TEACHING & LEARNING POLICY

NAMED PERSON:	Mr Matt Wardle Lead Deputy Headteacher
ATTACHED COMMITTEE:	

Last Review Date:	September 2022
Review Cycle:	1 Year
Next Review Date:	September 2023

Mr Keith Harvey **Co Chairman of Governing Body**	**Mr Andy Crossey** **Co Chairman of Governing Body**
Signed:	**Signed:**
Date: September 2022	**Date:** September 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.

SECTION 1

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 does not 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	Assessment & Feedback	Evidence based strategies drive	Development of the whole individual	Partnership with parents and

THE TEACHING OF LITERACY:

All staff are teachers of literacy. We have a shared responsibility to ensure students become string, independent and capable readers, as well as writers.

The School has based its specific literacy plan around the recommendations made through the Education Endowment Funds research into secondary school literacy. The prime recommendation is to promote disciplinary literacy. This is an approach to improving literacy across the curriculum. It recognises that literacy skills are both general and subject specific, emphasising the value of supporting teachers in every subject to teach students how to read, write and communicate effectively in their subjects.
The School will promote the teaching of literacy through all departments, with the expectation that all leaders and teachers convey the importance of ensuring reading and writing skills are evident in lessons and across curriculum maps and schemes of learning.

The School will promote reading to ensure students:

- Extend and develop as readers throughout their time at the school
- Read for purpose and pleasure so that they enjoy reading a variety of texts and become enthusiastic readers
- Understand reading strategies (e.g. skimming and scanning) so that they are independent readers and can access exam materials
- Read a range of texts accurately, fluently and with comprehension
- Opportunities to access higher level academic texts
- Understand and respond to a wide range of books and media texts on paper and on screen
- Understand the variety of written language, and the differences between fiction and non-fiction
- Improve their abilities to read, analyse and evaluate a wide range of texts, including literature from other cultures and traditions
- Develop higher order reading skills, enabling the use of inference and deduction

The School will develop students as effective writers, by:

- Writing neatly with accurate spelling (THUD)
- Provide students with opportunities for extended writing when appropriate
- Apply consistently the 6 point method for extended writing across all subject areas
- Express themselves clearly, precisely and accurately
- Use knowledge acquired from their range of reading to model their writing in different styles and forms
- Write for a range of purposes and audiences, incorporating a range of structures and styles
- Communicate meaning to a reader through a wide range of vocabulary and language devices

The School also wants to develop further oracy skills and in particular tier 2 and tier 3 vocabulary

The School will encourage students to:

- Formulate, clarify and express their ideas with increasing sophistication
- Express themselves in a variety of situations using language which is appropriate to audience and purpose
- Listen, understand and respond appropriately to others
- Understand how their developing communication skills will assist them in real life contexts

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 (8KF) 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 eight 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. These eight areas are split into two specific areas; 'Progress' and 'Culture'. – 'The Buckingham Way': See Appendix 1

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. A range of teaching strategies are employed 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. All lessons must have opportunities for **ALL** students to experience success and demonstrate learning and progress

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.
- Teaching strategies must be adaptive, ensuring all students are capable of demonstrating progress.
- Lesson plans are designed to challenge all groups of students within a class.
- Lesson planning includes stimulating resources, which are adapted to all student's needs, and provide pace and challenge for all.
- Lesson planning is moderated in departments to ensure quality.
- Curriculum mapping demonstrates age related skills that are expected at the end of each key stage to prepare students for the next step in their education.
- 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 adapt approaches when unexpected misconceptions or difficulties arise. Feedback is sharply focused on the learning, skills and understanding that need to be improved. Students address feedback in dedicated response time to close the loop on their learning

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.
- The presentation of student work is monitored to ensure that it shows pride in their work
- All departments follow the School philosophy on assessment and feedback, and where appropriate add more department bespoke strategies:
- The Philosophy: (Appendix 2)

  Exam Units (Alevel, BTEC and GCSE): Every student will receive and respond to one piece of written teacher, peer and self-assessment per term. Thee feedback and response will be clearly evidenced in books/folders

  Coursework (Alevel and GCSE): Every student will have their work teacher assessed once per term in line with JCQ guidelines, peer and self assessment will be used as and when appropriate

  BTEC Coursework Units: Units will be marked in line with BTEC assessment plans

  KS3 classes will receive and respond to one piece of teacher, peer and self-assessment per term except in Humanities, Technology, Art and Computer Science who will complete a piece of peer, self and teacher assessment every 2 terms. Lessons in PE and PA will receive verbal feedback on an ongoing basis.

  Verbal feedback will be used across every department at every given opportunity, it is optional whether this is recorded in books/folders

- The Practice:
  To ensure consistency all teacher assessment needs to be done in green, peer and self in purple, and all responses in purple pen, but must be titled as Response to Teacher/Peer or Self Assessment

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 This is via the Middle Leaders folder on the Google Drive	For each class: - Class Context Sheets - Seating Plans (with PP, SEN, MA info) - Progress data information - Edukey Plans for SEN students - - Any example lesson plans	- 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)	- 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	- 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 – 'Do Now' Task	- These should be in the form of recall and retrieval questions i.e. A question from last lesson A question from the last unit A question from earlier in the school year	- 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	- All students to be accurately registered within 5 minutes of lesson start time	- All students to be accurately registered within 5 minutes of lesson start time
THUD in all records of learning	- **T**itle - Best **H**andwriting - **U**nderline date and title - **D**ate	- 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	- Coats off - Equipment out, book open, completing the task set - Sitting up, paying attention - active engagement with what is happening	- All students in the classroom are visibly ready or are being appropriately challenged
Basic behaviour for learning	- 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	- 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	- Demonstrate curiosity and ask questions of staff to further understanding - 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	- Students are fully engaged in the learning experience of the lesson. - Students' records of learning are complete and well-presented
Pride	- 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	- Students take pride in themselves, their equipment and their environment
The Buckingham Way - displaying the Virtues	- 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	- 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. h.
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 departments can select what direction they would like to move the team's pedagogy towards.

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 (L@L) snapshots
- Looking at student work (L@SW)
- Developmental observations through WALKTHRUS
- Formal observations (where necessary)
- Departmental review and QA
- Stakeholder voice
- Personalised CPD

Looking at Learning snapshots

Looking at learning snapshots are conducted by Curriculum leaders and other leaders within their areas of responsibility. Leaders within subject areas are required to judge the four criteria in the 'Progress'. Non subject specialists will conduct a 'Culture' snapshot, focusing how students are engaging with their learning and understand how to improve. There will be five Looking at Learning cycles every academic year.

The looking at learning snapshot consists of a fifteen to twenty 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 Meeting Teacher Standards
1	Meeting Teacher Standards
2	"The TBS Way" - the standard in which we strive for in all classrooms

At the end of each cycle, an analysis is carried out and CPD needs are identified and programs created and delivered.

Looking at Student Work (L@SW) (See Appendix 2)

Looking at student work is a powerful tool to act as a checkpoint to monitor, evaluate and review progress over time and the meeting of expected standards. The learning journey of our students is an important one and the process allows leaders to assess the progress being made and demonstrate where students have 'closed the loop' in the learning through their response to teacher and peer feedback

Developmental Observations
These are conducted as unseen or seen observations as staff work in coaching pairs or triads to support pedagogical development, without judgement.

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 related policy)

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.

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
- Supporting Underperforming Teachers Policy

Looking at Learning (L@L) – Progress (Appendix 1)

	2 The learning experience for these students has been expertly and precisely orchestrated to ensure progress is maximised **Precise and Tailored**	1 The learning experience for this class is stimulating and well-organised to ensure progress happens **Thorough and Planned**	0 The learning experience for this class is left too much to chance - some well-motivated students will progress but it is too haphazardly organised **Disorganised and Perfunctory**
Challenge	Students take responsibility for their learning. They are encouraged to develop skills and tools that will allow them to tackle future challenges independently. Students explore open-ended issues, confidently articulating ideas verbally and in writing. Academic vocabulary is explicitly taught and expected as standard. Students display stamina when working independently, wrestling with problems, increasingly self-reliant.	Students are directed with what to do and how to do it. They are navigated through the lesson with step by step instructions that lead to a predetermined outcome. There are examples of explicit use of academic vocabulary. Students are grouped thoughtfully to ensure an appropriate level of challenge.	Students are completing standalone tasks and do not fully understand why they are studying the material. For most students the material is too easily accessible and very little new learning is happening.
Questioning	Students can construct open, carefully worded questions that deepen their thinking. Teacher and student discussion shows questioning at a high level with all students attentive and interested, even when not directly involved. Teacher questioning is varied and targeted in a highly effective manner. Follow up questions are designed to challenge and provoke further thinking. Questioning leads to an improvement in student understanding.	Students are starting to craft interesting questions independent of the teacher's prompts. They are confident to raise their own questions. Teacher asks a variety of open and closed questions and regularly asks secondary questions to further explore topics. Questions assess the level of student understanding accurately.	The majority of questioning is closed, few students answer most questions and obvious opportunities for questioning and/or further questioning are missed.
Feedback	Students are provided with highly effective 'live' feedback that allows them to develop their skills and knowledge efficiently and effectively. Students clearly make a marked improvement to the standard of their work following termly teacher, peer and self-assessment points. Peer and self-assessment practice shows depth of understanding way beyond basic skills/content. The students understand when assessment points are and build up to them in a logical and considered manner.	Students are provided with effective 'live' feedback that allows them to develop their skills and knowledge effectively. Students have responded to clear examples of termly teacher, peer and self-assessment points. The standard of their work is improved following this process. The assessment points are part of a coherent delivery plan.	Students randomly receive teacher, peer and/or self-assessment. There is no response or the standard of work is the same following the response. Assessment points lack logical planning and tend to be time based as opposed to relevance and little value is placed on them.
Depth of Learning	Students can articulate clear links between learning episodes within and across their curriculum. There is evidence of passionate determination to learn more and extend their thinking. They are clearly learning new information and skills thoroughly and have reviewed previous learning coherently and regularly.	Students know that the lesson fits in with a series of interconnected lessons for this subject and know why they are studying today's lesson. Students extend their learning as directed and have a better understanding of content/skills following the learning episode.	Students, even if well-behaved and motivated, seem to be going through the motions. They complete tasks because they are obedient and have been set the tasks but there is no desire to complete it to the best possible standard. New information and/or skills are only being learned at a superficial level and previous material is rarely referred to.

Looking at Learning (L@L) – Culture (Appendix 1)

	2 There is a palpable atmosphere of whole-hearted engagement with the learning provision **Passionate and Keen**	1 The students are attentive, engaged and working with the teacher to achieve good outcomes **Focused and Interested**	0 The students are not necessarily interested and engaged with the learning provided and the teacher is having to repeatedly intervene to ensure appropriate standards **Desultory and Disengaged**
Engagement	Students enthusiastically engage with their learning and are highly motivated to do their best. They tackle tasks in a very energetic manner and aim to reach the best version of themselves.	Students complete the tasks that they are given. They need reminding of expectations occasionally.	Students demonstrate disruptive and/or passive behaviour
Relationships	Students have highly respectful relationships with each other and the staff involved in the lesson.	Students are respectful of their peers, themselves and staff the vast majority of the time.	Students are not considerate of others and negative behaviours slows their and others' learning.
Quality of Work	Students' work shows a high degree of pride. Tasks are completed to the highest standard possible and excellent levels of effort are demonstrated in learning outcomes.	Students' work is well presented. Tasks are engaged with and a good level of effort is put into completing tasks. Deadlines are met.	Students consistently present work in a way that is not as good as it could be. There is a lack of pride evident.
Environment	Students are highly focused. There is a highly appropriate and carefully considered seating plan meaning that students are positioned near the most appropriate learning peers they can be. The environment is orderly and purposeful. Systems are in place that are efficient and effective in maximising learning time and students can implement these without instruction or guidance.	Students are focused. There is a seating plan in place. The students follow teachers instructions regarding routines and systems.	The classroom seems unkempt and disorganised. There is little pride evident in the environment. Routines for independent resourcing and practices are not established.

The Buckingham School

Departmental Assessment and Feedback Policies

Department:

The Philosophy:

Exam Units (Alevel, BTEC and GCSE): Every student will receive and respond to one piece of written teacher, peer and self-assessment per term. Thee feedback and response will be clearly evidenced in books/folders

Coursework (Alevel and GCSE): Every student will have their work teacher assessed once per term in line with JCQ guidelines, peer and self assessment will be used as and when appropriate

BTEC Coursework Units: Units will be marked in line with BTEC assessment plans

KS3 classes will receive and respond to one piece of teacher, peer and self-assessment per term except in Humanities, Technology, Art and Computer Science who will complete a piece of peer, self and teacher assessment every 2 terms. Lessons in PE and PA will receive verbal feedback on an ongoing basis.

Verbal feedback will be used across every department at every given opportunity; it is optional whether this is recorded in books/folders.

Appendix 2: Looking at Student Work Descriptors:

Looking at Student Work (L@SW)		TBS' Way 2	Minimum Standard 1	Not Standard Required 0
ASSESSMENTS	Teacher	Provides incisive feedback on how to improve	Highlights Strengths and Weaknesses	T&L Policy and Assessment Policy (school and/or department's) are not being followed
	Peer	Provides incisive feedback on how to improve	Highlights Strengths and Weaknesses	T&L Policy and Assessment Policy (school and/or department's) are not being followed
	Self	Provides incisive feedback on how to improve	Highlights Strengths and Weaknesses	T&L Policy and Assessment Policy (school and/or department's) are not being followed
RESPONSE TO…	…Teacher Assessment	Response shows a marked improvement in level of work produced	Clear attempt to improve is made based on teacher assessment	T&L Policy and Assessment Policy (school and/or department's) are not being followed
	…Peer Assessment	Response shows a marked improvement in level of work produced	Clear attempt to improve is made based on peer assessment	T&L Policy and Assessment Policy (school and/or department's) are not being followed
	…Self Assessment	Response shows a marked improvement in level of work produced	Clear attempt to improve is made based on self-assessment	T&L Policy and Assessment Policy (school and/or department's) are not being followed

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	
Worked Examples & Backward Fading	68	Using a Knowledge Organiser	116
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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

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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

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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
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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

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Saying it Again Better	98
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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: 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 UPS staff's teaching should meet the teacher standards, whilst striving to regularly demonstrate the 'TBS Way' and inspire their colleagues and new staff to the profession		

	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.

	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.