

Teaching and Learning Policy

Policy Source/Written By	SCHA
Reviewed	September 2020
Ratified by Governors	Ratified
Review frequency	Annually
Next review	September 2021
Person responsible	Headteacher
Group responsible	Governing Body

Our Vision – Excellence for All

At Caistor Yarborough Academy we provide a personalised and inclusive learning environment which nurtures and values every student through an ethos of Excellence for All.

We begin by valuing our learning, our experiences and all of the opportunities available to us.

As part of this, we respect each other, our learning journeys and environment.

Above all, the whole community is committed to making sure that everyone achieves their best.

To achieve our vision of “Excellence for all” we will focus on the following areas:

1. Increasing the opportunities and life chances of all students in preparation for life beyond CYA.
2. All subjects and subgroups are at least in line with national expectations.
3. Quality first teaching is evident in all learning experiences including literacy and oracy.
4. All pupils can demonstrate they are confident, self-assured learners with a clear focus on progress and high aspirations.

Teaching and Learning vision.

*The vision is that all lessons are good and we aspire to be **outstanding***

There is an expectation that all lessons will be good or better. Teachers are expected to plan lessons appropriately for each lesson that are challenging, use appropriate pace and differentiate to allow all to access their learning through the use of data.

Knowledge of SEND, pupil premium, high, middle and low attainers and EAL is expected for each group and should be accounted for in each lesson. Assessment for learning should be an integral part of every lesson through questioning, peer and self-assessment and teacher feedback.

To raise expectations of staff and students we are aspiring to all be outstanding each and every lesson. We appreciate this is not possible, but if we aim for outstanding and don't quite make it, we will be at least good.

The Academy way is aspirational; staff are required to have the following in place at all times:

- Progress folders – seating plan must include for each student their full name, Y11 target, Pupil premium (PP), Free school meals (FSM), Special Educational Needs (SEN), Prior Attainment (PA) annotations on behaviour/issues, interventions in or out of lessons. These must be in a folder at the front of the class and available to be checked.
- Planners to be placed on desks and used as a learning and Behaviour for Learning BFL tool.
- Feedback to follow policy with What Went Well (WWW), Even Better If (EBI) and tasks to improve either via stamper or written.
- Assessment sheets are in books and students are made implicitly aware of their target and how to achieve it.

- All lessons to be focussed around a big question, with 3 tiered outcomes (All, Most, Some) which is linked into the learning throughout the lesson or term. There will be a starter activity as students walked in, which is linked to memory recall of previously taught material or new learning.
- KS4 to focus on exam question practice.
- Students will be challenged through differentiated activities which are targeted by the teacher using PA data with extension challenges available.
- Sequencing of learning is clear in books and SOL showing thorough planning which builds on learning and addresses any gaps, using lesson data to plan interventions.

The Academy way to become outstanding:

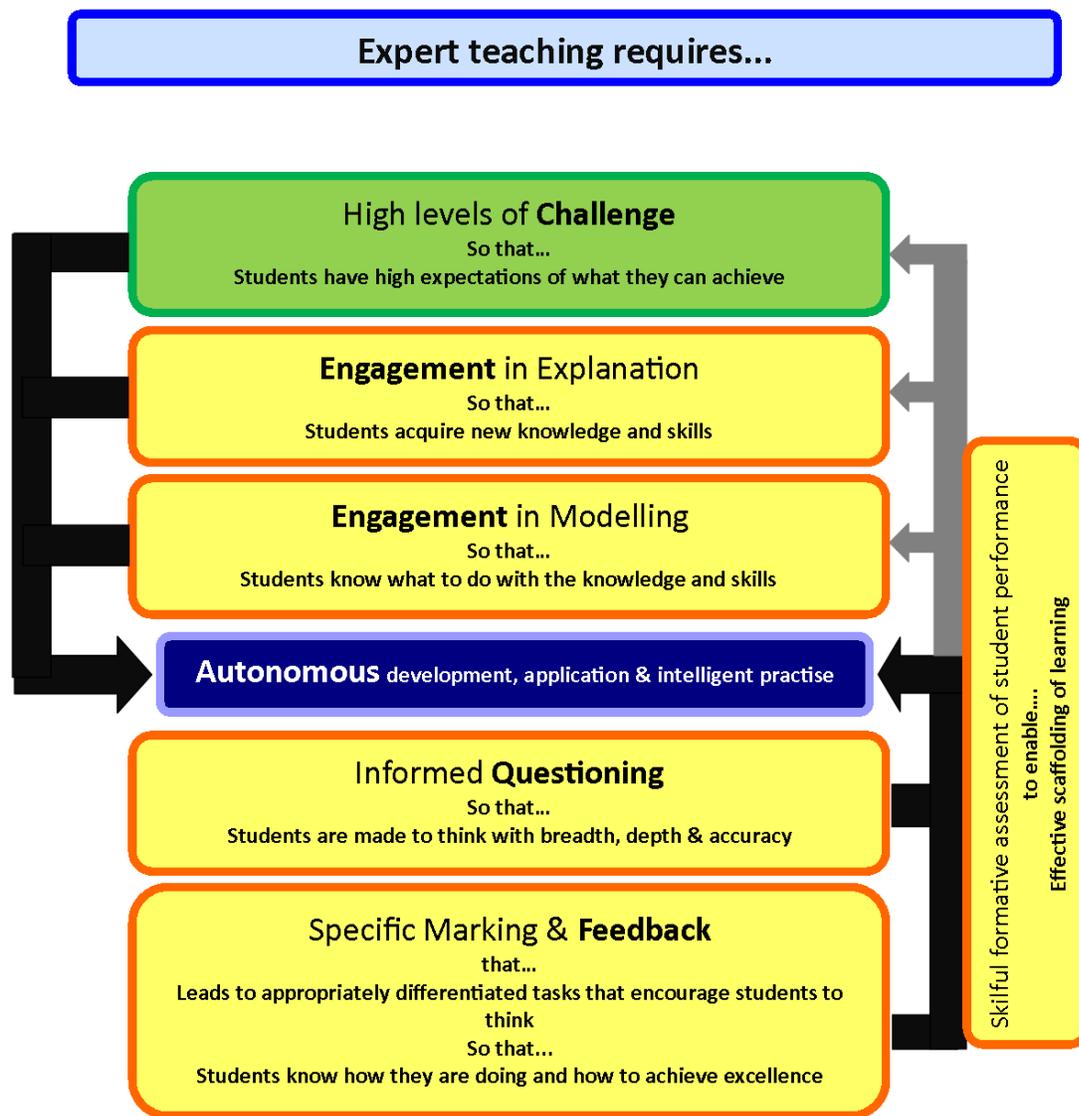
OFSTED Outstanding	The CYA way.
Planning and delivery	
<p>Teachers planning shows deep knowledge and understanding which is used for effective differentiation, with embedded assessment for learning procedures to check understanding, building on prior learning to close gaps.</p>	<p>All lessons be focussed around a big question, with 3 tiered outcomes (All, Most and Some) which is linked into the learning throughout the lesson or term. There will be a starter activity as students walked in, which is linked to memory recall of previously taught material or new learning. KS4 to focus on exam question practice.</p>
<p>Students are engaged from the start of the lesson through starter activities, which recap previous knowledge and are differentiated for all to access.</p>	<p>Students will be challenged through differentiated activities, which are targeted by the teacher using PA data with extension challenges available.</p>
<p>Teachers provide adequate time for practice to embed the pupils' knowledge, understanding and skills securely. They introduce subject content progressively and constantly demand more of pupils. Teachers identify and support any pupil who is falling behind, and enable almost all to catch up.</p>	<p>Assessment sheets are in books and students are made explicitly aware of their target and how to achieve it. Students complete the appropriate tiered activities to achieve outcomes, with teacher instruction.</p>
Assessment for learning and feedback	
<p>Teacher use effective questioning to check understanding, address misconceptions and extend learning.</p>	<p>Teachers plan questions and target them to extend students understanding based on effective use of progress data from students. Seating plans used to target questions based on PA.</p>
<p>Feedback is effective, progressive and acted on to show progress.</p>	<p>Work is regularly marked using the marking policy (Stamper or WWW, EBI and a task) and acted on through DIRT time, with students responding to feedback.</p> <p>Sequencing of learning is clear in books and SOL showing thorough planning which builds on learning</p>

	and addresses any gaps, using lesson data to plan interventions.
Homework is used to enhance and consolidate learning.	KS4 homework to be based on exam question practice which is reviewed or tested during the lesson to improve student's retention of knowledge.
Consistently high expectations	
<p>BFL is effective through well differentiated activities and consistent use of the BFL policy.</p> <p>Clear routines and expectations around learning are evident and embedded, using 3 part lesson.</p> <p>Teachers have consistently high expectations of students, which students respond to and show a thirst for learning, becoming resilient learners.</p>	<p>All staff will consistently apply the BFL policy through positives and negatives.</p> <p>Students take pride in their work and have basic equipment to complete tasks or are challenged in line with the BFL policy if not.</p> <p>Clear class routines that inspire a positive learning environment.</p> <p>All books will have a golden piece of work to increase expectations of presentation.</p>

Teaching Practice

Effective teaching over time will invest in evidence-based practice: it may specify a commitment to, or draw upon, the practice below to enable pupils to make progress in their learning:

1. Daily review
2. New material in small steps
3. Ask questions
4. Provide models
5. Guide pupil practice
6. Check pupil understanding
7. Obtain high success rate
8. Scaffolds difficult tasks
9. Independent practice
10. Frequent review



Seating Plans

- To be based on data and used to support learning. Use examples on S drive/ teaching and learning 2018-19
- Seating plans and information can be easily created on Bromcom, with background information and data able to be attached.

Lessons planning

All lessons will be focussed around big question, with 3 tiered outcomes (All, Most and Some) linked into the learning throughout the lesson, a starter activity as students walked in, which is linked to memory recall of previously taught material or new learning. KS4 to focus on exam question practice.

Students will be challenged through differentiated activities which are targeted by the teacher using PA data with extension challenges available.

Assessment sheets are in books and students are made explicitly aware of their target and how to achieve it. Students complete the appropriate tiered activities to achieve outcomes, with teacher instruction.

Teachers plan questions and target them to extend students understanding based on effective use of progress data from students. Seating plans used to target questions based on PA.

Work is regularly marked using the marking policy (Stamper or WWW, EBI and a task) and acted on through DIRT time, with students responding to feedback.

Sequencing of learning is clear in books and SOL showing thorough planning which builds on learning and addresses any gaps, using lesson data to plan interventions.

KS4 homework to be based on exam question practice which is reviewed or tested during the lesson to improve student's retention of knowledge.

All staff will consistently apply the BFL policy through positives and negatives.

Students take pride in their work and have basic equipment to complete tasks or are challenged in line with the BFL policy if not.

Clear class routines that inspire a positive learning environment.

All books will have a golden piece of work and a glossary of terms at the back of the book to improve vocab and literacy skills

Planning for teaching and learning

PROGRESS, PROGRESS, PROGRESS, PROGRESS, PROGRESS

Your planning for your lesson must **start** with how much progress you want the pupils to make.

The **progress data** on the class – how are you using it to inform planning? Who is underachieving? How will you plan for this in the lesson?

What progress will be made in today's lesson? Have you planned for pupils to make rapid progress?

Who are the key cohorts within this group? (FSM, high ability, low ability, LAC, SEN)

What will you do differently to ensure that these pupils make progress?

For pupils who are underachieving, what will you plan for them?

How will you monitor the progress of pupils during the lesson?

What interventions have you planned?

What will lead to significant progress being made within this lesson? There are many elements that make up a successful lesson; "relationships" and behaviour are part of a bigger picture.

Preparing for Learning

- How will the physical environment support learning?
- How will you set the emotional climate in the room?
- What will you do to welcome the pupils?
- How will your seating plan be organised?
- What routines and expectations will you set up to ensure that the pupils are ready to learn?
How well will pupils follow routines/expectations?
- How will you ensure that learning begins immediately on entry?
- Will you ensure that you have a prompt start?

Agree Learning Outcomes

What will the intended learning outcomes for the lesson be? Will they have explicit reference to content, skills and thinking?

Will you share the criteria by which success would be judged?

How will you ensure the work is differentiated?

How will you **structure the lesson**, and why?

Will the activities be **presenting new information, constructing or applying**? What has taken place in previous lessons to lead up to these activities? N.B. the whole cycle does not have to take place in one lesson.

Presenting New Information

- How will you “hook” the learners? (Engagement)
- Will you use memory aides?

Construct

- How will pupils be actively learning?
- Why have you chosen these activities within the lesson? How will they lead to learning?
- What consideration will you make in the planning of the lesson of the underpinning elements?
 - Collaborative learning
 - Effective use of ICT
 - Thinking for learning
 - Assessment for learning

Apply

- How will pupils be able to demonstrate their learning? What form will this take? What form did it take last time? Is there a variety within your scheme of lessons?
- Will there be opportunities for higher order thinking and for the pupils to demonstrate understanding as well as recall?

Review

- How will you review progress within the lesson?
- How will you review the learning outcomes? Written, oral, pictorial?
- How have you planned for the pupils to be able to talk about how they learn? Will you teach this skill? (metacognition) Will you focus on the **how** they learn as well as what they learn?
- How have you planned for the quality and/or quantity of the work you expect to be produced?

Effective pupil behaviour

What will you do, to develop **effective pupil behaviour**?

- How much responsibility will the pupils take for their own learning?
- How do you ensure that pupils have a growth mind set?
- What habits of learning will the pupils demonstrate?

Effective teacher behaviour

How **effective** is your **teacher behaviour**? e.g.

- How will you create the climate in your classroom?
- How effective is your classroom management?
- How varied are your teaching strategies?
- How effective is your questioning? Is it planned?
- How engaged are the pupils? Why?
- Will you ask the pupils for their opinion on what worked, went well?

Appraisal / Performance Management

Performance management is a statutory and contractual obligation, as set out in paragraph 76.4 of the School Teachers' Pay and Conditions Document 2006. The Education (School Teacher Performance Management) (England) Regulations 2006 stipulate that the total period of classroom observation arranged for any teacher under the regulations should not exceed three hours per performance management cycle and that this time should be reduced on a pro rata basis where the teacher works part-time. The regulations state, "Where evidence emerges which gives rise to concern about the reviewee's teaching performance, classroom observations may be arranged in addition".

"Evaluating the standards of teaching and learning in the school and ensuring that proper standards of professional performance are established and maintained" (paragraph 63.7 of the School Teachers' Pay and Conditions Document 2006).

Effective appraisal goes well beyond 'ticking off' objectives to secure pay progression. It is a mechanism through which you can develop the culture of professional accountability in your area. It is a supportive process that enables you to ensure staff deliver key improvements as defined in the School Improvement Plan. It enables you to recognise and reward good performance. It is the vehicle by which you can identify and address underperformance, in a timely manner.

Setting Objectives.

Each member of staff must meet with each member of staff for whom they are an appraiser to review past performance and set objectives for the next academic year, in **September**.

You will set 3 performance objectives with each member of staff.

The first objective will be for teachers to achieve their pupil performance targets.

You will be given these targets in advance of your Target Setting and Review Meetings in September, by the AHT responsible for Achievement.

Pupil and class targets will be set so that your department and the school can achieve their targets as defined in the School Improvement Plan.

Targets will be based on national conversion rates in each subject.

Subject and class targets will also be set for important groups of pupils, such as disadvantaged pupils, pupils with SEND and high ability pupils.

The second objective will relate to achieving consistently good teaching through the QA cycle.

Further objectives must contribute directly to the successful delivery of the School and /or Department Improvement Plan.

Objectives must be

- Rigorous
- Challenging
- Measurable
- Achievable
- Time Bound
- Fair and equitable
- Contribute to successful delivery of the School Improvement Plan

Reviewing Past Performance.

When reviewing past performance, the reviewer will judge each teacher's performance against his / her objectives from the last appraisal cycle and also against all the teacher standards.

It is the responsibility of each teacher to attend your initial appraisal meeting in September, with clear evidence of meeting each objective. (You will be provided with an analysis of each teacher's performance against his / her class targets in advance of your performance management meeting.

If a teacher has failed to meet an objective it is his / her responsibility to provide mitigating evidence, if they wish to.

Based on the evidence provided the appraisal will make a recommendation, not a final decision, as to whether each individual has a) passed his /her appraisal targets and b) whether they should be considered for pay progression.

A meeting can be adjourned so that further evidence can be gathered if the reviewee wishes, although all pay decisions should be made before the end of October.

If necessary, you should seek the advice and support of the SLT line manager during this process. Further guidance will be provided in September, before you conduct the initial meeting.

Ongoing Performance Management.

Effective performance management takes place throughout each appraisal cycle and not just at the beginning and end. This is important, as it allows for early identification of issues that need to be addressed in order that the School Improvement Plan successfully delivers its aims by the end of the academic year. This will be conducted via the QA cycle and focussed mid-cycle review.

This process enables leaders to motivate, support and challenge staff in a timely manner, so that they can continue on their unswerving journey towards raising standards.

If a member of staff is at risk of failing to meet the required standards, despite timely intervention, consult your line manager, so that a more intensive level of support can be implemented, through a rapid support plan.

Middle leaders should meet with those staff whose performance management they are responsible for at a minimum of every term. For those staff that Middle Leaders have concerns regarding their performance, a more frequent meeting schedule may be appropriate.

These meetings should be evidence based, and focus on 4 key areas:

- Observations / Learning Walks
- Marking & Assessment
- Progress of Students
- Student Voice.

The information collated from the departments QA and Data Analysis will provide the basis of this discussion. The attached Learning and Teaching Review will need to be completed following each meeting and a copy sent to the relevant member of staff. The same form can be amended and added to in each of the meetings. It is important that any actions are recorded and the impact of these is discussed in the next meeting, or sooner if appropriate.

Any CPD needs required to enable staff to meet targets should be recorded. Please be aware that these may not necessarily be external courses and may be internal support or suggested reading.

Appraisers – teachers

3 targets based on progress, outcomes and a personal target.

Target 1-

- How is the target going to be achieved?
- Will the target impact on progress?
- What evidence is to be collected to show the impact?
- What support is required to achieve the target?

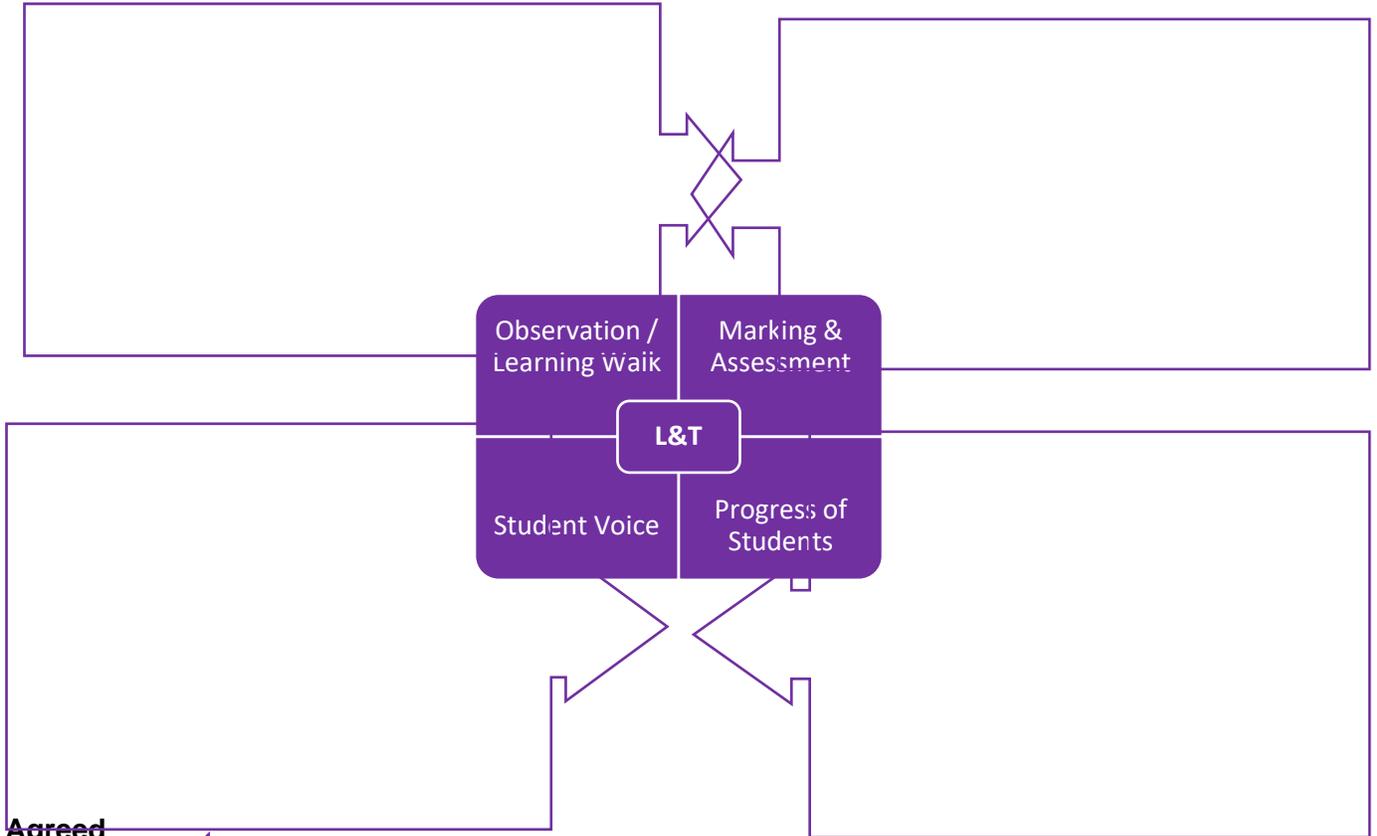
Name _____ Date _____ Signed _____

Approved and signed by HOF _____

Agreed and signed by SLT _____

Learning and Teaching Review (as part of appraisal process)

Teacher:	Reviewer:	Date:
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Agreed

Actions

CPD

This document (previous page) should be completed for the first interim review of a PM cycle, and updated/added to for all PM meetings in that cycle

Individual Teacher Action Plan

A maximum of three areas of development should be prioritised in the action plan in addition to any Improvements needed in terms of progress over time, ie, quality of student work, standard of marking, the amount of measurable progress that pupils are making. Key actions will be recorded in response to the findings from the QA process.

Teacher name:

The quality of the teaching

QA Cycle	Areas for development:	Key actions	Timescale	Support from?	Impact / Outcome

Behaviour for learning:

QA Cycle	Areas for development:	Key actions	Timescale	Support from?	Impact / Outcome

The quality of the student work over time

QA Cycle	Areas for development:	Key actions	Timescale	Support from?	Impact / Outcome

The quality of planning

QA Cycle	Areas for development:	Key actions	Timescale	Support from?	Impact / Outcome

The quality of marking and feedback

QA Cycle	Areas for development:	Key actions	Timescale	Support from?	Impact / Outcome

Progress made by pupils in relation to their targets:

QA Cycle	Areas for development:	Key actions	Timescale	Support from?	Impact / Outcome

Quality Assurance of Quality Teaching and Learning

A comprehensive review of teaching and learning takes place throughout the year as calendared below.

The aim is to:

- identify and share good practice through discussion and observation
- evaluate the quality of teaching in line with OFSTED criteria and set targets for improvement
- track progress on teaching and learning issues identified in the School Improvement Plan
- identify key aspects of teaching for development by departments and for the whole school
- identify and support teachers by interventions from the Teaching and Learning Team; and
- standardise monitoring procedures including lesson observations and work scrutiny, through paired observations.

Protocols for Monitoring Teaching and Learning

All leaders (SLT, Middle Leaders and Year Leaders) within the school are accountable for the quality assurance of teaching in their specific area and have a responsibility to ensure that regular monitoring, evaluation and review of teaching takes place. Subject leaders are responsible in the first instance for addressing any areas for development in their teams.

These protocols are provided to ensure that all monitoring of teaching at CYA are conducted in an effective and efficient professional manner. The underlying purpose of monitoring teaching is school improvement; it is about celebrating and informing others about existing strengths and about recognising areas that require development and improvement. Subject leaders are responsible in the first instance for addressing any areas for development within their teams.

Methods for monitoring teaching and learning over time include for example:

- Learning walks
- Lesson observations
- Department Review reports (twice a year)
- External Reviews
- Student outcomes and progress
- Work scrutiny evidence
- Student voice
- Student shadowing

Lesson Observation Protocol

To ensure that the experience of monitoring teaching is consistent, the following protocols need to be followed when conducting lesson observations as part of monitoring teaching over time.

- All new staff will be observed within the first two weeks.
- All staff will be observed at least twice a year during the QA cycle (more if necessary – needs to be clear we do this
- depending upon judgments made about the quality of teaching over time).
- Lesson observations and learning walks may be conducted by a maximum of two staff and where possible a subject specialist will be included.
- Staff are not required to provide any documentation prior to their observation although a contextualised seating plan provided to an observer is encouraged as good practice. Lesson Plan/ overviews are encouraged also when being observed by external advisors.
- Lesson observation will be a minimum of 20 minutes.

- Staff observed in a formal observation will receive verbal feedback within one working day on their strengths and areas for development in their observed lesson, with written feedback received in 5 days. Feedback is also linked to the DfE teaching standards.
- A standard lesson observation template will be completed by an observer and feedback will be provided to staff within three working days of an observation.

Learning Walk Protocol

'Learning walks' may take place in order to collect evidence about teaching and learning, evidence of progress and areas for development. They are intended to be developmental and constructive rather than judgemental and are a whole-school and department improvement activity.

Learning walks will take place each full term and will be completed by joint SLT members or by subject leaders. Learning walks will have set proformas to be completed by observers however not all criteria may be applicable or observed during the time period.

- 1 formalised learning walk must be completed by an appropriate middle leader for every member of department staff each full term.
- Joint SLT learning walks will also be conducted randomly to provide further standardisation of teaching and learning across the whole school.
- Learning walk template should be used however middle leaders are encouraged to address their own department development in their respective learning walks
- On occasions the learning walks may have a specific focus eg *effective questioning*. A learning focus for a learning walk may be decided by the subject leader at department level or via SLT as a whole school priority.
- Middle leaders should address any areas for development seen during learning walks on individual basis with staff or during departmental CPD time.

The observer is to record the observation of the 20 minutes using the CYA faculty review document and pass a copy to Assistant Headteacher Teaching and Learning.

Work Scrutiny Protocol

Work Scrutiny is a very useful and essential strategy for monitoring learning and progress of students within the classroom environment. The purpose of performing a work scrutiny is to ensure we have a consistent approach to marking and accurate assessments and ultimately raise standards

Objectives

- To monitor the quality of marking and assessments within the classroom.
- To monitor the quality of written/verbal dialogue between the teacher and student.
- To raise standards of classroom marking and quality feedback.
- To promote a culture of sharing work scrutiny examples of good and outstanding practices.
- To inform the QA cycle and ensure consistency across the academy.
- Work Scrutiny takes place in three different ways:
 - By subject leaders in their own departments
 - By SLT led work scrutiny on selected students
 - By cross faculty reviews.
 - QA mid cycle review will involve moderation of HOF judgements by SCha

Faculty Reviews:

Reviews of departments take place twice annually led by middle leaders and SLT, and where appropriate external specialist support. These evaluations occur in January and June each academic year and middle leaders are required to build areas for development in to department action plans.

Continuous Professional Development

At CYA we strive to provide excellent continuous professional development for all staff.

Teachers should:

- continuously update their subject knowledge and teaching practice in line with current developments and initiatives
- discuss teaching and learning with colleagues at both formal and informally held meetings in order to share good practice
- plan their own CPD needs in conjunction with their Reviewer as a result of the Appraisal process
- be encouraged to access the voluntary Teaching and learning CPD activities when appropriate during the school year.

Performance management structure – CYA Teaching and Learning flow chart

