



St Anne's
Church of England Academy

The best for everyone
The best from everyone
We have faith in our future

Teaching and Learning Policy

Review Date: Autumn 2022

Policy reviewed by Headteacher

DATE Autumn 2021

Signed

Chris Heyes

Headteacher

ST ANNE'S CHURCH OF ENGLAND ACADEMY
HOLLIN LANE, MIDDLETON, M24 6XN

Contents

Statement of intent:

Aims of the policy:

St Anne's Way – How we do what we do:

St Anne's Way - Lesson expectations:

Home Learning:

Marking and Feedback:

Investing in Teachers Programme:

Monitoring and Evaluation of Teaching and Learning:

Statement of Intent

At St Anne's Academy we believe that learning is the process by which students gradually acquire and assimilate knowledge, concepts, skills, and attitudes to enable them to make greater sense of the world. Teaching and learning is central to our work as educators and it stems from our vision and values. We expect all of our teachers to deliver exceptional lessons every day for every student who are committed to delivering our teaching principles:

- **Intelligent sequencing** – our teachers plan their schemes of work around knowledge, skills and understanding.
- **Tailored learning activities** – teachers deliver lessons where all pupil learn and make good progress.
- **Effective formative assessment** – our teachers regularly review pupil learning and use data to inform the next stage of their teaching.
- **Supporting spiritual and personal wellbeing** – our teachers promote imagination, creativity and insight so that our students enjoy school.

We expect all students to be supported and challenged to make good progress in their learning. Students of all ability levels will be given equal opportunities to learn in order to achieve their full potential. Our purpose is to create a learning environment which fosters motivation and allows all students to flourish. We strive not to simply teach knowledge but to empower our students by teaching them how to learn. St Anne's Academy – *'The best for everyone, the best from everyone, we have faith in our future'*.

Aims

- To provide a personalised learning experience for every child that takes full account of their individual needs', starting points and aspirations.
- To ensure that our students are active and independent learners who strive to achieve their best in every learning situation and will continue to do so throughout their lives.
- To ensure that our students are highly literate and numerate, able to apply their skills and knowledge to new and different situations, to achieve well in school and beyond.
- To focus upon continual raising standards of teaching and learning within our school, to inspire and motivate our students and staff. Every Teacher a Good Teacher.
- To identify and share good practice in teaching and learning across all curriculum areas.
- To provide guidelines for teaching and learning and establish clear criteria for best practice and consistency.
- To improve levels of achievement and attainment so that they leave with a high currency of qualifications which will prepare them for the next stage in life.

St Anne's Way

How we do what we do

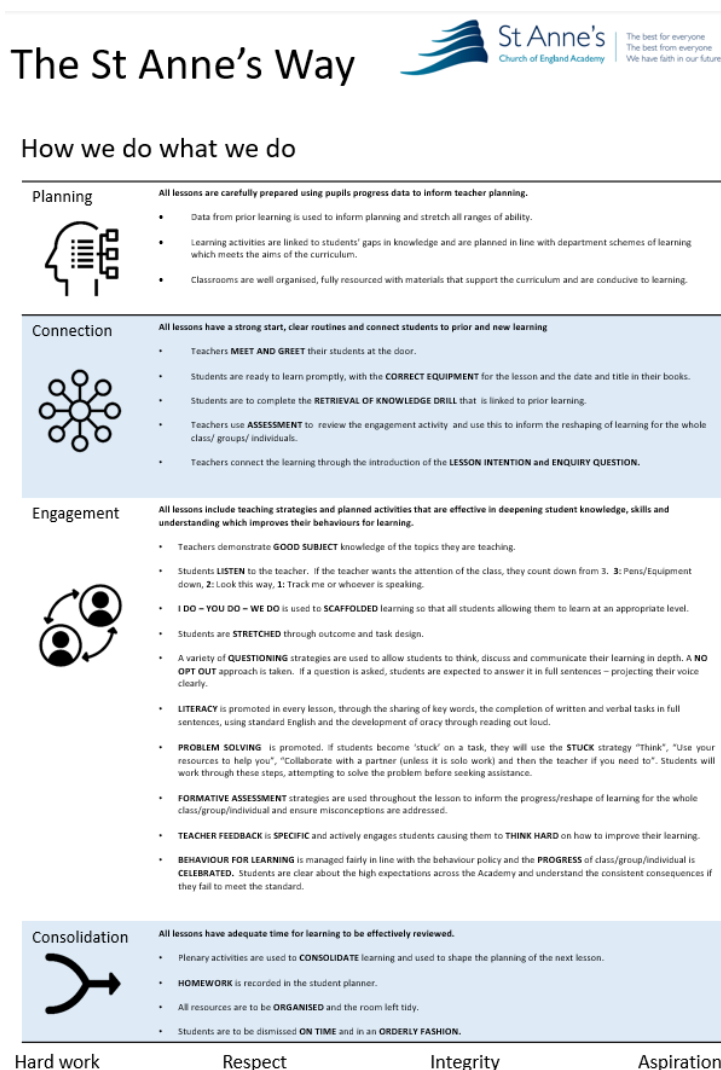
At St Anne's, high quality Teaching and Learning underpins all we do.

It is our commitment to provide an exceptional climate for learning and great pedagogy - making focused learning the foundation of every lesson. As an academy, the breadth and wealth of research has been studied and used to develop a consistent approach to how we teach lessons. We call this the "St Anne's Way".

It all hinges on four key components.

1. **Preparation** – All lessons are carefully prepared using pupils progress data to inform teacher planning
2. **Connection** - All lessons have a strong start, clear routines and connect students to prior and new learning
3. **Engagement** - All lessons include teaching strategies and planned activities that are effective in deepening student knowledge, skills and understanding which improves their behaviours for learning.
4. **Consolidation** - All lessons have adequate time for learning to be effectively reviewed.

It is these linchpins upon which our lessons are planned. Each lesson at St Anne's includes the same four components:



(See appendix A)

St Anne's Way

Lesson Expectations

Here at St Anne's we have clear expectations that our students should model every day in every lesson. All lessons follow the 5 to start and 5 to finish expectations. These are visited regularly so that all of our staff and students are consistently starting and finish lessons using the same techniques and format.

These expectations allow lessons to have a calm and purposeful start and finish for all by ensuring the basic expectations are checked and followed.

The St Anne's Way



Lesson Expectations

Five to Start



After being greeted by your teacher at the door, collect your equipment and your book and sit in your seat.



Open your book, write the date and title, make sure these are underlined using a ruler.



Complete the retrieval based starter activity.



Answer your name for the register.



Self or peer assess the starter activity in red pen.

Five to Finish



Complete the plenary activity independently.



Record your homework in your planner.



Tidy your equipment away and make sure the learning environment is tidy and organised.



Stand behind your chair, ensure your uniform is correct, listen silently to the teacher.



Walk quietly out of the classroom when you are dismissed by the teacher.

3,2,1....

When our teacher counts down we must:



3

Stop what you are doing. Put your pens and equipment down.



2

Be silent and look towards the teacher.



1

Track the teacher or whoever is speaking making sure you are giving them your full attention.

Be a 'Scholar':

A person who is motivated by learning more for the sake of knowing more.



Sit up

Accept a Challenge

Work **Hard**

Be **Organised**

Listen attentively

Be **Aspirational**

Be **Respectful**

Hard work

Respect

Integrity

Aspiration

(See appendix B)

Homework

Rationale

"Homework is not an optional extra, but an essential part of a good education." 1999 White Paper, Excellence in Schools

Homework is an important part of students' learning; it supports and extends learning that takes place in class and enables students to develop habits of study and strategies for personal organisation and time management. Homework is an integral part of the curriculum. It requires careful planning and integration into each curriculum area. It is also a means by which parents can support and show a direct interest in young peoples' learning. There is clear evidence that demonstrates that student make progress when they embrace homework and see the clear purpose of the task being set.

"When students know that they effort that they put into homework will enhance their participation and enjoyment in the classroom learning, they become more motivated." Judy Willis, Neurologist (2015)

Through homework, our students will become flexible independent learners, who are able to cope with the demands of their future working life.

Task Setting

Homework tasks will vary according to subjects and learning activities, but the principles remain the same. All homework that is set must follow the school policy and timetable.

"The most effective homework is an integral part of learning, rather than an add on" EEF (2017)

Possible homework tasks which could be set include:

- Wider reading and note-making
- Research tasks to inform in class work
- Flipped Learning: prepare work to be completed in class, e.g. read an article, make notes, watch a video and answer questions etc
- Study and learn notes/vocabulary
- Drafting and redrafting work
- Watch or listen to particular TV or radio programmes, recording key points to inform in class work
- Projects for a series of homework's that are broken down into key success criteria
- Preparation for presentations
- Artistic/creative tasks
- Practising skills/concepts learned during the lesson, e.g. exam questions
- Tasks which involve parents or other adults, e.g. interviews, testing vocabulary/ spelling
- An opportunity to provide the teacher with feedback about a topic eg. notes, report-back preparation, self-assessments.
- Revision in preparation for a test or assessment
- Use of knowledge organisers to complete set tasks

Homework Aims

All homework must be purposeful and meet one of the following aims:

- Promote independent learning.
- Extend learning beyond the lesson, show progress and understanding.

- Consolidating Learning and prepare students for new learning activities.
- Engage parental cooperation and support.
- Managing Demands (e.g. coursework)
- Preparing for lesson activities.
- Enhance study skills e.g. planning, time management and self-discipline.

Homework Timetable

In order to enable pupils to experience high quality, purposeful homework that supports and extends learning pupils are not assigned specific homework on specific nights; the class teacher takes responsibility for setting the homework when it is appropriate, following the principles listed above and the times that pupils are expected to spend on homework listed below. In KS3 pupils can expect:

Key Stage 3 Subject	Time Allocated
English	45-90 minutes per fortnight
Maths	45-90 minutes per fortnight
Science	45-90 minutes per fortnight
RS	30-60 minutes every three weeks
Spanish	30-60 minutes per fortnight
Geography	30-60 minutes per fortnight
History	30-60 minutes per fortnight
Computer Science	30-60 minutes every three weeks
DT	30-60 minutes every three weeks
Catering	30-60 minutes every three weeks
Art	30-60 minutes every three weeks
Music	30-60 minutes every four weeks
PA	30-60 minutes every three weeks
PSHE	30-60 minutes every four weeks

In KS4 pupils can expect

Key Stage 4 Subject	Time Allocated
English	60-90 minutes per fortnight
Maths	60-90 minutes per fortnight

Science	60-90 minutes per fortnight
PSHE	30-60 minutes every four weeks
Options Subjects	45-90 minutes per fortnight

Homework Principles

Homework should not be set for the next day, unless it's a short consolidation task or preparation task.

All homework must receive feedback: formal/informal/teacher assessed/peer or self-assessed, or be used as part of the learning process, as a starter, for example.

The setting and recording of Homework

We are preparing our students to be independent learners. All homework at Key Stage 3 and Key Stage 4 will be set on Class Charts. This sends notifications to the students and parents (if they have the app) when homework is set, students will also record homework in their Student Planners, and this will work part of the weekly diary check conducted by form tutors.

Supporting students with Homework

In order to support our students with the completion of homework and allow them access to resources that they may not have access to at home we will offer a homework club. This will run at lunch time and afterschool on the following days. This will be staffed by PYL and support staff.

QA Systems for monitoring and ensuring that homework is effective

- **Classroom teachers** have the responsibility to set homework using Class Charts as per the Academy policy. It is essential that homework, in a similar way to classwork, is scaffolded so that it is accessible to all students.
- **Heads of Faculty** have the responsibility to ensure that there is a clear understanding of the homework policy and ensure consistency across their faculty through QA. This will include; student voice, learning walks, Class Charts checks, and book looks.
- **Form Tutors** have the responsibility to monitor completion of homework by pupils in their forms in line with general form tutor checks and signpost students to appropriate support if any issues arise.
- **SLT** will check the quality and consistency of homework across school through student voice, learning walks, Class Charts checks and book scrutiny.

Rewarding homework

High quality homework and hard work should be praised and rewarded in line with our rewards system. Praise points can be issued using Class Charts which will add to the students cumulative total and will enable them to access the suite of rewards available.

Where appropriate, homework should be included in display work and showcased to others in the Academy. Teachers may wish to send postcards home for exceptional pieces of homework.

Sanctions for non-engagement in homework

When homework is not completed, this must be logged on Class Charts and the appropriate sanction should be issued.

Missed homework – Class teacher to log this on Class Charts using the H1 button, the missed homework should also be recorded in the student planner. This will alert parents/ carers to the missing homework. Class teacher are to decide on a suitable extended deadline for the homework to be completed and inform the student.

If the student, then fails to complete the homework for the extended deadline this is logged by the class teacher on Class Charts as a Homework Detention. This will alert parents/ carers, Form Tutor and PYL. The student will be required to attend the detention to complete the set homework.

Responsibilities

Of the student

1. To listen to homework instructions in class.
2. To record any instructions for the task and deadline date into their student planner.
3. To ensure that homework is completed and handed in to meet the deadline.
4. To attempt all work and give their best.
5. To inform the class teacher of any difficulties ahead of the deadline.

Of the Form Tutor

1. To see that homework is being set and recorded.
2. To guide students to additional support for homework completion where appropriate e.g. homework club.

Of the Class Teacher

1. Set homework according to the timetable. Record this on Class Charts.
2. Provide any resources required for completion of the set task.
3. Give full and comprehensive instructions.
4. Set deadlines for completed work and ensure that they are met.
5. Provide feedback and return all homework promptly.
6. Provide help and support.
7. Inform the Head of Faculty, Form Tutor and PYL, as appropriate, when problems arise.
8. Reward and sanction as appropriate using Class Charts.

Marking and Feedback

Rationale

"The first fundamental principle of effective classroom feedback is that it should be more work for the recipient than for the donor"
Dylan William

Effective feedback is the highest impact strategy for driving student progress, according to the meta-analysis undertaken by the EEF in 2018. When high quality diagnostic feedback is engaged with it can accelerate progress by up to 8 months.

When marking and feedback becomes a regular part of a classroom culture students are better able to talk about their learning and are clear about the steps that they must take to progress. Students will spend more time on their work, improving the organisation and quality. In short, by engaging in a culture of high-quality regular feedback students are better able to self-regulate their learning and better drive their progress.

Feedback Aims

Marking and feedback should serve a single purpose – to advance student progress and outcomes. With this in mind, the quantity of feedback should not be confused with the quality. The quality of the feedback will be seen in how a student is able to tackle subsequent work. All feedback should be meaningful, manageable and motivating.

All feedback must be purposeful and meet the following aims:

- Formative comments identify what skills/knowledge the student has demonstrated and make it clear how to improve work.
- Students are given time to Close the Gap, completing the activities needed to improve their work.
- Literacy is marked using literacy code and students act on this.
- Diagnostic marking is regular, in line with faculty policy and identified pieces.

Consistency across a department or the Academy is still important, but this can come from consistent language and high standards, rather than unvarying practice. Shared expectations of feedback will help everybody to be clear about what is required of them, but each subject should be able to determine what and how work is marked in their areas, responding to the different workload demands of each subject, and drawing on teacher professionalism to create meaningful and manageable approaches.

Frequency of feedback

To enable pupils to experience high quality, purposeful feedback that moves learning forwards, feedback must be regular and proportionate to the curriculum. The class teacher takes responsibility for providing the feedback and Close the Gap activities following the principles listed below. Students should expect to complete Close the Gap activities that last between 30-60 minutes with the frequencies listed below. Students can expect:

Faculty	Key Stage 3 Frequency	Key Stage 4 Frequency
English	Once per fortnight.	Once per fortnight.
Maths	Once per fortnight.	Once per fortnight.

Science	Once per three weeks.	Once per three weeks.
Wellbeing	Once per half term	Once per three weeks.
Creative	Once per half term.	Once per three weeks.
Humanities	Once every four weeks.	Once per three weeks.

Feedback Principles

Not all work should or can be marked in depth. The use of meaningful self and peer assessment should be utilised to lighten the marking load but also inform the dialogue between teacher and student about the student's learning.

Within each unit of work, subject areas should identify key pieces of work for accurate marking and an opportunity to **Close the Gap**. These pieces of work will focus on the assessment of progress against specific learning objectives and will be identified in the subject provision maps.

- Success criteria will be shared with students so that they can be involved meaningfully in the process of marking and feedback, knowing what constitutes good learning and how learning can be improved.
- Feedback should identify which knowledge or skills have been demonstrated, and what they need to do to Close the Gap and move their learning forward.
- Students must be given the opportunity to Close the Gap by responding to the marking and feedback, to show understanding of how they can improve their learning through redrafting, corrections, similar activities with additional scaffolding or applying ideas to new situations or problems.
- Time should be given to Close the Gap in the next lesson so that the students respond immediately to marking and can be set on the right track to progress as soon as possible. Student response to marking and feedback should be done using red pen.
- Teachers are responsible for regularly recording marks or comments for students' work, either electronically or on paper, in accordance with the subject area marking policy to ensure that written evidence is available to inform discussions with students, colleagues and parents.
- Rewards should be given in line with Academy policy i.e., good effort and attainment.

There is a recognition of the importance of verbal feedback, which can have a significant impact on progress and attainment. It is the responsibility of faculty leaders to ensure that effective systems are in place to promote verbal feedback and to monitor its effectiveness.

The use of peer and self-assessment should also be encouraged since, when used effectively, this deepens students' understanding of learning objectives, success criteria and what makes good work and learning. For this to work in a meaningful way, teachers need to model good learning and fully share success criteria in language which students understand. Feedback from peers should be about the work, not about the person, and it should be focused on specific, kind and helpful comments which will enable learning to progress. Students should perform self and peer assessment in red pen.

"Feedback functions formatively only if the information fed back to the learner is used by the learner in improving performance"
Dylan William.

Possible ways to provide formative feedback to students:

- Diagnostic comments on work.
- Whole class feedback.
- Pre-prepared sheets with the success criteria and Close the Gap tasks to be highlighted.
- Marking codes that correspond to specific Close the Gap activities.

Possible Close the Gap activities which could be used:

- Redrafting.
- Corrections.
- Practising skills/concepts that were challenging e.g., similar questions.
- Applying knowledge to unfamiliar situations.
- Extension tasks to deepen understanding.

Marking for Literacy

In order to support our students with understanding the importance of good literacy across the curriculum, consistent attention needs to be given to literacy when marking student work.

The standard notation for the marking of literacy is as follows:

Literacy error	Code	Student action
Spelling error.	Circle the incorrect word.	Write incorrect spellings three times and use the word in a sentence.
Capital letter missing or misused.	Circle the incorrect letter.	Correct the error.
Punctuation missing or misused.	Circle the incorrect punctuation or where it should be.	Correct the error.
New paragraph needed.	// where the new paragraph should be started.	Re-draft the section with the corrected paragraphs.

Faculties that require additional codes, for example grammar in essay-based subjects, should liaise and develop a common marking code that will be shared with students.

Presentation

Presentation of work It is important that students are encouraged to present their work in an acceptable and professional manner. There is no expectation for written marking around presentation, however, class teachers are expected to monitor the presentation in books and encourage students to make improvements where necessary.

The following are minimum expectations for written work:

- Dates and written in full in the top right-hand corner and underlined.
- Titles re written centre page and underlined.
- No incomplete work or gaps in the books.

- Where work is missed it is caught up as quickly as possible.
- Use blue or black biro.
- Diagrams and tables should be drawn with pencil and ruler.
- Use all of the space in your book and your work clear of doodles or graffiti.
- Make sure your work is your best standard.

QA Systems for monitoring and ensuring that feedback is effective

- **Classroom teachers** have the responsibility to mark pieces of work identified on the subject provision maps in a timely manner, providing diagnostic feedback. The following lesson classroom teachers should build in time for students to complete the Close the Gap activities and improve their learning. It is essential that feedback allows all students the opportunity to move their learning forwards.
- **Heads of Faculty** have the responsibility to ensure that key pieces that will be marked and receive diagnostic feedback are identified for all subject areas. They will check that there is a clear understanding of the feedback policy and ensure consistency across their faculty through QA. This will include; student voice, learning walks, and book looks.
- **SLT** will check the quality and consistency of feedback across school through student voice, learning walks, faculty reviews and book scrutiny.

Investing in Teachers Programme

Rationale

St Anne's believes that all staff should be involved in a continuing process of improvement. Through our Investing in teachers Programme our aim is to ensure all teachers, regardless of their experience, are offered an opportunity to develop their practice which in turn will bring about the very best outcomes for our students.

The Investing in Teachers Programme forms part of the Academies CPD offer and continues to have a relentless focus on developing quality first teaching which builds on pedagogy and practice as well as building academy wide culture of professional development linked directly to the academy and departmental improvement plans.

At St Anne's we believe teachers' learning and development underpins school improvement and provides a vehicle for raising achievement and attainment. When teachers' learning is based on their genuine assessment and understanding of pupils' learning they can start to make adaptations to their practice which can lead to real differences in outcomes.

St Anne's offer

- Developmental Coaching
- Whole School CPD
- Weekly Teach Meet session
- Peer Observations

Through our Investing in Teachers programme, all staff at every level are offered and are encouraged to develop their practice, implement change and evaluate their impact.

Developmental Coaching

At St Anne's we hold firm the belief that coaching supports teachers to improve their capacity to reflect and apply their work with students and also in their work with each other. It provides personalised professional support and discussion to teachers from teachers, about their practice.

Coaching at St Anne's is built on three essential qualities:

1. A desire to make a difference to student learning
2. A commitment to professional learning
3. A belief in the abilities of colleagues

In order to further develop whole school practice, we are all committed to:

- Understanding our own learning needs
- Reflecting on our own practice
- Taking an ever-more active role in our own learning and the learning of others
- Acting on what is learned to improve pupil learning

Research shows that professional development - such as coaching – offers significant benefits for both practitioners and pupils. Pupils benefit from learning outcomes, including enhanced motivation, improved organisation abilities and questioning skills and an increased choice of learning strategies – including collaboration. Practitioners develop self-confidence, an increased willingness and capacity to learn and change, enhanced knowledge and understanding, a wider repertoire of teaching and learning strategies and increased confidence in the power of teaching to make a difference.

(See appendix C)

Our Coaches

At St. Anne's Academy our accredited Coaches are experienced members of staff with appropriate best practice who demonstrate:

- A proven track record in self-development and development of others
- Excellent interpersonal skills – listening, supporting, encouraging
- Motivation and commitment to being a coach
- An ability to create a safe learning environment
- A willingness to learn and see things differently

Continued professional Development

Directed Time Meetings

Weekly CPD:

Week 1: Tuesday 3pm – 4pm

Week 2: Tuesday 2pm-4pm

Pedagogy Briefings – Thursday 8.05am- 8.25am as per calendar

The Continuing Professional Development Programme

St. Anne's Academy will invest in the development of all colleagues by delivering a high-quality professional development programme for the academic year 2020-2021 in order to develop quality first teaching. It will take place each Tuesday from 3pm to 4pm.

The focus will be on developing pedagogy and practice as well as building an academy wide culture of professional development linked directly to the academy and departmental improvement plans.

The weekly CPD will provide quality time for staff training and the development of expertise and pedagogy to improve Teaching and Learning and ultimately outcomes for students.

Research into effective professional learning supports the importance of having a rhythm or regular sessions, ideally with an iterative structure. This allows reflection in problems and successes since the last session, exploration of new ideas and strategies and action planning for the next cycle.

It is important that strategies are supported by conceptual models, so the reasons are understood and that teachers focus on a few ideas for a sustained period of time.

The CPD cycle has been mapped out so that everyone can visualise the successive cycles and review. They are aware of when the sessions will take place so that they are able to put a timeframe on their professional development process. Without this, sessions may lack merit and strategies may be seen as fads, which will have a detrimental effect on their impact.

CPD will be focused around the development of pedagogy and strategies that can be implemented in every classroom to have impact on student learning, progression and outcomes.

The sessions will include the following features:

- Relevance to the learning challenges of teachers and students within our context
- They will be grounded in pedagogical research
- They will include active modelling of strategies to clarify the process and put them into context.
- They will provide opportunities for questions in order to create alignment.
- They will provide the time for staff to reflect on their next steps and how they will deploy the learning within the classes that they teach.

After each pedagogical CPD session staff will identify opportunities for and complete an ADAPT activity in order to build strategies into their teaching. Each WS CPD session will be followed by a departmental CPD session, where staff will share practice and experiences and further embed the strategies into their curriculum development and teaching. Built into the CPD cycle will be opportunities for reviewing and reflecting. This will take place in pairs or trios rather than in large groups in the first instance to allow everyone quality time to reflect and contribute. Views will then be shared more widely, with areas of good practice being highlighted and shared as part of the collaborative development of the Academy. This will also provide a forum for sharing challenges and evolving strategies. Through this collaborative approach staff will gain peer support through shared experiences. This will be open and honest in order to inform further development of CPD needs that can then be acted upon.

Staff will be issued with relevant pedagogical reading in advance of the sessions to inform their input.

(See Appendix D)

Quality Assurance

The academy has a robust quality assurance structure in place which monitors all aspects of the quality of education. Faculties are reviewed twice each year as part of the faculty review process. Faculty reviews comprise of:

- Learning Walks
- Work scrutiny
- Staff voice
- Student voice

Learning Walks Protocol for learning walks (including senior leadership learning walks, joint learning walks and middle leader learning walks) The purpose of the classroom visit is to obtain a brief snapshot of the classroom in order to collect evidence based on the specific T&L focus. Learning walks are a powerful tool to observe and develop common trends in classrooms and to audit typicality.

(See Appendix E)

Learning Walks:

Evidence will include:

Senior and middle leaders will conduct learning walks as part of the self-evaluation process. Evidence of seating plans will be used as part of the monitoring and evaluation process and should be available upon request and provided by the class teacher.

During learning walks:

- Learning walks will be used to quality assure school and department policies and will be recorded in reports and dashboards which are then shared directly with each Head of Faculty. This is then be used by Heads of Faculty to analyse and incorporate as part of their Subject Development Plans.
- Learning walks will not result in lessons being graded.
- Written feedback is normally given. Verbal feedback can be requested or may be given (rather than written feedback), unless not requested.
- There will typically be short or no notice of learning walks.
- The outcome of learning walks will be tracked by coverage: staff, subject, year group, cohort, sub group and will be stored centrally to inform the T&L audit trail to provide evidence of typicality.
- Where possible learning walks will have a focus which will be given in advance.

Feedback:

1. Feedback will be given as soon as possible, within 5 working days. Written feedback will be given on the learning walk form via email or paper copy.
2. Feedback will be honest and clear, setting out strengths and areas for development.
3. Learning walk feedback will be stored centrally to inform the T&L audit trail.. If the learning walk is linked to a specific objective from a teacher's performance management they should be reminded of this by the walker. The purpose is twofold – to review progress and to identify areas for support for coming year.

Learning walk evidence (individual teachers)

Subject:	Date/Time:	Class or group:	No. present
Teacher:		Observer/s:	
Focus for the lesson observation: Performance Management Peer Observation Developmental Interview Please describe if other -			

RAG	Areas of focus	What does Mastered Learning look like?	
		Mastered	Observation notes: (All notes should comment on what the teacher did and the impact on learning)
	Planning and Delivery		
	Starter	High expectations from teacher and students engage all in a relevant learning activity from the outset with a clear link to the intended learning.	
	Learning objectives	Learning objectives are well structured, communicated expertly and used throughout the lesson to focus learning for all students.	
	Context	The students are clear how the objectives build on prior learning and needs.	
	Plenary	Plenary activities throughout the lesson engage all students in effectively reviewing what and how they have learned.	
	Pitch	A clear awareness of prior attainment, performance targets and relevant assessment criteria has been used to pitch the lesson accurately for all students.	
	Differentiation/Task design/Challenge and High Expectations	All tasks are well suited to the needs of all students and the appropriate challenge and pace is in place to ensure all students progress. The lesson is clearly structured and flows seamlessly from one phase to the next. All learners, at all levels made exceptional progress. The teacher has the highest expectations of students.	
	Teacher's subject knowledge	The confidence generated by the teacher's excellent subject knowledge pervades the classroom, inspiring and challenging all students.	
	Literacy/ Numeracy	Opportunities for literacy and numeracy are embedded in the lesson where possible. Routines are clear around the expectations for students when practising key skills. For example, there is evidence of students having the opportunity to practise their extended writing regularly.	

	Use of support staff (if applicable)	Support provided through other adults is precisely targeted and makes a marked contribution to the quality of learning.	
Assessment			
	Questioning techniques	All students show deep understanding, asking and answering a range of probing questions in a variety of situations. Questioning is used to assess understanding, provoke thought and reshape the learning.	
	Peer & self-assessment	All students assess the success of their own and others learning and set their own targets. There is evidence that this happens regularly.	
	Feedback	Feedback is personalised and suggests ways to improve. Praise is consistent, appropriate and specific in supporting students improve their learning.	
	Quality of books and marking.	All learner's books show a high-level of presentation and challenge. There is clear progress made over time and students respond timely to feedback given. Books are marked in line with the departmental policy.	
Climate for Learning			
	Attitude to learning and Passivity	Students produce work to the highest standard and are engaged throughout the lesson. Students are inspired and enthused. There is no passivity.	
	Behaviour	Behaviour management is exemplary because of students' levels of engagement.	
	Student Voice	Do students love their lesson and are resilient to failure. Do they learn and know what they need to do to improve further.	
	Health & Safety	The health and safety of learners is not endangered. Teachers lead by example and where necessary wear personal protective equipment; follow and enforce safety rules, procedures, and practices; and demonstrate safe behaviour promoting a culture of safety	
Observer to reflect upon above and cross-reference below before final feedback			
	Progress	All students have made exceptional progress by the end of the lesson. Their learning is profound. Students demonstrate that they can use and apply the knowledge and skills they have gained in future learning with confidence. Students are consistently supported in improving their work. Understanding is checked throughout the lesson allowing for striking high-impact intervention.	
	Strengths of lesson: (Pick out the main strengths)		Which areas need developing? (Pick out the areas that will have most impact on learning)

Signature Observer _____

Date _____

Signature Observed _____

Date _____

Work Scrutiny:

Work Scrutiny Protocol for work scrutiny (including classwork, homework, coursework, controlled assessment, internal exams, displayed work in classrooms) The purpose of the work scrutiny is to monitor and evaluate the progress of student cohorts within lessons or as part of a sub group, and capture evidence of typicality of teaching and learning across the school community. Work scrutiny is a powerful tool to observe and develop common trends in learning, teaching, marking, assessment and feedback.

During work scrutiny:

- Senior and Middle leaders will conduct work scrutiny as part of the self-evaluation process. This may occur within lessons or as a sample requested for monitoring within the guidance of the marking and assessment framework and home learning framework.
- Calendared work scrutiny meeting will take place with Senior Leaders and all members of each faculty to ensure the process is open and supportive.
- Work scrutiny will be used to quality assure school, department policies and standard operating procedures and will be recorded in self evaluation documents (SEFs).
- Written or verbal feedback will be given.
- There will typically be short notice of work scrutiny.
- The outcome of work scrutiny will be tracked by coverage: staff, subject, year group, cohort, sub group and will be stored centrally to inform the T&L audit trail.

Feedback:

1. Feedback will be given as soon as possible, within 5 working days. Written feedback will be given on the work scrutiny form.
2. Feedback will be honest and clear, setting out strengths and areas for development.
3. Work scrutiny forms will be stored centrally to inform the T&L audit trail. If the work scrutiny is linked to a specific objective from a teacher's performance management they should be reminded of this by the scrutiniser. The purpose is twofold – to review progress and to identify areas for support for coming year.

Evidence will be:

- Formative comments are regular in line with provision maps, are diagnostic and make it clear how to improve work.
- The student has acted on feedback and responded clearly to formative feedback.
- Teachers are marking using the literacy code and students are acting on this.
- Curriculum provision maps are being followed and student work demonstrates depth and breadth.
- Presentation of books is good; dates and titles are underlined with a ruler with no graffiti.

The St Anne's Way: Book Review Proforma

Learning Observer:		Focus:		Date:		Head of Faculty:			Half Term: 1 2 3 4 5 6				
		Red Limited		Amber Some evidence		Green Strong evidence							
Student sample: Students should be pre-determined before any book look process.	Teacher Initial	Formative comments are regular in line with provision maps, are diagnostic and make it clear how to improve work.		The student has acted on feedback and responded clearly to formative feedback.		Teachers are marking using the literacy code and students are acting on this.			Curriculum provision maps are being followed and student work demonstrates depth and breadth.				
		R	A	G	R	A	G	R	A	G	R	A	G
		R	A	G	R	A	G	R	A	G	R	A	G
		R	A	G	R	A	G	R	A	G	R	A	G
		R	A	G	R	A	G	R	A	G	R	A	G
		R	A	G	R	A	G	R	A	G	R	A	G
		R	A	G	R	A	G	R	A	G	R	A	G
Comments: Record general observations for the student books sampled.													
Record any specific actions to assist the teacher securing the EBIs above, and by what date.													

Student Voice:

This research information is used to capture feedback from our school community and inform planning, monitoring and evaluation, across student cohorts, the academic and pastoral curriculums at St Anne's Academy.

Evidence will focus on:

- How well they feel their lessons are planned/prepared?
- How well is learning matched to their ability/current learning?
- Do they have opportunity in class to discuss their learning in depth?
- How well is teacher feedback used to improve their learning?
- How good is behaviour in their lessons?
- Is their homework appropriate for their ability and set regularly?
- How hard do they think they work in lessons?
- Do they receive praise and reward in their lessons?
- What would they like to be improved?

The monitoring and evaluation of the Teaching and Learning Policy is linked directly to the following school documents:

- Teaching and Learning Policy
- Marking, assessment and feedback Framework
- Home Learning Framework
- Lesson Expectation Framework
- CPD Policy
- Performance Management Policy

The St Anne's Way



St Anne's
Church of England Academy

The best for everyone
The best from everyone
We have faith in our future

How we do what we do

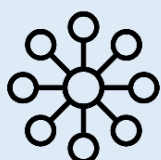
Planning



All lessons are carefully prepared using pupils progress data to inform teacher planning.

- Data from prior learning is used to inform planning and stretch all ranges of ability.
- Learning activities are linked to students' gaps in knowledge and are planned in line with department schemes of learning which meets the aims of the curriculum.
- Classrooms are well organised, fully resourced with materials that support the curriculum and are conducive to learning.

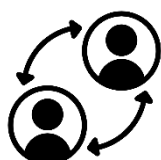
Connection



All lessons have a strong start, clear routines and connect students to prior and new learning

- Teachers **MEET AND GREET** their students at the door.
- Students are ready to learn promptly, with the **CORRECT EQUIPMENT** for the lesson and the date and title in their books.
- Students are to complete the **RETRIEVAL OF KNOWLEDGE DRILL** that is linked to prior learning.
- Teachers use **ASSESSMENT** to review the engagement activity and use this to inform the reshaping of learning for the whole class/ groups/ individuals.
- Teachers connect the learning through the introduction of the **LESSON INTENTION** and **ENQUIRY QUESTION**.

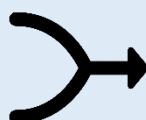
Engagement



All lessons include teaching strategies and planned activities that are effective in deepening student knowledge, skills and understanding which improves their behaviours for learning.

- Teachers demonstrate **GOOD SUBJECT** knowledge of the topics they are teaching.
- Students **LISTEN** to the teacher. If the teacher wants the attention of the class, they count down from 3. 3: Pens/Equipment down, 2: Look this way, 1: Track me or whoever is speaking.
- **I DO – YOU DO – WE DO** is used to **SCAFFOLDED** learning so that all students allowing them to learn at an appropriate level.
- Students are **STRETCHED** through outcome and task design.
- A variety of **QUESTIONING** strategies are used to allow students to think, discuss and communicate their learning in depth. A **NO OPT OUT** approach is taken. If a question is asked, students are expected to answer it in full sentences – projecting their voice clearly.
- **LITERACY** is promoted in every lesson, through the sharing of key words, the completion of written and verbal tasks in full sentences, using standard English and the development of oracy through reading out loud.
- **PROBLEM SOLVING** is promoted. If students become 'stuck' on a task, they will use the **STUCK** strategy "Think", "Use your resources to help you", "Collaborate with a partner (unless it is solo work) and then the teacher if you need to". Students will work through these steps, attempting to solve the problem before seeking assistance.
- **FORMATIVE ASSESSMENT** strategies are used throughout the lesson to inform the progress/reshape of learning for the whole class/group/individual and ensure misconceptions are addressed.
- **TEACHER FEEDBACK** is **SPECIFIC** and actively engages students causing them to **THINK HARD** on how to improve their learning.
- **BEHAVIOUR FOR LEARNING** is managed fairly in line with the behaviour policy and the **PROGRESS** of class/group/individual is **CELEBRATED**. Students are clear about the high expectations across the Academy and understand the consistent consequences if they fail to meet the standard.

Consolidation



All lessons have adequate time for learning to be effectively reviewed.

- Plenary activities are used to **CONSOLIDATE** learning and used to shape the planning of the next lesson.
- **HOMEWORK** is recorded in the student planner.
- All resources are to be **ORGANISED** and the room left tidy.
- Students are to be dismissed **ON TIME** and in an **ORDERLY FASHION**.

The St Anne's Way



St Anne's
Church of England Academy

The best for everyone
The best from everyone
We have faith in our future

Lesson Expectations

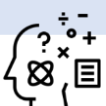
Five to Start



After being greeted by your teacher at the door, collect your equipment and your book and sit in your seat.



Open your book, write the date and title, make sure these are underlined using a ruler.



Complete the retrieval based starter activity.



Answer your name for the register.



Self or peer assess the starter activity in red pen.

Five to Finish



Complete the plenary activity independently.



Record your homework in your planner.



Tidy your equipment away and make sure the learning environment is tidy and organised.



Stand behind your chair, ensure your uniform is correct, listen silently to the teacher.



Walk quietly out of the classroom when you are dismissed by the teacher.

3,2,1....

When our teacher counts down we must:



3

Stop what you are doing. Put your pens and equipment down.



2

Be silent and look towards the teacher.



1

Track the teacher or whoever is speaking making sure you are giving them your full attention.

Be a 'Scholar':

A person who is motivated by learning more for the sake of knowing more.



Sit up

Accept a Challenge

Work Hard

Be Organised

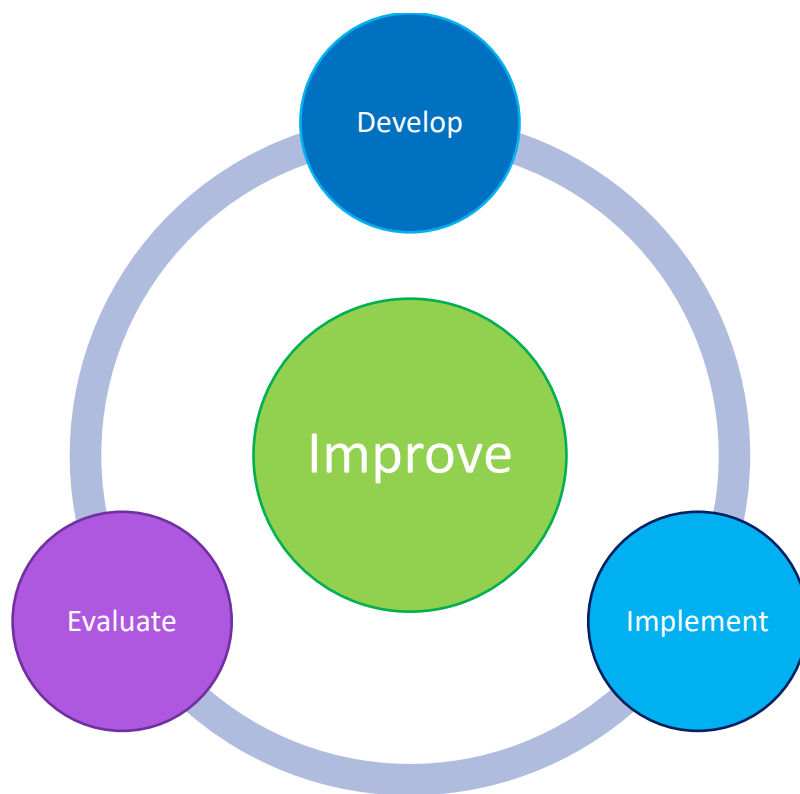
Listen attentively

Be Aspirational

Be Respectful



Investing in Teachers Programme 2020-2021



“Every teacher needs to improve, not because they are not good enough, but because they can be even better – Dylan William”

Hard work

Respect

Aspiration

Integrity

Introduction

St Anne's believes that all staff should be involved in a continuing process of improvement. Through our Investing in teachers Programme our aim is to ensure all teachers, regardless of their experience, are offered an opportunity to develop their practice which in turn will bring about the very best outcomes for our students.

The Investing in Teachers Programme forms part of the Academies CPD offer and continues to have a relentless focus on developing quality first teaching which builds on pedagogy and practice as well as building academy wide culture of professional development linked directly to the academy and departmental improvement plans.

At St Anne's we believe teachers' learning and development underpins school improvement and provides a vehicle for raising achievement and attainment. When teachers' learning is based on their genuine assessment and understanding of pupils' learning they can start to make adaptations to their practice which can lead to real differences in outcomes.

Our offer

- Whole School CPD
- Developmental Coaching
- Weekly Teach Meet session
- Peer Observations

Through our Investing in Teachers programme, all staff at every level are offered and are encouraged to develop their practice, implement change and evaluate their impact.

Developmental Coaching

At St Anne's we hold firm the belief that coaching supports teachers to improve their capacity to reflect and apply their work with students and also in their work with each other. It provides personalised professional support and discussion to teachers from teachers, about their practice.

Coaching at St Anne's is built on three essential qualities:

4. A desire to make a difference to student learning
5. A commitment to professional learning
6. A belief in the abilities of colleagues

In order to further develop whole school practice, we are all committed to:

- Understanding our own learning needs
- Reflecting on our own practice
- Taking an ever-more active role in our own learning and the learning of others
- Acting on what is learned to improve pupil learning

Research shows that professional development - such as coaching – offers significant benefits for both practitioners and pupils. Pupils benefit from learning outcomes, including enhanced motivation, improved organisation abilities and questioning skills and an increased choice of learning strategies – including collaboration. Practitioners develop self-confidence, an increased willingness and capacity to learn and change, enhanced knowledge and understanding, a wider repertoire of teaching and learning strategies and increased confidence in the power of teaching to make a difference.

Our Coaches

At St. Anne's Academy our accredited Coaches are experienced members of staff with appropriate best practice who demonstrate:

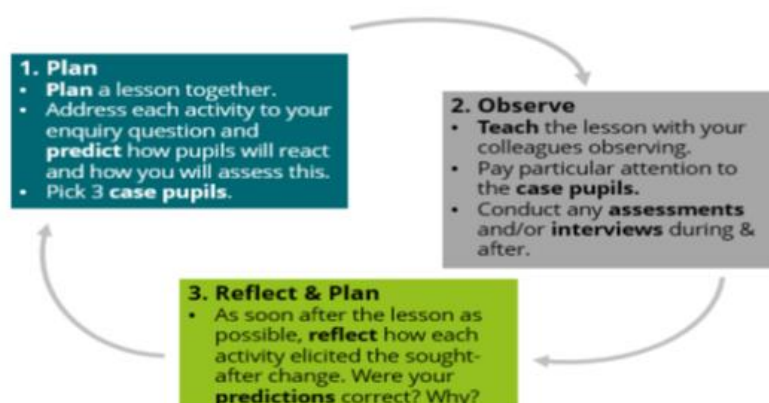
- A proven track record in self-development and development of others
- Excellent interpersonal skills – listening, supporting, encouraging
- Motivation and commitment to being a coach
- An ability to create a safe learning environment

How it works

Coaches will be assigned to staff based on their expertise and staff developmental need. The St Anne's coaching programme will run for a period of 9 weeks of which the following will be covered:

Date	Week	Focus	Activity
	Session 1	Contracting, 360 assessment & goal setting	Conversation
	Session 2	Practising, refining and reinforcing	Peer Observation: By coach
	Session 3	Reviewing progress to goals	Conversation
	Session 4	Practising, refining and reinforcing	Peer observation: By coachee
	Session 5	Reviewing progress to goals	Conversation
	Session 6	Practising, refining and reinforcing	Peer Observation: By coach
	Session 7	Reviewing progress to goals	Conversation
	Session 8	Practising, refining and reinforcing	Peer observation: By coachee
	Session 9	Measuring and planning for future development	Conversation

Activity Cycle



The coaching programme is an agreement between the coach and the coachee. The outline above is to be used to help structure the coaching journey, broadly structure the flow of meetings and conversations in a way which does not straitjacket the process but rather helps develop teacher practice.

It is important for both colleagues to review their teaching timetables and agree a time(s) through the week that allow at least an hour (or longer) to meet weekly. You may wish to meet more than once each week or break up the hour in to two slots – this is for you to decide.

Where the plan outlines ‘conversation’, we advise that this is a dedicated amount of time of at least 1 hour in a mutually agreed environment which provides little distraction and will allow for honest and reflective conversation.

The ‘peer observations’ outlined on the plan above are completely informal and the feedback which is generated is confidential between the coaches and coachee. There is no limit on the timing of the peer observations, this will be agreed between the coach and coachee ahead of the lesson.

Resources have been provided throughout the document to support your coaching conversations and peer observations. Please use this as a guide to help capture the coaching journey.

Next Steps

1. Before Session 1, audit your level of skills by using the competencies listed in the lesson observation form or the strengths / areas for development from your observation feedback.
2. In Session 1, following a discussion with your coach, complete the SWOT analysis, set your own targets for self-improvement and identify how these will be achieved.
3. In Sessions 2,4,6 and 8, record your observations using the Learning Walk proformas in the pack.
4. In Sessions 3,5,7 and 9, reflect on the peer observations and use this to inform your next steps and updating of your action plan.
5. This plan is used to structure the coaching process. Ensure your 9 week plan is in your T&L file and a copy is passed to your Head of Department. (Please see plan Appendix 1)
6. Each time you meet with your coach, a coaching log should be completed. (Please see plan Appendix 2)

Self audit

Please use the form below in you first session to

Teacher:

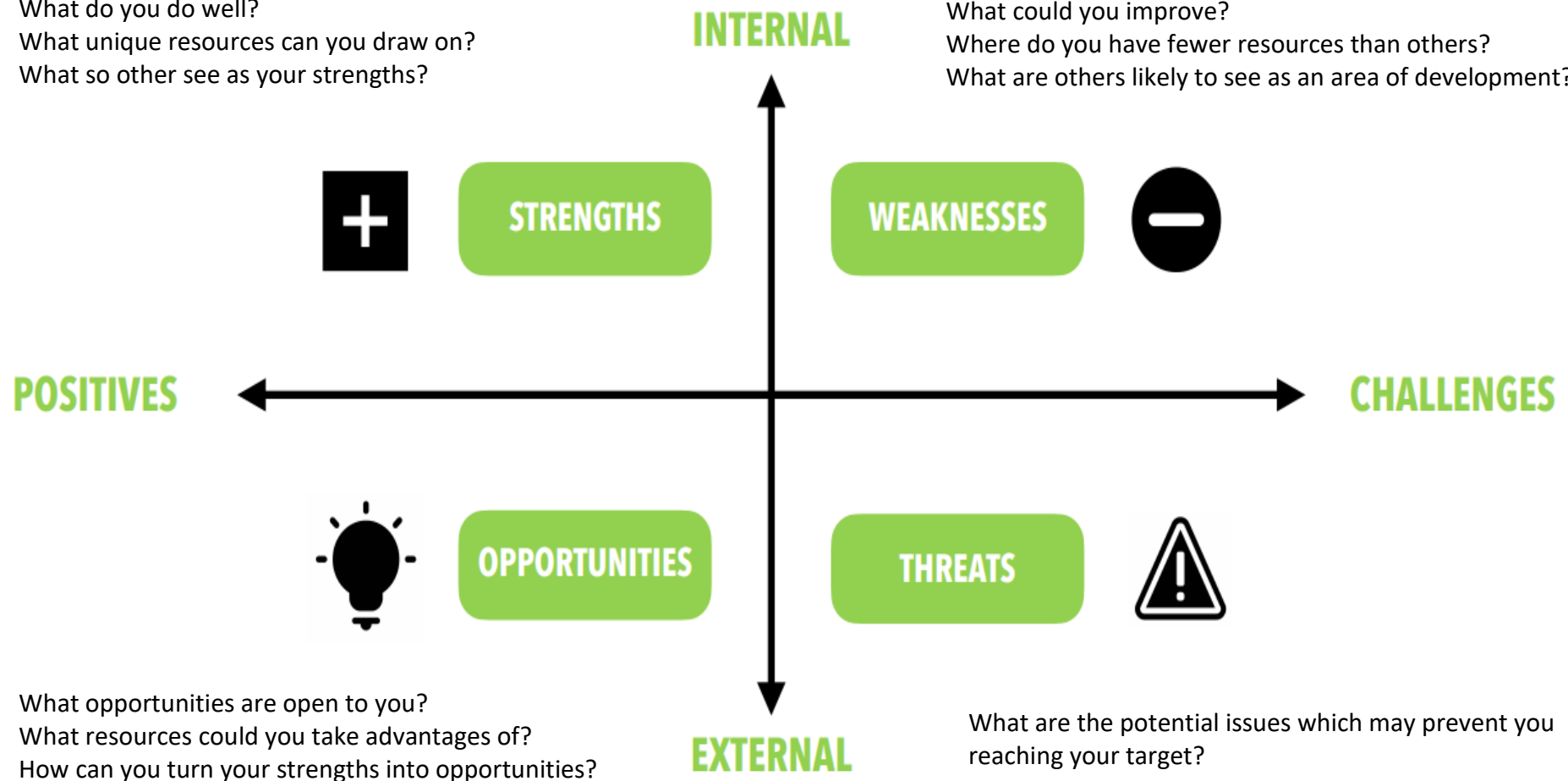
Area of focus	Teaching competencies	RAG
Planning and Delivery		
Starter	High expectations from teacher and students engage all in a relevant learning activity from the outset with a clear link to the intended learning.	
Learning objectives	Learning objectives are well structured, communicated expertly and used throughout the lesson to focus learning for all students.	
Context	The students are clear how the objectives build on prior learning and needs.	
Plenary	Plenary activities throughout the lesson engage all students in effectively reviewing what and how they have learned.	
Pitch	A clear awareness of prior attainment, performance targets and relevant assessment criteria has been used to pitch the lesson accurately for all students.	
Differentiation/Task design/ Challenge and High Expectations	All tasks are well suited to the needs of all students and the appropriate challenge and pace is in place to ensure all students progress. The lesson is clearly structured and flows seamlessly from one phase to the next. All learners, at all levels made exceptional progress. The teacher has the highest expectations of students.	
Teacher's subject knowledge	The confidence generated by the teacher's excellent subject knowledge pervades the classroom, inspiring and challenging all students.	
Literacy/ Numeracy	Opportunities for literacy and numeracy are embedded in the lesson where possible. Routines are clear around the expectations for students when practising key skills. For example, there is evidence of students having the opportunity to practise their extended writing regularly.	

Use of support staff (if applicable)	Support provided through other adults is precisely targeted and makes a marked contribution to the quality of learning.	
Assessment		
Questioning techniques	All students show deep understanding, asking and answering a range of probing questions in a variety of situations. Questioning is used to assess understanding, provoke thought and reshape the learning.	
Peer & self-assessment	All students assess the success of their own and others learning and set their own targets. There is evidence that this happens regularly.	
Feedback	Feedback is personalised and suggests ways to improve. Praise is consistent, appropriate and specific in supporting students improve their learning.	
Quality of books and marking.	All learner's books show a high-level of presentation and challenge. There is clear progress made over time and students respond timely to feedback given. Books are marked in line with the departmental policy.	
Climate for Learning		
Attitude to learning and Passivity	Students produce work to the highest standard and are engaged throughout the lesson. Students are inspired and enthused. There is no passivity.	
Behaviour	Behaviour management is exemplary because of students' levels of engagement.	
Student Voice	Do students love their lesson and are resilient to failure. Do they learn and know what they need to do to improve further.	
Health & Safety	The health and safety of learners is not endangered. Teachers lead by example and where necessary wear personal protective equipment; follow and enforce safety rules, procedures, and practices; and demonstrate safe behaviour promoting a culture of safety	
Observer to reflect upon above and cross-reference below before final feedback		
Progress	All students have made exceptional progress by the end of the lesson. Their learning is profound. Students demonstrate that they can use and apply the knowledge and skills they have gained in future learning with confidence. Students are consistently supported in improving their work. Understanding is checked throughout the lesson allowing for striking high-impact intervention.	

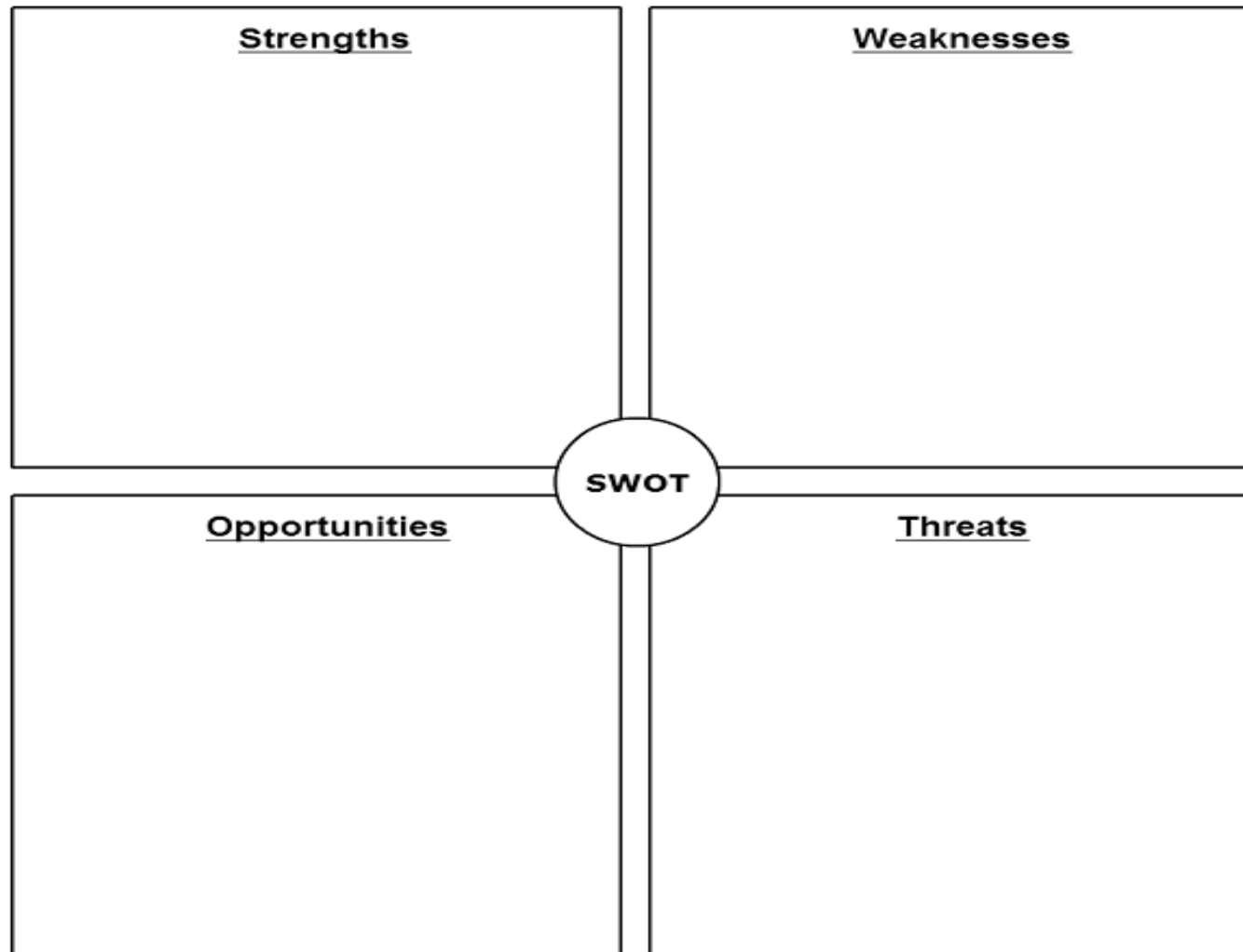
SWOT Analysis

What do you do well?
What unique resources can you draw on?
What so other see as your strengths?

What could you improve?
Where do you have fewer resources than others?
What are others likely to see as an area of development?



My SWOT analysis



Coaching Plan

Weeks	Area of development? (T and L focused)	Support needed to achieve the expected outcome?	What will success look like?	Outcome (Data/Observation)
1				

Coaching Log

Area of focus for this meeting
<i>Listening, language, questioning, rapport, empathy, engagement, coaching role and style.</i>
Guidance
<ul style="list-style-type: none"> You should complete the form jointly (coach and coachee), agreeing exactly what is to be recorded One of these should be completed each time you meet This process is about development The completed record should be made available to the Head of Department and the SLT for teaching and learning as part of on-going discussions about progress
Key questions and responses
What were the main areas of discussion?
Reality?
Ideal?
Action?
What progress do you feel has been made with your learning goal?
What actions should we agree to develop over the next stage of the programme?
What will be the outcomes?
Signed Participant:
Signed Coach:
Date:

St Anne's Academy

Continuing Professional
Development Programme

2021-2022

Autumn Term 2021 CPD Programme

Date	CPD 3pm- 4pm	Date	CPD 3pm- 4pm
01.09.21/02.09.21	Inset Days	02.11.21	Pedagogy CPD 2.00pm- 4.00pm 'Faculty Time'
07.09.21	Pedagogy CPD 3.00pm- 4.00pm 'Classroom Culture – Modelling'	09.11.21	No Session – Year 7 Parents Evening
17.09.21	Appraisal (time given back)	16.11.21	Faculty CPD 2.00pm- 4.00pm 'Phonics K. Byrne'
21.09.21	No Session Open Evening this week	23.11.21	No Session – Awards Evening this week
28.09.21	Faculty CPD 2.00pm- 4.00pm 'Effective Modelling' HOF	30.11.21	Pedagogy CPD 2.00pm- 4.00pm 'CAE Marking'
05.10.21	Pedagogy CPD 3.00pm- 4.00pm 'Sharing Practice & Close the Gap' ZP,ELL	07.12.21	Faculty CPD 3.00pm- 4.00pm 'CAE Moderation'
12.10.21	Faculty CPD 2.00pm- 4.00pm 'Close the Gap' HOF	14.12.21	Pedagogy CPD 2.00pm- 4.00pm 'Sharing best practice'
19.10.21	No Session – Maximise event this week		

Spring Term 2022 CPD Programme

Date	CPD 3pm- 4pm	Date	CPD 3pm- 4pm

Summer Term 2021 CPD Programme

Date	CPD 3pm- 4pm	Date	CPD 3pm- 4pm

Autumn Term 2021 Thursday Pedagogy Practice Programme

Date	8.05-8.25	Date	8.05-8.25
01.09.21	Inset Day	04.11.21	Strong Starts to Lessons
09.09.21	I do, We do, You do	11.11.21	No Session – Year 7 Parents Evening
16.09.21	Effective AFL	18.11.21	Purposeful Ends to Lessons
23.09.21	No session - Opening Evening	25.11.21	No Session – Awards Evening
30.09.21	Dealing with Difficult Situations - SL	02.12.21	Managing Conflict AC, SL
07.10.21	Close the Gap ZP, ELL	09.12.21	Faith EMC
14.10.21	Questioning BR	16.12.21	Treat for Talent RS, EG
21.10.21	No Session – Maximise Event		

Spring Term 2021 Thursday Briefings Programme

Date	Briefing 8.05-8.25	Date	Briefing 8.05-8.25

Summer Term 2021 Thursday Briefings Programme

Date	Briefing 8.05-8.25	Date	Briefing 8.05-8.25

QA Term 1 – 2021/2022

WC	Faculty Learning Walk	Faculty Book Moderation	Faculty SLT	SLT Book Scrutiny	Faculty Evaluation
6 th Sept					
13 th Sept			Year 7 & Year 8		
20 th Sept	Complete learning walk with SLT link Complete LW write up on forms		Year 10		
27 th Sept		HOF complete book moderation Complete BM on forms	Year 9	English	English
4 th Oct			The Link		
11 th Oct			English	Humanities	Humanities
18 th Oct			SEND		
25 th Oct	HALF TERM				
2 nd Nov			Humanities	Maths	Maths
8 th Nov			Faith		

15 th Nov			Maths	The Link	The Link
22 nd Nov	Complete learning walk with SLT link Complete LW write up on forms				
29 th Nov		HOF complete book moderation Complete BM on forms	The Link	Science	Science
6 th Dec					
13 th Dec			Science	Creative Arts	Creative Arts
20 st Dec	END OF TERM				

QA Term 2 – 2021/2022

WC	Faculty Learning Walk	Faculty Book Moderation	SLT Book Presentations	SLT Book Scrutiny	Faculty Evaluation
4 th Jan			Creative Arts		
10 th Jan			Faith	Wellbeing	Wellbeing
17 th Jan			Year 10		

24 th Jan	Complete learning walk with SLT link Complete LW write up on forms		Wellbeing	SEND	SEND
31 st Jan		HOF complete book moderation Complete BM on forms			
7 th Feb			SEND	English	English
14 th Feb					
21 nd Feb	HALF TERM				
28 th Feb			English		
7 th March					
14 th March			Year 7		
21 st March	Complete learning walk with SLT link Complete LW write up on forms		Year 8	Humanities	Humanities
28 th March		HOF complete book moderation Complete BM on forms			
4 th April			Humanities	Maths	Maths
11 th April	END OF TERM				

QA Term 3 – 2021/2022

2 nd May					
9 th May			Maths	Science	Science
3 rd May					
16 th May	Complete learning walk with SLT link Complete LW write up on forms		Science	SEND	SEND
23 rd May		HOF complete book moderation Complete BM on forms	Year 9		
30 th May	HALF TERM				
6 th June			SEND	Creative Arts	Creative Arts
13 th June			Creative Arts		
20 th June				Wellbeing	Wellbeing
27 th June		HOF complete book moderation Complete BM on forms			
4 th July	Complete learning walk with SLT link Complete LW write up on forms		Wellbeing	The Link	The link

11 th July					
18 th July			The Link		
25 th July	END OF TERM				