Teaching and Learning Policy

(Including Homework and Homework Marking)

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Acronyms:

AFL = Assessment for Learning.

CPD = Continuous Professional Development.

EAL = English as an Additional Language.

FSM = Free School Meals.

HoF = Head of Faculty

HoY = Head of Year.

KPI = Key performance Indicator

PGCE = Post-graduate Certificate in Education

RWCM = Reading, Writing and Communication.

SEN = Special Educational Needs.

SLT= Senior Leadership Team.

T&L = Teaching and Learning.

TA = Teaching Assistant.

Teaching & Learning (T&L) and Homework Policy

Aim:

To ensure all students and teaching staff are given equal opportunity to learn in order to realise their full potential. To ensure teaching and learning is underpinned by up-to-date evidence based research.

Main objectives and key performance indicators: Link to school motto

- To support students in having high **aspirations** for their learning.
- To support students in developing a **determined** and resilient attitude to learning including when facing challenges and failure so they **success**fully overcome these potential obstacles.
- Teachers demonstrate high expectations: They constantly challenge their students to achieve their full potential by facilitating engaging and well-planned learning experiences.
- Students respond effectively to formative feedback and make progress.
- Students understand how the memory works and the difference between short-term learning and longer term 'knowing'.
- Student progress data demonstrates that students have, or are on track to achieve, their agreed, challenging subject targets including achieving all of the government's progress indicators.
- All teachers meet the teaching standards in day-to-day teaching.
- All teachers develop their practice by achieving all their formative feedback targets.
- Student and parent/carer surveys rate teaching and learning to be 'good' or above.

1. **Consistency in Teaching and Learning**

At Longhill High School, we have a shared approach to teaching and learning which centres around the school's 'Learning Non-Negotiables'. Every lesson must have:

- a memory platform in order to remind the brain that prior information (previous topics etc.) needs to be kept and remembered.
- a higher level skills based **learning objective(s)** in order to promote challenge;
- differentiated **success criteria** to allow students to access the work and become independent;
- a 'take 5' or 'take 10' (minutes may vary due to content) which is a period of silent, independent work to promote resilience and allow the teacher to check for understanding;
- a 'Do It Now' task to ensure all students are learning at the very start of the lesson which sets high expectations for engagement;
- a range of effective questioning strategies to check learning so the teacher can intervene and differentiate further to ensure the work is appropriately challenging;
- use of the school praise and sanction system to support positive behaviour to learn;

- developmental feedback of **'how to improve'** and **'what went well'** from the teacher which students act upon and in doing so make progress (evidence of students acting upon feedback to be signposted by the colour green to make it easier to refer to).
- A progress plenary where students reflect and review what they have learnt and how they have learnt this as well as identifying what they still need to learn.

We believe these non-negotiables promote high expectations of staff as well as high expectations of students, and will therefore support rapid academic progress. Further, these non-negotiables are also designed to develop the resilience of our learners and shape them into making positive contributions towards society.

These non-negotiables also involve using a shared language and demonstrating a shared understanding of what these terms mean. These are:

(a) Memory platform
(b) Learning objective
(c) Success criteria
(d) What went well
(e) How to improve
(f) Progress Plenary

(a) Memory Platform

A Memory Platform is a computing term to describe collecting, storing, processing and retrieving high volumes of information. It has been applied to a school setting and means any opportunity where you quiz students on prior learning – this could be last lesson, last week, last term etc. The fundamental principles are:
- Short quiz – 5 to 10 minutes.
- Instant feedback – go over the answers and in doing so ask students – address misconceptions.
- Enrich understanding by adding new layer of meaning e.g. connecting to a different topic, asking a higher level question etc.
- Students reflect: What do they need to learn/revise? Explain to partner what they now know.
- Teacher input: Direct to revision aids/ resources to help them learn etc.
- Revisit so students can see progress.
- Teacher check: Identify who needs intervention.

(b) Learning objectives:

- Give the **skill(s)** students are learning and applying this lesson
- Possibly, also include the topic (subject content) being taught, unless it is a skill you wish students to transfer over topics/ texts.

Examples: To **evaluate** the effects of migration on the population of Europe

To **prioritise** the evidence in a historical text.

- These are visible (where possible) throughout the lesson so students can remind themselves what they are learning.
- They are not written word-for-word into books, but can be written into books as a title which means slightly altering them:

  e.g.   Evaluating the Effects of Migration on the Population of Europe

(c) Success criteria:

- This is the skills and knowledge students have to apply to an activity/question in their journey towards achieving their learning objective.
- Success criteria allows for independent work while empowering students with the vocabulary needed. For example, a student can identify which part of the learning they need help with by referring to the wording in the success criteria while others will follow the success criteria without support rather than waiting for instructions.
- The end aim is that eventually this success criteria is embedded within the student's memory so they will not need any scaffolds.
- In the case below, the success criteria is not necessarily chronological order – it can be achieved in any order.

Example: Success Criteria for Explaining How World War One Began

☐   Explain how WWI started by a conflict between two groups of countries and explain Serbia's involvement in this.

☐   Identify which countries were the Triple Alliance and explain their relationship.

☐   Identify which countries were the Central Powers and explain their relationship..

☐   Explain that these two sides declared war upon one another.

Ways of using success criteria in a lesson:

- When asking students what do they need to do in the lesson to make progress –refer to this as their success criteria.
- Ask students to create the success criteria (verbally and/ or written down) for the question/ activity – they have ownership of this, it further tests what they already know.
- Build the success criteria with the students in the lesson.
- Provide students with the success criteria – this can be differentiated.
- Ask students to look at a model answer and use this to create the success criteria or self-assess using this criteria.

(d) What Went Well (WWW):

- What went well is feedback on what the students have achieved – the progress they have made with skills and/or knowledge.
- It can also be praising effort and determination, but not praising ability (see C. Dweck, Growthmindset research).

(e) How to Improve (HTI):

- The language of 'How to improve' explicitly focuses on improvement rather than the vague use of 'even better if'.
- 'How to improve' also supports the expectation it will be acted upon.
- 'How to improve' feedback needs to:
    - (a) Use 'HTI' at the start – this is the signpost for the student to act upon this.
    - (a) Identify what students need to do to make progress.
    - (b) <mark>Explain how they can achieve this.</mark>

    Examples:

    HTI: Explain the origins of WWI <mark>by using the source given in class.</mark>
    HTI: Explain the link between photosynthesis and respiration – <mark>I will explain this in class.</mark>

- Feedback can also be set in the form of questions which extend students' knowledge and skills. See the example below.
  HTI: What is the link between photosynthesis and respiration? <mark>Consider the extract given.</mark>

- How to improve should not be task orientated such as 'complete Q2' or 'finish this answer'. It can be written on work, but it is not included as a HTI.
- How to improve needs to be acted upon by the student which means lesson time is given for this.
- Note: Collating students' 'How to improves' will often support planning the next phase of learning.
- A bank of 'how to improve' comments can be made by the teacher/department and students can sometimes use these to self-assess and identify their own in order to develop students' independence.

Note: For Success Criteria, WWW and HTI:

- 'Success criteria', 'how to improve' and 'what went well' feedback, needs to use subject specific terminology (e.g. photosynthesis) and academic key words (e.g. command words such as 'explain', 'justify' etc.) as sharing this language is how students will embed it in their own practice.

(f) Progress Reflection

This is to ensure students end the lesson reflecting upon the entire learning journey of the lesson rather than ending the lesson by finishing off an activity. This is an opportunity for students to identify what they know, gaps in their knowledge and for them to ask for support with this e.g. directed to resources to fill in those gaps etc. It also links to meta-cognition as you ask students to reflect on how they learnt etc. Here are the questions students verbally answer to a partner etc. – you can adapt these and how you undertake these:
- What have I learnt this lesson?
- How do I know I've learnt this?

- How can I improve?
- What are my next steps?

Fundamental principle: END OF LESSON (you can also have these after any period of learning within the lesson as well as at the end).

2. **A Shared Approach to Teaching How to Remember and How to Revise: Moving from short to long-term memory.**

Underpinning our day-to-day teaching of students as well as how we explicitly teach students to revise, is evidence based research about learning and how the brain processes and stores information.

In order to support students' understanding of how the brain processes and stores information, we will use the following language and explanations.

What is learning?
Learning is a change in long term memory. This happens when we link new information to information already stored in our long term memory.

How does learning happen?
Attention to our environment (e.g. what we read, watch, hear etc.) brings new information into our working memory. New information is held in our working memory for long enough, and in such a way, as to connect it to information already in our long term memory.

New information and information stored in the long-term memory:
For a problem to be solved or an activity to be undertaken, information required must be drawn from the environment (new information) and/or long-term memory (learnt information), and processed in working-memory.

The working memory:
This has a finite capacity for new information, but the working memory can draw upon information from the long-term memory (old information) without using the working memory space.
The working memory of all of our students is different. Here are some guidelines to consider when planning lessons and teaching:
- Do not include unrelated information on your teaching materials (e.g. images that decorate without teaching);
- It may not be a good idea to present redundant information unless there is a particular need for it in your classroom;
- Try to break instruction down into small, concrete steps, and build students up to tackling larger problems/tasks;
- Provide lots of concrete examples (specific), because resources may be used up by students trying to figure out what you are referring to when you describe abstract concepts.

In sum, when teaching, avoid activities that rely too much on lots of new information as this is likely to overload the working memory. Instead, chunk the new information and make links to what students already know (i.e. old information that is stored in students' long-term memory).

How do we teach revision skills?

Memory platforms are now embedded across the school and are a way of supporting students with moving information from their short-term memory in to their long-term memory so this becomes

knowledge. The end of our revision journey will be that all year groups will be explicitly taught how to revise using the shared approach which is outlined below. There will be an expectation (and need) for year 7 upwards to revise so by key stage four, all students will have developed effective revision skills.

    (a) The six revision techniques we promote and teach

All staff will share with students (crucially, in the same way and with the same wording) the six most effective revision tools which are: Flashcards; placing knowledge in to graphic organisers; past papers; self-quizzing/ testing; students creating their own questions; and students thinking about the steps they need to take for answering a question. This uniformed approach and shared language will create a consistency that allows students to develop and fine tune their revision skills.

How to create and use **flashcards**:

- Questions are on one side and answers are on the other.
- They can be colour coded for specific topics.
- Students use these to quiz themselves and peers.
- They can be paper or electronic based.

Underpinning how to make effective flashcards is the principle of *dual coding* which requires students to create images alongside the words to help the brain remember.

How to create and use **graphic organisers:**

A graphic organizer is a visual display that demonstrates relationships between facts, concepts or ideas. A graphic organizer guides the learner's thinking as they fill in and build upon a visual map or diagram. They are also informally used as a term to describe all visual learning strategies such as concept mapping, webbing, mind mapping, and more.

Webs, concept maps, mind maps and plots such as stack plots and Venn diagrams are some of the types of graphic organizers used in visual learning to enhance thinking skills and improve academic performance on written papers, tests and homework assignments.

The most effective way to create, and use, graphic organisers is to build these together with students in the lesson rather than handing these to students already completed. The process of building these together, gives students the opportunity to seek clarification and elaboration.

Use of **past papers:**

- Students undertake a whole examination paper to develop timing and organisational skills or/ and
- Students undertake part of the examination paper to identify what they know and what they need to learn.
- Ensure students also have resources that have 'the knowledge' on them so they can learn what they do not know.
- The teacher can guide students to tackle their weakest areas on the examination papers.
- Students have access to the mark scheme and it has been explicitly taught so students can self-assess for all, or, the majority of the answer while also identifying what they need to do to improve.

Self-quizzing/ testing

On a blank sheet of paper choose a topic and write down everything you can remember.
Use the word 'elaborate' to ensure students add more detail.

Students creating their own questions

Students imagine they are writing the exam paper: They create questions then the next stage is to make bullet points of what an examiner would expect to see in the answer.

The most effective way to undertake these is to model in class the whole process. A way to develop this further, is for students to answer other students' questions and then the pair can mark the response together using the bullet points of what you would expect to see in the answer.

Thinking steps: students thinking about the steps they need to take for answering a question.
Ask students to: Select a question that they struggle with; explain step by step how to work through the question and in doing this, you (or they) can identify any gaps in their knowledge.
Make this most effective by modelling in class; rather than always writing a 'response' to a question, students need to explain the steps of a problem/question.

(b) How we teach organising and implementing a revision timetable

We teach students the importance of *spaced practice* and *interleaving* as these two methods of revising have evidence based research which highlights them as being the most effective way to undertake a revision timetable.

Spaced practice is the exact opposite of cramming: When you cram, you study for a long, intense period of time close to an exam, but when you space your learning, you take that same amount of study time, and spread it out across a much longer period of time.

Interleaving this refers to varying the revision topics and subjects that are revised in one time period (i.e. a day/ evening etc.).

These revision strategies and techniques will be promoted through assemblies, in mentor time, in lessons and in every day-to-day contact with students. This is part of a wider drive to improve revision skills throughout the school and, for example, parent/carer revision workshops which also adhere to these guidelines are also delivered.

3. **A Shared Approach to Teaching Literacy**

At Longhill High School we set high expectations for teaching literacy: every teacher is a teacher of literacy and we have the following shared approach to teaching reading, writing and verbal communication:

In developing verbal communication, we explicitly teach students how to: discuss, reason and develop others' ideas; be an active listener; and critically reflect upon their own contribution in paired and group work.

In developing reading and writing, we explicitly teach students how to: retrieve information by scanning the text; summarise, explain and exemplify and analyse, evaluate and compare.

We build in frequent opportunities for students to demonstrate higher level thinking and internalise this through extended writing.

We build in frequent opportunities for students to hear, see and read aloud, higher level language.

Where appropriate, we explicitly teach students to identify the genre, audience and purpose of: texts which they read; writing activities they respond to; and discursive activities they undertake.

Where appropriate, we explicitly teach the conventions and traditions of various genres for example, report writing, an analysis, a discursive essay etc.

We teach **academic and subject specific words and phrases** using a shared approach of: Pronouncing, Defining and Context (PDC)

Step 1: Pronouncing Teacher says the key word aloud and students then practise saying this key word aloud.	Rationale
	Practising pronouncing the word gives students the confidence to use it in speech and writing. Hearing the word also helps it to become part of their vocabulary.
Step 2. Defining Definition of the key word is given either by students or teacher. Students then repeat this definition to their partner.	In order to fully understand the word, students need to know what it means; this meaning is tested by students placing it in context.
Step 3: Context Students practise placing the key word in a sentence in different, relevant contexts.	Meaning of the key word is tested by students placing it in context. Further, transferring this word to other topics will encourage deeper thinking.

Further, teachers for <u>all</u> key stages will:

- Plan lessons which consider the individual needs of students therefore providing opportunities for all to make rapid and sustained progress.
- Teach numeracy skills following the school's guidelines – *see separate Numeracy policy.*
- Use, and have available, their **teaching & learning folder**. This folder consists of: (a) Lesson planning; (b) annotated photographs of students with SEN and PP information and students' target grade; (c) termly student progress data; (d) seating plans; and (e) teachers' CPD log.
- Direct other teaching support staff in the lesson to ensure rapid and sustained progress.
- Be able to employ teaching styles that enable students to make rapid or sustained progress and adheres to the shared language and literacy approach previously mentioned.
- Embed high expectations of behaviour through: modelling positive behaviours; positive reinforcement and consistent use of sanctions. Any negative behaviour is swiftly dealt with and any support needed in doing this, is given by middle and/or senior leaders.
- Develop students' growth mindset by building in opportunities for students to undertake activities which require them to learn from their mistakes, take ownership of their learning and learn from their peers.

Presentation Expectations for Students' Work

At Longhill High School, we ensure our students demonstrate respect for teachers, and pride in their own work, by adhering to our presentation expectations. These expectations promote the

importance of written literacy. At the start of the lesson ask students to check for the following (and make corrections where necessary):

- The date is written in full on the right hand side and underlined.
- The title is written in full and underlined.
- Share with students that graffiti no matter how small is unacceptable and a sanction of a detention is issued. If there is graffiti inside the book, the student writes out their book again unless the graffiti can be neatly covered up. Graffiti on the front of book covers will not be so easily covered: students will write out their work again. This can be undertaken in the detention.

4. Behaviour in Lessons

At Longhill High School, we remind students of our high expectations through staff modelling positive behaviour such as greeting students at the classroom door as well as explicitly teaching how a successful learner behaves and the thought processes they have. Lessons are carefully planned so that a purposeful learning environment is immediately established upon entering the classroom with a 'Do It Now' task that links to that lesson's learning objective or is a Memory Platform and links retrieval of prior learning.

Behaviour to Learn:

Rewards will be issued in order to:
- promote high expectations of academic effort and enthusiasm for learning;
- encourage students to take risks and learn from their mistakes;
- develop students' self-esteem;
- provide opportunity for all students to gain recognition for positive behaviour; particularly effort rather than highest performing;
- encourage students to take responsibility;
- promote emotional literacy;
- provide opportunity for involvement of the whole school community e.g. contact home and/or newsletter to praise students etc.

Types of rewards: Golden tickets; reward points; praise dialogues with parents/ carers via phone, letter, postcards; teacher praise in class and/or after class. Email to mentor so they can share with mentee. Written praise comments in planners, exercise books etc.

Sanctions will be issued in a way so that they:
- provide students with clearly defined boundaries thus encouraging acceptable and positive behaviour;
- are fully understood by the whole school community;
- are applied fairly and consistently;
- are applied expeditiously after the offence;
- separate the behaviour from the student;
- are proportionate to the offence;
- defuse and do not escalate the situation.

Sanctions **must not** be applied to entire classes or groups of students, when the guilty parties have not been identified.

Issuing sanctions and the type of sanctions:
The whole-school sanction system is:

> WARN: Remind student what they need to be doing rather than just commenting on what they are not doing..
>
> MOVE of seat or to a different classroom.
>
> REMOVE out of the learning environment: Isolation room.

The Teacher will:
- State what behaviour is expected (rather than stating what they are doing wrong).
- Explain which will be given if this behaviour is not achieved.
- Follow through with the stage of sanction to the next.
- Leave time between issuing each sanction so the student can modify their behaviour and also use other strategies – CPD throughout the year will help all teaching staff to develop these.

Preventative Strategies:
- Remind the whole class of your expectations regarding behaviour for learning – you may have to do this every lesson until this is embedded.
- Adhere to the school's routines such as: Coats off, earphones out, no phones out <u>before</u> students get into the class; dismiss classes according to the correct timings and bell (break and lunch); dismiss classes from their seats, not crowding around the door.
- Have your own routines in place such as: Memory platform to settle down students and focus them on the learning – an activity they can undertake independently while you take the register or stand at the door; a seating arrangement where you are able to speak quietly to a student who needs re-engaging by asking them about their day etc.
- Scan the room to catch anyone off-task and use non-verbal gestures such as eye contact to remind them that you are aware of this and will tackle it if they do not change their behaviour immediately and follow your instruction.

After the sanction is issued:

- Ensure the student knows why they have been issued the sanction.
- Once sanctions have been issued, this needs to be followed up by the teacher with a conversation with the student to reiterate expectations, boundaries and build up a more positive relationship with the student.
- If appropriate, liaise with mentors with regards to contacting home as they often have information that will support this.
- If a student's or a group's behaviour is extreme, or rapidly deteriorating, seek immediate support and guidance from your Head of department or Head of Faculty.

5. Marking and Formative Feedback.

At Longhill High School, all teachers demonstrate they value students' efforts by giving feedback which:
- praises effort
- identifies students' strengths by using the term 'What Went Well' (WWW) and
- identifies students' areas to improve by using the term 'How to Improve (HTI).

Day-to-day verbal and written feedback in lessons is formative, however it is **only formative if the teacher acts upon the assessment of learning** (i.e. the learning check) by adapting the lesson and/ or giving feedback to the student or providing opportunities for students to self-assess. As Formative Assessment is defined as:

"All those activities undertaken by teachers, and by their students in assessing themselves, which provide information to be used as feedback to modify the teaching and learning activities in which they are engaged. Such assessment becomes 'formative assessment' when the evidence is actually used to adapt the teaching work to meet the needs."
*(*Black, P. & Wiliam, D. ,2001, 'Inside the black box: Raising Standards Through Classroom Assessment', King's College London School of Education).

A Summary of Marking & Feedback at Longhill High School:

- Teacher feedback can be verbal or written.
- Teacher feedback can be differentiated: Some students may have more written feedback than others etc.
- Teacher feedback is legible and models correct SPAG (spelling, punctuation and grammar).
- Teacher feedback is in red ink and the students' response to feedback is in green ink.
- Teacher feedback focuses on improving specific skills and knowledge rather than task-orientated feedback
- Teacher feedback (or next learning phase) explains <u>how</u> the students can improve rather than just giving what to improve
- Students regularly act upon teacher feedback so making progress
- Some (not all) missing punctuation, or punctuation errors are circled in red by the teacher and then corrected in green ink by the student
- Grammatical errors are highlighted in red by a question mark and corrected by the student in green ink.
- Some misspellings of high frequency words are underlined in red, corrected by the teacher and then correctly written by the student in green ink in the margin.

Developing a growth mindset through the language of feedback

- Praise **effort, determination and resilience** rather than rewarding ability or intelligence – use these three words in your written comments and dialogue with students.

6. Homework and Homework Marking

Independent learning (homework) is an integral part of learning at Longhill High School. It is a powerful learning tool for extending the range and depth of a student's knowledge and understanding as well as encouraging the independent learning and self-motivation they will require for their future. Therefore, if a student does not complete their homework, they will be supported to undertake complete this in an after school 'Keep-up' detention.

Aims and Objectives
- To promote effective, independent working across all years.
- To raise the standards of attainment and achievement by enhancing the quality of the independent learning tasks set.
- To engage parents and carers in the learning process.
- To support students in working independently and help to improve students' attitude to out of school learning.
- To develop students' skills in lifelong learning.
- To help students become responsible for their own learning.
- To prepare students for studying at GCSE and beyond this.

Quantity of Independent Learning to be set
The National Guidelines for independent learning varies between 3.75 and 12 hours per week dependent on the age of the student. As a school we recognise that good quality independent learning should be set as an extension of, or part of, the classroom learning and not a task set in line with a proposed timetable, as such the following guidelines are in place:

Key Stage 3

Independent learning is integral to many of the subjects studied at KS3. Faculties and departments will set appropriate independent learning tasks in line with a guidance of up to one hour per subject per week and be based on students actively engaged in preparation for their lessons.
Examples may include, but are not restricted to:

- Practising skills learned in the classroom to be demonstrated in their future lessons.
- Drafting and extended writing from a lesson that day.
- Reading combined with activities that test understanding and develops thinking.
- Planning and evaluating work.
- Speaking and listening practice (where appropriate).

At certain points in the year preparation may also include learning/revising for tests or examinations.

Subjects may choose to set work as shown above, give students independent study booklets or series of tasks to be completed before the end of the unit of study. Work required to be completed over a period of time will require weekly monitoring to ensure the student does not leave the task 'to the last minute'.

In order to support the improvement of literacy throughout the school, we fully encourage students to undertake personal reading in the evening.

Key Stage 4

With the greater demands within the KS4 curriculum this key stage should have between one hour to one and a half hours, per subject, per week, with work structured to ensure students produce work that demonstrates significant effort. Work required to be completed over a period of time will need to be checked for progress every 1 to 2 weeks dependent on the length of time given and the timetable for the subject.

Independent learning tasks which support the student in their exam preparation should be differentiated for student ability. Examples may include, but are not restricted to:

• 	Completion of past examination questions
• 	Practising skills learned in the classroom
• 	Drafting and extending writing
• 	Learning/revising for tests or examinations
• 	Answering questions to develop and test understanding and higher level thinking skills.
• 	Extending learning from the classroom through research activities etc.

All students are encouraged to read as widely as possible in the areas of the subjects they study.

The marking of independent learning tasks is to be in line with the school's formative marking policy set out in this document: Quality feedback is the key; this shows students that their efforts are valued.

7. **CPD provision**

At Longhill we value staff's professional development by ensuring that our CPD provision includes:
• 	frequent training sessions for all learning support staff in-house and external. These are a combination of INSETS and twilight sessions in order to have a strategic approach which supports all staff in developing their practice.
• 	continuous bespoke training in-house and external as well as the opportunity to have a coach/mentor or buddy for all teaching staff.
• 	continuous bespoke training and coaching (external and internal) including liaising with other schools for middle leaders.
• 	opportunities to liaise with other schools and opportunities for external training and coaching for senior leaders.

All teaching and learning support staff including cover supervisors:
• 	will attend bespoke twilight training sessions as well as INSET days in accordance with the CPD schedule which will be within faculties as well as whole school.
• 	Will critically reflect on their strengths and areas to develop by undertaking their CPD logs and acting upon these.

Newly Qualified Teachers (NQTs):

- In addition to the whole staff CPD provision, all NQTs are to attend bespoke training.
- All NQTS will attend a weekly meeting with their subject mentor (mentoring to be facilitated by HoFs or HoDs).
- All NQTs will have official observations as directed by Brighton & Hove guidelines, in addition to the learning walks, and work scrutinies which all teachers have.
- All NQTs will be given the recommended 10% reduction in timetable.
- All NQTs will be given the opportunity to attend Brighton & Hove's training events specifically for NQTs.

New Teachers:
- All new teachers will be paired up with a 'buddy' (arranged by Heads of Fcaulty) to offer support and guidance.
- Additional, optional training sessions will be provided for new staff.

Trainee Teachers (school direct, PGCE etc.):
- In addition to the whole staff CPD provision, all trainee teachers are to attend bespoke training which will include an induction programme (in line with the relevant University's guidelines) before they start teaching.
- All trainees will attend a weekly meeting with their subject mentor (mentoring to be facilitated by Heads of Faculty or Heads of Department).
- All trainees will have lesson observations in accordance with the relevant University's guidelines.

8. Developing T&L: Mentoring and Coaching

Mentoring/coaching of teachers

- In some cases, teachers may feel the need for additional CPD with a mentor/coach and on such cases, the school will offer a mentor or coach.

- In some cases, middle leaders and/ or senior leaders will identify that a teacher needs additional CPD with a mentor/coach as they are not fully meeting the teaching standards. In such an instance, they will be assigned a mentor/coach (by their Head of Faculty or a senior leader) who demonstrates strengths in the teacher's areas that need to be developed. In this instance, a teaching mentoring form will be used to record the teacher's progress towards meeting the teaching standards as well as CPD received. If there is no evidence of progress towards meeting the teaching standards (from observations) within six to ten teaching weeks, then formal capability procedures will be followed. If there is evidence of progress (from observations) then another four to six teaching weeks of mentoring/coaching takes place and then an observation to determine if teaching standards have now been met. If the teaching standards have not been met, then formal capability procedures will be followed *(see separate policy)*. If the teaching standards have been met, then the mentoring and coaching has been successful and will end.
- In the case of mentoring and coaching due to not meeting the teaching standards, the mentor/coach will undertake at least weekly observations (with student voice and work scrutiny) in order to develop the mentee's teaching and learning. *See separate mentoring record form regarding all CPD received.*

Mentoring/ Coaching of Leaders (senior, middle or lead teachers)

- If a teacher, who has not met the teaching standards, is also a leader (senior, middle or subject lead) then they will also have additional support (mentoring and coaching) for leadership. This is based on the premise that to be an effective leader then one must meet the teaching standards. A leadership mentoring form (in addition to the teaching form) will be used to record the teacher's progress (and CPD given) towards meeting the leadership targets set by their mentor/coach. If there is no evidence of progress towards meeting these targets within six to ten teaching weeks, then formal capability procedures will be followed. If there is evidence of progress then another four to six teaching weeks of mentoring/coaching takes place and then a meeting to determine if all targets and teaching standards have now been met. If all have been met, then the mentoring and coaching has been successful and will end. If not, then formal capability procedures will be followed.

9. **Monitoring and Reviewing (MR) of Teaching & Learning:**

The MR of T&L will:
- (a) Prioritise the follow-up action/ CPD taken by those accountable (senior and/or middle leaders) for improving the quality of T&L for that subject area.
- (b) Identify and prioritise the subject areas and teachers that need the most improvement so that training resources are used efficiently and effectively.
- (c) Identify subject areas and teachers that have strong progress so that best practice can be shared and celebrated.
- (c) Feed into the school's CPD schedule so that all training needs are met.
- (d)Have the overarching aim to achieve the school's KPIs (key performance indicators).

The MR cycle will be placed on the staff calendar for middle and senior leaders to implement. This will consist of:

- Heads of Faculty (HoFs) with the relevant Heads of Department (HoDs) identifying the strengths and areas to develop in T&L for their faculty area using: students' work (work scrutinies), lessons (learning walks and, for teachers who are being mentored and coached, lesson observations), student voice and student progress data.
- Senior Leaders will undertake MR activities (work scrutinies, drop-ins and lesson observations) jointly with the HOFs they line manage in order to mentor/coach and develop middle leaders' leadership skills. Likewise, HoFs will jointly undertake work scrutinies with the HoDs they line manage.
- Senior Leaders will support HoFs in using this MR data to plan CPD for their faculty. This CPD will be two-fold: A forum in which strengths could be shared with other subjects to promote cross-curricular CPD and secondly, CPD which address the areas to develop.
- The senior leader leading on T&L, along with the senior and middle leaders for each faculty, will use the MR data to plan whole school CPD.
- Senior leaders are responsible for quality assuring and supporting the MR process for the faculty or faculties they line manage.

- Senior leaders are responsible for supporting the Head of Faculty with mentoring and coaching any teachers who fail to meet the teaching standards for the faculty or faculties they line manage.
- The senior leader leading T&L will keep an overview of the quality of T&L in order to support senior and middle leaders with identifying and knowing where teaching and learning is strongest and weakest so that:

  (a) Teachers can be accurately directed to another teacher who demonstrates strong practice in the area(s) they need to develop

  (b) Mentoring and coaching is directed at the teachers who need this the most.

  (c) Monitoring along with day-to-day check-ins (e.g. support with starting the lesson such as lining students up silently outside the classroom), is directed at the teachers who need this the most.

  (d) CPD is differentiated to suit all levels of learners and their needs.

  (e) The quality of teaching and learning can be accurately judged against external criteria.

MR data

As previously mentioned, the monitoring and reviewing of teaching and learning will consist of regular):

- Analysis of students' tracking data for each teacher.
- Learning walks of a range of lessons per teacher with the criteria being meeting the teaching standards and the extent to which these are met.
- Scrutiny of accuracy and effectiveness of teachers' summative and formative feedback and assessing (students' work).
- Scrutiny of teachers' planning and schemes of work being used to inform this (particularly if there are concerns regarding students not making rapid and sustained progress).
- Student voice used to ascertain rate of progress as well as the extent to which effective leaning routines and high, challenging expectations are embedded.

A list of useful documents which underpin this T&L policy are:

2019-20 Department Review Lesson Observation - used for observing teaching staff.
2019-20 Learning Walk Form - used for departmental learning walks.
2019-20 Learning Plan - used to support the planning of lessons.
2019-20 Learning Objective Criteria – used to support the planning of lessons.
2019-20 Learning Non-negotiables – used to support planning and delivery of lessons.
2019-20 Shared Lesson Planning Resource – used for the learning non-negotiable.
2019-20 Monitoring and Reviewing T&L Cycle – used for quality assuring T&L as well as planning CPD.
2019-20 CPD Schedule – a schedule of teaching staff's training.
2019-20 Work Scrutiny Feedback – used for developing teachers' marking & Feedback.
2019-20 Mentoring Form – used to support teachers in meeting the teachers' standards.