Policy: The Quality of Education
(Teaching, Learning and Assessment)

Updated: May2019

Chair of Governors: Mrs H Anderson

Head Teacher: Mrs L Rodham

Policy - The Quality of Education

1. Rationale

'Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.' (DfE 2011)

Research undertaken in recent years has greatly widened our understanding of how the brain works and how we learn. At Wellfield School we aim to incorporate that understanding and knowledge into our approach to teaching and learning. By creating an effective climate for learning and catering for the range of learning needs, we believe our students will learn more effectively. We also believe that in order to achieve a consistent, whole school approach to teaching and learning, we need a **House Style**, which will ensure teachers have a common approach to planning and lesson delivery whilst also catering for subject specific differences and individual teacher strengths.

2. Purposes

- To develop a consistent, whole-school approach to teaching and learning through implementation of the House Style.
- To secure the highest expectations of all students attitudes to learning.
- To ensure our students become curious, interested learners who love the challenge of learning and are resilient to failure.
- To improve the quality of education to accelerate progress and raise standards of attainment for all.
- To incorporate the best academic, empirical research, including new or emerging strategies/approaches, into lessons.
- To ensure the personal development and well-being of all students, promoting equality of opportunity and diversity in teaching and learning and providing students with a comprehensive understanding of people and communities beyond their immediate experience.
- To ensure the development of personal learning and higher order thinking skills.
- To equip all students with the necessary skills to make progress by embedding reading, writing, communication and mathematics exceptionally well.
- To encourage all teachers in the school to be evaluative practitioners.
- To provide a common framework for discussion and development of effective teaching, learning, assessment and related issues.

3. Standards and Expectations

At Wellfield School, reflecting our drive to being an Outstanding school, teachers are expected to demonstrate consistently high standards of personal and professional conduct. They have proper and professional regard for the ethos, policies and practices of our school and they maintain the highest standards in their own attendance and punctuality. In so doing, they are exceptional role models for our students.

The Teachers' Standards (DfE 2011) form the basis of our work and must be met <u>as a minimum</u> at all times. They underpin our professionalism as well as our responsibility to our students and their parents/carers, our colleagues and other professionals with whom we collaborate and they form the criteria against which our work performance is evidenced and evaluated for Appraisal.

We know that teachers may well demonstrate these standards to varying degrees depending on their level of experience. However, the following clarification shows what is expected of Wellfield teachers at different stages of their career:

Main Pay Range (MPR) Teachers

Quality of Education

Plan and teach lessons which are consistently good and not infrequently outstanding in which students make visible and tangible progress at least in line with expectations. To realise this, teachers will:

- plan lessons that draw upon deep subject knowledge, promote scholarship and a love of learning;
- differentiate for all groups of learners appropriately, developing their literacy and enhancing their appreciation for SMSC;
- provide constructive, developmental weekly marking, making regular reference to assessment frameworks and guides;
- ensure students' progress through independent study and response to marking;
- generate tone and ethos drawing upon assistance from support staff and parents;
- develop mutually warm, respectful and effective relationships, securing the highest expectations of all students' attitudes to learning, celebrating students' success and managing behaviour consistently effectively.

Achievement of Students

Ensure that students' progress and outcomes in examinations are at least in line with expectations. To realise this, teachers will:

- recognise that high quality 'first teach' is the foundation of successful student achievement;
- provide and use all forms of intervention that are available;
- be proactive in communicating with parents/carers regarding achievement.

Professional Expectations

Fulfil all professional responsibilities to the highest standard. To realise this, teachers will:

- embrace the school's ethos and policies, including 'Go the Extra Mile', contributing to school life beyond the classroom;
- develop collaborative relationships with colleagues founded on a commitment to children's achievement;
- write carefully, accurately and with a sense of audience;
- present themselves as open to constructive criticism, utilising guidance and support;
- take the initiative for their own professional development;
- manage moods and personal feelings with due regard for the feelings of other colleagues;
- set a professional example of dress, punctuality and attendance;
- demonstrate prudence in managing all resources including the organisation, ambiance, condition and creativity of the classroom environment and the volume and appropriateness of photocopying and printing;
- respond to the demands placed upon the school by external organisations, national guidance and standards and statutory frameworks, including the Ofsted frameworks.

Upper Pay Range (UPR) Teachers

Upper Pay Range teachers must demonstrate that, in relation to all of the above standards, their performance is substantial and sustained. To realise this, teachers must ensure:

- the quality of their teaching is rarely less than outstanding and that the results of this are clear both in student work and examination results;
- their students achieve examination outcomes which demonstrate progress that is not less than good considering their starting points;
- they model sophisticated and effective strategies for enhancing literacy.

4. Monitoring and Evaluation - practice and schedule

The Quality of Education is evaluatedusing current OfSTED criteriain conjunction with the above standards and expectations and is monitored in the following ways:

Monitoring

SLT monitors and evaluates the Quality of Education provided by teachers through a 360° Review Process in order to evaluate the quality of education provided by the department, as led by the Subject Leader, and its resultant impact on outcomes and pupil progress by observing, analysing and evaluating curriculum intent, implementation and impact. Refer to Quality Assurance Policy section 3.5: Quality of Education - '360 Review'.

Records are kept of lesson observation evaluations using the school proforma (Appendix 1) as well as teacher standards in the following:

- Achievement
- Marking and Feedback
- Planning
- Student Voice
- Accuracy of Assessment

The judgements given in each category combine to form an overall judgement for the Quality of Education overall as well as a typicality indicator for the standard of teaching and learning in lessons seen. The average of 3 lessons is used for this.

Teachers, especially those who are judged to be consistently outstanding may only be observed during the calendared subject 360° Review Week. In addition to this, the impact of their teaching will be 'health-checked' through work scrutiny and evaluation of student progress. If concerns are identified, then additional observations of lessons may take place of the class or teacher causing a concern.

Teachers who are judged to be not yet consistently outstanding may be observed later in the year to ensure that identified areas for development are effective in driving improvement. SLT observers will ensure that observations are as diagnostic as possible with clear recommendations and strategies for improvement.

Observations and evaluations made are used to inform individual, subject and whole school priorities as well as CPD.Therelatively low number of set lesson observations reflects the need to include regular 'pupil progress centred' learning walks. These will be scheduled in line with the school QA policy and in response to emerging needs.

Full details of the 360 Review Process are given in the QA Policy (May 2019 update)

NQT monitoring

The development and performance of NQTs is monitored as part of the NQT induction process by the induction tutor and the SLT NQT Induction Co-ordinator.

The Role of SSLs/SLs

SSLs/SLs are directly responsible for monitoring planning, teaching and learning and standards of attainment in their subject / curriculum areas. They monitor house style planningregularly to ensure lessons are being planned in accordance with school policy. The quality of education is monitored and evaluated as part of an annual programme of subject evaluation, including lesson observations. Time is allocated to SSLs/SLs to carry out subject monitoring as part of the Leadership and Management timetabled non-contact time. They regularly monitor students' work and create opportunities for standardisation of marking. Monitoring is used to identify and share good practice and to identify areas for improvement. This includes a regular work scrutiny which follows clear foci and SLT verify SL judgements and evaluations through the QA process.

5. <u>**Teaching Improvement and Intervention**</u>

Teaching and Learning at Wellfield School is at least consistently good. Therefore, the following intervention and response plans are expected to be used only in extremely rare circumstances.

a. **Teachers - NOT YET CONSISTENTLY GOOD**

Teachers who are identified, through monitoring, as NOT (YET)CONSISTENTLY GOOD orwho are falling short of meeting Teachers' Standards in any aspect, are required to participate in a Support Programme which may include coaching and peer observations of good practice, depending on the focus area. This may also be to support improvements in the quality of marking, feedback and student response.

This is devised, co-ordinated and monitored by the DH for the Quality of Education in liaison with appropriate other personnel such as the Subject Leader, in response to the specific areas for improvement needed to raise the standard of teaching and learning to at least a secure judgement of GOOD. This may also include participation in coaching. The Support Programme is implemented for a cycle of <u>a half term during which there will be two lesson observations.</u>

Coaches are drawn from a number of subject teams across the curriculum and across the range of experience. Coaches are invited to assist their colleagues based on their individual expertise, in one or more areas which demonstrate a significant impact on the standard of teaching and which lead to good achievement over time. Peer coaching is regarded as a supportive and effective strategy in securing improvement in teaching, learning and achievement.

Progress towards sustained improvement during the term of the Support Programme will be regularly and closely monitored and summarised in a review document. After this the teacher will be observed and expected to secure an improved judgement. In the unusual event that a teacher has not made significant improvement, referral will be made to the Head Teacher and this may lead to further more formal action.The SupportProgramme is based on the principles of Marginal Learning Gains (MLG) to secure high Impact improvements.

Involvement in the Support Programme may occasionally be continued after improvements have been noted to ensure that practice has <u>consistently</u> improved with the intention of securing at least CONSISTENTLY GOOD.

The Support Programme will be implemented to secure improvements across <u>all</u> aspects of teaching and learning including

- Planning
- Teaching - all aspects
- Classroom management and Climate for Learning
- Marking and feedback
- Accuracy of assessment

b. **Leaders**

Teachers on UPS and TLR holders with responsibility for leading teaching and student progress and achievement who are identified through monitoring as NOT (YET) CONSISTENTLY GOODmay be placed on a Support Programme. This identifies areas for improvement as well as developmental needs and is devised and co-ordinated by the Head Teacher and/or SLT Link in response to the specific areas for improvement needed to raise the standard of leadership to at least a secure judgement of GOOD. This may also include participation in coaching or mentoring. The programme is based on the principles of Marginal Learning Gains (MLG) to secure high impact improvements.

The Support Programme is implemented for a cycle of <u>one term </u>during which there may be two lesson observations as well as scrutiny of evidence from a range of sources including:

- pupil work, marking and feedback as well as pupil responses
- pupil progress data
- evaluation and analysis of statistical information
- SEF reports identifying underachievement and determining appropriate intervention
- Department QA file
- Pupil Voice survey

After this cycle, the member of staff will be observed, if applicable, and expected to secure an improved judgement. In the unusual event that a teacher on UPS or TLR holder remains judged NOT (YET) CONSISTENTLY GOOD, referral will be made to the Head Teacher and this may lead to further more formal action.

Evaluation

Evaluation of initiatives to improve the Quality of Education is undertaken as part of the whole school self-evaluation and QA process and is led by the Deputy Head Teacher responsible for Teaching and Learning with the Head Teacher and the SLT.

6. **Staff Development**

At Wellfield, we value high quality CPD for its contribution to securing the highest Quality of Education with the resultant impact on outcomes. Therefore, all staff are invited to join the voluntary Teaching and Learning Group which researches, trials and shares exemplar and emerging practice.

In addition, all teachers are given the opportunity to take part in peer observations ONCE a year during calendared Peer Observation Weeks. Teachers invite colleagues to observe them are invited to observe others and share post lesson evaluative discussion about effective and transferablestrategies, as well as progress made towards a MLG foci for development. From September 2019, the MLG foci will be suggested by SLT based on identified areas for development from lesson observations. Teachers will also be advised as to who may demonstrate good to exemplary practice linked to this foci in order for them to arrange an observation that will provide a useful, developmental experience with the potential to impact on their own practice. This will be complied and co-ordinated by the DH for Quality of Education.

7. **How to be a consistently effective teacher**

The consistently effective teacher will be positive and proactive and will:

- take the initiative and aim for the best in what they do;
- put students' needs first; ensuringthe personal development and well-being of all students, promoting equality of opportunity and diversity in teaching and learning and providing students with a comprehensive understanding of people and communities beyond their immediate experience;
- incorporate research and proven good practice, including new and emerging strategies and approaches, into lessons;
- have competence and confidence in the use of IT and all emerging technologies;
- be team players;
- communicate well;
- be positive and co-operative, especially in times of change;
- be evaluative practitioners;
- provide lessons which have an immediate and sustained focus on learning with high expectations through depth, challenge and pace and:
  - are well planned and meet individual learning needs;
  - contain a wide range of appropriate and highly effective strategies and resources for teaching and classroom management;
  - make effective use of information about prior attainment to set high expectations for students.

We will <u>never</u> lose sight of the overriding priority of putting the teaching and learning of our students first.

Guidelines

We must:

- be punctual for lessons and to duties;
- not leave classes unattended;
- leave suitable challenging work if absent;
- respect confidentiality;
- adopt and sustain a professional approach to lesson preparation, marking and record keeping in accordance with the marking and assessment policy;
- read and act upon information.

What Works at Wellfield

- **House style**   Putting teaching and learning first

- **Certainty**   Clear boundaries, consistent application of the Behaviour policy

- **Stimulation**   Interactive teaching, high expectations, pace, depth and challenge

- **Recognition**   A culture of praise, celebration and rewards

- **Assessment for Learning**   Constant and specific feedback on what students have achieved and how to improve. (Refer to Assessment Policy)

Climate for Learning and Relationships

We expect all staff to:

- be an excellent role model to students by demonstrating and reinforcing good manners and respect as well as speaking appropriately to students at all times;
- ensure that praise outweighs criticism;
- take account of background and contextual information;
- set clear professional boundaries;
- be firm, fair, consistent and non-confrontational;
- maintain clear routines for entry, exit and the distribution or collection of resources;
- apply school policies relating to behaviour and uniform consistently;
- work constantly to raise self-esteem and aspirations through praise and rewards;
- ensure a pleasant environment by keeping the classroom tidy and using high quality displays to celebrate and support learning;
- discourage students from leaving the classroom during lessons, e.g. to go to the toilet or to run messages, by ensuring that, if essential, students are allowed out singly and with the planner note signed;
- prevent graffiti on all school property including exercise books, text books, furniture.

Keeping the Community Safe

We do not:

- touch a student for any reason;
- allow ourselves to be alone with a student in a room, unless following guidelines within the Safeguarding policy.

The Wellfield House style

i. Planning

We expect all teachers to

- record information about prior and current attainment, MAT, PP and SEN information in the mark book or other electronic equivalent;
- use Bloom's Taxonomy and assessment criteria (GCSE grade/marks descriptors) when setting learning objectives;
- plan a sequence of achievable but challenging and personalised, differentiated tasks that meet the needs and interests of all the individuals in the class, enabling them to at least Meet Expectations for achieving their target grades;
- use a broad and effective range of appropriate strategies in accordance with school development;
- organise resources before the lesson commences;
- plan for deep and effective review to secure learning and provide accurate AfL;
- summarise the intended learning outcomes and process, including homework on the House style proforma- (Appendix 2).

ii. Entry Routines

We expect all teachers to

- meet and greet students at the door as they arrive at the lesson;
- as appropriate, ensure students line up in a single line, quietly, before entering the classroom;
- implement a seating plan;
- issue reminders about uniform and pens as students enter the room;
- direct students to begin the Focus/Starter Task on entry (if appropriate).

iii. Teaching the Lesson

We expect all teachers to

- provide challenging and engaging work from the outset of the lesson;
- use the house style planning framework;
- recap and review relevant prior learning;
- introduce new learning in context and clarify the 'big picture';
- share intended learning outcomes and the link to target grades and expectations and display them;
- share learning objectives and success criteria, linked to 'Blooms';
- provide a range of differentiated activities, including choice, to ensure individual needs are met;
- review progress and learning at appropriate points during the lesson and provide specific and relevant verbal feedback for improvement;
- use and model good practice in literacy, including oracy, and numeracy;
- vary groupings appropriately – pairs, groups, individual tasks etc;
- be active in the lesson, leading from the front or monitoring as appropriate.

iv. Closing the lesson

We expect all teachers to:

- use plenary review, especially at the end of the lesson, to cement and assess learning and progress;
- leave ample time to set homework and ensure students understand how to complete it;
- leave no more than 5 minutes for packing up and tidying the room;
- ensure that students stand behind their seats prior to dismissal;
- wait for the bell then dismiss students into the corridor when it is safe to do so;

- stand at the door as students exit;
- reinforce uniform as students exit;
- dismiss students promptly so that late departures do not impact on the time available for quality learning in the next lesson;
- check the 'next lesson' destination of students leaving their class and issue reminders about correct routes to take, mindful of one-way systems.

v.   Assessment and Marking (Refer to Assessment Policy for specific policy and guidance.)

Assessment

Assessment is at the heart of effective teaching and learning. Therefore we aim to:

- improve learning, accelerate progress and raise standards through assessment;
- put Assessment for Learning at the centre of our practice;
- use best practice associated with Assessment for Learning;
- develop a consistent and effective approach to assessment across the curriculum.

We expect all staff to:

- use data to gain a clear picture of student prior learning, attainment, strengths and weaknesses;
- use information about literacy, including oracy, and numeracy;
- use information about SEN and MAT needs;
- ensure that students can make progress by planning assignments and assessments, which enable rapid and sustained progress to at least Meeting Expectations toward their Gold target grades.
- assess all students on a regular basis, through class work, class assessments, homework activities, formal exams and coursework assignments or controlled tests (if still appropriate to the subject specification and GCSE assessment process;
- give regular, positive and incisive feedback to students, both orally and in writing, to ensure they understand what they have achieved and are clear about how to improve;
- routinely provide time for students to respond to feedback;
- give regular clear information to students about their current progress and attainment, especially after formal assessment or exams;
- record information systematically and use the information to inform data capture and analysis, evaluation of progress, target setting and reports to parents or carers;
- encourage students to take an active role throughout the assessment process so that they become effective self and peer assessors.

Marking

Marking is an essential part of the learning process. Students must be told where they are and how to improve at regular intervals. Through regular and effective marking we:

- motivate students to do their best;
- inform students of what they have achieved and how they can improve;
- gather information which informs our planning, teaching and target setting;
- track students' achievement and progress.

We expect all staff to:

- follow the marking policy consistently;
- mark and return work no more than 10 days after it has been completed;
- write positive and specific comments acknowledging what has been done well or how the objectives have been met and giving clear guidance for correction or improvement;
- give guidance on how to improve literacy, numeracy or ICT in accordance with school policies.

vi. Outstanding Learning in Lessons and Over Time

Wellfield is striving towards providing consistently outstanding learning leading to outstanding achievement for all our students. Therefore, lessons need to be planned using the planning tool which prompts teachers to focus on the learner and the relationship of learning rather than on task completion per se. Teachers need to be able to respond appropriately and effectively to emerging issues and progress rather than be constrained by either a formulaic approach to lessons or a reliance on students' completion of a planned series of tasks and activities.

There will be times when it is appropriate to 'leap frog' planned tasks because, for example, discussion has facilitated an increased depth of learning that renders the planned tasks meaningless. Alternatively, additional exploration of the key concept will be either necessary or desired to ensure that the new learning is secure and 'fixed' resulting in students needing an alternative strategy being implemented.

Lessons, therefore, need to be planned with an intelligent consideration of all possibilities in preference to a defined structure or sequence, with a requirement of the teacher to remain flexible and able to draw on strong subject knowledge in order to be able to respond with a notable impact on learning and progress. The planning tool, through a series of questions, prompts that consideration, although this is continually under review. All lessons need to be planned in response to the context of the students: all relevant data including targets, prior attainment and performance, learning, SEN and MAT needs; diagnostic evaluation of recent assessment information and gaps or skills deficits; the intended learning in relation to the big picture and previous lessons. It must be remembered that PROGRESS and rate of progress are the defining characteristics of learning that is at least good and not activity completion per se.

The best and most successful lessons, which lead to progress that is <u>at least</u> good across all groups of learners will be planned with an acute knowledge and understanding of the following:

1. Critical core concepts, skills or questions that are intended for the lesson
2. Activation of learning: the hook that engages from the outset and either recalls relevant prior learning or creates the context of the new learning;
3. Learning: New learning whether it be introduced, elicited or 'discovered'.
4. Mastery: Securing new learning and exploring it in more depth, maybe through effective academic discussion.
5. Practice: Opportunities to practise the new concepts, skills, knowledge or understanding to 'fix' it and identify residual misconceptions or barriers that may impact on progress.
6. Improvement: Students respond to feedback to improve their responses or clarify their understanding.
7. Extension and challenge: Students have opportunities to extend beyond the new learning and e.g. apply it in a different or more challenging context or to test it out against a 'what if..?' scenario.

This Quality of Education policy should be read in conjunction with:

- The QA policy
- The Assessment for Learning policy
- The Marking policy
- The school raising achievement plan
- The Homework policy
- The More Able and Talented policy
- The Inclusion policy
- The CPD policy

Feedback Form

Teacher:		Observer's role (circle) SLT / SL / Other		Date:		Class:		Length of observation:			
Observer:				Lesson:		Ability:		Time period:		From:	To:
Purpose of observation: *Appraisal / CPD / QA / Interview / TIP / Other - detail:*				Subject:		Support:		SEND /MATS:			
Seating plan provided?				Class data provided?							

	INTENT	Secure	Expert	Possible MLG TWEAKS
INTENT	Subject knowledge and planning	• Uses their <u>secure</u> subject knowledge to plan lessons where time is used productively and clear tasks are set that sustain pupils' interest and challenge their thinking. • Teaching is designed to help pupils to remember long term the content they have been taught and to integrate new knowledge into larger ideas.	• Uses their deep knowledge of the subject to plan lessons very effectively, making maximum use of lesson time and coordinating lesson resources well. Work given to pupils consistently matches the aims of the curriculum in being coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment. • Teaching is designed to help pupils embed key concepts in their long-term memory and apply them increasingly fluently.	
	Expectations and Climate for Learning	Creates an environment that allows pupils to focus on learning by • reinforcing expectations for conduct so that pupils focus well on their learning; • expecting and encouraging all pupils to work with positive attitudes so they can apply themselves and make strong progress.	• Has consistently high expectations of all pupils' attitudes to learning and Is determined that pupils achieve well encouraging them to try hard, respect their efforts and ensure that pupils take pride in all aspects of their work • Manages pupils' behaviour highly effectively with clear rules that are consistently applied.	
IMPLEMENTATION	*Teaching, questioning AfL and intervention*	• Presents subject matter clearly, promoting appropriate discussion about the subject matter being taught. • The work given to pupils is demanding and matches the aims of the curriculum in being coherently planned and sequenced towards cumulatively sufficient knowledge. • Checks pupils' understanding systematically, identifies misconceptions accurately and provides clear, direct feedback. • Adapts teaching as necessary without unnecessarily elaborate or individualised approaches to support effectively pupils who start to fall behind and intervene quickly to help them improve their learning.	• Enables pupils to understand key concepts, presenting information clearly and promoting appropriate discussion • The work given to pupils is highly demanding and matches the aims of the curriculum in being coherently planned and sequenced towards cumulatively sufficient knowledge. • Provides adequate time for practice to embed the pupils' K, U and S securely. Introduces subject content progressively and constantly demands more of pupils. • Uses questioning highly effectively and identifies and supports any pupil who is falling behind and enables almost all to catch up.	
	Student engagement	• Pupils develop the capacity to learn from mistakes and they become keen learners who want to find out more. Most are willing to find out new information to develop, consolidate and deepen their K, U and S. They learn well in lessons.	• Pupils love the challenge of learning and are resilient to failure. They are curious interested learners and seek out and use new information to develop, consolidate and deepen their K, U and S. They thrive in lessons.	
	Homework	• Sets homework that consolidates learning and progress and prepares pupils for the work to come.	• Sets challenging homework,which consolidates learning, deepens understanding and prepares pupils very well for work to come.	
	SMSC	• Challenges stereotypes and use of derogatory language in lessons. • Promotes equality of opportunity and diversity in teaching and learning.	• Is quick to challenge stereotypes and the use of derogatory language • 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.	
	RWCM – see Literacy below	• Develops reading, writing, communication and, where appropriate, mathematics, well.	• Embeds reading, writing, communication and, where appropriate, mathematics exceptionally well equipping all pupils with the necessary skills to make progress.	
		• Ensures that their own SLRW of English supports pupils in developing their language and vocabulary well.	• Ensures that their own SLRW of English supports pupils in developing their language and vocabulary exceptionally well.	
	Marking, feedback and student response	• Gives pupils feedback, in line with the school's assessment policy. • Most pupils commit to improving their work. They use feedback well and they know what they need to do to improve. They are given time to apply their K and U in new ways and to practise skills. • Impact on progress is visible.	• Provides incisive feedback, in line with school's assessment policy, about what pupils can do to improve their knowledge, understanding and skills. • Pupils use feedback effectively. They are eager to know how to improve their learning. They capitalise on opportunities to use feedback, written or oral, to improve. • There is notable impact on progress.	

		Secure (2)	Expert (1)	MLG TWEAKS
Impact	*Progress in the lesson*	• Pupils develop detailed knowledge and skills and, as a result, achieve well. • They make consistently strong progress, developing secure K, U and S, considering their different starting points.	• The impact of the taught curriculum is strong; pupils' work is consistently of a high quality. • Pupils make substantial and sustained progress, developing excellent knowledge, understanding and skills, considering their different starting points.	
	Progress over time -	• Pupils with SEND achieve the best possible outcomes. • Pupil progress overall is above average or improving. The progress of pupils who are SEND and/or disadvantage is above average, close to or is improving towards that of other pupils with the same starting points.	• Pupils consistently achieve highly, particularly the most disadvantaged. Pupils with SEND achieve the best possible outcomes. • The progress of pupils overall generally is above average. The progress of pupils who are SEND and/or disadvantaged matches or is improving towards that of other pupils with the same starting points.	

Strengths	Suggested High Impact Areas for Development	Additional Comments – Literacy
		Please highlight all that apply and, if relevant, add a quantifier such as always/often/sometimes Oracy: Students + Students generally articulate ideas clearly and fluently + Students routinely give extended or justified answers + The teacher encourages or facilitates active listening where students acknowledge and respond to the contributions of others + Students actively listen to, acknowledge and respond to the contributions of others within their own contributions + Students engage in rich and relevant discussion in groups/pairs + The teacher facilitates the accurate and appropriate use of technical language or words + Students use key technical language and words accurately or appropriately + The teacher uses questioning effectively to encourage students to expand or justify answers +/- Students are keen to give their own answers but may not listen or respond to the contributions of others +/- Students volunteer answers but may give short 'soundbite' answers that are not developed +/- OTHER: _____ Literacy – general + Students read aloud fluently when opportunities arise + Students are keen to read aloud when opportunities arise + Marking for literacy is in line with school policy + Students respond routinely to marking for literacy, including spellings – Development of literacy is not a feature of this lesson +/- OTHER: _____

Plan: To be agreed after lesson feedback / discussion :	
• MLG – PReP focus • Support/Development/CPD opportunities as appropriate • Buddy/mentor/coach – as appropriate	

Overall judgement: Expert (1) [ ]   Secure (2) [ ]   Not Yet Good (≤3) [ ]

Appendix 2

<p align="center">House Style Planning</p>

A.	Context		
What is the context of the class and securing high expectations:	- Make up of class - Target range - Current assessment info: relevant to current module, lesson sequences - Particular needs of individuals in general, strengths and 'weaknesses' - Other that may impact on the lesson e.g. new pupil, pupil returning from absence, relevant skills/knowledge deficit etc - What are the high expectations and how do I ensure these? - How do/will I ensure students are engaged, love the challenge of learning and are resilient to failure?		
What is the context of the lesson:	- NOT just within the sequence … - Within acquisition of learning - Relevant prior learning, last or previous lessons or previous modules - What is already secure and what needs to be secured that new learning builds on - What the new intended learning is and its place in immediate future learning: rationale for the intended outcome		
B.	Planning for Progress		
1.	**What is the Intended learning?**	- What is the intended learning? - Topic? Underpinning components? - What are the key concepts / skills / content? - What are the essential underpinning key concepts / skills / content?	
2.	**What will progress look like?**	How will students make substantial and sustained progress in this lesson, developing excellent knowledge, understanding and skills? *(Considering different starting points)* - What does progress look like in this lesson? - What are the success criteria? - What is the baseline/starting point? - How will I measure progress of learners/groups of learners? - When and how might I deepen student understanding? Which critical core concept(s) will I explore and/or extend and how?	
3.	**How will I plan to make maximum use of lesson time and well-coordinated resources? (Including student response to feedback e.g. pink box/correction**	- How is subject content being built up progressively? - What is the role of every part of the lesson: the contributing factor of every stage of learning: resources, strategies, approaches - not just the task list! - Setting up the 'honey trap' - What resources will I use? The exploitable resources - knowing what the potential is to review, secure and then extend learning is from every stage of the lesson - How will students embed learning? Where are the opportunities for students to practise to embed the new K, U, S? Types of task - why? What? How? - What homework will I set and why?	
C.	Outstanding teaching		
4.	**What are the roles of questioning and AfL?**	- How will I check student understanding systematically and effectively? What do I need to check and how will I do this? - How might I need to respond? - What common misconceptions may need to be addressed?	
5.	**What intervention might I have to implement?**	- What support do I anticipate students may need in this lesson and why? - How will I identify students that need support during the lessons and why might they need it?	
D.	Cross curricular themes		
6.	**RWCM/**	How will/can I embed RWCM exceptionally well to equip pupils with the necessary skills to make progress?	
7.	**SMSC**	What opportunities are there? What opportunities can I exploit?	

Blank Plan

Class		Date		Lesson	
E. Context					
What is the context of the class and securing high expectations:					
What is the context of the lesson:					
F. Planning for Progress					
8. What is the Intended learning?					
9. What will progress look like?					
10. How will I plan to make maximum use of lesson time and well-coordinated resources? (Including student response to feedback e.g. pink box/correction					
G. Outstanding teaching					
11. What are the roles of questioning and AfL?					
12. What intervention might I have to implement?					
H. Cross-curricular Themes					
13. RWCM					
14. SMSC					