing actions for the achievement of individual students and key groups
- monitoring students' work through work scrutiny, sampling of homework and student voice
- conducting regular learning walks as set out in the departmental quality assurance calendar
- observing teachers and giving constructive feedback
- evaluating progress of teaching and learning targets in strategic frameworks for learning

## **Heads of Year**

Heads of Year 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 students in their year group by monitoring the number of behaviour and praise points, referrals to RfL and involvement in cross-curricular activities
- monitoring the work of tutors and quality of tutor time
- monitoring attitudes to learning through the Learning Profile code at each reporting point
- monitoring attendance and homework
- analysing assessment data following each monitoring point to identify trends and underachievement.

## **Data Manager/Vice Principal**

Assessment data is collated and analysed by the Data Manager under the direction of the Vice Principal in order to establish high standards regarding student progress and achievement. This is achieved by:

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

## **Lead Practitioners**

The school has two Lead Practitioners: Teaching and Learning. The role of these colleagues is to lead the development of pedagogical practice for teaching staff. This consists of a wide range of activities including coaching, mentoring, peer observation, provision of CPD and sharing best practice. Lead Practitioners will also offer targeted support to teachers identified as 'developing' in relation to Teacher Standards.

## **Senior Leadership Team**

The Senior Leadership Team sets priorities and targets for improvement at whole school level based on evidence from quality assurance procedures and self-evaluation. Members of the Senior Leadership Team line manage one or more departments where appropriate, and oversee the quality assurance process of these departments in addition to the performance management of the Subject Leader.

The Vice Principal 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 as noted in the departmental quality assurance calendar.

## **Monitoring Teaching and Learning**

The school 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 implemented.

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

Lessons are formally observed at least twice per year – once during the subject Teaching and Learning Review and once for Performance Management. A number of paired observations will take place each year to ensure consistency of judgements.

All observations are evaluated against the Teacher Standards. Each Teacher Standard will be rated as Developing (+/=/-), Secure (+/=/-) or Expert (+/=/-). Verbal and written feedback will be provided with a focus on developing classroom practice.

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

A selection of student books/folders will be scrutinised at regular intervals during the academic year. Work scrutiny will be assessed using Teacher Standards. The findings will be used by Subject Leaders to inform individual and departmental development areas. Centrally, the data analysis will inform whole school priority areas for training purposes.

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

Departmental and SLT Learning Walks are scheduled throughout the academic year. There is an expectation that the Subject Leader will use the evidence gathered to support professional dialogue between colleagues regarding strengths and areas for development.

## **Learner Voice**

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. The views of learners about their learning experiences, should be sought on a regular basis. This usually takes the form of a closed question survey which can be easily collated and analysed, incorporating questions relating to assessment, learning activities, behaviour and homework.

# Appendix I – Lesson Plan Pro forma

<b>Lesson:</b>		<b>Teacher:</b>	
<b>Class:</b>		<b>Date:</b>	
<b>Learning Objective:</b>		<b>Success Criteria:</b>	
<b>Outline (Activity)</b>		<b>Student Learning</b>	
<b>Connect:</b>			
<b>Activate:</b>			
<b>Demonstrate:</b>			
<b>Consolidate:</b>			
<b>Differentiation:</b>			
<b>Development of RWCM [Reading, Writing, Communication and Maths]</b> (if appropriate)			
<b>Development of SMSC [Social, Moral, Spiritual and Cultural]</b>			

## Appendix 2 - Teacher Standards Criteria: Lesson Observation Guidance

## Teacher:

This criterion should be used to evaluate the performance of the teacher in a lesson observation. It is not a tick list and should be used to support your observation of teaching and learning on a 'best fit' basis, considering the impact that each aspect of the Teacher Standard has on the learning and progress of the class.

Standard		Developing	Secure	Expert
<b>1</b>	<b>Set high expectations which inspire, motivate and challenge learners</b>			
establish a safe and stimulating environment for learners, rooted in mutual respect	<ul style="list-style-type: none"> <li>Teachers have <b>adequate expectations</b>. Learners do not always respond promptly to teachers' direction.</li> <li>Most learners work effectively when provided with <b>appropriate tasks and guidance</b>. A lack of confidence in improving the quality of their work and independence exists. Some need <b>consistent direction</b> from teachers and other adults.</li> <li>Attitudes to learning are less than good from a significant number of the group</li> <li>The level of challenge is inappropriate for learners and/or groups in terms of the content of the lesson and/or the target grades.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers ensure that <b>high expectations</b> and effective support result in learners who <b>motivated and engaged</b>, in line with the context of the group</li> <li>Learners' attitudes to learning are good; most learners are <b>keen to succeed</b> and do well. They apply themselves and work at a good pace. They <b>produce good work</b> and maintain their interest and enthusiasm for most of the lesson. Tasks are designed to encourage <b>independence</b> and learners manage their own learning well with little guidance from the teacher, in the context of the group</li> <li>.</li> <li>The <b>learning activities</b> are appropriately <b>challenging</b> and take account of health and safety issues</li> <li>Students work <b>cooperatively</b>, demonstrating respect for each other and other adults.</li> <li>The teachers promotes <b>equality of opportunity</b>.</li> </ul>	<ul style="list-style-type: none"> <li>Learners' <b>attitudes to learning are exemplary</b>.</li> <li>Learners 'make every effort' to ensure that others learn and thrive in an atmosphere of respect and dignity.</li> <li>The expectation that all learners can achieve is clear</li> <li>Tasks are <b>clearly challenging</b> for all learners, including the key groups. Learners are highly motivated and enthused throughout the lesson</li> <li>Learners demonstrate excellent concentration, are <b>rarely off task</b> and can be trusted to <b>work independently</b> 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.</li> <li>The learning activities are appropriately challenging and take account of health and safety issues</li> <li>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.</li> <li>The teacher is quick to challenge stereotypes and the use of derogatory language in lessons, and resources reflect diversity.</li> </ul>	
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.				
<b>2</b>	<b>Promote good progress and outcomes by learners</b>			
be accountable for learners' attainment, progress and outcomes	<ul style="list-style-type: none"> <li>Learners <b>lack engagement and motivation</b> to complete work well.</li> <li>Learners make <b>satisfactory progress</b></li> </ul>	<ul style="list-style-type: none"> <li>Most learners are <b>enthused and motivated</b> to participate.</li> <li>Learners' are resilient, confident and independent</li> </ul>	<ul style="list-style-type: none"> <li>Learners show <b>high levels of enthusiasm</b>, interest, resilience, confidence and engagement</li> <li>Learners <b>learn exceptionally well</b>.</li> </ul>	
be aware of learners' capabilities and their prior knowledge, and plan teaching to build on these				



Standard	Developing	Secure	Expert
<p>guide learners to reflect on the progress they have made and their emerging needs</p> <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>during the lesson and are on track to make satisfactory progress over time. No learners are making inadequate progress.</p> <ul style="list-style-type: none"> <li>There is <b>limited learner engagement in feedback</b> and hence learners do not always act to improve future work.</li> <li>Learners are <b>unaware of target grades</b> and/or their current level of attainment.</li> <li>Books/folders may be disorganised and show a large amount of incomplete work</li> <li>There is limited evidence that the teacher is aware of the prior attainment and ability of the group.</li> </ul>	<ul style="list-style-type: none"> <li>Most learners, including groups and learners with SEN/D, <b>achieve well</b>.</li> <li>Learners make <b>good progress</b> during the lesson and are on track to make good progress over time.</li> <li>Most learners <b>can discuss how they could improve</b> their work/learning to maintain their progress.</li> <li>There is evidence that students 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.</li> <li>Learners are <b>aware of their target grade</b> and/or current level of attainment.</li> <li>There is evidence that the <b>teacher knows the prior attainment</b>, current attainment and ability of the class and has planned appropriately to ensure progress is made</li> <li>Learners work is well organised, fully completed and books/folders show good attitudes to learning</li> </ul>	<ul style="list-style-type: none"> <li>Most learners make <b>rapid and sustained progress</b>. Most Learners make outstanding progress during the lesson and are on track to achieve outstanding progress over time</li> <li><b>Marking and feedback is high quality</b> and there is clear evidence that learners are encouraged to <b>act on this feedback</b>; this shows clear understanding by the learners of how to improve their work and future work demonstrates this</li> <li>All learners know their target grades, current attainment and can discuss what they need to do to make greater progress in future</li> <li>There is clear evidence that the <b>teacher knows the class and their profile extremely well</b>; teaching strategies are planned taking account of this knowledge and as a consequence <b>excellent progress is being made</b>.</li> <li><b>Books and folders are exemplary</b>; well organised and complete, showing excellent attitudes to learning.</li> </ul>
<b>3 Demonstrate good subject and curriculum knowledge</b>			
<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, articulacy and the correct use of standard English, whatever the teacher's specialist subject</p>	<ul style="list-style-type: none"> <li>The teacher knows the subject and most learners understand course requirements <b>but lacks accuracy</b>; there may be <b>gaps in knowledge</b> that leads to a lack of effective planning for some learners</li> <li>Teaching literacy, numeracy and other skills may be <b>inconsistent</b>.</li> <li>There may be <b>missed opportunities</b> for highlighting <b>assessment criteria</b> or objectives which may be indicative of a lack of knowledge of the curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers have <b>well-developed subject knowledge</b> that enables learners to be engaged and make good progress.</li> <li>Literacy and numeracy skills and other skills are promoted.</li> <li>Teacher has a <b>good understanding of the curriculum</b> they are delivering, including the <b>assessment criteria</b></li> <li>Appropriate <b>teaching resources, activities and strategies</b> are used to engage students in the subject content.</li> </ul>	<ul style="list-style-type: none"> <li><b>Excellent subject knowledge</b> with cross-curricular references that is utilised to an exceptional standard to <b>challenge, inspire and engage learners</b>. This results in outstanding levels of learner progress.</li> <li>Teaching of literacy, numeracy and other skills are exceptional; <b>every opportunity is taken to develop skills in other subjects</b>.</li> <li><b>Assessment objectives</b> are highlighted at every appropriate point, demonstrating <b>excellent knowledge and understanding of the curriculum</b>.</li> <li>Excellent subject knowledge is reflected in <b>imaginative strategies</b> and resources that engage the students</li> </ul>
<b>4 Plan and teach well structured lessons</b>			
<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> <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>	<ul style="list-style-type: none"> <li>Teaching strategies <b>do not usually meet individual learner needs</b> and do not provide challenge. There is <b>some variety</b> in teaching styles, activities, tasks and resources. Learners maintain expected levels of interest, but some may lose focus.</li> <li><b>Inappropriate homework is set/Homework is either not set, or set infrequently</b>. It does not contribute</li> </ul>	<ul style="list-style-type: none"> <li>Teaching <b>consistently deepens learners' knowledge</b> and understanding and allows them to develop a range of skills. Lessons are <b>carefully planned and employ a range of teaching styles</b>, activities, tasks and resources. These will enable learners to maintain interest and engagement. Astute planning is effective and interventions and support are appropriate.</li> <li>Teacher listens, observes carefully and questions</li> </ul>	<ul style="list-style-type: none"> <li>Teachers plan highly effective lessons, employing a <b>range of teaching styles, activities, tasks and resources</b>. The resources are designed to <b>explicitly meet the needs</b> 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.</li> <li>Intervention and support are appropriate and have notable impact.</li> </ul>

Standard	Developing	Secure	Expert
<p>contribute to the design and provision of an engaging curriculum within the relevant subject area(s).</p>	<p>reasonably well to learning, including SEN/D learners.</p>	<p>skillfully to reshape tasks and improve learning.</p> <ul style="list-style-type: none"> <li>• <b>Appropriate and regular homework</b> contributes well to learners' learning, including SEN/D learners, consolidating previous work or effectively preparing them for future work.</li> <li>• Time in lessons is used effectively and productively.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Expert use of questioning</b> probes understanding and teases out misconceptions. All learners are enthusiastic and keen to move on.</li> <li>• <b>Appropriate and regular homework</b> contributes very well to all learners' learning (including groups), extending the learning to provide additional challenge, or preparing them for future work.</li> <li>• Time in lessons is exceptionally well spent and effective in ensuring excellent progress.</li> </ul>
<p><b>5 Adapt teaching to respond to the strengths and needs of all learners</b></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"> <li>• Teaching strategies do not usually meet individual learner needs and <b>do not provide challenge or are too challenging</b> and inaccessible for some.</li> <li>• Teacher expectations are not high enough or are too high</li> <li>• There is <b>little evidence of Quality First Teaching</b> to support the progress or SEND learners and/or EAL learners</li> <li>• There is little evidence of any differentiation strategies</li> <li>• Students who are falling behind aren't always identified and supported effectively.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Tasks are challenging:</b> match most learners needs: enthuse &amp; motivate them; <b>effective strategies</b> used. Work is monitored during lessons, misconceptions are generally picked up.</li> <li>• Lesson planning makes <b>good use of differentiated materials and tasks</b>, enabling learners to make good progress.</li> <li>• Teachers identify and support effectively those students who start to fall behind and intervene quickly.</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers, other adults and learners are fully aware of their capabilities. Lesson planning makes <b>highly effective use of a range of differentiated materials</b> that enable learners to gain new knowledge and skills. Learners demonstrate outstanding progress. Tasks are <b>suitably challenging</b> 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.</li> <li>• Teachers identify and support any students who is falling behind, and enable all to catch up.</li> <li>• 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.</li> </ul>
<p><b>6 Make accurate and productive use of assessment</b></p>			
<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>	<ul style="list-style-type: none"> <li>• Assessment is present, but <b>may lack rigour, consistency, frequency and/or challenge.</b></li> <li>• There is little evidence of success criteria which takes account of the national curriculum requirements or assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment of prior skills knowledge and understanding is careful and accurate.</li> <li>• There is <b>clear evidence of success criteria</b> which takes account of the national curriculum requirements or assessment objectives for the subject</li> </ul>	<ul style="list-style-type: none"> <li>• Prior learning is <b>assessed systematically</b> &amp; accurately</li> <li>• Understanding is checked systematically through <b>effective questioning</b> throughout the lesson, anticipating interventions.</li> <li>• Systems are in place to involve all learners in <b>reading/responding to feedback</b> and acting on them.</li> </ul>

Standard	Developing	Secure	Expert
<p>give learners regular feedback, both orally and through accurate marking, and encourage learners to respond to the feedback.</p>	<p>objectives for the subject</p> <ul style="list-style-type: none"> <li>Teachers monitor learners work and pick up on general misconceptions. Pace and tasks are adjusted accordingly but they may fluctuate in their effectiveness</li> <li>Learners are informed about their progress but there is <b>limited learner engagement in feedback</b> and hence learners <b>do not always act to improve future work</b>.</li> <li>There is little evidence of learner targets or the use of learner targets in planning learning activities</li> </ul>	<ul style="list-style-type: none"> <li><b>Assessment is challenging:</b> matches most learners needs; enthuse &amp; motivate: changes to tasks are timely and appropriate.</li> <li><b>Detailed oral/written feedback</b> 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,</li> <li>Learners are guided to <b>assess their work themselves</b> against clear criteria and to set targets to improve. This is usually timely or relevant.</li> <li>Teachers listen to, observe and question groups of learners during the lesson to enable them to reshape tasks and maintain effective learning</li> <li><b>Learner targets are evident</b> and are used to plan the learning activities</li> </ul>	<ul style="list-style-type: none"> <li>Learners are confident and critical in assessing their own and others' work, and to set meaningful targets for improvement.</li> <li>Teachers systematically and effectively check learner's understanding through a <b>range of assessment strategies</b>, including high quality questioning. Teachers are aware of misconceptions and are alert to errors or a lack of understanding.</li> <li><b>Learners will be clear about how well they are doing</b> 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. <b>Marking and feedback is high quality</b> and there is clear evidence that learners are encouraged to act on this feedback.</li> <li>Learner targets are directly linked to learning objectives and success criteria, demonstrating a clear knowledge of learner targets for both teacher and learner.</li> </ul>
<b>7 Manage behaviour effectively to ensure a good and safe learning environment</b>			
<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"> <li>Learners do not always respond promptly to teachers' direction.</li> <li>Major disruption to learning is uncommon, but <b>occasional low-level disruption</b> may occur. Behaviour management strategies <b>aren't applied effectively or consistently</b></li> <li>Attitudes to learning are <b>varied</b></li> </ul>	<ul style="list-style-type: none"> <li>Learners respond very well to the teacher's behaviour systems and <b>work cooperatively</b> with each other.</li> <li>Low level <b>disruption is uncommon</b></li> <li>Learners are typically considerate, respectful and courteous; they consistently meet teacher's expectations.</li> <li><b>Behaviour management strategies are applied consistently well.</b></li> <li>Attitudes to learning are <b>typically good</b></li> </ul>	<ul style="list-style-type: none"> <li>Learners' <b>attitudes to learning are exemplary.</b></li> <li>Learners 'make every effort' to ensure that others learn and thrive in an atmosphere of respect and dignity.</li> <li>Very <b>high level of engagement</b>, courtesy, collaboration and cooperation.</li> <li>Lesson proceeds <b>without interruption.</b></li> <li>There is a systematic, <b>consistently applied approach</b> to behaviour management, which make a strong contribution to an exceptionally positive climate for learning.</li> </ul>
<b>8 Fulfil wider professional responsibilities</b>			
<p>make a positive contribution to the wider life and ethos of the school</p> <p>develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support</p> <p>deploy support staff effectively</p> <p>take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues</p> <p>communicate effectively with parents with regard to learners' achievements and well-being.</p>	<ul style="list-style-type: none"> <li>TAs are not well deployed in all aspects of the lesson.</li> <li>There is limited/no communication between TAs and the teacher evident</li> <li>There is no evidence that the teacher has acted upon the areas for development from the last observation/quality assurance activity</li> </ul>	<ul style="list-style-type: none"> <li>TAs are well deployed to support learning.</li> <li>There is evidence that the teacher has acted upon the areas for development from the last observation/quality assurance activity</li> </ul>	<ul style="list-style-type: none"> <li>TAs involved in planning. Good communication between teacher and TA is evident.</li> <li>The teacher has made very good progress in addressing previous areas for development and clearly values feedback provided.</li> </ul>

## Appendix 3 – Work scrutiny Pro Forma

### Work scrutiny: Teacher feedback

*Work scrutiny is a tool to ensure that the standards of teaching, learning and assessment across the school lead to improved outcomes for students.*

Teacher Standard Criteria	Comment	Developing	Secure	Expert
1. High expectations evident in the presentation of work.				
2. High expectations evident in the amount and quality of work.				
3. Progress over time is evident.				
4. High standards of literacy are evident by the use of literacy marking codes.				
5. Planning for engagement is evident. The teacher uses a variety of learning activities.				
6. Learning activities meet the needs of all learners including those with SEND and EAL.				
7. Learning activities provide sufficient challenge.				
8. Assessment feedback adheres to the whole school feedback policy including reference to KS3 bandings.				
9. There are sufficient opportunities for learners to reflect on their progress and respond to feedback.				

## Appendix 4 – Learning Walk Pro Forma

<b>Department</b>	
<b>Observer</b>	
<b>Date</b>	
<b>Period</b>	

<b>Teacher Standard</b>	<b>Focus</b>	<b>T1</b>	<b>T2</b>	<b>T3</b>	<b>T4</b>	<b>T5</b>	<b>T6</b>
<b>1</b>	High expectations (challenge, positive attitudes, respectful environment)						
<b>5</b>	Adapt teaching to respond to the strengths and needs of all learners (tasks are challenging, match needs, work in monitored, misconceptions addressed, good use of differentiation, QFT evident)						
<b>7</b>	Manage behaviour effectively to ensure a good and safe learning environment (high expectations of behaviour, use of praise, good relationships, co-operative environment)						