

TEACHING AND LEARNING POLICY

THE BUCKINGHAM SCHOOL A SPECIALIST SPORTS COLLEGE



NAMED PERSON:
NAMED COMMITTEE:

M WARDLE
CURRICULUM

DATE ADOPTED:
REVIEWED:
REVIEW CYCLE:
NEXT REVIEW DATE:

JULY 2021
JULY 2021
1 YEAR
JULY 2022

INTRODUCTION - OUR INTENTION

Our vision underlies everything at The Buckingham School. We do things The Buckingham Way. We want children to achieve the highest possible standards, be challenged and enjoy their school experience. This underpins all that we do, whether in the classroom, on the sports field, in concert, on stage, or in the extensive range of other opportunities we offer our students at all stages of their education.

As a school, we aim to develop our students to be successful in all that life in the 21st Century offers. Our curriculum is designed to achieve this by being broad and balanced, as well as offering students deep and rich learning and enrichment experiences that are all underpinned by our school Virtues.

This policy aims to reflect the teaching standards experienced by students in all classrooms and learning experiences at The Buckingham School. It also reflects the learning behaviours expected of them.

AIMS OF THIS POLICY

- To share our vision for teaching and learning, including a common understanding of Quality First Teaching and Learning as outlined by The Buckingham Way – Teaching and Learning
- To recognise that it is the responsibility of all teaching staff to provide the highest quality teaching and learning experiences for our pupils, thus raising pupils' achievement.
- To provide personalised CPD opportunities for all staff involved in teaching and learning based upon their individual needs, requirements, career stage and future development.
- To ensure learning activities are planned to meet the specific needs of individuals and groups of students as identified by regular feedback and assessment.
- To ensure that high quality of teaching over time will raise the quality of learning and progress over time. Progress is actively planned for and reviewed in every lesson. Effective feedback strategies should be considered as per the guidance in the feedback section of the policy.
- To monitor the quality of teaching and learning through a thorough, robust and transparent model of quality assurance.
- To promote opportunities for pupils to widen their spiritual, moral, social and cultural development.

TEACHING AND LEARNING AT THE BUCKINGHAM SCHOOL

TEACHING AND LEARNING VISION

We strive for success for all. Our students are empowered to learn and achieve through inspirational and high quality teaching within the best environments for learning. Our students display our virtues, so they learn The Buckingham Way:

- **Personal Responsibility** meets with, but extends our Behaviour for Learning Vision. We already talk about the student making choices, but we recognise that personal responsibility extends this and empowers the student
- **Self-improvement** requires the student to strive to be the best version of themselves that they can be. It requires the adults to be honest and constructive in their feedback to students and to each other, and to avoid celebrating mediocrity
- **Teachers hold the authority** with apologies to non-teachers; this is about more than managing behaviour. This recognises teachers as graduate subject specialists, with academic authority. It recognises them as trained professionals, with the authority that accompanies that. Society doesn't value teachers enough. This school does.

CURRICULUM PRINCIPLES

Excellent teaching and learning is underpinned by a strong curriculum. For this reason, our curriculum principles sit at the heart of our teaching and learning model. It is the culture that we expect across our school from all of our curriculum areas. When considering our intent, our implementation and our impact, we have the highest expectations across 9 areas:

CURRICULUM PRINCIPLES								
The best environments for learning			Inspirational and High Quality Teaching				Community Engagement in Learning	
High Expectations	Supportive Learning Environment	Student Empowerment	Curriculum for Engagement & Challenge	Deep learning challenges students with new knowledge and applies current knowledge	Assessment & Feedback	Evidence based strategies drive	Development of the whole individual	Partnership with parents and carers

Each of our curriculum principles can be broken down further into tangible actions across our curriculum areas to build a culture of high expectations, high challenge and high support. When designing curriculums, schemes of learning and sequences of learning, our curriculum teams actively seek to include all aspects within the. See Appendices 1a and 1b.

EFFECTIVE CLASSROOM PRACTICE – THE 8 KEY FEATURES

If curriculum is *what* we deliver, then teaching and learning represents *how* we deliver it and we believe that staff need to be skilled across 8 Key Features of effective classroom practice. These form the backbone of our classroom delivery and play a vital role in our quality assurance processes across the school:

8 Key Features of Effective Classroom Practice							
Challenge	Questioning	Feedback	Depth of Learning	Engagement	Relationships	Quality of work	Environment

When conducting our ‘looking at learning’ snapshots, these are the 8 areas we focus our evidence gathering on and make a judgement on whether the teacher meets our minimum expectations or meets our model of excellence – ‘The Buckingham Way’: See Appendix 2

SUBJECT-SPECIFIC PRACTICES OF TEACHING AND LEARNING

Schemes of learning, and progress Over Time (Medium and Long Term)

It is the responsibility of curriculum leaders to ensure that appropriate schemes of learning are logically sequenced with a clear rationale for any given unit or topic and have progression over time built in. It is the teacher’s responsibility to personalise this to suit the learners in their care. Teaching staff plan for progression and learning effectively with medium and long term strategies.

Planning of schemes of learning include the core basic skills of reading, writing, communication and mathematics, this is also adopted in lesson delivery practises.

Subject Knowledge

Students learn best when teachers are knowledgeable and confident in what they are teaching. The use of curriculum planning, expert Curriculum Leaders, Lead Practitioners, sharing of best practice, observing colleagues and collaborative planning ensures that staff with excellent subject knowledge lead all learning. Effective teachers are devoted to developing curriculum expertise and constant improvement.

In order to achieve this, we adhere to the following principles:

- Performance management identifies areas for development and gaps in subject knowledge amongst individual staff and appropriate CPD is agreed.
- Teachers demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of Standard English.
- SLT, curriculum leaders and those with a TLR for academic standards identify areas for development and gaps in subject knowledge through conducting looking at learning snapshots, work scrutiny and data analysis.
- SLT, curriculum leaders and those with a TLR for academic standards ensure that opportunities to develop subject knowledge are created with in-house training, mentoring and coaching and external sources, such as PiXL and support from other schools/educational organisations.
- SLT, curriculum leaders and those with a TLR for academic standards discuss strengths and areas for development in subject knowledge through line management and are proactive in finding solutions and sharing best practice amongst all curriculum teams.
- Curriculum leaders identify gaps in knowledge or areas for development in the delivery of content in topics at a whole department level and ensure that time is allocated in subject meetings and collaborative planning sessions for staff to have the opportunity to address these areas.
- Curriculum leaders provide feedback on key messages and materials to ensure that all members of departments are kept up-to-date with curriculum changes and promote the value of scholarship.

Planning

Planning is based on systematic and accurate assessment of students' prior learning. Teaching strategies are selected creatively and imaginatively based on knowledge of the students' needs. Tasks are designed and adapted to ensure that they will challenge all students, whatever the level at which they are working.

In order to achieve this, we adhere to the following principles:

- Learning objectives and outcomes are shared with the students – short term (lesson), medium term (topic/unit) and long term (course objectives). In every lesson, students should be able to articulate:
 - What they are learning
 - Why they are learning it
 - How to be successful in meeting the objective
- Seating plans include information regarding all student's current working grades, end of key stage target grade, professional predicted grades, SEN status, CLA, prior attainment band, EAL and PP information and are in place for every lesson.
- Lesson plans are differentiated to challenge all groups of students within a class.
- Lesson planning includes stimulating resources, which are differentiated as appropriate to the students, and provide pace and challenge for all.
- Lesson planning is moderated in departments to ensure quality.
- Schemes of learning are clear and show the progression of skills and knowledge, including the core basic skills.
- Curriculum areas are familiar with students' prior learning before teaching new tasks.
- Key questions are explicit in the planning, promoting higher order thinking.
- Lesson plans require students to work both independently and collaboratively.
- Lesson planning is informed by the reflection and evaluation of previous lessons and performance data.
- Teaching ensures that all students make good progress.
- Planning allows individual students to excel, be creative and develop a passion for the subject.
- Variety within and across lessons makes use of a wide range of resources and exposes students to a range of activities that support and enhance motivation and engagement.
- Learning objectives and success criteria are planned carefully to ensure that learning is visible to the student and the teacher.

Feedback

Teachers use a range of techniques to systematically check students' understanding throughout lessons and units of study. Whilst teachers may anticipate the most likely areas of misunderstanding and prepare planned interventions and supports to address these, teachers are also ready to spontaneously adapt approaches when unexpected misconceptions or difficulties arise. Feedback is sharply focused on the learning, skills and understanding that need to be improved.

In order to achieve this, we adhere to the following principles:

- Teachers assess students' knowledge and understanding regularly throughout the lesson and not just at the end.
- Teachers frequently refer to learning objectives and success criteria at relevant points in the lesson.
- Teachers should ensure that they are responsive to emerging student needs, using opportunities to explore misconceptions, encourage students to ask and answer questions, watch and listen to student thinking and form a sense of the progress being made. Learning conversations, one to one feedback and check ins/mini plenaries are used to ensure that learning is visible to the teacher and the student.
- Teachers use active questioning techniques to support differentiation and address misconceptions.
- Teachers ensure that summative assessments are carried out regularly using departmental standardised mark schemes. The marking of these is moderated regularly through department meetings.
- Verbal and written feedback shows excellent subject knowledge.
- Teachers give clear feedback regarding which areas of the success criteria and learning objectives have been met, next steps on how to improve and assessment grades are given when marking summative assessments.

- Students have opportunities to act on written feedback and improve their work accordingly.
- Peer and self-assessment is mandatory and students are taught how to carry out these tasks effectively.
- The presentation of student work is monitored to ensure that it shows pride in their work

THE BUCKINGHAM SCHOOL NON-NEGOTIABLES OF CLASSROOM PRACTICE

In the classroom, before teaching and learning can begin, there are key basic expectations that allow successful lessons to take place:

Non-Negotiables	What we expect	What it will look like (Inc. deadlines for implementation where applicable)
Red Folders up to date and available upon request	For each class: <ul style="list-style-type: none"> - Class Context Sheets - Seating Plans (with PP, SEN, MA info) - Progress data information - Edukey Plans for SEN students - Any example lesson plans 	<ul style="list-style-type: none"> - All classes to have well-designed and rationalised seating plans (from lesson 1) - Red folder available for view upon request - All required information present and up to-date
Meeting and greeting students at the door (beginning of lesson) End and send (end of the lesson)	<ul style="list-style-type: none"> - All teachers to be at their doors, welcoming students into their classrooms - No lining up in corridors - Orderly departure at the end of the lesson 	<ul style="list-style-type: none"> - Teachers visible in corridors at lesson start times - All colleagues take responsibility for challenging poor corridor behaviour - Every student welcomed into the room
Starter activities available as students enter the room	<ul style="list-style-type: none"> - Students should begin learning straight away. - An appropriately challenging 5-10 minute independent task for students to complete upon entry to the room - Preferably linked to previous learning 	<ul style="list-style-type: none"> - No waiting for the teacher at the beginning of the lesson - Students enter and begin learning routine - Students able to access the learning independently
Registers to be completed within 5 minutes of lesson start	<ul style="list-style-type: none"> - All students to be accurately registered within 5 minutes of lesson start time 	<ul style="list-style-type: none"> - All students to be accurately registered within 5 minutes of lesson start time
THUD in all records of learning	<ul style="list-style-type: none"> - Title - Best Handwriting - Underline date and title - Date 	<ul style="list-style-type: none"> - High standard of presentation in all records of learning - Students taking pride in their work/records of learning - Explicit instruction on what should be recorded in students' books

The minimum we expect of our students is **compliance**. What it means to be compliant is outlined below:

Aspect of compliance	What we expect	What it will look like
Visible readiness	<ul style="list-style-type: none"> - Coats off - Equipment out, book open, completing the task set - Sitting up, paying attention - active engagement with what is happening 	<ul style="list-style-type: none"> - All students in the classroom are visibly ready or are being appropriately challenged
Basic behaviour for learning	<ul style="list-style-type: none"> - No teacher intervention required to ensure acceptable standards of behaviour - All requests made by teacher met at the first time of asking - Arguing with teachers about complying with basic standards will not be tolerated - No calling out – listen to others respectfully - Positive comments about the work and ability of others only 	<ul style="list-style-type: none"> - No behavioural barriers exist in the classroom to prevent students from learning - Students know their job is to learn, allowing the teacher to teach
Basic behaviour in learning	<ul style="list-style-type: none"> - Takes part in discussions, answering when asked, preferably offering to answer questions - Takes all notes/attempts all tasks and has a complete record of learning for the lesson - Completes and sticks in worksheets carefully 	<ul style="list-style-type: none"> - Students are fully engaged in the learning experience of the lesson. - Students' records of learning are complete and well-presented
Pride	<ul style="list-style-type: none"> - Wears uniform fully (teacher may have permitted removal of blazer) - Exercise books and other equipment shows no sign of graffiti, tearing, etc. - No writing on own hands/arms 	<ul style="list-style-type: none"> - Students take pride in themselves, their equipment and their environment
The Buckingham Way - displaying the Virtues	<ul style="list-style-type: none"> - Students take responsibility for their own actions - Students strive to improve their work and willingly help and support each other - Students respect the authority of the teacher, both as an adult and as the expert 	<ul style="list-style-type: none"> - Students who are, at the least, compliant to our expectations

Attitude to Learning

The minimum we expect of students is **compliance**, shown below as grade 3 in our ATL scores. Therefore, when reporting, this is the number that would normally be prevalent. Our ATL grades for dedicated, committed, compliant and reluctant are outlined below:

ATL	Description
Dedicated	The student is passionate about learning, goes beyond expectations as a matter of course. The student uses lessons as a springboard to explore content further. The student is highly self-motivated, is determined to master any areas of insecurity
Committed	The student always meets or exceeds expectations in lessons, completing tasks enthusiastically and to their very best standard. Instructions are followed straightaway and appropriate, interested questions are raised. The student is eager to learn
Compliant	The student meets expectations in lessons and does as required. Tasks are completed well and the teacher does not need to intervene to ensure compliance and co-operation.
Reluctant	The student fails to meet minimum expectations, rarely gets involved with learning, avoids completion of tasks and requires too much teacher time. Students who act to the detriment of others will automatically receive this grade.

DEVELOPING AND IMPROVING TEACHING AND LEARNING

In order to upskill our staff, high-quality CPD is needed to ensure all staff meet or exceed their career-stage expectations in teaching and learning. To achieve this, we have designed a CPD programme around Walkthrus, evidence-based pedagogy that is fundamental to effective teaching and learning. This will form the basis of our whole-school CPD model that seeks to improve the effectiveness of our teachers in the classroom.

The Walkthrus programme is broken down into the following different areas and staff will be guided to explore their areas for personal development and embark upon trial implementations of Walkthrus within their classrooms:

Walkthrus					
Behaviour and Relationships	Curriculum Planning	Explaining & Modelling	Questioning & Feedback	Practice & Retrieval	Mode B Teaching

In order to provide clarity and provide possible solutions to help develop our staff's pedagogy, we have mapped the Walkthrus against the 8 Key Features. See Appendix 3

QUALITY ASSURANCE – MONITORING THE EFFECTIVENESS OF TEACHING AND LEARNING

Teaching and learning is our core business. It is the responsibility of the senior leadership team (SLT), curriculum leaders (Curriculum Leaders) and those who hold a TLR for academic standards to monitor and quality assure teaching and learning across the school.

At The Buckingham School, the quality of teaching and learning is regularly monitored through our rigorous quality assurance (QA) processes. These include:

Looking at learning snapshots

- Zoning
- Work scrutiny
- Developmental observations
- Formal observations (where necessary)
- Departmental review
- Personalised CPD

Looking at Learning Snapshots

Looking at learning snapshots are conducted by Curriculum leaders and other leaders within their areas of responsibility. Every teacher should be seen teaching at least once a fortnight to form a picture of the teacher's typicality across the 8 Key Features within their learning environment.

The looking at learning snapshot consists of a five to ten-minute snapshot of a lesson, in which the leader conducting the snapshot will make a judgement on the quality of the following key performance indicators within the lesson:

1. Challenge
2. Depth of Learning
3. Engagement
4. Questioning
5. Feedback
6. Relationships
7. Quality of work
8. Environment

Each of the 8 Key Features, using the standardisation document on page 7, is rated as:

0	Not of the standard required at TBS – potential need for elevated levels of support dependent on career stage and colleagues own desire to reflect and improve
1	Achieves the “Minimum Standard” – WAVE1 support will develop this area in conjunction with the colleagues own desire to reflect and improve
2	“The TBS Way” - the standard in which we strive for in all classrooms

The judgements are entered into a centralised Google Form, which generates real-time data for all leaders to access. The data can be analysed and cross-referenced against the career stage expectations (see Appendix 4) This method is designed to focus on learning trends. It provides data at whole school level, curriculum area level and individual level so that the line manager can implement any actions as a result of the data.

As our primary method of quality assuring teaching and learning, the following approach to looking at learning will be adopted:

- Middle leaders will conduct learning walks within their curriculum areas or year groups and use the 8 Key Features template to record. Curriculum leaders will ensure that feedback is given in a manner to best suit improvement or share best practice (e.g. individually, to the team, etc.) as part of their obligation to deliver WAVE1 challenge and support to their teams. Records of conversations will be updated where necessary so that leaders can see the steps being taken to ensure accountability and responsibility.
- Senior leaders will complete 'zoning' walks, checking for climate or agreed foci through spotlighting. Through terms 1-4, senior leaders will complete developmental lesson observations of teachers, holding feedback through a coaching conversation at the earliest possible convenience in order to develop teaching and learning standards across the school.
- Senior leaders will ensure that middle leaders are completing learning walks in their areas of responsibility and triangulate the results with their own findings through zoning and lesson observations. Line management meeting records will reflect this.
- Colleagues who fall short of the expectations required of them will be supported through our WAVE support processes (see page 13)

Other criteria (as outlined in the career stage expectations on page 14) will not be recorded in the Looking at Learning template, and Middle and Senior Leaders should address each time as a matter of urgency where Personal and Professional Standards are not met, as outlined in part 2 of the Department for Education's Teacher Standards (<https://www.gov.uk/government/publications/teachers-standards>)

Zoning

The SLT has in place a daily rota for walking the school corridors and being a presence around the school. The nature of these walks can vary and a specific focus may be agreed upon for a day, week or longer. For example, at the beginning of the term, the SLT would use zoning walks to ensure student compliance across the school, to offer support to colleagues.

Zoning is also used to triangulate looking at learning data against what SLT members have seen and reported. This can then be used in line management meetings to provide challenge and support where needed.

Work Scrutiny (See Appendix 4a)

Work scrutiny is a powerful tool to act as a checkpoint to monitor, evaluate and review progress over time and the meeting of expected standards.

Work scrutiny will be used to explore any areas where there are concerns or further information or evidence is needed across a group of students.

Developmental Observations

Each term staff will select a WalkThru from one of the following sections:

Behaviour & Relationships
Explaining & Modelling
Questioning & Feedback
Practice & Retrieval
Mode B Teaching

These models will be used to support with the development of individual teacher's practice: WalkThru the ADAPT model (Page 152 of WalkThrus), Instructional Coaching (Page 152 of WalkThrus) and Observations and Unseen Observations (Pages 152 - 159 of WalkThrus).

The associated coaching and observations will be self-organised by appropriate pairs of staff each half term and will solely exist for the purpose of developing the specific aspects of teaching identified as the development focus.

Formal Observations

Formal observations will be conducted under two methods:

- Where staff request one as part of their own CPD
- Where staff are on either Wave 2 or formal capability support plans (see page 13)

The formal observation will take between 30 and 60 minutes, focusing on the areas outlined within appendix A. The observer should meet the observed within 24 hours to discuss the findings and use a coaching method to decide on which areas for improvement should be focused on.

Curriculum Inspection

Where deemed necessary, a departmental review may be conducted over a week. This will involve multiple lesson observations, work scrutiny across a range of different classes and year groups and meetings with the Curriculum Leaders, lead practitioner (if applicable), Assistant Curriculum Leader (if applicable), teachers and students.

The findings of curriculum inspections will be shared with the Curriculum Leader, the SLT and the Governing body so that any recommendations can be incorporated into future planning and evaluation cycles.

Curriculum Discussions

Typically, in terms 5 & 6, curriculum discussions will be held between SLT line managers and curriculum leaders to explore the curriculum designs and how they can be amended and improved for the following academic year. The sequencing of the curriculum, the delivery of the curriculum and the assessment of student progress within the curriculum will be areas of discussion within these meetings.

SUPPORTING STAFF WHO ARE IDENTIFIED AS UNDERPERFORMING

The Buckingham school represents a culture of high challenge; high support and we will look to help colleagues to ensure that our students receive the best possible education. Where underperformance is identified, a range of supportive solutions can be implemented. We classify our levels of support as 'Waves' and we have 3 levels:

Wave 1: Through looking at the data provided through our quality assurance processes, a meeting will take place with the line manager to identify areas for improvement and to discuss possible solutions to try within the classroom. The teacher will be re-observed with the same class within a 2-week window to check if performance has improved. Other information should be gathered at this stage – progress data, Curriculum Leader information, students' books and assessment folders for example.

Following Wave 1 intervention, at the discretion of the DHT curriculum (due to other contributing factors); it may be deemed prudent to support the member of staff through a six-week cycle of coaching/mentoring. This will be held with one of the Lead Practitioners. If there is no improvement after the period of coaching or it is not deemed appropriate to provide this intervention, Wave 2 should be implemented.

If a teacher is successful in Wave 1 support, but dips again in the same academic year they could then be placed directly onto Wave 2 support.

Wave 2: Individual Intervention and Support Plans (ISPs)

The purpose of the Wave 2 Staff Intervention and Support Plan (ISP) is to ensure that staff receive the support needed in order to allow them to meet the teacher standards and expectations for their specific job role. Targets will be specific to that member of staff and the issues that have been identified as a cause for concern by leaders in the school. These will be agreed through conversations with their line-manager. Within the 6-week ISP period, all stakeholders are responsible for their individual roles and should raise any concerns they have, as soon as they arise.

How staff are identified as being in need of a Wave 2 Staff Intervention & Support Plan

Teaching & Learning is discussed as a fortnightly agenda point in Curriculum Leader LMM, using the school's 'Looking at Learning' data as a main reference point. Through these discussions, any staff identified as having regular issues, that have not been resolved through Wave 1 means of intervention (e.g., Department meetings and Whole School CPD), are put forward for Wave 2 interventions and the 'Wave 2 ISP' document is completed with appropriate targets and actions. This is then submitted to RBN via Curriculum meetings who will submit to the Steering Group. Examples of issues identified could include, but are not limited to, the following: subject specific pedagogy; teaching & learning strategies; and general school routines.

Before the Wave 2 Process begins

The Curriculum Leader, SLT Link and Teacher will discuss and agree targets and actions needed in the ISP. This will be completed and submitted to the steering group for approval. Any changes deemed necessary will be made and a letter produced to be given, in person, to the member of staff being given the ISP. Before receiving the letter, the staff member should have been made aware of issues by their Curriculum Leader and know to expect support. The letter will give details of the areas of concern that need to be addressed and the date and time of a meeting, that will take place between the Wave 2 member of staff, their Curriculum Leader and the SLT link. This will take place the week before the ISP is due to start and will involve discussing the targets and actions with the Wave 2 member of staff.

During the Wave 2 Process

There will be continued support from the LP and Curriculum Leader throughout the 6-week process (as detailed in the timeline table below). This will be from a supportive and developmental perspective. In Weeks 3 & 6, there will be evaluative observations from the SLT link to determine the progress of the ISP. During the Week 3 feedback meeting, the SLT will give a clear message about whether the progress made so far has been sufficient, what the Wave 2 staff member needs to do to ensure that they meet their targets and what the next steps are likely to be if progress continues to not be seen. The 'Wave 2 ISP' will be updated at this point to state whether progress made so far has been satisfactory or unseen. Should there be any major concerns raised during the ISP, the SLT may decide that it is appropriate to escalate the process before the end of the 6 weeks. Throughout the 6 weeks, all leaders will continue to conduct 'Looking at Learning' drop-ins as part of the normal day-to-day QA of the school. These will support any evidence collected from the weekly observations.

After the ISP Process

In Week 6 of the ISP, evidence will be submitted to the Steering Group for a decision regarding whether targets have been met. This will result in the ISP being successful or not. This outcome will be discussed with the Wave 2 staff in the Week 6 feedback meeting following their final observation. If they have made sufficient progress to meet their career stage expectations, then they will have been successful with the ISP. To support their sustained performance and progress, continued support will be offered and options explored around this, where appropriate. If they have not been successful, the process will then be escalated and capabilities procedures are likely to be considered – See Appendix 5

Further supporting documentation for Wave 2 support can be seen in appendices 2-4

Wave 3: Staff who do not make the necessary progress in wave 2 will go onto formal capability procedures (please refer to the capability procedure).

Links with other Policies

This policy links to the following policies and procedures:

- Curriculum Policy
- Assessment and Feedback Policy and departmental marking procedures
- Behaviour for Learning Policy
- SEND Policy and information report
- Equality and Community Cohesion Policy

THE BUCKINGHAM SCHOOL – A SPECIALIST SPORTS COLLEGE



TEACHING AND LEARNING POLICY

Adopted: September 2018

Reviewed: July 2021

Review Cycle: 2 Years

Next Review Date: July 2023

Matthew Watkins

Chairman

Governing Body

Signed: July 2021

Climate for Learning	High Expectations	Teachers set and model the highest expectations in all aspects of school life	Teachers work with students to set aspirational goals for each individual	Teachers know their classes well and ensure that all groups of students' interests, aspirations and readiness for learning	Teachers support students to become reflective of their own performance and to strive to improve
	Supportive learning environment	Teachers build quality relationships that engage students, build self-confidence and develop as individuals	Teachers develop student collaboration skills	Teachers ensure all students, regardless of cultural backgrounds, needs and abilities are recognised and addressed in the curriculums and lesson planning	Teachers maintain a productive and focused learning environment
	Student Empowerment	Teachers empower students to have a democratic voice in the communities in which they learn	Teachers use metacognitive strategies to increase student motivation because they feel more in control of their learning	Teachers develop leadership opportunities	Teachers build individual and school pride and a sense of community
Excellence in teaching practice	Curriculum for engagement and challenge	Teachers place students at the centre of curriculum design and delivery	Teachers work collaboratively in their curriculum teams to design and implement schemes and sequences of learning	Teachers regularly review and update schemes of learning in line with school expectations	
	Deep learning challenges students with new knowledge and applies current knowledge	Teachers design schemes of learning to explicitly build deep levels of thinking and application	Teachers support students to explore the construction of knowledge, building upon what they already know	Teachers support students to be reflective, curious and independent learners	
	Assessment and feedback practices inform teaching and learning	Teachers design student assessments that reflect the scheme of learning and learning objectives	Teachers moderate student assessment and use data to diagnose student learning needs and plan for future learning	Teachers provide regular feedback to students on their progress	Teachers analyse student progress data to improve their practice
	Evidence –based strategies drive improvement	Teachers evaluate the impact of their teaching on learning by analysing multiple sources of data	Teachers identify and target areas for professional learning	Teachers draw on professional learning opportunities to improve their practice	Teachers challenge and support each other to improve practice
Community engagement in learning	Development of the whole individual	Teachers support students to recognise and explore their role as global citizens who belong to many different communities	Teachers model and facilitate using digital tools and resources to access, use and share learning	Teachers develop learning opportunities that connect to real-world contexts	Teachers and students collaborate in learning partnerships in and beyond the school
	Partnerships with parents and carers	Teachers establish open and sustained communications with parents/carers	Teachers seek and use parents'/carers' knowledge and feedback	Teachers engage parents/carers to be actively involved in their child's education	

Further breakdown across the 9 curriculum principles can be found within Appendix 1b

Appendix 1b – Curriculum Principles – further clarification

1. High Expectations, framed via the Buckingham Way and the school's stated Virtues

Rationale: When teachers model and sustain high expectations as part of their regular classroom practice, students' intrinsic motivation to achieve is lifted and outcomes improve.

- a. Teachers set and model the highest expectations in all aspects of school life.

The teacher:

- Communicates high expectations about all aspects of school
- Demonstrates a valuing of effort
- Ensures that students understand the standards expected of them
- Provides effective feedback and challenges students to further their learning

- b. Teachers work with students to set aspirational goals for each individual.

The teacher:

- Builds students' confidence, optimism and self-belief
- Supports students to identify strengths and areas for improvement
- Supports specific groups of students (SEND, Boys, Most Able) with appropriate resources to tailor support and modify learning goals
- Collaborates with students to identify appropriate goals to progress their learning

- c. Teachers know their classes well and ensure that all groups of students' interests, aspirations and readiness for learning

The teacher:

- Determines prior knowledge to understand students' interests, aspirations and readiness for learning
- Uses a range of teaching strategies that apply and develop different skills and abilities to enable achievement of goals
- Empowers students to make decisions about what and how they learn
- Structures learning to support students to achieve challenging goals

- d. Teachers support students to become reflective of their own performance and to strive to improve

The teacher:

- Ensures assessment criteria are explicit
- Provides a range of strategies, tools and rubrics to support student self-evaluation and self-assessment
- Assists students to frame learning goals based on strengths and areas for improvements

2. Supportive Learning Environment

Rationale: When the teacher upholds a safe, supportive and inclusive learning environment, students will be motivated, collaborative and productive

- a. Teachers build quality relationships that engage students, build self-confidence and develop as individuals

The teacher:

- Demonstrates genuine interest in all students and values them as individuals
- Develops routines and behaviour norms to help students learn
- Engages in one-to-one conversations with students to build and strengthen relationships
- Utilises student voice to garner feedback on classroom climate

- b. Teachers develop student collaboration skills

The teacher:

- Develops team-working and collaboration skills that enable students to discuss, negotiate, collaborate and contribute to shared tasks
- Supports specific groups of students (e.g. EAL, disabilities and additional needs) with appropriate scaffolding and resourcing to effectively participate in collaborative tasks
- Provides opportunities for students to experience different roles, responsibilities and ownership of outcomes
- Enables to students to be reflective and evaluative of their experiences of working together

- c. Teachers ensure all students, regardless of cultural backgrounds, needs and abilities are recognised and addressed in the curriculums and lesson planning

The teacher:

- Ensures that learning is relevant to student needs and interests
- Ensures that learning experiences explore and extend intercultural connections, challenging stereotypes and prejudice
- Seeks input from parents, carers and student to plan learning
- Ensures targeted support mechanisms are in place for individual students and effective

- d. Teachers maintain a productive and focused learning environment

The teacher:

- Provides learning intentions and success criteria to support student achievement of learning goals
- Uses appropriately challenging and engaging resources
- Ensures learning time is maximised and students are always compliant

3. Student empowerment

Rationale: When students feel empowered as both learners and leaders, actively contributing to their education and the wider school community, their self-worth is improved and they experience significant growth as an individual, especially in motivation, wellbeing and achievement.

- a. Teachers empower students to have a democratic voice in the communities in which they learn

The teacher:

- Uses the student context information and needs to create inspirational and meaningful learning opportunities
- Gathers the views of students when curriculum planning and its implementation
- Empowers students to present their own views, opinions, ideas, experiences and knowledge
- Gives opportunity to students to participate in whole-school decision making

- b. Teachers use metacognitive strategies to increase student motivation because they feel more in control of their learning:

The teacher:

- Develops opportunities for students to be more aware of their own thinking
- Provides students with the necessary skills to take control of their own learning
- Provides opportunities for students to reflect on the effectiveness of their learning and plan for future development

- c. Teachers develop leadership opportunities:

The teacher:

- Explicitly teaches leadership skills
- Develops opportunities for students to be involved in school events, including their planning and facilitation
- Develops opportunities for learning to extend beyond outside the classroom
- Supports students to engage with the wider school community in different forums

- d. Teachers build individual and school pride and a sense of community

The teacher:

- Promotes and celebrates individual student and school achievements
- Works with parents and carers to strengthen the home-school partnership
- Develops opportunities for students to share and showcase the outcomes of their learning with the school and wider community

4. Curriculum for engagement and challenge

Rationale: When curriculum planning integrates instructional practices and assessment strategies into logical, well-sequenced and contextually relevant programs, they can address the needs of all students

- a. Teachers place students at the centre of curriculum design and delivery

The teacher:

- Analyses student context data to design learning sequences that meet the needs of all students
- Incorporates the most appropriate resources, including digital tools, to enhance learning
- Incorporates real-life contexts and learning beyond the classroom
- Includes student voice when curriculum planning

- b. Teachers work collaboratively in their curriculum teams to design and implement schemes and sequences of learning

The teacher:

- Works with their peers to design schemes of learning that are logically sequenced, include high quality pedagogical practices and assessment opportunities to secure the best outcomes for students
- Designs schemes of learning that are developmental and appropriately scaffolded to meet the needs of their students

- c. Teachers regularly review and update schemes of learning in line with school expectations

The teacher:

- Works with their curriculum team and other curriculum teams to ensure schemes of learning, including intent and implementation, pedagogical practices and assessment strategies) are consistent across the school
- Uses evidence to regularly monitor the effectiveness of the schemes in meeting learning needs and establishing challenging learning goals
- Makes use of educational research and resources to enrich schemes of learning and enhance student engagement

5. Deep learning challenges students with new knowledge and applies current knowledge

Rationale: When students are challenged to move from surface knowledge to deeper levels of understanding, engagement and commitment is increased so students extend apply their learning

- a. Teachers design schemes of learning to explicitly build deep levels of thinking and application

The teacher:

- Sequences schemes of learning that logically develop from surface knowledge to deep learning
- Incorporates open-ended learning experiences for students to investigate complex ideas
- Models and guides students' critical, creative and higher order thinking skills

- b. Teachers support students to explore the construction of knowledge, building upon what they already know

The teacher:

- Supports students to form theories, find patterns and make connections in their learning
- Builds understanding of knowledge construction in different learning disciplines
- Designs opportunities for students to compare and contrast different perspectives on a range of different issues
- Develops students' capacity to critically interpret, analyse and use data and information for different purposes

- c. Teachers support students to be reflective, curious and independent learners

The teacher:

- Stimulates students to explore their own beliefs, perceptions, assumptions and understandings
- Incorporates time and resources for students to analyse and reflect on their own learning
- Provides opportunities for students to share their learning, teach, challenge and question one another
- Supports students to question and form conclusions about the value of learning

6. Assessment and feedback practices inform teaching and learning

Rationale: When multiple forms of assessment and feedback inform teaching and learning methods, student engagement and achievement are enhanced.

- a. Teachers design student assessments that reflect the scheme of learning and learning objectives

The teacher:

- Develops assessment strategies alongside their curriculum team that measure student progress and learning
- Integrates assessment throughout schemes of learning
- Engages students in developing explicit assessment criteria
- Use a range of formative and summative assessment strategies

- b. Teachers moderate student assessment and use data to diagnose student learning needs and plan for future learning

The teacher:

- Works with colleagues to moderate and analyse assessments and assessment data
- Uses a range of evidence to diagnose student learning
- Embeds a range of assessment strategies within the scheme of learning
- Incorporates student voice in the planning process

- c. Teachers provide regular feedback to students on their progress

The teacher:

- Makes assessment criteria clear to students and parents/carers
- Incorporates a variety of different audiences to provide feedback, including peer feedback
- Provides feedback to students that articulates progress and achievement as well as the next steps required to advance their learning
- Supports students to self-assess and self-evaluate, building the skills to monitor, review and reflect on their progress

- d. Teachers analyse student progress data to improve their practice

The teacher:

- Regularly collaborates with colleagues to moderate student work
- Analyses student progress data to identify areas for improvement in their practice
- Seeks student feedback regarding their teaching practice
- Collaborates with colleagues to share knowledge and skills in identified areas for improvement

7. Evidence-based strategies drive improvement

Rationale: When teachers improve their knowledge and skills through use of evidence-based strategies, they are more precise and purposeful in their practice.

- a. Teachers evaluate the impact of their teaching on learning by analysing multiple sources of data

The teacher:

- Uses high-quality, purposeful assessments that reflect the full range of learning objectives
- Uses explicit success criteria to assess student progress
- Makes consistent judgements validated by moderation within their curriculum teams
- Uses feedback from students and parents/carers to inform future practice

- b. Teachers identify and target areas for professional learning

The teacher:

- Makes links between student progress data and their own practice
- Creates professional learning goals that are anchored within individual and departmental improvement plans
- Works collaboratively with colleagues on shared professional learning goals

- c. Teachers draw on professional learning opportunities to improve their practice

The teacher:

- Makes use of whole-school, curriculum team and individual professional learning opportunities to reflect upon and improve their practice
- Continuously monitors, self-assesses and reflects upon their practice to self-improve

- d. Teachers challenge and support each other to improve practice

The teacher:

- Regularly partakes in peer observations with the aim to improve practice
- Collaborates with colleagues to trial and refine application of high impact teaching strategies
- Seeks expert practitioner advice, coaching and mentoring

8. Development of the whole individual

Rationale: When students are empowered to recognise themselves as unique individuals and as part of a wider community, they are more likely to identify and understand a range of perspectives and embody our virtues, having a genuine impact on themselves and others.

- a. Teachers support students to recognise and explore their role as global citizens who belong to many different communities

The teacher:

- Actively supports students to identify and share their own stories, backgrounds and cultures
- Provides opportunity for students to recognise their own perspectives on issues
- Creates opportunities for students to investigate and connect with the wider community

- b. Teachers model and facilitate using digital tools and resources to access, use and share learning

The teacher:

- Models and facilitates technology use for investigation, problem sharing and the construction of knowledge
- Models and encourages technology use that fosters creativity and innovation
- Models and supports technology use for communication
- Uses technology to connect students to real-world contexts and engage with authentic audiences

- c. Teachers develop learning opportunities that connect to real-world contexts

The teacher:

- Supports students to identify and explore real-world issues and problems
- Empowers students to take action to develop innovative solutions that address local issues and within the wider community

- d. Teachers and students collaborate in learning partnerships in and beyond the school

The teacher:

- Uses collaborative practices in the classroom
- Supports and facilitates connections with peers and experts in the locality and beyond
- Develops students' skills and confidence to seek and sustain partnerships for learning

9. Partnerships with parents and carers

Rationale: When teachers recognise the role of parents as first educators and engage with them to create a meaningful home-school partnership, students are more likely to experience an inclusive education within and beyond the classroom.

a. Teachers establish open and sustained communications with parents/carers

The teacher:

- Understands that every family is unique and works to overcome any barriers to establish and strengthen partnerships
- Communicates with parents through a range of channels
- Provides regular updates on student progress, health and wellbeing, and information about school policies and practices
- Regularly contacts parents/carers to celebrate successes and identify concerns

b. Teachers seek and use parents'/carers' knowledge and feedback

The teacher:

- Works with the parents/carers to understand the strengths, abilities, interests and potential challenges of each student
- Includes and consults with parents/carers to develop individual learning plans to support student learning needs
- Provides opportunities for parents/carers to share their expectations, understanding and perspectives on their child's education
- Seeks the views of parents/carers on school policies and procedures

c. Teachers engage parents/carers to be actively involved in their child's education

The teacher:

- Supports parents/carers with information, strategies and resources to support the home-school partnership
- Provides opportunities for parents/carers to contribute to school learning programs
- Actively engages parents/carers to establish student learning goals and learning plans

Looking at Learning: The Buckingham Way - Standards across the 8 Key Features:

The 8 Key Features	Minimum Expectation	The Buckingham Way (In addition to the minimum expectations)
<i>Challenge</i> We teach to the top and scaffold down	<ul style="list-style-type: none"> There is clear differentiation in place to meet the needs of different groups of students in the lesson No students/groups of students are left unchallenged All students leave every learning episode knowing more and/or being better at a skill that has been focused on All students make progress from their individual starting point 	<ul style="list-style-type: none"> Teachers set challenging learning objectives aimed at the most able students in the class and scaffold down to support all learners There is a logical and justifiable approach to challenge in every lesson Teachers set tasks that have elements of risk and learners fully embrace the notion that mistakes and failures are learning opportunities Students are given opportunities to design their own learning episodes
<i>Questioning</i> Is targeted and tailored to all students	<ul style="list-style-type: none"> Every student has an equal chance of being asked the same number of questions and at a level suitable to them Questions aim to assess and stretch the students' understanding of topics being covered Questioning allows for misconceptions and mistakes to be uncovered and addressed Questioning is used as an effective inter-leaving tool to test all material covered and/or skills developed on a regular basis When students need help, questions are used to guide their thinking, using scaffolding rather than being told the solution 	<ul style="list-style-type: none"> Highly skilled and targeted questioning methods are used Secondary questioning is prevalent and the teacher does not settle for the first answer given Questioning forces students to think hard Questioning is used at regular intervals to assess learning before moving on Students ask intelligent, thoughtful questions that prove engagement in the learning process
<i>Feedback</i> Students understand how to improve and actively respond to this positively	<ul style="list-style-type: none"> Students, through feedback, know their strengths and areas for development Students respond to feedback and make improvements as a direct response to feedback Assessment policy followed 	<ul style="list-style-type: none"> Students are provided with incisive feedback on how to improve Clear guidelines on best practice and success criteria are shared and used A variety of assessment methods are evident - e.g. self/peer/teacher, verbal/written Students can articulate what and how they have learned during a lesson, showing clear skills around metacognition Responses to feedback demonstrate a marked improvement in level of work produced
<i>Depth of learning</i> Students can remember, consider and reflect on their personal learning	<ul style="list-style-type: none"> Students understand what they are learning and why they are learning it. Students can make links to prior learning (where applicable) Students are guided in their learning to independently use new knowledge/understanding/skills Misconceptions are challenged 	<ul style="list-style-type: none"> Students show curiosity and want to know more about the topic they are learning Students are encouraged to use higher-thinking strategies such as analysis, evaluation and creation within their learning Students show independence in their learning (where applicable) Students regularly recall previous knowledge and apply to new learning Students make independent links within and across curriculum areas
<i>Engagement</i> Every student, every day, every lesson is engaged	<ul style="list-style-type: none"> Students are at least compliant or challenged appropriately Students attempt to complete all tasks as directed by the teacher Rewards and sanctions are used appropriately 	<ul style="list-style-type: none"> All students are at least compliant, with many showing commitment and dedication to their learning The students' focus is solely on their learning Students are willing to take risks in their learning without fear of mistakes or failure Praise is a common feature of the lesson and virtues are explicitly referenced
<i>Relationships</i> Respectful and encourage learning to constantly occur	<ul style="list-style-type: none"> Very little low level disruption but challenged appropriately where it does occur The atmosphere is positive and conducive to learning Mutual respect and good manners are evident between all Students respect the authority of the teacher 	<ul style="list-style-type: none"> Students enjoy their learning The teacher knows their students well and treats them as individuals, with dignity and respect Mutual respect and good manners are evident throughout

The 8 Key Features	Minimum Expectation	The Buckingham Way (In addition to the minimum expectations)
<p><i>Quality of work</i> <i>Is the best that it can be for every student</i></p>	<ul style="list-style-type: none"> • THUD is evident in all records of learning • Students have pride in their work and the presentation of their work reflects it • No graffiti or doodling in records of learning • Students attempt to complete all tasks as directed by the teacher • Students are challenged appropriately and swiftly when standards of work fall short • There are no loose sheets in exercise books • There are no incomplete pieces of work 	<ul style="list-style-type: none"> • Students apply themselves fully to every task and commit to doing their best on every task • Student work is celebrated and displayed • The best work is used as exemplar materials • Students have a disciplined approach to their own standards • Students comment independently on the calibre of their own responses, explaining why they have not met their own high standards and what support they need
<p><i>Environment</i> <i>Is professional, purposeful and safe</i></p>	<ul style="list-style-type: none"> • High expectations are evident • Seating plans in place • Rooms are tidy and safe • Resources are prepared • The environment is conducive to learning • Routines and systems are evident that encourage independent resourcing • Support staff deployed effectively where applicable 	<ul style="list-style-type: none"> • Rooms celebrate student learning • Effective routines and systems evident and consistent • Learning habits are clearly established

Challenge: We teach to the top and scaffold down**Rosenshine's Principles**

- Modelling
- Scaffolding
- Provide models and worked examples

Walkthrus Resource	Page	Walkthrus Resource	Page
Worked Examples & Backward Fading	68	Peer Supported Retrieval	120
Deliberate Vocabulary Development	72	Guided Practice	126
Abstract Models with Concrete Examples	76	Building Fluency	130
Live Modelling	78	Enquiry Projects	138
Scaffolding	80	Open Response Tasks	140
Metacognitive Talk:Narrate The Thinking	82	Oracy: Talk for Writing	144
Set The Standard	84	Oracy: Instructional Inputs	146
Head-on Misconceptions	86	Independent Learning: Pre-reading	148
Think, Pair, Share	92		
Process Questions	102		
	116		

Feedback: Students understand how to improve and actively respond to this positively**Rosenshine's Principles**

- Check for understanding regularly
- Challenge misconceptions
- Monthly and weekly reviews

Walkthrus Resource	Page	Walkthrus Resource	Page
Abstract Models with Concrete Examples	76	Quizzing	112
Live Modelling	78	Elaborative Interrogation	114
Scaffolding	80	Rehearsal and Performance	118
Head-on Misconceptions	86	Concrete Examples	124
Show me Boards	94	Guided Practice	126
Check for Understanding	96	Independent Practice	128
Saying it Again Better	98	Building Fluency	130
Process Questions	102	Enquiry Projects	138
Feedback that moves Forward	104	Open Response Tasks	140
Feedback as Actions	106	Oracy: Instructional Inputs	146
Whole Class Feedback	108	Independent Learning: Pre-reading	148

Questioning: Is targeted and tailored to all students**Rosenshine's Principles**

- As lots of questions
- Deep questioning strategies

Walkthrus Resource	Page	Walkthrus Resource	Page
Cold Calling	90	Elaborative Interrogation	114
Check for Understanding	96	Weekly and Monthly Review	122
Probing Questions	100	Enquiry Projects	138
Process Questions	102	Open Response Tasks	140
Quizzing	112		
Elaborative Interrogation	114		
Weekly and Monthly Review	122		
Enquiry Projects	138		
Open Response Tasks	140		

Depth of Learning: Students can remember, consider and reflect on their personal learning**Rosenshine's Principles**

- Begin lessons with previously taught material
- Guided practice
- Independent practice
- Obtain a high success rate
- Monthly and weekly reviews

Walkthrus Resource	Page	Walkthrus Resource	Page
Worked Examples & Backward Fading	68	Using a Knowledge Organiser	116
Dual Coding: Recount & Recall	70	Rehearsal and Performance	118
Deliberate Vocabulary Development	72	Weekly and Monthly Review	122
Big Picture, Small Picture	74	Concrete Examples	124
Abstract Models with Concrete Examples	76	Independent Practice	128
Live Modelling	78	Building Fluency	130
Scaffolding	80	Homework as Guided Study	136
Metacognitive Talk:Narrate the Thinking	82	Enquiry Projects	138
Set The Standard	84	Open Response Tasks Oracy:	140
Think, Pair, Share	92	Debating - P142	142
Check for Understanding	96	Oracy: Talk for Writing	144
Quizzing	112	Oracy: Instructional Inputs -	146
Elaborative Interrogation	114	Independent Learning: Pre-reading	148
	116		

Engagement: *Every student, every day, every lesson is engaged*

Rosenshine's Principles

- All students actively engaged (or being challenged if not)
- Students engage in the same manner regardless of the task, subject, teacher and department
- Students are willing to try something new in order to make more progress

Walkthrus Resource	Page
Positive relationships	36
Signal, Pause, Insist	40
Positive Framing	42
Choices & Consequences	46
Set The Standard	84
Peer Supported Retrieval	120
Collaborative Learning	134
Enquiry Projects	138
Open Response Tasks	140
Oracy: Debating	142

Quality of Work: *Is the best that it can be for every student*

Rosenshine's Principles

- Students apply themselves fully to every task and commit to doing their best on every task
- There have pride in their work and the presentation of their work reflects it
- They have a disciplined approach to their own standards and are guided and supported when these fall short

Walkthrus Resource	Page
Live Modelling	78
Scaffolding	80
Set The Standard	84
Head-on Misconceptions	86
Using a Knowledge Organiser	116
Rehearsal and Performance	118
Guided Practice	126
Building Fluency	130
Collaborative Learning	134
Open Response Tasks	140
Oracy: Talk for Writing	144

Relationships: *Respectful and encourage learning to constantly occur*

Rosenshine's Principles

- Relationships between peers are strong and supportive
- Positive atmosphere/climate/environment
- Mutual respect between all
- Good manners are evident between all

Walkthrus Resource	Page	Walkthrus Resource	Page
Positive relationships	36	Whole Class Feedback	108
Signal, Pause, Insist	40	Rehearsal and Performance	118
Positive Framing	42	Peer Supported Retrieval	120
Choices & Consequences	46	Collaborative Learning	134
Scaffolding	80	Oracy: Debating	142
Metacognitive Talk:Narrate The Thinking	82	Oracy: Talk for Writing	144
Think, Pair, Share	92		
Probing Questions	100		
Feedback that moves Forward	104		

Environment: *Is professional, purposeful and safe*

Rosenshine's Principles

- High expectations are evident, rooms are tidy, clutter free and highly professional and efficient
- Positive, safe, encouraging learning environment fostered by teacher
- Routines and systems evident and consistent
- Support staff deployed effectively
- Classrooms are places where people would want to spend time

Walkthrus Resource	Page
Establish your Expectations	38
Positive Framing	42
Rehearse Routines	44
Choices & Consequences	46
Metacognitive Talk:Narrate The Thinking	82
Saying it Again Better	98
Probing Questions	100
Whole Class Feedback	108
Oracy: Debating	142

CAREER STAGE EXPECTATIONS

When making judgements based on learning snapshots and the trends that are generated within the data, it is important to factor the teacher's career stage into any decision making process. The below table should be used in conjunction with the standardisation document (page 7) to assess whether any further support is needed to be given.

	Entry Stage		Consolidating Stage	Embedded Stage	Exemplary Stage		
Career Stage	M1	M2	M3-4	M5-6	UPS1	UPS2	UPS3
Part one: Teaching and learning – “The Eight Key Features” Teachers are expected to meet the expectations in teaching and learning across 8 Key Features: <ol style="list-style-type: none"> 1. Challenge 2. Questioning 3. Feedback 4. Depth of Learning 5. Engagement 6. Relationships 7. Quality of work 8. Environment 	All teaching satisfies the minimum expectations standard (grade 1) Even at this early career stage, it should never be that particular groups of students routinely do not have their needs met (e.g. SEND, most able)	All teaching satisfies the minimum expectations standard (grade 1)	All teaching satisfies the minimum expectations standard (grade 1), with some regular emerging practice at the “TBS Way” (grade 2)	All teaching satisfies the minimum expectations standard (grade 1), with some regular practice at the “TBS Way” (grade 2)	All teaching satisfies the minimum expectations standard (grade 1), with much practice at the “TBS Way” (grade 2) Practice will regularly be evident that others need to see!	All teaching satisfies the minimum expectations standard (grade 1), with much practice at the “TBS Way” (grade 2) Practice will regularly be evident that others need to see!	All teaching fully satisfies the “TBS Way” (grade 2) for challenge Practice will regularly be evident that others need to see!

	Entry Stage		Consolidating Stage	Embedded Stage	Exemplary Stage		
Career Stage	M1	M2	M3-4	M5-6	UPS1	UPS2	UPS3
Part two: Personal and professional conduct A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes, which set the required standard for, conduct throughout a teacher's career.	Meet all standards.	Meet all standards.	Meet all standards.	Meet all standards.	Meet all standards.	Meet all standards.	Meet all standards.
Part three: Fulfil wider professional responsibilities Make a positive contribution to the wider life and ethos of the school Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues Communicate effectively with parents with regard to pupils' achievements and well-being.	Take a full part in the life of the school, including attendance at key school events and involvement in trips, potentially including residential trips. Communicate effectively with colleagues and the leadership team. Contribute to extra-curricular life e.g. careers, trips, enrichment activities, clubs, interventions Reflect on practice and seek appropriate support from colleagues, external providers and own reading.	Take a full part in the life of the school, including attendance at key school events and involvement in trips, potentially including residential trips. Communicate effectively with colleagues and the leadership team. Contribute to extra-curricular life e.g. careers, trips, enrichment activities, clubs, interventions Reflect on practice and seek appropriate support from colleagues, external providers and own reading.	Take a full part in the life of the school, including attendance at key school events and involvement in trips, potentially including residential trips. Communicate effectively with colleagues and the leadership team. Contribute to extra-curricular life e.g. careers, trips, enrichment activities, clubs, interventions Reflect on practice and seek appropriate support from colleagues, external providers and own reading.	Take a full part in the life of the school, including attendance at key school events and involvement in trips, potentially including residential trips. Communicate effectively with colleagues and the leadership team. Contribute to extra-curricular life e.g. careers, trips, enrichment activities, clubs, interventions Reflect on practice and seek appropriate support from colleagues, external providers and own reading.	Take a full part in the life of the school, including attendance at key school events and involvement in trips, potentially including residential trips. Communicate effectively with colleagues and the leadership team. Contribute to extra-curricular life e.g. careers, trips, enrichment activities, clubs, interventions Reflect on practice and seek appropriate support from colleagues, external providers and own reading.	Take a full part in the life of the school, including attendance at key school events and involvement in trips, potentially including residential trips. Communicate effectively with colleagues and the leadership team. Contribute to extra-curricular life e.g. careers, trips, enrichment activities, clubs, interventions Reflect on practice and seek appropriate support from colleagues, external providers and own reading.	Take a full part in the life of the school, including attendance at key school events and involvement in trips, potentially including residential trips. Communicate effectively with colleagues and the leadership team. Contribute to extra-curricular life e.g. careers, trips, enrichment activities, clubs, interventions Reflect on practice and seek appropriate support from colleagues, external providers and own reading.

	Entry Stage		Consolidating Stage	Embedded Stage	Exemplary Stage		
Career Stage	M1	M2	M3-4	M5-6	UPS1	UPS2	UPS3
	Take responsibility for and initiate own CPD.	Take responsibility for and initiate own CPD.	Take responsibility for and initiate own CPD. Begin to support others and mentor students.	Take responsibility for and initiate own CPD. Support colleagues and mentor students.	Take responsibility for and initiate own CPD and also responsibility for the CPD of others, including whole staff CPD. Support colleagues and students and mentor students/NQTs.	Take responsibility for and initiate own CPD and also responsibility for the CPD of others, including whole staff CPD. Support colleagues and students and mentor students/NQTs	Take responsibility for and initiate own CPD and also responsibility for the CPD of others, including whole staff CPD. Support colleagues and students and mentor students/NQTs
Part four: Leadership and Management					Take a leading role in school and contribute to a curriculum area and key objective from the SIP Make a significant contribution to whole school improvement.	Take a leading role in school and contribute to a curriculum area and key objective from the SIP Make a significant contribution to whole school improvement.	Take a leading role in school and contribute to a curriculum area and key objective from the SIP Make a significant contribution to whole school improvement.

Curriculum Area Work Scrutiny

To be completed by Curriculum Leaders for KS3 Terms 1, 3 and 5 and for KS4/5 Terms 2, 4, and 6

One Template per Year Group. No individual Students named at this level.

To be completed throughout each half term

To be shared with ELG via DFO last week of each half term and to inform ELG's subsequent support and challenge

Subject: _____ Year Group: _____

BOOK SCRUTINY MONITORING FORM	
Area of Focus	Look for.....
Curriculum Map <i>To check students' work over time reflects what's published within the curriculum intents on the website</i>	Is published SoL being followed? Is students' work sequenced to build on knowledge, skills and understanding?
Progress <i>To check that student progress is evident</i>	Evidence of revisiting tasks? Re-doing work? Evidence of refinements - proof reading and editing? Building on skills? Are students using models provided to improve?
Feedback <i>To check that staff are providing quality feedback and assessment in line with department policy</i>	Are marking comments included to indicate how students need to improve? Are students challenged if incomplete or inadequate? Are students acting on teacher feedback? Curriculum Area Marking Policy followed? Are models provided to indicate how to improve?

ACTIONS FROM PREVIOUS WORK SCRUTINY (IF APPLICABLE)

Complete with a 1 (MEETS EXPECTATIONS) or 0 (REQUIRES DEVELOPMENT)

AREA	CLASS: TEACHER:	CLASS: TEACHER:	CLASS: TEACHER:	CLASS: TEACHER:	CLASS: TEACHER:	CLASS: TEACHER:	EVIDENCE AND NOTES
Curriculum Map							
Progress							
Feedback							

SUMMARY OF GOOD PRACTICE TO SHARE WITH TEACHER(S)

ACTIONS FOR DEVELOPMENT (TEACHER, SUBJECT OR SCHOOL)
Be sure to include comments about how to improve, and make sure these are clearly linked to targets

Timeline of Wave 2 ISP Process

Week	Staff Actions					
	Wave 2 Staff Member	Lead Practitioner (LP)	Curriculum Leader (CL)	RBN	Steering Group	AAL
-1	N/A	N/A	<ul style="list-style-type: none"> ○ Raise and discuss issues with staff member in LM – minutes sent to AAL by SLT link by 3pm on Friday ○ ISP to be populated by CL and SLT link – brought to Curriculum meeting 	<ul style="list-style-type: none"> ○ Collate ISP in Curriculum meeting and give to DFO to submit to AAL 	N/A	<ul style="list-style-type: none"> ○ Receive line-management minutes from SLT by 3pm on Friday ○ Receive ISP from DFO by 3pm on Friday
0	<ul style="list-style-type: none"> ○ Receive letter informing of Wave 2 support to be put in place and detailing date and time of target-setting meeting. ○ Initial meeting between staff member, CL and SLT link to discuss ISP targets and necessary actions ○ Sign 'Wave 2 ISP' and 'Wave 2 meeting record' in initial meeting 	<ul style="list-style-type: none"> ○ Approached by RBN to discuss assignation to Wave 2 staff ○ Familiarise self with ISP ○ Meet with CL and read any key documents needed ○ Introduce self to Wave 2 staff and arrange for initial observation to take place in Week 1 	<ul style="list-style-type: none"> ○ Meet with RBN to confirm 'Wave 2 ISP' ○ Initial meeting between staff member, CL and SLT link to discuss ISP targets and necessary actions ○ Sign 'Wave 2 ISP' in initial meeting ○ Familiarise self with ISP ○ Meet with LP and share any key documents needed 	<ul style="list-style-type: none"> ○ RBN to confirm 'Wave 2 ISP' with CL ○ Approach LP about mentoring ○ Give letter to Wave 2 staff informing them of meeting ○ Initial meeting between staff member, CL and SLT link to discuss ISP targets and necessary actions ○ Sign 'Wave 2 ISP' in initial meeting ○ Submit signed 'Wave 2 ISP' and 'Wave 2 meeting record' to AAL by 3pm on Friday 	<ul style="list-style-type: none"> ○ Discuss and sign off ISP, including agreement of SLT and LP assignation. ○ Communicate the above to RBN by end of Monday 	<ul style="list-style-type: none"> ○ Produce letter for Wave 2 staff using targets from 'Wave 2 ISP' and give to RBN and add to 'WAVE 2' folder ○ Receive signed 'Wave 2 ISP' and 'Wave 2 meeting record' from RBN and add to 'WAVE 2' folder ○ Add Wave 2 staff, CL, LP and SLT links to the 'WAVE 2' folder for that member of staff

Week	Staff Actions					
	Wave 2 Staff Member	Lead Practitioner (LP)	Curriculum Leader (CL)	RBN	Steering Group	AAL
1	<ul style="list-style-type: none"> ○ Observed by LP ○ Discuss feedback and actions needed with LP ○ Sign 'Wave 2 Observation Record' and 'Wave 2 Meeting Record' in feedback meeting ○ Reflect on own practice ○ Begin implementing actions 	<ul style="list-style-type: none"> ○ Carry out initial supportive and non-judgmental observation and/or work scrutiny (recorded on the 'Wave 2 Observation Record') ○ Meet with the Wave 2 staff to give feedback and developmental advice, including actions that need to be taken to address shortfalls (recorded on the 'Wave 2 Meeting Record') ○ Submit signed 'Wave 2 Observation Record' and 'Wave 2 Meeting Record' to AAL by 3pm on the Friday 	N/A	N/A	N/A	<ul style="list-style-type: none"> ○ Receive signed 'Wave 2 Observation Record' and 'Wave 2 Meeting Record' from the LP by 3pm on the Friday ○ Add the two documents to the 'WAVE 2' folder ○ Prepare the documents for Steering Group review on the Monday of Week 2

Week	Staff Actions					
	Wave 2 Staff Member	Lead Practitioner (LP)	Curriculum Leader (CL)	RBN	Steering Group	AAL
2	<ul style="list-style-type: none"> ○ Observed by CL and LP ○ Discuss feedback and actions needed with CL and LP ○ Discuss progress on actions agreed from previous week ○ Sign 'Wave 2 Observation Record' and 'Wave 2 Meeting Record' in feedback meeting ○ Reflect on own practice ○ Continue implementing actions 	<ul style="list-style-type: none"> ○ Join the CL in observing the Wave 2 staff ○ Join the feedback meeting with the CL to support the Wave 2 staff with actions and guidance ○ Receive feedback on Week 1 documents from RBN 	<ul style="list-style-type: none"> ○ Carry out supportive and non-judgmental observation and/or work scrutiny with the LP (recorded on the 'Wave 2 Observation Record') ○ Meet with the Wave 2 staff to give feedback and developmental advice, including actions that need to be taken to address shortfalls and any progress made on the previous week's actions (recorded on the 'Wave 2 Meeting Record') ○ Submit signed 'Wave 2 Observation Record' and 'Wave 2 Meeting Record' to AAL by 3pm on the Friday ○ Receive feedback on Week 1 documents and progress so far from RBN 	<ul style="list-style-type: none"> ○ Get feedback from steering group regarding their review of Week 1's evidence ○ Communicate this to the CL and LP ○ Action any issues raised by steering 	<ul style="list-style-type: none"> ○ Review documents submitted at the end of Week 1 and evaluate progress so far ○ Feedback to RBN by the end of Monday 	<ul style="list-style-type: none"> ○ Receive signed 'Wave 2 Observation Record' and 'Wave 2 Meeting Record' from the CL by 3pm on the Friday ○ Add the two documents to the 'WAVE 2' folder ○ Prepare the documents for Steering Group review on the Monday of Week 3

Week	Staff Actions					
	Wave 2 Staff Member	Lead Practitioner (LP)	Curriculum Leader (CL)	RBN	Steering Group	AAL
3	<ul style="list-style-type: none"> ○ Observed by SLT ○ Discuss feedback and actions needed with SLT ○ Discuss progress on actions agreed from previous weeks ○ Sign updated 'Wave 2 ISP', 'Wave 2 Observation Record' and 'Wave 2 Meeting Record' in feedback meeting ○ Reflect on own practice ○ Continue implementing actions 	<ul style="list-style-type: none"> ○ Receive feedback on Week 2 documents and progress so far from RBN 	<ul style="list-style-type: none"> ○ Receive feedback on Week 2 documents and progress so far from RBN ○ Sign updated 'Wave 2 ISP' 	<ul style="list-style-type: none"> ○ Carry out evaluative observation and/or work scrutiny (recorded on the 'Wave 2 Observation Form') ○ Meet with the Wave 2 staff to give feedback, including actions that need to be taken to address shortfalls and any progress made on the previous weeks' actions (recorded on the 'Wave 2 Meeting Record') ○ Update 'Wave 2 ISP' to state progress of targets ○ Submit signed updated 'Wave 2 ISP', 'Wave 2 Observation Record' and 'Wave 2 Meeting Record' to AAL by 3pm on the Friday ○ Receive feedback on Week 2 documents before the observation 	<ul style="list-style-type: none"> ○ Review documents submitted at the end of Week 2 and evaluate progress so far ○ Feedback to RBN regarding whether progress so far has been satisfactory by the end of Monday 	<ul style="list-style-type: none"> ○ Receive signed updated 'Wave 2 ISP', 'Wave 2 Observation Record' and 'Wave 2 Meeting Record' from the SLT by 3pm on the Friday ○ Add the three documents to the 'WAVE 2' folder ○ Prepare the documents for Steering Group review on the Monday of Week 4

Week	Staff Actions					
	Wave 2 Staff Member	Lead Practitioner (LP)	Curriculum Leader (CL)	RBN	Steering Group	AAL
4	<ul style="list-style-type: none"> ○ Observed by LP ○ Discuss feedback and actions needed with LP ○ Discuss progress on actions agreed from previous weeks ○ Sign 'Observation record' and 'Meeting record' in feedback meeting ○ Reflect on own practice ○ Begin implementing actions 	<ul style="list-style-type: none"> ○ Carry out supportive and non-judgmental observation and/or work scrutiny (recorded on the 'Wave 2 observation form') ○ Meet with the Wave 2 staff to give feedback and developmental advice, including actions that need to be taken to address shortfalls (recorded on the 'Wave 2 development meeting record') ○ Submit signed 'Observation record' and 'Meeting record' to AAL by 3pm on the Friday ○ Receive feedback on Week 3 documents and progress so far from RBN 	<ul style="list-style-type: none"> ○ Receive feedback on Week 3 documents and progress so far from RBN 	<ul style="list-style-type: none"> ○ Get feedback from steering group regarding their review of Week 3's evidence and whether progress so far has been satisfactory ○ Communicate this to the CL and LP ○ Action any issues raised by steering 	<ul style="list-style-type: none"> ○ Review documents submitted at the end of Week 3 and evaluate progress so far ○ Feedback to RBN regarding whether progress so far has been satisfactory by the end of Monday 	<ul style="list-style-type: none"> ○ Receive signed 'Wave 2 Observation Record' and 'Wave 2 Meeting Record' from the LP by 3pm on the Friday ○ Add the two documents to the 'WAVE 2' folder ○ Prepare the documents for Steering Group review on the Monday of Week 5

Week	Staff Actions					
	Wave 2 Staff Member	Lead Practitioner (LP)	Curriculum Leader (CL)	RBN	Steering Group	AAL
5	<ul style="list-style-type: none"> ○ Observed by CL and LP ○ Discuss feedback and actions needed with CL and LP ○ Discuss progress on actions agreed from previous week ○ Sign 'Wave 2 Observation Record' and 'Wave 2 Meeting Record' in feedback meeting ○ Reflect on own practice ○ Continue implementing actions 	<ul style="list-style-type: none"> ○ Join the CL in observing the Wave 2 staff ○ Join the feedback meeting with the CL to support the Wave 2 staff with actions and guidance ○ Receive feedback on Week 4 documents and progress so far from RBN 	<ul style="list-style-type: none"> ○ Carry out supportive and non-judgmental observation and/or work scrutiny with the LP (recorded on the 'Wave 2 Observation Record') ○ Meet with the Wave 2 staff to give feedback and developmental advice, including actions that need to be taken to address shortfalls and any progress made on the previous week's actions (recorded on the 'Wave 2 Meeting Record') ○ Submit signed 'Wave 2 Observation Record' and 'Wave 2 Meeting Record' to AAL by 3pm on the Friday ○ Receive feedback on Week 4 documents and progress so far from RBN 	<ul style="list-style-type: none"> ○ Get feedback from steering group regarding their review of Week 4's evidence and whether progress so far has been satisfactory ○ Communicate this to the CL and LP ○ Action any issues raised by steering 	<ul style="list-style-type: none"> ○ Review documents submitted at the end of Week 4 and evaluate progress so far ○ Feedback to RBN regarding whether progress so far has been satisfactory by the end of Monday 	<ul style="list-style-type: none"> ○ Receive signed 'Wave 2 Observation Record' and 'Wave 2 Meeting Record' from the CL by 3pm on the Friday ○ Add the two documents to the 'WAVE 2' folder ○ Prepare the documents for Steering Group review on the Monday of Week 6

Week	Staff Actions					
	Wave 2 Staff Member	Lead Practitioner (LP)	Curriculum Leader (CL)	RBN	Steering Group	AAL
6	<ul style="list-style-type: none"> ○ Observed by SLT ○ Discuss feedback and final outcome of ISP with SLT and CL ○ Sign updated 'Wave 2 ISP', 'Wave 2 Observation Record' and 'Wave 2 Meeting Record' in feedback meeting ○ Reflect on own practice ○ Continue implementing actions 	<ul style="list-style-type: none"> ○ Receive feedback on Week 5 documents and progress so far from RBN 	<ul style="list-style-type: none"> ○ Receive feedback on Week 5 documents and progress so far from RBN ○ Join the SLT in observing the Wave 2 staff ○ Join the feedback meeting with the SLT ○ Sign updated 'Wave 2 ISP' 	<ul style="list-style-type: none"> ○ Carry out evaluative observation and/or work scrutiny (recorded on the 'Wave 2 Observation Record') ○ Meet with the Wave 2 staff to give feedback and final outcome of ISP (recorded on the 'Wave 2 Meeting Record') ○ Update 'Wave 2 ISP' to state progress of targets ○ Submit signed 'Observation record' and 'Meeting record' to AAL by 3pm on the Friday ○ Receive feedback on Week 5 documents before the observation 	<ul style="list-style-type: none"> ○ Review documents submitted at the end of Week 5 and evaluate progress so far ○ Feedback to RBN regarding whether progress so far has been satisfactory by the end of Monday 	<ul style="list-style-type: none"> ○ Receive signed 'Wave 2 ISP', 'Wave 2 Observation Record' and 'Wave 2 Meeting Record' from the SLT by 3pm on the Friday ○ Add the three documents to the 'WAVE 2' folder ○ Prepare the documents for Steering Group review on the Monday of Week 7

Appendix B – Wave 2 Example Improvement and Support Plan (ISP)

Wave 2 Staff Intervention

6-week Improvement and Support Plan

Staff Member:	Curriculum Leader:
Role:	Senior Link Assigned:
Start Date: (Week 1)	Lead Practitioner Assigned:

Action Plan

Target	Action	Timescale	Support from school	Success criteria	Monitoring/ Evaluation/Review	Outcome
1. Behaviour/reward structures are used to motivate, students, hold students to account for their work and to contribution towards a positive learning environment	a. Non-negotiables observed at all times	Immediate	<ul style="list-style-type: none"> Non-negotiables shared Behaviour Policy Rainbow Lead Practitioner to advise Joint observations of other staff 	<ul style="list-style-type: none"> Clear expectations for all students All students positively engaged in the lesson and challenged, if not Evidence shows positive climate for learning (e.g., Looking at Learning, observations, student feedback) 	o Weekly observations by LP/CL/SLT	Week 3:
	b. House Points are awarded for classes weekly	Immediate			o Weekly monitoring of house points on G4S by the LP and CL	
	c. Behaviour Policy is used consistently to challenge non-compliance	Immediate			o Weekly observations by LP/CL/SLT	Week 6:
	d. Share and celebrate best practice of work in lessons with the students	To demonstrate by Week 3			o Weekly observations by LP/CL/SLT	
2. There is evidence of high-quality feedback for the students that supports their progress and is in line with the Department's Policy.	a. Opportunities for feedback are evident in all lessons – be that self/peer/teacher-feedback – through lesson objectives, activities and plenaries	To demonstrate by Week 3	<ul style="list-style-type: none"> Department Assessment & Feedback Policy Lead Practitioner to advise Moderation opportunities within department 	<ul style="list-style-type: none"> Formative assessment is being carried out regularly and is used to inform planning, therefore promoting engagement and progress 	o Weekly work scrutinies with LP/CL/SLT	Week 3:
	b. Update 'student trackers' for KS3 & KS4 classes	To demonstrate by Week 3			o Weekly work scrutinies with LP/CL/SLT	Week 6:

Target	Action	Timescale	Support from school	Success criteria	Monitoring/ Evaluation/Review	Outcome
3. The environment students work is in well-organised, welcoming and supports their progress by displaying model work for different grade criteria	a. Non-negotiables observed at all times	Immediate	<ul style="list-style-type: none"> CL to support with moderating work for the different assessment criteria LP to support with identifying ways to organise resources and students to support effective routines throughout the lesson 	<ul style="list-style-type: none"> Effective routines can be observed at all times Positive working environment cultivated 	<ul style="list-style-type: none"> Weekly observations by LP/CL/SLT 	Week 3:
	b. Room display to include examples of work for the KS3 Mastery levels	To demonstrate by Week 3		<ul style="list-style-type: none"> KS3 display in place and used to model work to students 	<ul style="list-style-type: none"> Weekly observations by LP/CL/SLT 	
	c. Room display to include examples of work for the KS4 assessment criteria	To demonstrate by Week 3		<ul style="list-style-type: none"> KS4 display in place and used to model work to students 	<ul style="list-style-type: none"> Weekly observations by LP/CL/SLT 	Week 6:
	d. Resources for lessons well-organised	Immediate		<ul style="list-style-type: none"> Resources are easy for the students to use and find 	<ul style="list-style-type: none"> Weekly observations by LP/CL/SLT 	
	e. Classroom is neat and tidy at the start and end of each lesson	Immediate		<ul style="list-style-type: none"> Students take pride in their work and environment and are supportive in maintaining the quality of it 	<ul style="list-style-type: none"> Weekly observations by LP/CL/SLT 	
4. During weekly lesson observations, high levels of challenge can be seen and students are clear about the purpose and expectations of the lesson	a. High expectations of the quality of students' work are in place and challenged when not met	Immediate	<ul style="list-style-type: none"> Form tutors in place to support with KS3 groups Form tutors and HOYs in place to support with KS4/5 groups Opportunities to observation other staff Information on G4S & Edukey available to access Guidance from LP/CL regarding pedagogy around challenge Behaviour policy Department A&F policy Department SOW 	<ul style="list-style-type: none"> Students are challenged through use of the behaviour policy when work expectations and deadlines are not met 	<ul style="list-style-type: none"> Weekly observations by LP/CL/SLT Weekly work scrutinies with LP/CL/SLT 	Week 3:
	b. All students are challenging themselves in relation to outcomes in lessons through adaptations to SOW for individual learners	To demonstrate by Week 3		<ul style="list-style-type: none"> Students can articulate their MEG, where there are working in relation to it and how they are challenging themselves in the lesson 	<ul style="list-style-type: none"> Weekly observations by LP/CL/SLT Weekly work scrutinies with LP/CL/SLT 	
	c. Red folder is in place	Immediate		<ul style="list-style-type: none"> The needs of all students are met with regard to challenge and differentiation 	<ul style="list-style-type: none"> Weekly observations by LP/CL/SLT Weekly work scrutinies with LP/CL/SLT 	Week 6:

Support Schedule

Week	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
w/c	8/3/21	15/3/21	22/3/21	29/3/21	19/4/21	26/4/21
Actions	<ul style="list-style-type: none"> Initial meeting to discuss targets and necessary actions (CL & SLT link) Observation¹ Feedback² Developmental advice² Reflection on practice Observation record (¹) and meeting minutes (²) sent to Wave 2 staff, AAL, CL, LP & SLT link 	<ul style="list-style-type: none"> Observation Feedback Developmental advice Reflection on Week 1 Minutes sent to Wave 2 staff, AAL, CL, LP & SLT link 	<ul style="list-style-type: none"> Observation Formal feedback on progress made so far Clear message regarding next 3 weeks Minutes sent to Wave 2 staff, AAL, CL, LP & SLT link 	<ul style="list-style-type: none"> Observation Feedback Developmental advice Reflection on practice Minutes sent to Wave 2 staff, AAL, CL, LP & SLT link 	<ul style="list-style-type: none"> Observation Feedback Developmental advice Reflection on Weeks 1-4 Minutes sent to Wave 2 staff, AAL, CL, LP & SLT link 	<ul style="list-style-type: none"> Observation Consideration of all evidence Final decision made on targets being met Next steps discussed Minutes sent to Wave 2 staff, AAL, CL, LP & SLT link
By whom	LP:	LP & CL:	Senior link:	LP:	LP & CL:	Senior link:

This document reflects a fair and accurate record of what has been discussed and agreed.

Week 0 - Date: _____

Signed: _____ (Wave 2 staff) _____ (CL) _____ (SLT)

Week 3 - Date: _____

Signed: _____ (Wave 2 staff) _____ (CL) _____ (SLT)

Week 6 - Date: _____

Signed: _____ (Wave 2 staff) _____ (CL) _____ (SLT)