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| <b>Governors Committee Responsible:</b> | <b>Curriculum</b>             |
| <b>Nominated Lead Member of Staff:</b>  | <b>Assistant Headteacher</b>  |
| <b>Status and Review Cycle:</b>         | <b>Non statutory - Annual</b> |
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## Learning & Teaching Team (L&T)

This is a newly formed team who have responsibility for the improvement of Learning & Teaching across the whole school.

The L&T team will meet every two weeks throughout the academic year. The focus is all about supporting teachers and HODs. The L&T team will be identifying strengths and developments across the school and will strive to support all staff members in improving their daily practice.

The L&T team will play a significant role during the school observation process, whole school learning walks and whole school CPD. The team will have responsibility for sharing the vision of the leadership team in terms of learning and teaching. In addition the team will be at the centre of designing and formulating learning and teaching strategies to be delivered across the whole school.

The members of the team have been selected based on their excellent teaching and all bring different strengths to the team. All members are regarded as displaying best practice consistently.

Naturally the roles and responsibilities of the L&T team will evolve as the academic year progresses but at the core of all the work will be supporting staff in developing and improving learning and teaching.

### L&T Team - Lesson Observations

The L&T Team will be active as observers during the school observation process. The L&T team will also lead HOD's training for the observation process.

A trial will take place within the Maths department during the first half term of the academic year to ensure consistency on observation and feedback.

The collated results of the observations will enable the L&T Team to design appropriate workshops for whole school CPD.

The L&T Team will be integral in analysing, reviewing and improving the observation process as required.

### School Observation Process

The aim of the lesson observation cycle is to:

- 1) Ensure that Teaching Standards are being met consistently across the school.
- 2) To provide teaching staff with diagnostic feedback and the necessary CPD to improve the quality of teaching and learning. 3) To promote the process of self-evaluation.
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- 4) To provide teachers with written evidence to support their performance management reviews.
- 5) To minimise the administrative load and maximise the impact of the lesson observation cycle.

These will be formative only – not summative. This means there will not be a grade given to an individual lesson. Staff will be expected to self-reflect on the lesson prior to written feedback given by the observer. Together, constructive and specific guidance will be agreed to help teachers to improve their lessons. Most staff will be formally observed twice a year.

The lesson observations will take place throughout the half term rather than one concentrated week. All teaching staff (including SLT) will be observed.

Staff will be informed in advance of the observation. Lesson observations can be either the first or second half of a single lesson so will normally be 25 minutes long.

Observations will normally be **paired** and be conducted by a member of SLT **and** either a middle leader or a member of the Learning and Teaching Team.

In the average week there will be approximately 10 staff observed. Feedback will be arranged in advance.

All staff will be given verbal and written feedback within 48 hours. Staff are expected to attend the feedback session having first evaluated their lesson using the observation pro-forma. This is to enable the process to be as formative as possible.

Lesson observations will focus on the progress within the lesson and over time.

If a teacher feels that a lesson observation feedback has been unfair or inaccurate, then they can formally appeal the observation to the Headteacher.

### **Paired observations & feedback**

The pairings maybe with SLT/Lead practitioners/ HOD/2ic & Line Manager or across Departments. Though both teachers observe the lesson only one Observer Feedback Form needs to be completed. Both observers therefore need to discuss & agree on the feedback to be given, any areas of expertise or areas of development.

The feedback meeting should take place as soon as possible after the Lesson Observation. One of the observers will be the Lead Observer (star on the Lesson Observation Timetable). Both observers can if they wish attend the feedback meetings. The Lead Observer will lead the discussion in the feedback meeting, ensure that the Feedback Form is complete and signed by the observed teacher and him/herself. At the feedback meeting the observed teacher must be asked whether they agree to sharing areas of expertise within the school. This needs to be noted on the Observer Feedback Form.

At the feedback meeting the Lead Observer and observed teacher must sign and date the form.

The Lead Observer is to give the teacher observed and the HOD a copy of the signed Observer Feedback Form. The signed original form is to be given to the Assistant Head Teacher responsible for Learning & Teaching. This will be used to analysis the lesson observations across the whole school and Departments. This analysis will also help identify teachers with areas of expertise across the school to share best practice.

The L&T team will conduct new staff observations within the first four weeks of the staff member starting at Ash Manor School.

A staff member who has not met one of the teacher standards will be coached for a two week period in that area of development and then re-observed.

A staff member who has not met a range of standards will be coached for a six week period and formally observed again at the end of the six week programme.

Please see separate guidelines for supporting staff in relation to above two points.

## **CPD programme 2016 - 2017**

The planned CPD for 2016- 2017 is outlined below. This will be the intended programme but the need to adapt training plans in response to wider and emerging school priorities will always take precedence.

### Reasons for change

Previous voluntary attendance meant turnout was lower than hoped.

Learning & Teaching not improving quickly enough.

### **CPD Twilight Insets 3.15pm to 4.30pm**

Staff will be asked to choose which of the four workshops running on each date they wish to attend. Sessions will be based on the flip learning model and will be delivered by the Learning & Teaching team. There may be staff who will be asked to attend certain sessions due to their individual CPD needs arising out of performance management.

The Learning & Teaching team will decide the topic of each workshop based on the needs of the school and/or development areas that have been identified following learning walks, book monitoring and the school observation cycle.

The table below shows a draft timetable for the first term and is subject to change.

All staff must attend each CPD support session.

The autumn term of CPD workshops have been selected based on the needs of the school. The 2016 data was clear that the school has particular development needs. In addition the rigorous monitoring during the 2015/16 academic year identified further learning & teaching development areas. The combined analysis led to the following headline list of whole school staff development priorities.

- Effective strategies to minimise the Pupil Premium gap
- Stretching the more able to ensure more top grades at GCSE
- Regular and consistent quality of marking
- Further opportunities for students to respond to the teachers' marking
- Students to lead their own learning more regularly

Using the expertise of the L&T team, and colleagues who have displayed best practice, on site staff development workshops are being designed to ensure the needs of the school are met and that staff have the opportunity to develop as practitioners.

### **CPD dates and times**

| Date                              | Workshops  | Time          | Staff delivering         |
|-----------------------------------|--|---------------|--------------------------|
| Tuesday 6 <sup>th</sup> September | Whole staff PREVENT presentation   | 3.00pm-4.00pm | Outside expert           |
| Monday 19 <sup>th</sup> September | Observation process (HODs only)<br>100 minute lesson<br>Marking & Feedback<br>Supporting disadvantaged students  | 3.15pm-4.30pm | Learning & Teaching team |
| Monday 10 <sup>th</sup> October   | <i>Appraisal process for whole staff in theatre 3.15pm-3.30pm</i><br>Behaviour for learning<br>Effective questioning<br>Challenging the more able<br>Developing Literacy | 3.15pm-4.30pm | Learning & Teaching team |
| Monday 14 <sup>th</sup> November  | Market Place   | 3.15pm-4.30pm | Learning & Teaching team |
| Monday 5 <sup>th</sup> December   | CSE whole school INSET   | 3.15pm-4.30pm | Learning & Teaching team |

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|---------------------------------|--|---------------|--------------------------|
| Monday 9 <sup>th</sup> January  | Differentiation<br>Using IT effectively<br>Approaches to teacher assessment<br>Training students to peer and self-assess effectively<br>Engaging students by students leading the learning<br>Effective use of lesson time | 3.15pm-4.30pm | Learning & Teaching team |
| Monday 30 <sup>th</sup> January | TBC  | 3.15pm-4.30pm | Learning & Teaching team |
| Monday 27 <sup>th</sup> March   | TBC  | 3.15pm-4.30pm | Learning & Teaching team |
| Monday 24 <sup>th</sup> April   | TBC  | 3.15pm-4.30pm | Learning & Teaching team |
| Monday 22 <sup>nd</sup> May     | TBC  | 3.15pm-4.30pm | Learning & Teaching team |
| Monday 19 <sup>th</sup> June    | TBC  | 3.15pm-4.30pm | Learning & Teaching team |
| Monday 10 <sup>th</sup> July    | TBC  | 3.15pm-4.30pm | Learning & Teaching team |

In addition Ash Manor School continue to deliver senior management CPD courses and qualifications. The info is attached at the end of the document.

### **Learning walks**

#### Reasons for change

HODs and teachers felt learning walks were a good monitoring process but not as many opportunities to develop arose from the checks.

Direct feedback was not always provided and therefore more limited opportunity to improve.

Morale in some areas was negatively affected by the process.

Not enough focus on improving learning and teaching.

#### Rationale:

Learning walks are an integral part of developing Learning & Teaching across the school.

There will be no official timetable for learning walks as there is still the expectation that HODs are regularly conducting learning walks in their department and recording what has been seen, sharing the best practice and supporting where necessary. In addition SLT members conduct informal walks on a daily basis.

The system this year is designed to support heads of departments in improving areas that they have identified as a concern. HODs will approach the L&T team if they have identified an issue they would like support in improving. Alternatively if informal learning walks identify a concern the HOD will be approached for more organised learning walks, led by the L&T team to take place.

The learning walks will then be led, managed and conducted by the Learning & Teaching team. The L&T team will work closely with HODs during the process and it will be a collaborative process focused entirely on supporting and developing learning & teaching.

The L&T team will feedback to each HOD and the discussion will be focused on reporting back on the identified area of concern and how to improve that area in the future.

Significant development areas will be incorporated into the whole school CPD workshop cycle.

## **Book Scrutiny**

There is a timetable for HODs to conduct book scrutiny checks in their department for every week of the academic year.

HODs are encouraged to set a focus for the department but the intention is that HODs will be taking a look at everything in the books to try and get away from the situation where colleagues prepare the books in advance especially for a book scrutiny. Best practice would be to set a focus that HODs think might be a concern for the department but at the same time HODs will be monitoring everything they see.

The timetabled line management meetings will be an opportunity for HODs to feedback findings, share any best practice and make a plan for development areas that have identified. This is also where the L&T team support too by working with the HOD offering advice or recommendations to improve the identified development area.

## **Marking Policy**

**Please note that this policy was created by the students through consultation – it is what they need for exceptional learning to take place.**

Staff will mark a minimum of three pieces of work per half term on a two weekly cycle.

Staff must mark two pieces of classwork within a half term cycle and one piece of homework.

Feedback will be given in the form of two clear strengths and one clear target for improvement. This will be in the form of what went well (WWW) and even better if (EBI). Each department should have a standard format for communicating WWW and EBI to students. Students should also be given a Learning Action which should be in the form of a targeted question related to the content of the piece of work marked.

Students will be given clear success criteria based on grade descriptors. The success criteria will form the basis of the EBI.

Staff should plan time for students to review EBI and students should be directed back to EBI comments when completing future pieces of assessed work.

After completing tests students should be given opportunity to RAG each answer in order to identify their own areas for development. Staff must provide a template for this to ensure this has maximum impact on progress.

## **Additional guidance for key stages**

### **Key Stage 3**

Opportunities for verbal feedback should be planned into lessons.

Opportunities for Peer feedback should be a regular feature of lessons. This has to be carefully planned and students trained.

Learning Actions should check the understanding of key terms and vocabulary to ensure these are mastered.

### **Key Stage 4**

Extended writing should be annotated throughout to identify strengths and highlight areas of development.

GCSE mark schemes are used explicitly when providing feedback. Identifying parts of the answer that achieve specific levels and using mark schemes to identify next steps

## **Homework Policy**

At Ash Manor we believe that homework is essential for a student's development. It provides the opportunity and challenge for a student to recall, apply and reflect upon their learning in lessons. It also provides valuable feedback

to the student, teacher and parents/carers as to the extent to which they have understood and can apply the concepts covered in lessons.

Homework should always be planned in advance as part of an ongoing scheme of work and students given the appropriate amount of time to complete it. Students will not be expected to complete homework within 24 hours as this does not give students an opportunity to ask their teacher for clarification if they are unsure about a homework task set.

Their purpose will be to supplement the learning in lessons by, developing skills, understanding and application of concepts.

Our good practice with homework includes:

**Purpose:** Make the purpose of the homework clear to students in terms of how it will aid their learning.

**Outcome:** Help students to understand what the completed homework will look and be like in terms of quantity and quality.

**Examples:** Tasks may include preparation for the next lesson, independent research, peer or self-assessment, developing an on-going piece of coursework or project (this is not an exhaustive list and teachers are expected to use their professional judgement for what tasks are appropriate).

**Feedback:** Any homework set should always be reviewed or referred to in the lessons following it, but it is not necessary for a teacher to 'mark' every piece set. Students need feedback, but this can be either written or verbal, and be given either by self, peer or teacher.

**Monitoring:** the quality of homework set is monitored by the Head of Department through the regular work scrutinise. This will be quality assured by the SLT line manager and the SLT as a whole.

The amount of time allocated for students in each year group per week is:

**Year 7 and 8**

English 2 x 40 minutes

Maths 2 x 40 minutes

Science 1 x 40 minutes

MFL 1 x 40

Humanities 1 x 40 minutes

ADT 1 x 40 minutes

ICT, Music, Drama and PE to set homework where appropriate

**Year 9**

English 2 x 50 minutes

Maths 2 x 50 minutes

Science 2 x 50 minutes

Option subjects 1 x 50 minutes

**Year 10 and 11**

English 2 x 60 minutes

Maths 2 x 60 minutes

Science 2 x 50 minutes

Option subjects 1 x 60 minutes 41

**Students not completing homework**

Any student not completing homework will complete a home work detention the following evening.

Staff will enter on Sims by the end of the lesson if a student has a homework detention. Staff will also write this in the student's planner.

An automated text will be sent to the parent informing them of the detention.

**Homework Detention**

Homework detentions will be held every evening and will be supervised by teaching staff on a rotation.

A member of SLT as well as a HOH or AHOH will also be rostered on a weekly basis.

Failure to attend a homework detention will lead to a Senior Staff detention.

Any student who consistently fails to complete homework will have a parental meeting with their tutor and HOH or AHOH.

### **Show My Homework (SMHW)**

Show my homework is a web based application that allows teachers, students and parents to look at all homework set.

All homework will be recorded on SMHW by the class teacher with any necessary documents also attached.

SMHW can be accessed through the icon on the Ash Manor Home Page.

All new staff will receive logins and passwords to SMHW and will receive training in how to set and upload homework.

### **Target Setting**

These are primarily based upon student KS2 results since these are the measure the government use. The Key Stage 2 data and targets will be made available to all staff.

All targets are set using the rationale of a 5 year programme of study rather than a breakdown of Key Stage 3 and Key Stage 4. This will allow teachers and leaders to accurately assess the progress of students towards the end of Year 11 and intervene where necessary.

**Year 11:** Targets for English and Maths are numerical and based upon Key Stage 2 tests and based upon the table below. For all other GCSEs the alphanumerical targets will remain based upon FFT and levels of progress.

**Year 8, 9, 10:** All targets will be numerical and will be based upon the legacy Key Stage 2 test. All students will be set a target of expected progress and tracked by a flight path tool. Departments may alter the specifics of the progress flight path depending upon subject demands but the Year 11 final target will remain the same.

**Year 7:** Targets will be numerical and based upon the new Key Stage 2 tests. All students will be set a target of expected progress and tracked by a flight path tool. Departments may alter the specifics of the progress flight path depending upon subject demands but the Year 11 final target will remain the same.

Heads of department must confirm with their line manager what year end targets and progress flightpaths are at the start of the year