Trinity Teaching, Learning and Assessment Policy 2019-20

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Teaching, Learning and Assessment Policy

"If we create a culture where every teacher believes they need to improve, not because they are not good enough, but because they can be even better, there is no limit to what we can achieve."

(Dylan Wiliam)

Trinity Vision

The Trinity community will live "life in all its fullness" by:
- Establishing a unique and personalised learning journey through Trinity and beyond.
- Continuing to nurture our warm and caring family environment to support all to flourish.
- Inspiring all to achieve and celebrate ongoing and future successes.

Rationale and Purpose

The purpose of this policy it to promote a constant approach to teaching, learning and assessment across Trinity. This policy aims to provide a clear direction to teaching staff in their professional responsibilities regarding teaching, learning and assessment, so that all pupils receive their entitlement to high quality learning opportunities. Trinity is committed to providing all pupils access to excellent learning opportunities in order that they may become successful adults. All teachers are responsible for ensuring that they meet the expectations of the National Teacher Standards. The Teaching, Learning and Assessment Policy aims to provide an effective framework for the delivery of high quality teaching, learning and assessment.

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Underpinning Principles of Effective Teaching and Learning

Researchers have learned a great deal about how students learn on their own and in the classroom. Our aim at Trinity is to apply the findings from this evidence-based research to our teaching and learning to maximise outcomes. To this end, we insist upon all staff having a complete understanding of cognitive load theory, metacognition and self-regulation and embed research proven learning strategies into classroom practice.

Cognitive Load Theory

Cognitive load theory is based on a number of widely accepted theories about how human brains process and store information (Gerjets, Scheiter & Cierniak 2009, p. 44). These assumptions include: that human memory can be divided into working memory and long-term memory; that information is stored in the long-term memory in the form of schemas; and that processing new information results in 'cognitive load' on working memory which can affect learning outcomes' (Anderson 1977; Atkinson & Shiffrin 1968; Baddeley 1983).

Put another way, the Cognitive Load Theory says that because short-term memory is limited, learning experiences should be designed to reduce working memory 'load' in order to promote schema acquisition.

Since both can't be done well at the same time, teachers can be specific about not just what is being learned (e.g., content knowledge versus procedural knowledge) and the sequence of the learning (e.g., learn about a 'thing,' then how that 'thing' works, then how to use that 'thing' critically and creatively) it is, but also the nature of what's being learned (e.g., domain-specific knowledge and definitions versus design thinking through knowledge and definitions).

Metacognition and Self-Regulation

The Sutton Trust-Education Endowment Foundation's Teaching and Learning Toolkit (Education Endowment Foundation, 2018) suggests that metacognition and self-regulation are amongst the most effective approaches for improving pupils' attainment outcomes. Following the work from this research, Trinity defines metacognition as part of self-regulation: those self-directive processes that direct our learning. It requires:

- Knowledge of yourself as a learner
- Knowledge of appropriate strategies
- Knowledge of the task

An effective learner will monitor their knowledge and cognitive processes, and use this understanding to make judgements about how to direct their efforts. All pupils develop metacognitive knowledge and skills in their time at school, and yet, some are more adept at doing this than others. Recommendations from the evidence would suggest that teachers can be much more deliberate about teaching metacognitive awareness in the classroom through techniques such as walking, talking, mocks (as just one example). It is important to note that metacognition is NOT a general skill that should be taught separately from subject knowledge. Metacognition is specific to the task and subject.

Learning Strategies taking into account Cognitive Load Theory and Metacognition
Taking into account the ideas that research into cognitive load and metacognition provide us, Trinity teachers will use the following six strategies in their teaching which will aid understanding and memory retention:

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1. Spacing
2. Retrieval Practice
3. Elaboration
4. Interleaving
5. Concrete Examples
6. Dual Coding

Barak Rosenshine (American Educator, 2012)

1. Begin a lesson with a short review of previous learning.
2. Present new material in small steps with student practice after each step.
3. Ask a large number of questions and check the responses of all students.
4. Provide models.
5. Guide student practice.
6. Check for student understanding.
7. Obtain a high success rate.
8. Provide scaffold for difficult tasks.
9. Require and monitor independent practice.
10. Engage students in weekly and monthly review.
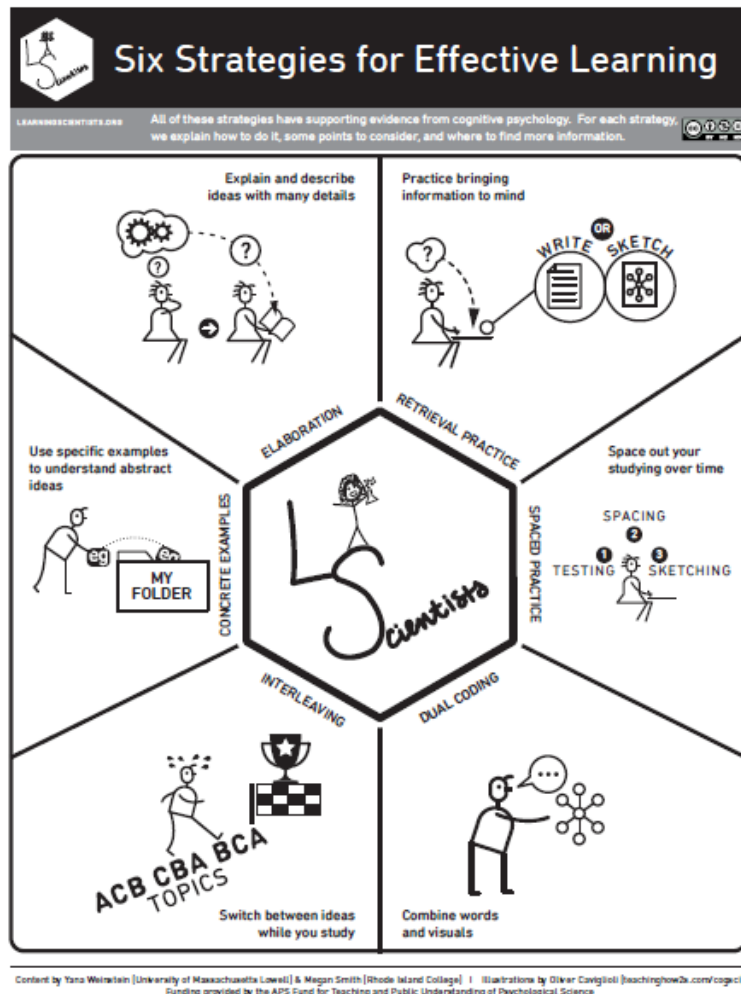
Practices which have Good Evidence of Improving Attainment

1. Pedagogical subject knowledge. The most effective teachers have a deep knowledge of the subjects they teach and the assessment requirements outlined by the relevant exam boards; when a teacher's knowledge falls below a certain level it is a significant impediment to pupils' learning. But as well as having a strong understanding of the material being taught, teachers must also understand the ways pupils think about the content; be able to evaluate the thinking behind students' own methods; and, identify pupils' common misconceptions.
2. Quality of instruction. This includes elements such as effective questioning and teachers' use of assessment. Specific practices, such as reviewing previous learning, providing model responses for students, providing adequate time for practice to embed skills securely, and progressively introducing new learning (scaffolding) are also elements of high-quality instruction.
3. Classroom climate. This covers quality of interactions between teachers and pupils, and teacher expectations; the need to create a classroom that is constantly demanding more, but still recognising pupils' self-worth. It also involves attributing pupil success to effort rather than ability, and valuing resilience over failure.
4. Classroom management. This requires teacher to make efficient use of lesson time; to coordinate classroom resources and space; and to manage pupils' behaviour with clear rules that are consistently enforced, are all relevant to maximising the learning that can take place.
5. Professional behaviours. Behaviours exhibited by teachers such as reflecting on and developing professional practice, participation in professional development, supporting colleagues, and liaising and communicating with parents is essential to ever improving practice.

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Curriculum Implementation / Trinity Standards

We seek to develop knowledgeable, open-minded and insightful learners. We have therefore, through synthesizing current educational research, developed a knowledge-engaged curriculum, implemented through a model of seven key principles that make up the Trinity Standard for Teaching and Learning.

 Please see below the principles we believe make excellent teaching and learning at Trinity. Under each strand there are defined elements that teachers should implement over time. It should be used as a point for discussion/framework for developing teaching and learning practice and not as a checklist. An observer should not expect to see every aspect in every session.

Observers may refer to subject specific guidance for teaching and learning at Trinity to supplement these elements.

1. High Expectations and Behaviour for Learning

Pupils should enter the classroom in silence and behave with courtesy, kindness and self-respect at all times. Both staff and pupils are expected to follow the Trinity Behaviour policy and actively engage in learning. Pupils are expected to follow instructions first time, every time.

2. Challenge

Challenge is defined at the difficulty of subject content and task. Challenge is the provision of difficult work that causes pupils to think deeply and engage in healthy struggle. Challenge is not just about the 'most able'. We should have high expectations of all pupils, all the time. It is good for pupils to struggle just outside their comfort zone, as that is when they are likely to learn the most.
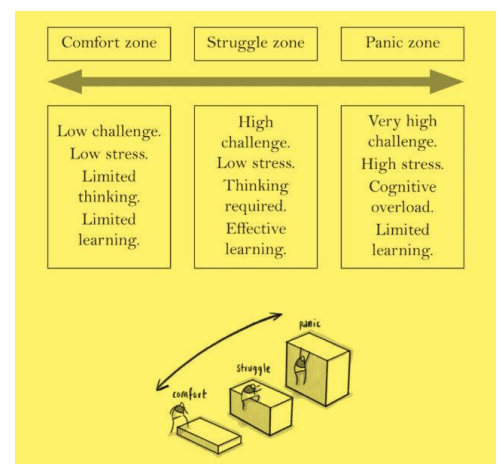
3. Reviewing Material

Daily review is important in helping to resurface prior learning from the last lesson. Let's not be surprised that pupils don't immediately remember everything. They won't! It's a powerful technique for building fluency and confidence

and it's especially important if we're about to introduce new learning — to activate relevant prior learning in working memory.

Every lesson should start with a short review of previous learning. This can take the form of a low-stakes quiz, multiple choice quiz, mind-map, 'tell a story' etc. Concepts of spacing and interleaving should be employed to ensure that material learnt earlier in the year or in previous years is also tested.

4. Questioning

The main message is summarised in the mantra: ask more questions to more pupils in more depth. Rosenshine gives lots of great examples of the types of questions teachers can ask. He also reinforces the importance of process questions. We need to ask how pupils worked things out, not just get answers. Asking questions is about getting feedback to us as teachers about how well we've taught the material, and about the need to check understanding to ensure misconceptions are flushed out and tackled.

5. Sequencing Concepts and Modelling

New material should be presented:

I.   In small steps — with practice at each stage. We need to break down our concepts and procedures (like multi-stage maths problems or writing) into small steps so that each can be practised.

II. With models — including the importance of the worked-example effect to reduce cognitive load. We need to give many worked examples; too often teachers give too few.

At Trinity we rely heavily on the gradual release of responsibility model: 'I – We – You'.

A Model for Teaching and Learning: Lesson Structure

III. Scaffolding is needed to develop expertise — a form of mastery coaching, where cognitive supports are given — such as how to structure extended writing — but they are gradually withdrawn. The sequencing is key. Stabilisers on a bike are really powerful aids to the learning and confidence building — but eventually they need to come off.
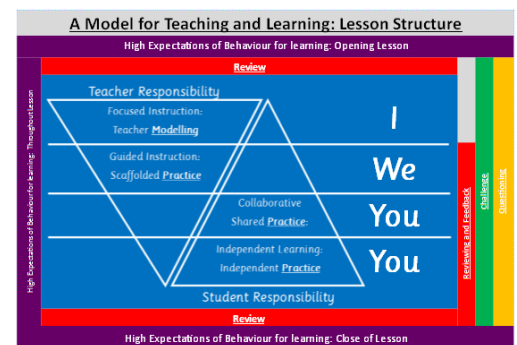
6. Stages of Practice

Teachers needs to be up close to pupils' initial attempts, making sure that they are building confidence and not making too many errors. This is a common weakness with 'less effective teachers'. Guided practice requires close supervision and feedback.

High success rate — in questioning and practice — is important. Rosenshine suggests the optimum is 80%. i.e. high! Not 95-100% (too easy). He even suggests 70% is too low.

Independent, monitored practice. Successful teachers make time for pupils to do the things they've been taught, by themselves… when they're ready. *"Pupils need extensive, successful, independent practice in order for skills and knowledge to become automatic"*

7. Feedback

Learning is kept on track with precise and timely feedback. Feedback should inform a pupil where to go next. It should also inform a teacher about how to plan for future progress. Therefore, the purpose of feedback is fairly straightforward. Following the identification of a 'learning gap' (what a pupil cannot do or does not know), the resulting feedback should be aimed at closing the gap. It could be written or verbal, from teachers or peers or even self-generated. Feedback from the performance of the pupils should then inform your future teaching. It is useful to consider feedback in the following loop:

Feedback strategies at Trinity include (but are not exhausted by) whole class feedback, live marking, and verbal feedback. Responding to, and action on feedback should be modelled.

Teaching is adapted based on student responses.
So that … Teaching is responsive.

Teacher

Feedback loop

Student

Regular and specific improvement points are used to close the learning gap.
So that … Learning is informed.
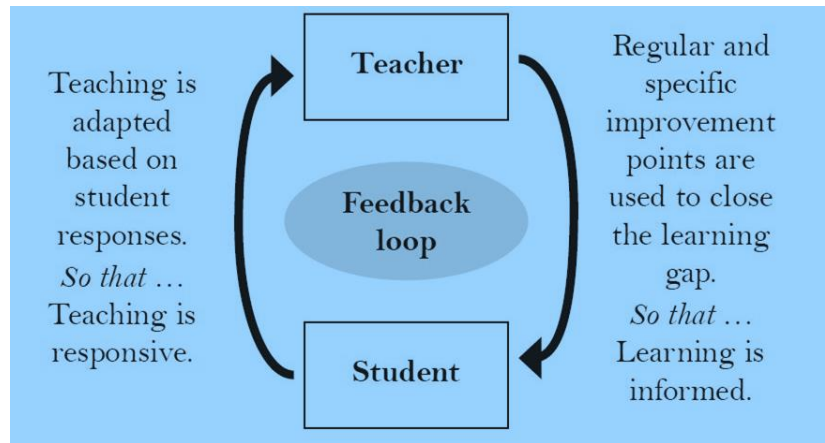
Our Trinity Standard is expressed in the grid below – showing the different strands expected under each of the 7 categories. These are not expected to be seen in every lesson, but instead they should be evident over time. Observations will be looking at areas of strengths and highlight areas to develop from these categories.

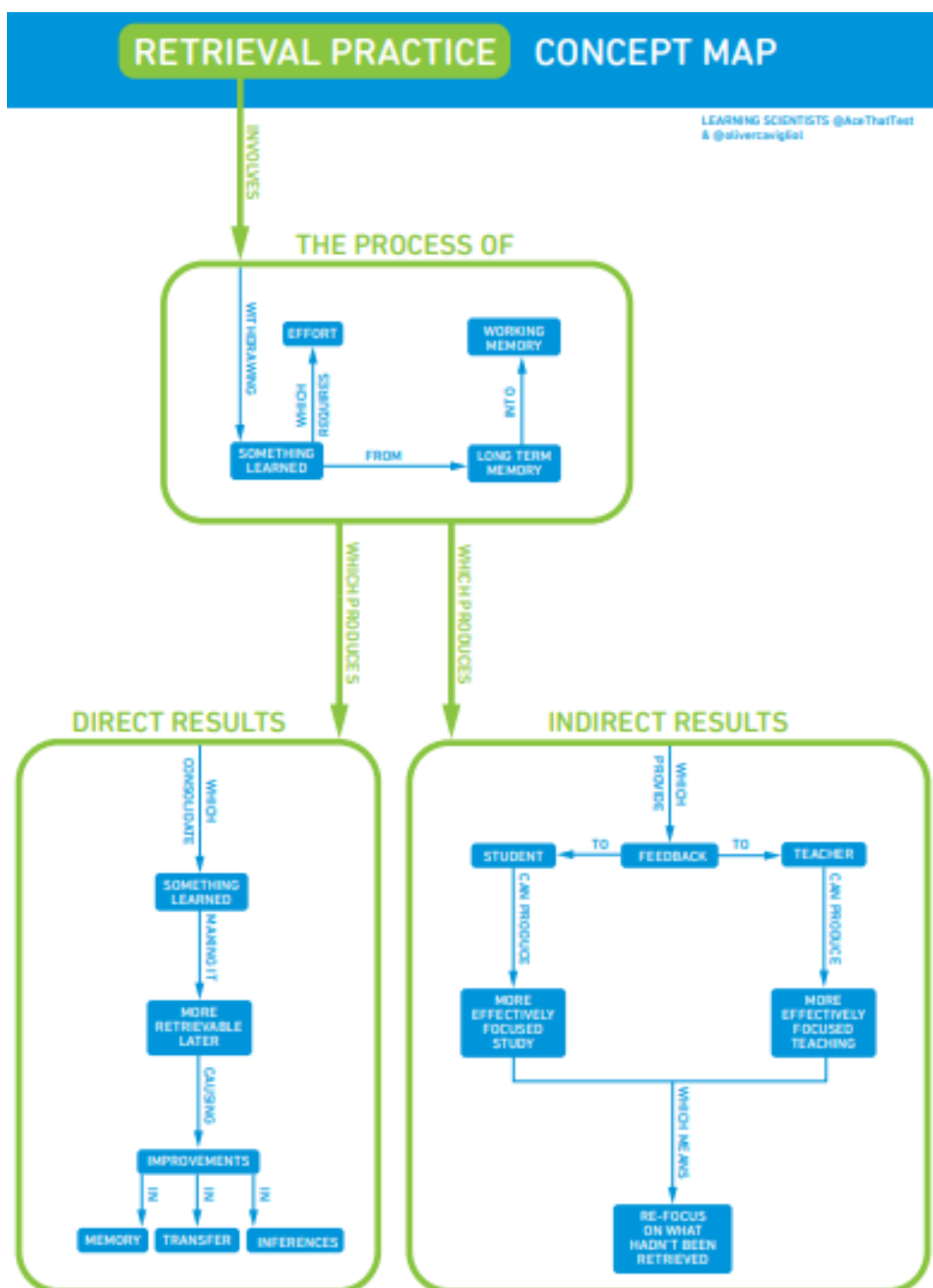| 1.High Expectations and Behaviour for Learning	
1.1	Challenge is consistently high (see Challenge section)
1.2	Pace of session maintains pupil motivation and is responsive to pupil need
1.3	Up to half of session is dedicated to modelling, questioning and feeding back to pupils before practice begins with pupils' attention maintained throughout
1.4	Pupils are appropriately greeted and have access to resources / prompts / scaffolds / books as soon as they enter classroom
1.5	Pupils respond appropriately and swiftly to transitions within sessions and are well routined – expectations have been put in place and demanded at each stage of the session
1.6	Silence during key phases of sessions is demanded – including during modelling and independent practice (where appropriate)
1.7	Pupils know appropriate responses to key parts of session – when to put hands up / when to talk aloud / how to speak to partners / adults
1.8	Positive body language is demanded from all pupils at all stages of session (sitting up straight, all pupils participating when asked to, no swinging on chairs or slouching)
1.9	Rewards / praise given throughout session to motivate and reinforce high expectations
1.10	Trinity Behaviour policy is adhered to by teachers and pupils
1.11	Use of Trinity Language (age appropriate) reinforces expectations at all stages of session - 'never give up'; 'Terrific Trinitarian'; 'open minded'; 'knowledgeable'; 'insightful'; 'caring'; 'principled'; 'resilient'; 'reflective'; 'courageous'; 'independent'
2.Challenge	
2.1	Top down teaching – one lesson purpose for all – appropriately scaffolded
2.2	Pupil engagement is high – thinking is required for all
2.3	Cognitive load is balanced – tasks are not over sugar coated / too experiential
2.4	High quality procedural tasks set – learning/knowledge is applied to other contexts
2.5	Next steps/learning/extensions are clear, understood and available to all pupils
3.Modelling	
3.1	Makes use of direct instruction – 'Just tell them' when introducing new concepts – experiential learning to take place *after* new learning is introduced
3.2	Provides pre-prepared models pitched at or above national expectations
3.3	Live Modelling is clearly broken up into small, well defined steps – ensuring cognitive load is balanced
3.4	Modelling is focused on learning objective taken from KAOs or Knowledge organisers or Key Stage curriculum
3.5	Makes use of concrete – pictorial - abstract strategies/models to embed understanding
3.6	Models 'thinking aloud' whilst demonstrating – to further embed metacognitive strategies
3.7	Models making mistakes to avoid future misconceptions
3.8	Provides prompts/scaffolds and explicitly models how to use them
3.9	Uses pupils' learning to provide high quality models (use of visualisers)
3.10	Provides opportunities for pupils to model to class
3.11	Nearly all new learning / tasks / written responses are modelled to pupils before task begins
4.Questioning	
4.1	Questions used at all stages of session – spread across as many pupils as possible
4.2	Declarative questions used to recall, review and apply (predominantly closed responses)
4.3	Procedural questions used to apply, analyse, evaluate and create (predominantly more open ended questions)
4.4	Targeted/pre prepared questions used specific to pupils and/or objectives

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4.5	Mixture of response required – hands up / all respond (thumbs up / whisper etc.) / random responders / bounce or share question
4.6	'Serve – return – raise the challenge' format used to up-level responses
4.7	A/B/C questioning techniques (pupils asked to Agree/Build upon/Challenge other pupils' responses)
4.8	Questions are 'anchored' – enough time given / repeated to ensure pupils have time to think

5.Practice	
5.1	Guided practice is used ('we' section from gradual release model) and interwoven with questioning and modelling
5.2	Scaffolds/prompts made available to guide practice for pupils
5.3	Opportunities for pupils to demonstrate knowing what they do/do not know at the guided practice stage to further embed metacognitive strategies
5.4	Opportunities for collaborative practice – primarily in mixed prior attainment pairs, predefined by teacher, with clear roles defined
5.5	Opportunities for independent practice to aid 'over learning' for later automatic recall
5.6	Opportunities for independent practice through procedural tasks to embed new learning
5.7	Teacher regularly circulates the room and checks for understanding across all groups during stages of practice

6.Reviewing	
6.1	Sessions begin with review of previous learning/knowledge/vocabulary taken from knowledge organisers / KAOs
6.2	Review of learning often 'top and tails' session
6.3	During session links are constantly being made between prior and current learning – often elicited from pupils themselves
6.4	Low stakes quizzes used – taking different format/style/order of questioning in order to interleave knowledge
6.5	Spacing of knowledge recall through weekly/monthly/half termly cumulative reviews

7.Feedback	
7.1	Whole class feedback/feedforward given
7.2	Live verbal feedback given and acted upon during session
7.3	Live written feedback given to agreed prompts/scaffolds/priorities and acted upon during the session
7.4	Opportunities for peer assessment to agreed/predefined objectives/success criteria
7.5	Opportunities for self-assessment to agreed/predefined objectives/success criteria to aid metacognitive strategies
7.6	Feedback clearly results in progress over time in books and data
7.7	Acting on feedback is modelled to pupils clearly – often under visualiser with actual pupil's learning
7.8	Feedback about the process rather than specific outcome is given to further develop metacognitive strategies
7.9	Feedback takes place at all stages of session – particularly during guided, collaborative and independent practice stages – consistent checks for learning linked to the lesson purpose
7.10	Feedback from previous learning links sessions together over time

Knowledge Organisers

At Trinity we believe in teaching a knowledge rich curriculum. Knowledge Organisers (KOs) provide the core content we expect every pupil to know. KOs should be used in lessons. Memorisation of KOs forms a central part of Trinity pupils' homework. Pupils will be expected to carry their KOs with them at all times. Pupils will be tested on their recall of content from KOs at regular and interleaved intervals. An effective method for memorisation is look, cover, write, check. All staff will be trained in effective retrieval practice strategies which may include quizzing, flashcards, 'brain-dumps' such as writing or drawing everything you know about a topic.

- Consider what it is that you want students to know by heart at the end of a topic: what's essential? However, if you can't place all this knowledge on to one sheet of A4 then it's too much. Also, what are the essential forms of knowledge that your subject requires? For example, in history students must have chronological knowledge, and so a timeline is vital.

- Next, consider how you're going to format the KO. It probably makes sense for each cycle's KO to have a similar theme, give or take a few elements. So, in history there will always be a timeline, key people and key words, plus maybe a map or a threshold concepts. A uniform approach for your subject is probably desirable.

- Finally, when creating the KO do number and embolden the information. Numbering helps with quizzing, whilst emboldening key words allows pupils to peer-mark potentially complex definitions, working out which terms are vital in them.

- For further guidance regarding creating a knowledge organiser, please see:
- Joe Kirby writes about his use of KOs at www.pragmaticreform.wordpress.com
- James Theobald has created a collection of ready-made KOs at www.othamarstrombone.wordpress.com
- Shaun Allison writes about his use of KOs at www.classteaching.wordpress.com

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Quality of Teaching and Learning Implementation

- Teachers demonstrate deep knowledge and understanding of the subjects they teach. They use highly effective questioning and demonstrate understanding of the ways pupils think about subject content. They identify pupils' common misconceptions and act to ensure they are corrected.
- Teachers plan lessons very effectively, making maximum use of lesson time and coordinating lesson resources well. Learning is planned for the short term, medium term and long term, and is aligned with schemes of work and the curriculum.
- Teachers manage pupils' behaviour highly effectively with clear rules that are consistently enforced in line with the Trinity Behaviour Policy.
- Teachers provide adequate time for practice to embed the pupils' knowledge, understanding and skills securely. They introduce subject content progressively and constantly demand more of pupils. Teachers identify and support any pupil who is falling behind, and enable pupils to catch up.
- Teachers check pupils' understanding systematically and effectively in lessons, offering clearly directed and timely support.
- Teachers provide pupils with incisive feedback, in line with the assessment expectations found later on in this document, about what pupils can do to improve their knowledge, understanding and skills. Pupils use this feedback effectively.
- Teachers use knowledge organisers for homework which are appropriate for the educational stage of pupils. Knowledge organisers consolidate learning, deepen understanding and prepare pupils for future work.
- Teachers embed reading, writing and communication and, where appropriate, numeracy exceptionally well across the curriculum. This equips all pupils with the necessary skills to make progress.
- Teachers are determined that all pupils achieve. They encourage pupils to try hard, recognise their efforts, celebrate successes and ensure that pupils take pride in all aspects of their work. Teachers have consistently high expectations of all pupils' attitudes to learning and insist pupils actively take part in their learning.
- Pupils love the challenge of learning and are resilient to failure. They are curious, interested learners who seek out and use new information to develop, consolidate and deepen their knowledge, understanding and skills.
- Pupils are eager to know how to improve their learning. They capitalise on opportunities to use feedback, written or oral, to improve.
- Teachers are quick to challenge stereotypes in lessons. Resources and teaching strategies reflect and value the diversity of pupils' experiences and provide pupils with a comprehensive understanding of people and communities beyond their immediate experience.
- Teachers deliver well planned lessons that utilise a variety of appropriate and challenging resources.
- Teachers supervise corridor movement in the vicinity of their classrooms between lessons to support pupils to move to lessons calmly and promptly.
- Teachers meet and greet pupils as they enter and ensure lessons start punctually and purposefully.
- There should be no 'dead time' in lessons. Pupils learning should be purposeful from the beginning. Lessons should be appropriately paced.
- Teachers must have a critical understanding of developments in the subject and curriculum areas we teach. Teachers must ensure planning takes into account all pupils' weaknesses and starting points. Planning must also enable all pupils to make good progress through effective differentiation. Teachers must have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with Pupil Premium status and be able to use and evaluate distinctive teaching approaches to engage and support them.
- Teachers must praise in a consistent manner to celebrate pupil progress and effort.
- Teachers must have high expectations of all pupils and have well established classroom routines.
- Teachers must record attendance and punctuality to each lesson and to monitor, reward and sanction pupil behaviour as appropriate. The register is to be taken within the first 10 minutes of the lesson.
- Teachers must ensure that lessons have a clear learning outcome(s) and key words are explicit. Learning outcomes are important because they help secure progress. They also support planning and focus the teaching

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on what pupils need to learn; they help pupils see the purpose of individual lessons. There are different ways of making learning outcomes explicit in a lesson.

- Plan the effective involvement of Teaching Assistants with agreed roles and responsibilities so that the needs of individual pupils are met.

The Role of the Head of Cluster

- Monitor the quality of learning and teaching in their cluster area through a variety of strategies including learning walks, work scrutiny, pupil voice.
- Support members of their cluster area in the delivery of high quality teaching and learning.
- Encourage a regular dialogue within their cluster area on teaching, learning and assessment.
- Promote consistency across the cluster area to ensure a high quality experience for all pupils at Trinity.
- Identify areas for professional development for themselves and members of their cluster area.
- Induct new staff into the procedures and expectations in their cluster area.
- Model high quality learning and teaching for the members of their cluster area.
- Be aware of the latest developments in teaching and learning in their subject area and ensure that all teachers within their cluster area are aware of any such developments.
- Facilitate the sharing of good practice in within and across curriculum areas
- Ensure that Trinity's Teaching, Learning and Assessment Policy is implemented within their cluster area.
- Support members of the cluster area with classroom management
- To use the performance management framework to reinforce the Trinity's commitment to high quality teaching and learning.

The Role of Trinity's Senior Leadership Team

- To ensure that there is consistently high quality of learning and teaching across Trinity and particularly within the faculties that Senior Leadership team members' line manage.
- To ensure that a well-managed and stimulating environment conducive to high quality teaching and learning is maintained throughout Trinity.
- To promote dialogue with staff on teaching and learning and provide a framework for good practice.
- To support staff with classroom management and provide an appropriate programme of INSET on an individual and collective basis.
- To monitor teaching and learning and assessment through a variety of strategies, including learning walks, Year Group Learning Reviews, pupil voice, work scrutinies, analysis of examination results, pupil progress reviews, and effective line management.
- To use the performance management framework to reinforce Trinity's commitment to high quality teaching and learning.
- To promote an open door policy so that best practice is shared across the curriculum.
- To model high quality teaching, learning and assessment for all staff.

The Role of Governors

- To support the Headteacher and the Senior Leadership Team in the appointment of high quality staff.
- To monitor aspects of learning and teaching within Trinity, particularly focusing on Middle Leader -governor links.
- To monitor the allocation of resources.
- To ensure that the Trinity building and premises are best used to support teaching and learning.

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Monitoring the Quality of Teaching, Learning and Assessment

The quality of learning and teaching practices will be regularly monitored. Subjects will be grouped into Learning Clusters and overseen by a member of the Senior Leadership Team. The Senior Leadership Team will regularly meet with the Head of Cluster they line manage to review subject priorities in relation to school priorities; assess the progress of pupils in the particular subject so that teaching and learning strategies can be fine-tuned to enable further progress for all. The Senior Leadership Team and Heads of Cluster will undertake monitoring across the subject area they are responsible for as set out below.

QA monitoring process	Definition
Learning walks	A learning walk is an unannounced short visit to a lesson to monitor pupil progress. These will be conducted by SLT, Heads of Cluster, Year Progress Leaders and external School Improvement Partnership advisors. These will inform the typicality of the quality of teaching, learning and progress over time. Learning walks are benchmarked against Teachers' Standards. A learning walk form will be completed and given to the member of staff along with face to face feedback. Feedback will be developmental and will happen within 48 hours of the learning walk. Feedback may be used by the teacher in collecting evidence for performance management targets. A copy will be given to the Assistant Heads responsible for Teaching and Learning as part of the evidence base required for self-evaluation over the year. Typically Heads of Cluster will conduct one-two learning walks a week, and typically each member of SLT will conduct 1-2 learning walks a week.
Monitoring Walk	A drop in to a lesson by a Head of Cluster or SLT to check that basic expectations are being met; e.g. target stickers on books, learning environment etc.
Pupil Voice	Pupils will be asked about their learning experience across all lessons. This will include pupils being asked to articulate their progress, what they need to do to improve and what they enjoy about their learning experience in subject lessons. This will take place during learning walks and for the Year group progress review.
Subject Specific Deep Dive	Once per term all subjects will undergo a deep dive process. This will include learning walks on all teachers in the subject, pupil voice and a work scrutiny. There will also be a formal meeting held between the Headteacher, SLT line link and Head of Cluster. This will include a data analysis. The SLT member with responsibility for the subject area will then produce an action plan which will be fed into the Cluster QA plan and year 11 battle plan. Heads of Cluster will then feedback implementation and progression during SLT meetings later in the academic term.
Data Analysis	All staff should be regularly monitoring the progress of all pupils they teach by analysing data drops on Sims. Key groups will be analysed and clear interventions implemented to ensure all pupils are making good or better progress. Heads of Cluster will analyse data following data drops for trends across the cluster and will speak with members of their cluster to ensure all staff are acutely aware of pupil progress and next steps.

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QA monitoring process	Definition
	Heads of Cluster will use data when they review their Cluster improvement plan which is in line with the School Improvement Plan. Year progress leaders will analyse data for their year group and identify trends, anomalies and suggest intervention strategies. Data analysis will take place following data drops and at the Year group progress review.

Quality Assurance of Teaching and Learning

QA is determined by each department overseen by SLT. All departments must complete and follow at QA schedule which is constantly updated and amended as the year progresses. An example of a QA schedule is shown below:

	Week Beginning	LW Focus	LW rota.		Thinking Hard Focus	Peer Observations	Book looks	Dept focus	Reading	Year 11 Focus
1	9th September	High Expectations and Challenge.	STA	CGR	Think pair share Clarification.			See meeting schedule doc.	Learning- what is it and how might we catalyse it. McCrea	Embedding High Stakes testing
2	16th September		Sam A	Chantel N	Think pair share Clarification.	CGR to obs SAD (year 11) VWR to obs VAD with KS3			Learning- what is it and how might we catalyse it. McCrea	Embedding High Stakes testing
3	23rd September		Clare	Rhona	Think pair share various perspectives Hypothetical	CSO to obs VAD CSH to obs DLU	Book look.- All books collected			Seneca learning- are class lists set up. Are you using it effectively? Does it link to high stakes tests?
4	30th September		Steve	David	Think pair share various perspectives Hypothetical	STA to obs SGA VAD to obs RMC				What does a level 9 piece of work look like? Print off level 9 work and discuss with pupils where points are awarded.
5	7th October		Carlye	Victoria						
6	14th October									
7	21st October				Half term					
8	28th	Modelling and	Clare	Rhona	Think pair share					Review repeat

Trinity Learning Environments

Our abilities to make efficient use of lesson time, to coordinate classroom resources and space, and to manage pupils' behaviour with clear rules that are consistently enforced, are all relevant to maximising the learning that can take place; these environmental factors are necessary for good learning rather than its direct components.

Basic Expectations for teachers in the classroom

- Create and impose a seating plan.
- Learn and use pupil's names.
- Never allow talking when you are teaching the class
- Follow through on all expectations e.g. if you ask for silence, insist on silence.
- Establish clear routines.
- Registers to be taken within the first 10 minutes of the lesson
- Meet and greet pupils on the door at the start of the lesson.
- Dismiss pupils in an orderly manner and ensure the corridor is cleared once they have left.
- Teachers make constant reference to the core knowledge pupils need to retain and refer to knowledge organisers in lessons.
- Teachers constantly use AfL techniques and make use of individual pupil whiteboards for such purposes.

Basic Expectations for pupils in the classroom

To ensure consistent high standards across all areas of Trinity, teachers must insist that all pupils must follow the expectation of 'lesson essentials'. Pupils must start each lesson with the following items on their desk:

- A pencil case which includes a Trinity pen (or equivalent), pencil, ruler, rubber, pencil sharpener, scientific calculator.
- Journal.
- Subject exercise book.
- Knowledge organiser folder with practice book.
- Subject revision guide (when appropriate).

Further expectations of pupils in lessons are:

- Pupils are fully engaged in their learning.
- Pupils are dressed in Trinity uniform (no coats etc).
- Pupils follow the Trinity Behaviour Policy.

Basic Expectations of the Learning Environment

Each classroom must have:

- A safeguarding laminated poster on the wall.
- AGDPR poster on the wall.
- An E-safety poster on the wall.
- The Trinity Behaviour Expectations on the wall.

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- An assessment ladder (either simplified or enlarged) so it can be referred to by the teacher during lessons.
- A family group noticeboard/ethos board with Learning, Loving and Living.
- A class photograph and a small piece of information about each person in the family group so as to demonstrate individual and group identity.
- Well backed display boards including a boarder and a title.
- Displays of a high quality which are engaging (consider use of colour, size and font of text, pictures) and support pupils with their learning.
- Displays that celebrate subject knowledge, key vocabulary and/or quotes.
- Teachers must deal with graffiti immediately.
- Be tidy, clutter free and well organised so that any member of staff can readily use the classroom.
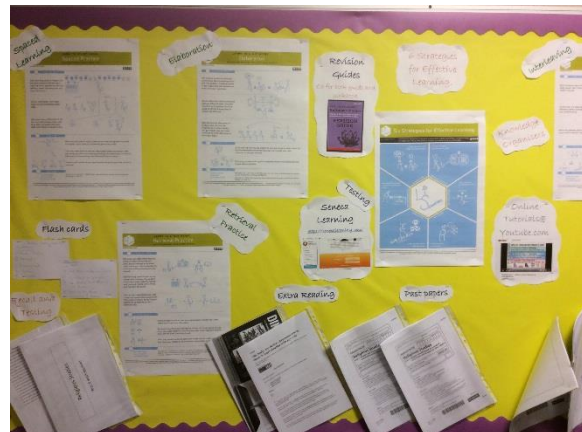
Corridor displays

Corridor displays for each subject should be backed, include a border and a title. The display should be of a high quality and be educationally stimulating. Corridor displays should celebrate a specific subject. Clarity is crucial.
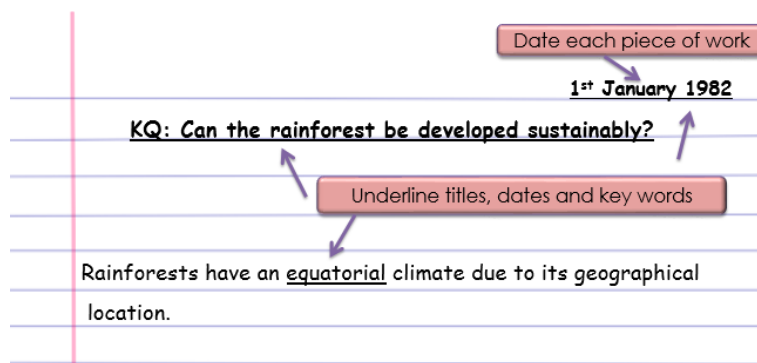
- Displays in the corridor to identify good answers e.g. grade 5 and 7 work to show the difference and to highlight what they have done to get this grade. This demonstrates the assessment criteria.
- Corridor displays for each subject should reinforce key skills, key concepts, key words and act as permanent visual reminders. They can be used to demonstrate revision skills i.e. ways to learn key vocabulary
- Corridor displays should 'sell' your subject and persuade pupils why they should take your subjects. Consider; why do the subject? What careers can you go into? What's in the news related to your subject?
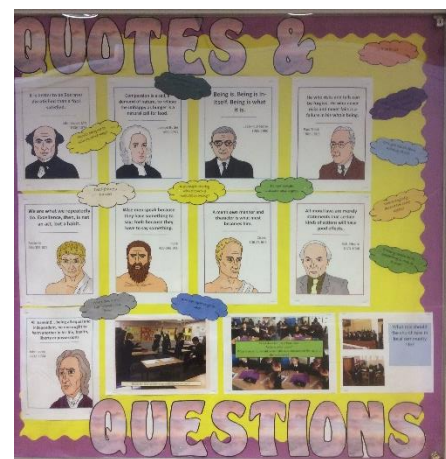
Basic expectations of exercise books

Books important resources for pupils. They are their revision guides and should be in a state that can be used for effective revision at home. Books also reflect pupils' attitudes to a particular subject. It is important that staff and pupils see the importance of book presentation in this.

- Pupils' must write a date and title at the start of a new lesson.
- The date and title must be underlined with a ruler.
- Pupils must write in blue or pen unless they are responding teacher/peer feedback when write in green pen.
- Use a sharpened pencil for drawings, diagrams and graphs.
- Pupils should write neatly and asked to re-write work which is standard.

black to they

will be below

Date each piece of work
1st January 1982
KQ: Can the rainforest be developed sustainably?
Underline titles, dates and key words
Rainforests have an equatorial climate due to its geographical location.

- Pupils do not need to write the learning outcomes for the lesson.
- Target stickers must be on the front of *all* exercise books.
- An assessment ladder must be stuck on the back inside cover of the exercise book.
- New topics of work should have a content page based in line with cluster expectations.
- All sheets must be stuck neatly into exercise books.
- Keep your pages free from scribbles, doodles and graffiti.
- Each book must include 'Pride in your learning' sheet stuck on the first page.
- Mistakes mean you are learning. Cross out mistakes with a single line.

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Trinity Quality Assurance (QA)

Quality Assurance focuses on assessing and improving our curriculum implementation. This has enabled senior staff and middle leaders to focus on strengths and weaknesses seen in the classroom and tailor meetings to address these issues with tailored CPD during cluster meetings.

Quality assurance in 2019-20 will have the classroom at its heart. In Michaelmas term, all subjects and year groups will be exposed to a QA evaluation. This will take the form of lesson observations, book looks, pupil voice and questions for the classroom teacher, Head of Cluster/subject lead and Senior Leadership team (see appendix C). Results will be collated by the Head of Cluster and Senior Leadership team, and will feedback into the school's priority streams and CPD planning.

The QA schedule is laid out in the school calendar for both the primary and secondary phases. Learning Walks and observations will typically last between 10-20 minutes. Using information gathered from a variety of sources including staff self-evaluations and department audits, learning walks and lesson observations should have a focus and should aim to develop staff. In order to aid this process, it is the aim of the school that all staff are provided with feedback and development strategies at least once a half term. Learning walks and observations will not total more than three hours in an academic year in accordance with union guidelines. At Trinity we take staff workload and wellbeing very seriously, learning walks and observations are not intended as a definitive measure of a teacher's ability and will not be graded. Learning walks and observations should not add to a teacher's workload.

Continuing Professional Development (CPD)

At Trinity School, we passionately believe that the key to improving outcomes for pupils is the focused development of *every* teacher at each stage of their career. We believe this is encapsulated in the quote by Dylan Wiliam: 'Every teacher can improve, not because they aren't good enough but because they can be better.'

Teachers at Trinity School are treated as professionals; working in partnerships with other colleagues, they are the ones who are best placed to identify their strengths and those areas of their practice that they wish to develop further. Teachers at our school are encouraged to reflect on their practice, to experiment with new approaches and to evaluate the impact of these on the learning of pupils. We believe that a culture of collaborative, reflective, continuous improvement results in professional teachers who are committed to raising outcomes for pupils.

Effective, and genuinely continuous, professional development:
- has a focus on improving student outcomes;
- builds and enhances knowledge and expertise to bring about changes in practice;
- has a narrow yet significant focus;
- acknowledges that knowledge and expertise is domain specific;
- recognises that novice and experts learn differently;
- focuses on what works, challenges existing assumptions and is, therefore, evidence-informed;
- involves collaboration with colleagues and peer support;
- is sustained over time and includes frequent opportunities for learning; experimentation and practice, reflection and evaluation, honest frequent feedback and solutions-focused coaching.

The education of our pupils is our first concern, and we are accountable for achieving the highest possible standards in work and conduct. The Teachers' Standards define the minimum level of practice expected of teachers from the

point of being awarded qualified teacher status (QTS). The Teachers' Standards also set out a number of expectations about professional development.

Teachers should:
- keep their knowledge and skills as teachers up-to-date and be self-critical and reflective;
- take responsibility for improving their teaching through appropriate professional development, responding to advice and feedback from colleagues;
- demonstrate knowledge and understanding of how students learn and how this has an impact on their teaching;
- have a secure knowledge of the relevant subject(s) and curriculum areas;
- reflect systematically on the effectiveness of their teaching;
- know and understand how to assess the relevant subject and curriculum areas.

Professional Development and training is also driven by our school priorities. Trinity offers opportunities for both internal and external CPD. In order to allow staff to 'live life in all its fullness', Trinity aims to support staff to make the next steps in their careers, and also create a culture that encourages staff to stay and grow with the school. Below are a number of opportunities for CPD which are offered through the school in addition to internally organised CPD. Internal CPD and INSET sessions are offered on a weekly basis and are organised as a consequence of consultation with staff, heads of department/subject leads and the SIP.

In both phases, CPD is also delivered to small groups of staff during worship time. This allows the school to provide targeted intervention and enable staff the opportunity during directed time to develop an area of their teaching. CPD during this time will focus exclusively on classroom practice and the Trinity Standards.

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All staff	Educational support staff	ITT	NQT	RQT	Established teachers	ML	SLT	Administration staff
What's on offer? • Support for professional development e.g. MAs • Data protection • **External CPD on request • Educational articles and blogs • Safeguarding • Child Protection • New Staff Induction • Fire Awareness Training • Safeguarding children Level 1* • Interpreting data	What's on offer? • Social Emotional Regulation • Drumbeat (ASD) • Counselling • First Aid training • Quality First Teaching (incs SEMH – Social emotional mental health, Speech & Language, dyslexia) • ECHP process • Introduction to new Year 7s - SEN/Medical • Safeguarding Children	What's on offer? • Teach First • School Direct • PGCE University – led post graduate • ITT Induction Programme	What's on offer? • NQT Induction Programme • 'Improving Teacher' Programme' (ATLAS) • SulSA (ATLAS)	What's on offer? • Outstanding Teacher (ATLAS) • 'Improving Teacher' Programme' (ATLAS) • Mentor coaching • NPQML • SulSA (ATLAS)	What's on offer? • Coaching and mentoring • Outstanding Teacher (ATLAS) • NPQML • Lewisham Festival of Education • SulSA (ATLAS)	What's on offer? • Middle Leader coaching • Leadership Matters 360 • NPQSL • Extended Leadership Team • Subject specific South East hubs • SulSA (ATLAS) • NPQSL • Safer Recruitment* • Lewisham Festival of Education	What's on offer? • Leadership Matters 360 • Coaching and mentoring • Safer recruitment • NPQH • Lewisham Festival of Education • SulSA (ATLAS) • Lewisham Challenge Partner	What's on offer? • First Aid training • Safer Recruitment * • Information Sharing and Consent *

*online training with Me Learning Knowledge Platform

**subject to budget allowances and line manager recommendation

N.B. The annual peer review will happen in the Michaelmas term

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	with Disabilities *							
When can it happen? **External CPD requests to approved by line managers, CPD AHT & HT	**When can it happen?** **External CPD requests to approved by line managers, CPD AHT & HT For online courses as a guideline, we would recommend that you complete one of these every term	**When can it happen?** Applications Term 5 and 6 for a Term 1 start the following academic year A tailored programme throughout the year	**When can it happen?** A tailored programme throughout the year	**When can it happen?** Typically before the start of each term, following a discussion with your line manager and CPD AHT	**When can it happen?** Typically before the start of each term, following a discussion with your line manager and CPD AHT	**When can it happen?** Typically before the start of each term, following a discussion with your line manager and CPD AHT Good progress towards meeting appraisal targets should be considered	**When can it happen?**	**When can it happen?** For online courses as a guideline, we would recommend that you complete one of these every term

Assessment Process at Trinity

Summative Assessment	Formative Assessment

Summative Assessment

Each subject has an assessment ladder that clearly stipulates the skills / knowledge and understanding associated with each grade. This stepping stone document / or section of it is used in lessons to inform progression. This must be stuck in the inside of pupil books and be referred to during the learning. It should be used to inform learning within the classroom.

Targets are set for each student during the Michaelmas Term of year 7 that identifies their projected target for the end of year 11 and specific benchmarks for each year along the journey. This flightpath projects the journey and gives annual targets. Current grades given by teachers are compared against this target to demonstrate progress over time.

Formal assessments are set up 3/4 times a year for each year group. These tests are set up across each year group to enable comparative marking and judgements to be made. This data, along with continuous assessment is used to give a current grade for year 7 - 10 and a Professional Predicated Grade (PPG) for year 11. These grades are used to identify progress over time and inform intervention by teachers, subject areas, year groups and whole school.

Tests set up by each faculty should be determined by the work carried out within the curriculum plan of each subject. Questions should stretch and challenge pupils and enable them all to achieve their target grades.

Test/assessment papers should have specific marking schemes written to enable consistency across the team. Moderation & standardisation should occur to ensure everyone within the team has been consistent. Pupils should then be ranked in order of raw score and grade boundaries set from this data. Comparative data enables staff to be able to use work of pupils as examples to support progress over time.

Assessment data is entered into SIMS and a year data pack is produced identifiying progress over time for each subject and each group within each subject.
Whole school level data is produced and given to all staff
Cluster packs are generated giving subject level data broken down by teacher.
Year group level data is produced to help YPL to identify and track subject interventions in collaboration with Heads of Dept
After each reporting round YPL present to staff a profile of Yr gp and the headlines around progress as identified by the data.

Heads of Dept will discuss in cluster meetings the data and interventions highlighted and pull the information together to inform the intervention for the subject.

YPL will collate this information and monitor this intervention between assessment windows.

Interventions should be monitored and reviewed at the next exam cycle to demonstrate impact.

Formative Assessment

The assessment ladders/Assessment Objectives @ GCSE should be used in class to support progress. Pupils should be aware of this information which should inform them of next steps to ensure progress occurs over time. Specific work of individuals should be used as model answers across the school. Use of model answers by teachers and other means of showing the progress towards improving pupil work is key.

Weekly / fortnightly knowledge tests in each subject should be set to ensure pupil are developing their knowledge over time.

Key word tests help embed core knowledge and content.

Use of questioning in the classroom to inform student progress / understanding of topics
Stretch and challenge questions used as starters
Lessons must include material to secure target grades of all students within the classroom - improved essay based answers, model answers already prepared by staff and constructed during lessons, green pen corrections
Personalisation of learning - ensure data is used in the classroom so that individuals make progress which can be evidenced in pupil books.

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Assessment & Feedback

Assessment is an integral part of effective teaching and learning. Assessment enables teachers to track and measure the progress pupils are making and provide feedback on their. At Trinity we believe the key purpose of assessment is to enable pupils to identify areas for improvement to ensure learning is accelerated in order to make rapid progress.

We want all pupils at Trinity to strive for academic excellence and achievement in all subjects to reach their potential. Teachers routinely make informed decisions to assess where pupils are in their learning. Both oral and written work provide pupils with feedback informing them about their progress and the next steps to achieve their targets. Attainment targets for individual students are based on prior attainment, and originating from KS2 data and CATS test results in Year 7.

Teachers also track pupil progress to inform lesson planning and delivery of lessons so that pupils make good progress. Lesson planning will be guided by clearly defined assessment ladders based on GCSE grade descriptors.

Each term pupils in Years 7-10 should complete at least one formal assessment in all subject areas to assess their progress and be allocated a number 9-1. This will form the basis of how the school reports to parents combined with teacher judgment of classwork, homework, contribution to lessons. In addition pupils will receive an E (excellent), G (good), S (satisfactory) and P (poor) for effort and behaviour for learning.

In Year 11, pupils should complete at least one formal assessment half-termly to assess their progress. They will receive a GCSE grade 9-1. In addition teachers will complete regular PPGs to inform progress towards target grades.

Effective Assessment

- Is based on existing evidence from classroom activity.
- Requires evidence from a wide range of contexts.
- Depends on a clear view of progression across the subject.
- Has outcomes that are fed directly into curriculum planning.
- Supports monitoring of progress and the setting of targets.
- All teachers within the department need to have a shared understanding of the assessment criteria and how this should be applied to so they make valid judgments.

Protocol for Assessments

Formative assessments enable teachers to monitor progress, provide motivation for children and help to inform planning and learning. Not all assessments need to be written formal tests and it is important that departments are able to show a clear understanding of the activity leading to a specific grade. Assessment data should come from agreed and common sources, both within and between departments and quality assurance of the integrity of assessment data should take place across the school. All assessments must seek to incorporate specific marks for spelling, punctuation & grammar. This can be achieved by using the exam criteria for SPaG at KS4.

This is in direct preparation for GCSE exam papers and further study where content must be presented appropriately according to a mark scheme.

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Departments should moderate, monitor and review the assessments they use on a regular basis so that they can ensure that across the year, pupils are able to show their abilities in a selection of formats and pieces of work. After each data input from the termly assessment, data Packs are produced at whole school and year group level and Year Progress Leaders will disseminate to the staff highlighted issues for each year group. These allow the subject leader to review progression and learning across the curriculum and helps to identify individuals or groups that may need intervention to allow for good progress. It also helps to inform planning and therefore modify current schemes of work which will lead to improvements in the quality of provision and curriculum.

Protocol for Feedback

Providing effective feedback for progression is the most important aspect of how teachers use pupils books.

Effective feedback should be:

- Specific, meaningful and accurate.
- Compare what a pupil is doing better now to what they have done in the past.
- Encourage & support further effort.
- Provide specific guidance on HOW TO IMPROVE.

Feedback could include:

- Giving pupils examples of work that have and have not met the success criteria along with reasons.
- Classroom displays that highlight students' achievement and provide examples to others.
- Providing pupils with examples of work in progress that helps them to see the links between different stages.
- Use of mark schemes and model answers.

At Trinity we expect that books should have evidence of regular teacher feedback IN RED and targeted feedback should be given in writing to ensure progression in learning. Pupil responses to feedback should be made using their GREEN pens so that they can reflect on their learning. Teachers can ask direct questions for pupils to respond to that stimulate deeper thinking, analysis and evaluation. Individual departments will offer feedback in a variety of ways and have the autonomy to construct subject specific marking procedures but they must be seen to support pupils' journeys through the curriculum. Please refer to subject specific marking policies.

Feedback in practical subjects at Key Stage 3 (Music, PE) where books are either not used or do not fully evidence the pupil progression in learning should ensure that a record of pupils practical progress is kept through the use of subject specific monitoring and/or assessment sheets which highlight key skills/learning achieved, and areas for development.

Pupils should always be aware of school wide expectations relating to the quality, presentation and layout of work. This means that all work must have a title, be dated and labelled as class or homework. This information must be underlined with a ruler. All written work must be completed in pen and all maps, drawings and diagrams in pencil. Handwriting must be clearly legible and pupils who require a laptop to type work out on should have this work printed out and stuck into books. Work which is not of a good enough quality should be repeated and there is an expectation that pupils will have proofread their own work for extended pieces of writing before handing it in,

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checking for errors and highlighting areas where they are uncertain and would like specific teacher feedback and support.

Please refer to individual subject assessment and feedback policies for how each area will specifically use assessment and feedback. The school expects that marking takes place every two weeks in core subjects and every three weeks in all other subjects.

Marking Codes

Cap	Capital letter needed
?	Does not make sense
P	Punctuation needed
Sp	Incorrect spelling
//	Paragraph needed
⍰	Correct answer

Appendices

Numeracy Statement

Purpose of a Numeracy Statement

Numeracy is much more than just knowing about numbers and number operations. It requires practical understanding and encourages the inclination to problem solve. Numeracy develops and enhances an analytical approach in dealing with measurement and handling data.

The key purposes of this policy are:

- to secure high standards in numeracy across the school
- to set out the school's agreed approach to the teaching of numeracy skills
- to ensure that pupils receive positive messages about numeracy when used across the curriculum
- to provide a basis against which progress can be judged
- to record methods, vocabulary and notation that have been agreed
- to assist the transfer of pupil's knowledge, skills and understanding between subjects
- to indicate areas for collaboration between subjects and processes for facilitating such collaboration

Using and Applying Mathematics

In using and applying mathematics to solve problems, pupils use a variety of thinking skills which should be transferable to other subject areas. These include:

- logical deduction
- hypothesising
- predicting and testing
- breaking problems into more manageable parts

General Policies

- Use of calculators allows freedom from repetitive difficult calculations. Pupils should have open access to calculators (preferably their own) but be encouraged to use them sensibly e.g. not for working out simple calculations.
- It is good practice to always estimate answers before using a calculator.
- Sensible rounding is expected. Less able pupils should be guided by the subject teacher as to what level of rounding is sensible in context.
- Pupils should be encouraged to set down method working, whether using a calculator or not. Answers only are not acceptable.
- Care must be taken when pupils are using basic calculators as the order of operations is not always in-built (BIDMAS). New scientific calculators often do calculations in the order they are entered.

Number

- In all arithmetic, the importance of place value should be stressed.
- It is better to present sums initially in a horizontal format, to encourage some form of mental calculation or estimation.

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- Pupils should be encouraged to use mental arithmetic for single digit multiplications but referred to their journal if they are struggling.
- For more complex multiplications pupils should be prompted to use the colum multiplication method but may use the gris method if they find that easier.
- Language involving plus/positive and minus/negative often cause confusion. All of these terms should be used regularly.
- When referring to decimals, say "three point one four" rather than "three point fourteen".
- In a line of working, an "equals" sign should appear only once to ensure pupils are equating those values which are truly equal.
- Less able pupils should be encouraged to calculate a percentage of an amount by finding 10% (multiplying to find multiples of 10%), 5% and 1% and then using addition to build to the required percentage.
- More able pupils should be encouraged to find a percentage of an amount by using a decimal multiplier (e.g. multiplying by 0.5 in order to find 50%)
- Teachers should seek to emphasise the link between fractions, decimals, ratios and percentages.
- The correct written form of numbers in standard form must be used (i.e. a calculator display of 1.5763^{04} must be written as 1.5763×10^4)

Algebra

- Take care when using terms like "cross multiply" and "swap sides - swap signs" as these can lead to misunderstandings. Instead, use the balance method.
- Running through a formula with single digit numbers may aid pupil understanding.

Shape Space and Measure

- Where there is opportunity pupils should be encouraged to consider the most appropriate form of measure and most appropriate units.
- Appropriate units must always be stated.
- Care should be taken to emphasise the distinction between mass and weight, with pupils being encouraged to use the correct term.
- The following instructions should be used for bearings:
    o   bearings always start with $0°$ from North
    o   bearings are always measured clockwise
    o   bearings need the ° (degree) symbol
    o   bearings need 3 figures.

Handling Data

- When compiling questionnaires pupils should be encouraged to consider the purpose of their investigation and ensure all questions are relevant
- Questions on a questionnaire should be planned in advance to ensure they will elicit the necessary type of data (i.e. qualitative/quantitative, or discrete/continuous)
- Pupils should ensure questions are not leading, that time frames are given where appropriate and that there are not overlapping options or gaps.
- Always show full working out when constructing pie charts; label sectors with the data or a key.
- All graphs should have a title and labelled axes, with units clearly marked.
- When interpreting graphs, make sure pupils know what each "small square" represents on each axis.

- Encourage pupils to always consider whether an axis should or should not start from zero in a particular case.
- Where an axis does not start from zero the break should be indicated.
- Scales on axes should be consistent.
- Bar charts are used to display discrete data (data which is counted). Histograms have no gaps and are used to display continuous data (data which is measured).
- Pupils should be encouraged to use the term 'frequency' on the vertical axis of a bar chart so that they become familiar with using the term. A further description of the units of measurement can then be given in brackets.
- When using the term "average" please say "mean average" (or mode or median).
- Probabilities should be written as fractions or decimals and definitely not as "1 in 7" or "1 out of 7" or "1:7".
- Linear graphs should be straight lines drawn with a ruler and pencil.
- Quadratic graphs or normal curves should be drawn with a pencil as a smooth line, without a ruler.

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Literacy Statement

All students sit a standardised reading test when they come to the school in order to ascertain their reading age. If their reading age is less than their chronological age, we ask them to sit another parallel test. If the second test agrees with the first, we then ask them to sit a fine-grain decoding assessment. Students who are three or more years behind with their reading are put onto ThinkingReading, an intensive and highly effective 1-1 decoding intervention.

Students in lower English sets complete Direct Instruction *Expressive Writing* and *Corrective Reading*, intervention schemes that address literacy deficiencies like comprehension strategies and grammatical confusion.

In year 7 and 8, students with the greatest needs have an extra lesson of English each week.

Students with poor spelling complete the Direct Instruction *Spelling Through Morphographs* scheme.

In Class

We teach vocabulary explicitly, providing students with definitions and examples. Where appropriate, information in class is presented through extended reading and text dependent questions. We recognise that reading fluency comes from extensive reading practice.

Literacy Across the Curriculum

Once a week, form groups complete a whole class reading session and texts include abridged classics and non-fiction designed to improve general knowledge.

Staff have received INSET about approaches to reading, domain specific literacy and explicit vocabulary teaching, helping to ensure a consistent approach across the school.

Learning Walk Proforma

Subject		Date		Teacher	
Group		Period		Observed by	

Running commentary / information from lesson	

	Specific response / feedback	
	Meet / exceed expectations	Does not meet expectation
Progress over time		
AFL		
Stretch and challenge		
Behaviour for learning		

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Ofsted Grade descriptors – Quality of teaching in the school

*Note: These **descriptors should not be used as a checklist**. They must be applied adopting a **'best fit'** approach which relies on the professional judgement of the inspection team.*

Outstanding (1)

▪ Teachers demonstrate deep knowledge and understanding of the subjects they teach. They use questioning highly effectively and demonstrate understanding of the ways pupils think about subject content. They identify pupils' common misconceptions and act to ensure they are corrected.

▪ Teachers plan lessons very effectively, making maximum use of lesson time and coordinating lesson resources well. They manage pupils' behaviour highly effectively with clear rules that are consistently enforced.

▪ Teachers provide adequate time for practice to embed the pupils' knowledge, understanding and skills securely.

▪ They introduce subject content progressively and constantly demand more of pupils. Teachers identify and support any pupil who is falling behind, and enable almost all to catch up.

▪ Teachers check pupils' understanding systematically and effectively in lessons, offering clearly directed and timely support.

▪ Teachers provide pupils with incisive feedback, in line with the school's assessment policy, about what pupils can do to improve their knowledge, understanding and skills. The pupils use this feedback effectively.

▪ Teachers set challenging homework, in line with the school's policy and as appropriate for the age and stage of pupils that consolidates learning, deepens understanding and prepares pupils very well for work to come.

▪ Teachers embed reading, writing and communication and, where appropriate, mathematics exceptionally well across the curriculum, equipping all pupils with the necessary skills to make progress. For younger children in particular, phonics teaching is highly effective in enabling them to tackle unfamiliar words.

▪ Teachers are determined that pupils achieve well. They encourage pupils to try hard, recognise their efforts and ensure that pupils take pride in all aspects of their work. Teachers have consistently high expectations of all pupils' attitudes to learning.

▪ Pupils love the challenge of learning and are resilient to failure. They are curious, interested learners who seek out and use new information to develop, consolidate and deepen their knowledge, understanding and skills. They thrive in lessons and also regularly take up opportunities to learn through extra-curricular activities.

▪ Pupils are eager to know how to improve their learning. They capitalise on opportunities to use feedback, written or oral, to improve.

▪ Parents are provided with clear and timely information on how well their child is progressing and how well their child is doing in relation to the standards expected. Parents are given guidance about how to support their child to improve.

▪ Teachers are quick to challenge stereotypes and the use of derogatory language in lessons and around the school. Resources and teaching strategies reflect and value the diversity of pupils' experiences and provide pupils with a comprehensive understanding of people and communities beyond their immediate experience. Pupils love the challenge of learning.