



LEARNING AND TEACHING

Learning and Teaching is the business of the whole school

Rationale

As an inclusive school we continually strive to meet the needs of all pupils.

This Learning and Teaching policy underpins the whole curriculum, both formal and informal and, along with our Mission Statement and Aims, forms the context in which all other policy statements should be read. It is written for the benefit of all members of the school community to ensure that all are aware of the fundamental principles of the school. All processes and practices (should) lead towards increasing our capacity to put the learner at the center of our work.

Policy Aims

At Cumberland School we undertake to:

- raise levels of attainment for all pupils, enabling them to achieve their personal best.
- develop confident, independent, disciplined and enquiring learners, able to make informed choices.
- foster a love of learning.
- encourage self-esteem and personal responsibility, linked to respect for the needs and feelings of others.
- facilitate considerate and positive relationships between all members of the school community.
- provide a safe and happy work place.

Ethos

The ethos and atmosphere of learning underpin the agreed aims of the school.

The schools approach to staff CPD reflects what we aspire to with our pupils. It reflects the current needs of the staff and the school and is constantly reviewed, updated and reinvigorated so that the teachers are supported and facilitated to provide the broad and balanced curriculum which develops the skills, concepts and knowledge necessary for future learning that our pupils are entitled to.

The school works extensively to support each individual learner in their academic development. We want every individual to succeed. We want the learning experience received at the school to be a strong foundation for life-long learning.

In every lesson, we aim to present new learning, which challenges each individual irrespective of their level of ability. Learners are required to develop transferrable skills, apply their learning and knowledge, as well as reflect on their progress. Cumberland aims to promote a reflective environment, where everyone, staff and pupils alike, is a learner and has the potential to grow and develop further. Pupils are encouraged to be responsible for their learning, be aware of their level of performance and have a clear knowledge of how they can improve.

The teaching at the school:

- is informed by clear, challenging and progressive objectives.
- recognises the diversity of ability within the classroom and addresses this fully, enabling success for every individual.
- promotes interactive learning, particularly through the continuous expansion of ICT present in the classroom.
- uses a variety of styles and techniques.
- encourages pupils to take responsibility for their learning.

The learning at the school:

- is respectful of individuality and is mindful of cultural difference.
- is owned by the learners who know their levels of achievement and how to progress.
- is reflective on progression and the importance of learning being for life.
- is independent and encourages personal academic development.

Roles and responsibilities**The Leadership Group:**

- accept overall responsibility for the quality of learning and teaching in Cumberland
- monitor departments' implementation of the Learning and Teaching Policy through lesson and work monitoring
- provide opportunities for staff training to take place on professional training days or during other times, based on thorough evaluation of the staff and pupils current needs

The Teacher in Charge should:

- ensure that the departments learning and teaching policy reinforces the schools fundamental principles
- seek to ensure their knowledge of curricular/ syllabus developments is current
- monitor the work of the department through performance management (PM) and support CPD needs accordingly.
- encourage sharing of practice e.g. modeling and close collaboration between colleagues especially in the implementation of new developments
- use available assessment data to identify pupil's progress and provide targeted intervention.
- use subject specific lesson monitoring feedback which is made available them at the end of the academic year in order to identify CPD priorities/support for the departmental RAP.

Teachers across the curriculum are responsible for:

- a calm and effective working environment in which each pupil can achieve his or her maximum potential
- a welcoming environment, in which courtesy, kindness and respect are fostered
- providing positive role models
- a fair and disciplined environment, in line with the school's behaviour policy
- maintaining purposeful and informative planning, record keeping and assessment documents, in line with the school's assessment policy
- providing pupils with meaningful, purposeful tasks and feedback, related to the National Curriculum programmes of study and national strategies
- valuing and celebrating pupils' success and achievements
- ensuring their professional knowledge is current and their practice is reflective

Governors' responsibility:

- It is the Governors' role to monitor and review the policy and its practice.

Parents' responsibility:

Parents are encouraged, through the Cumberland School Specialist Sports and Applied Learning College home school agreement, to support their children's learning by:

- ensuring that their child attends school regularly and arrives at school on time
- sharing with teachers any problems in school that their child is experiencing.
- supporting their child by attending parents meetings and other meetings.

- ensuring that all contact addresses and telephone numbers are up to date and correct.
- ensuring that their child arrives at school wearing the correct uniform and P.E. kit.
- informing the school of any significant matters at home which may affect their child's progress, happiness or behaviour.
- supporting extra-curricular activities and school events.
- ensuring homework is completed.

Community Role:

The community is invited to support the school by:

- contributing to activities, such as assemblies, artistic events, specialist outings and clubs.
- presenting themselves as positive role models to be emulated.
- organising activities and events throughout the year to extend and deepen pupils' knowledge and skills.

Teaching Strategies:

In order to ensure equality of access, and effective matching of tasks to needs, teachers at Cumberland strive to employ a variety of strategies:

- demonstrating high expectations
- discussion and questioning (open and closed as appropriate)
- previewing and reviewing work
- interactive teaching
- active listening
- modeling
- brainstorming
- providing opportunities for reflection by pupils
- providing opportunities for repetition/reinforcement
- providing encouragement, positive reinforcement and praise
- making judgments and responding to individual need
- intervening, as appropriate, in the learning process in order to encourage development
- praising pupils in order to build on success
- using a range of positive and appropriate communication strategies – verbal, non-verbal and body language
- paying attention to the needs of visual, auditory and kinesthetic learners
- supporting literacy needs of all pupils
- providing specific, challenging personalised learning targets
- structuring activities so pupils have the opportunity to work as individuals, in pairs, as a whole class and in teams

Teachers will use a range of strategies in any one episode of teaching.

Learning Processes:

We recognise that our pupils enter Cumberland at different stages of development. They learn in different ways and at different rates of progress. Pupils at 11 to 16 are changing, aspirational and emergent; they are adults in the making and have a range of learning needs. In the course of learning pupils develop their skills through a variety of processes. These include:

- investigation
- experimentation
- listening

- observation
- talking and discussion
- asking questions
- practical exploration and role play
- retrieving information
- imagining
- problem solving
- risk taking
- independent research
- making choices and decision-making

At Cumberland School opportunities are organised to allow pupils to access these processes, and for them to develop their own strategies to gain knowledge and skills. We see the development of key transferable learning and thinking skills as central to helping our pupils become independent lifelong learners.

Learning Styles:

We recognise that students learn in a variety of ways and have preferred learning styles, and for this reason it is necessary to ensure that planning incorporates as many styles as possible including:

- individual learning
- collaborative learning in small groups, or pairs
- one to one learning with an adult, or more able pupil
- whole class
- independent learning
- kinesthetic learning
- visual learning
- auditory learning

By the end of Year 7 pupils know their preferred learning style through the “Learning to Learn” programme delivered through Personal Development Education (PDE) though the emphasis is placed on the need to develop their aptitude in all areas if they are to become successful learners. “Learning to Learn” is delivered through PDE throughout Key Stage 3 to scaffold the development of generic learning and thinking skills.

Intervention

There are three waves of intervention currently enhancing learning and teaching for individual pupils. “Wave 1” and “Wave 2” should be evident within everyday classroom teaching (see teaching strategies above) and monitored through lesson observation and work monitoring. A number of “Wave 3” interventions are provided for pupils who are below national expectations or who do not make expected progress during the course of the academic year. Across Key Stages 3 and 4 the One to One programme supports identified pupils who are not making expected progression in Maths and English. In Key Stage 4, pupils are invited to attend study support in all subjects. TICs within those subjects target pupils to attend where appropriate.

Assessment for Learning:

The principles of AFL are embedded in our assessment and tracking procedures. This academic year we have continued to monitor and promote strategies that can be used with the classroom to promote the effective use and purpose of formative assessment. This continued emphasis will be

evident within the twilight training agenda for the next year as we believe it is intrinsic to high quality learning and teaching (see Cumberland Learning Model). It is monitored through lesson observations as it is now explicit within the Ofsted criteria which is used to evaluate lesson quality.

Use of Summative Assessment to inform learning

- Assessment of learning contributes to assessment for learning. AFL
 - helps motivate pupils
 - encourages pupils to take more responsibility for their own learning
 - actively involves pupils in setting their own targets for learning
- Summative assessment is used (tracking data) to inform learning by:
 - drawing pupils into the assessment processes
 - improving motivation and self esteem
 - enhancing the quality of target setting
 - contributing to the raising of standards
 - increasing pupils' understanding of the standards they are aiming for

Sharing Learning Intentions

- Effective learning takes place when learners understand what they are trying to achieve. This is enabled by sharing objectives with pupils, ensuring they are aware of what they are learning and why. In sharing the learning objective there is a clear focus for the teacher and the pupil to review progress in their learning within the lesson.
- Learning objectives and intended learning outcomes are the principal focus in planning and appropriate activities are established from these.

Formative Feedback (to be read in conjunction with the marking for learning policy)

- Oral feedback is the most regular and interactive form of feedback. It should focus on being constructive and informative in order to help pupils take the next steps in their learning.
- It is both direct (targeted to individuals or groups) and indirect (others listen and reflect on what has been said). At times it is spontaneous and at other times it is planned.
- In offering oral feedback, the teacher is modeling the language that pupils can use in giving feedback to their teacher and their peers.
- The learning objectives and learning outcomes should be the reference point for a teacher's written feedback.
- Effective feedback depends on pupils being clear what is expected of them. The feedback pupils receive will explain what they have done well, with reasons, and where and how they can improve.
- To be able to identify the next steps in pupils' learning we recognise how vital it is to have a secure understanding of progression in the subject in order to identify the pupils' misconceptions and challenges in the context of the subject.

Peer and Self Assessment (activating pupils as resources for themselves and each other)

Self assessment promotes independent learning and facilitates pupils to take increased responsibility for their own progress.

Peer assessment enables pupils to provide each other with valuable feedback so that they can learn from each other and support each other.

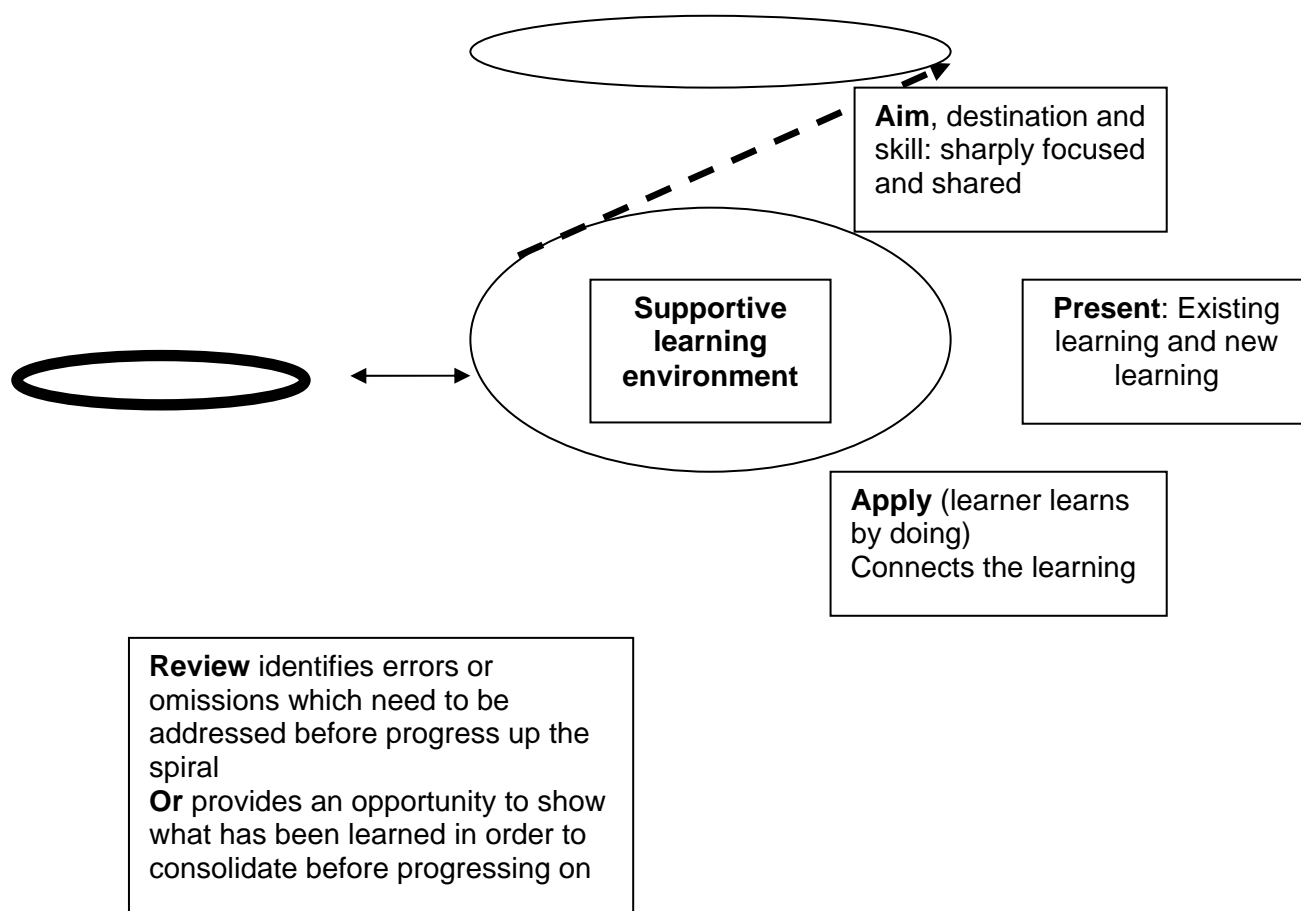
To develop peer and self assessment in the classroom, teachers:

- plan peer and self assessment opportunities in lessons
- train pupils over time to assess their own work and the work of others
- share the learning objectives and intended learning outcomes behind each task
- frequently and consistently encourage pupils' self reflection on their learning
- guide pupils to identify the next steps

The Cumberland Learning Model

The Process of Learning

(amalgamation of the learning cycle (A.Smith) the PAR model (G. Petty) and the work completed by Black and Wiliam on Formative Assessment / AFL)



The learning process is a cycle which spirals upwards. However, if the cycle is not completed, it is impossible to introduce new learning successfully. There may be more than one cycle of learning within a lesson.

The additional bold circle is to acknowledge that, for learning to happen, repetition of what has gone before does not, necessarily, make the learning make sense.

The dashed arrow indicates the connection and scaffolding required to build learning further

“Review” is to take stock of what’s been covered in a task / sequence in relation to the objective ie

a plenary/ mini plenary

Monitoring and evaluation:

Monitoring of teaching and learning at Cumberland School falls into five categories: for the purposes of raising achievement, performance management, newly qualified teacher induction, capability and teacher in charge subject duties. The aim of the policy is to improve the quality of learning and teaching and every action is taken to ensure a clear path of progression for pupils and teachers.

We are aware that we fall short of national averages when it comes to attainment. Measuring education quality and effectiveness is a profound challenge and means rigorously examining all aspects of our work.

Monitoring is a whole school issue which must be addressed in a structured way. It should be carried out by all those who have responsibility for areas of the curriculum and have an oversight of learning across the curriculum. Monitoring should praise and share good and best practice, support areas of weakness and identify ways forward. This will be done through lesson observation analysis and work monitoring. Departments and pastoral teams should make use of formative and summative findings.

The Model:

i. **Who**

The Leadership group, ASTs, TICs and YCs.

The Head teacher monitors the implementation of the learning and teaching policy and reports to the governors.

ii. **What**

Lesson observations are a key tool in the process of monitoring the quality of learning and teaching and is used to a) support CPD needs of those involved in delivering education and b) quality assure the learning that our pupils have access to.

In order to inform this process it is an expectation that all a scheduled observations will have a lesson plan submitted using the School Lesson Planning Proforma (Appendix 6). This will be collated with the Lesson Observation Feedback Forms. Pupil work of the class being observed must be available during the lesson to establish progress over time and diagnostic feedback

Our CPD programme supports the continuous development and improvement of this process. All TICs, SLG and AST who are required to complete monitoring or support induction/ Beginner Teachers/ NQTs or EPDs have a coherent approach to observing other teachers practice and offering quality feedback. All have received CPD in how to reflect how teaching episodes have impacted on learning in order to standardise the judgments made.

Informal observations are also completed as part of the coaching programme established between EPDs and NQTs in order to support the development of “best practice” during the induction period. These partnerships continue in some instances beyond the EPD time frame.

The ultimate ambition is that the culture of observation begins to have a primary focus of development of learning and teaching rather than scrutiny, in order to support teachers develop their pedagogy and consequently improve learning.

Work monitoring is another evidence base used to monitor the quality of learning and teaching. This will be completed in line with whole school and department “marking for learning” policy.

iii **When**

A regular cycle of lesson and work monitoring across departments involving all staff will take place through:

- 1) Strategically timed lesson monitoring of all year groups carried out by all members of SLG, ASTs and YCs (Appendix 1) and
- 2) Targeted series of work monitoring over the year of different teachers / teaching groups within departments carried out by TICs and SLG

APPENDIX 1

Focus: Year 7 Transition and PDE

How: All Year 7 tutor groups during PDE

Staffing Structure:

V1	V2	V3	W1	X1	X2	Y1	Y2	Y3	Z1	Z2
Be	Ge	Be	Ge	Ge	Be	Ge	Ba	Be	Ba	Ba

Timescale: By Friday 1st October 2011.

Focus: Years 8 – 11 Whole School Priorities derived from learning cycle analyses

Appropriate challenge of all pupils to ensure positive progress
 Literacy and Language for Learning (LLFL)
 Assessment for Learning (AFL)

How: 4 lessons per observer as per schedule.

Staffing Structure: Y8

	C	U	M	B	E	R	L	A	N	D
Maths	5	4	3	2	1	5	4	3	2	1
Science	1	2	5	3	4	2	1	4	3	5
	Mo	Dy	Br	Bs	Ga	Wr	He	Ra	Ky	Be

Timescale: W/B 12st March 2011.

Staffing Structure: Y9

	C	U	M	B	E	R	L	A	N	D
Maths	1	2	3	4	5	1	2	3	4	5
Science	8	9	5	6	3	7	10	4	2	1
	Mo	Ra	Br	Dy	Na	Ky	He	Km	Bs	Be

Timescale: W/B 9th January 2011.

Staffing Structure: Y10

Maths	9	8	6	7	1	2	3	4	5	Band c
Science	7	Bi	2	1	3	Band c	5	6	8	4
English	Ps	Pt	Su	Qu	Hq	Jc	Gi	Band c	Ry	Fr

Options, Rs, Pe and ICT to be agreed with Deputy Head monitoring

Br Mo Ky Ra He La Km Fr Bs Dy

Timescale: W/B 21st November 2010.

Staffing Structure: Y11

Maths	1	2	3	4	5	9	7	8	10	6
Science	4	5	Bi	1	6	2	9	3	7	8
English	Jc	Mf	Ps	Su	Hq	Af	Pt	Ry	Wb	Fr

Options, Rs, Pe and ICT to be agreed with Deputy Head monitoring

Br Mo Ky Bs Bh Fr Dy He Be Ra

Timescale: W/B 10th October 2011.

APPENDIX 2

Code of practice for in-class monitoring

- **Before the lesson – administration**

The class teacher is to be given at least three 'working' days notice of a visit. If the class teacher feels that a visit to a particular lesson may not be appropriate, it then becomes a matter for negotiation.

The purpose of the monitoring is to be made clear, eg. Year 7 focus: personal development education.

A time for verbal feedback should be agreed (time has been allocated within the directed time budget).

Find out if possible what the expectations are in this subject for this age group, for example in terms of:

- subject knowledge and skills
- core learning processes in the subject from Curriculum '08 (eg evaluation, applying skills)

- **Identify the intended learning**

- Use the lesson plan and the teacher's introduction (if present at the start) to clarify for yourself what **learning processes** the pupils will be engaged in and making progress through. If not present from the start find out from the pupils as soon as possible.
- How is this communicated to pupils?
- Are you sure that they have understood – how do you know? How can you find out?
- As the lesson progresses, assess the impact of how clear (or not) this is on what, how, how quickly and how much the pupils learn.

- **Use the observation time to gather as much evidence as possible**

- Try to be as unobtrusive as possible.
- Watch and listen to input by the teacher, other adults or from resources such as video, noting pupils' responses.
- Interact with pupils to assess what their experience of the lesson (and previous lessons) is/has been over time – ask questions, listen to conversations, get them to explain what they are doing and how this will contribute to their achieving success as learners in the activity/lesson, ascertain how they know if their work is good enough and how they find out how to improve it.
- Resist the temptation to join in with the teaching, or to support individuals or groups.
- Look at the books/work of pupils across the ability range to establish the quality and regularity of written feedback.

- **Assess (and record) the impact of the teaching on the learners**

- Note how effectively and consistently the teacher's expectations are communicated. Are they high enough? Do they reflect/support school expectations/policies? Do they match the subject expectations? Identify any inconsistencies and try to evidence why these happen, eg:

- Does the tracking data inform the learning objectives? Are the learning outcomes appropriate and challenging for all pupils?
- *Some (more able) pupils are unchallenged by the work...* Is this because of the teacher's lack of subject knowledge, or because differentiation is inadequate, or ...?
- *Pupil talk is not facilitated effectively....* Is this because the scaffolding of a speaking and listening culture is not established, or because the topic is not engaging or clear enough, or...?
- Don't feel you have to 'tell the story' of the lesson events, identify what the teacher does and what the impact is on the pupils' learning. Some examples:
 - *A linked series of paired tasks allows pupils to work independently in small groups on improving ..., this means that all are engaged in the work, they know what to do next and they learn how to identify when they are ready to add more complexity to their work.*
 - *Persistent low-level chat goes unchallenged, with the result that more and more pupils stray off-task.*
 - Use joining phrases like:
 - ... the result is ...
 - ... as a consequence ...
 - ... this leads to ...
 - ... therefore ...
 - ... so ...
 - ... is effective because ... etc

Or, divide the evidence box in two vertically and write about teacher input on the left, linking this to pupil outcome on the right, eg

Teaching	Learning
Targeted questioning is well used to recap previous work	Pupils are able to place this new learning in the context of what they already know
Explanation of ... is concise and clear	This lively group are moved on quickly to a discussion activity which engages their thinking fully
A partner task, in which one person must ... while the other ..., is successfully introduced	Pupils begin to work independently, with additional support/challenge from their teacher as appropriate

- Don't forget to look for evidence of the impact of teaching over time, for example by questioning pupils about what they have been learning, by looking at their books, by gleaning what you can from established routines or clearly followed procedures and the extent to which these support good or better learning.
- **Compare your writing (evidence) with the criteria**
 - Firstly, be clear about the criteria against which you are judging what you see. Use the criteria to make judgments about the **impact** of the teaching on learning and outcomes in terms of progress in the lesson – noting any individuals or groups who can't/don't access the same progress as others.
 - On balance, what judgment does your **evidence** lead you to in terms of the criteria? **Ensure that your record of evidence reflects this judgment.**

- **At the end of the lesson**

Unless you're feeding back immediately, it is important not to reveal your intended judgment at this stage, or to mislead the person you've observed as to what the outcome might be. So:

- Leave the lesson with a smile and with thanks, arrange the feedback time if you haven't already done so
- Resist the urge to say thing like 'well done, that was excellent', 'brilliant', 'fab', 'great' etc which might be misleading.
- If you have to say something, better that its true, accurate and a bit more general like 'good to see the pupils enjoying the work so much', 'X and Y were working hard' etc.

- **Prepare the key feedback points**

Reflect on what you saw in the lesson and pull out the main points for feedback. From the **evaluative** evidence you have – in terms of teaching and its impact on learning:

- Highlight strengths in the teaching.
- Identify one or two development points.
- Be ready to give your overall judgement unequivocally, and to use the evidence you gathered to support this judgement.
- Have some advice/suggestions for development ready to offer if appropriate. Points for feedback have to arise from the evidence on the form ie if "opportunities were missed" that's a point to be discussed. **Any personal opinions/ "tips" of how to improve a colleagues teaching should be shared, if appropriate, during the verbal feedback.**

Finally, check – does it all add up? The observation – the evidence – the overall judgement – the feedback? The acid test is – could somebody prepare the feedback and give the judgement without having been present at the observation? This is the standard you should aim for – if the evidence stacks up it should be theoretically possible – though not desirable of course.

- **After the lesson or registration period:**

- The lesson monitoring pro-forma (Appendix 3(i)) or registration monitoring proforma (Appendix 4) should be completed and discussed, alongside the lesson plan, with the colleague to whose lesson it refers. Copies should be retained by both members of staff and the original, together with the lesson plan, should be logged with the Deputy Head.

- Information from the central files will be available to:
 - The members of staff involved;
 - Teacher in Charge of the curricular area;
 - Leadership Group.

Appendix 3(i)

EVIDENCE FORM

Date:	Teacher:	Support Teacher:
Class:	Subject:	Observer:
Lesson Time:	No. Present:	No. on Roll:
Context:		
Evaluation:		
Points for feedback:		
Judgment on the quality of all pupils learning and their progress		<input type="text"/>
Judgment on the quality of teaching and the use of assessment to support learning		<input type="text"/>
1 = Outstanding 4 = Inadequate		
Particular evaluations related to safety, health, enjoyment, contribution to the community, economic well-being		

Quality of pupils learning and their progress

Outstanding (1)	<p>The pupils acquire knowledge, develop understanding and learn and practise skills exceptionally well. Pupils demonstrate excellent concentration and are rarely off task, even in extended periods without direction from an adult. They have developed resilience when tackling challenging activities in a range of subjects. Their keenness and commitment to succeed in all aspects of school life and ability to grasp opportunities to extend and improve their learning are exceptional. Progress is at least good in each key stage, key subjects and for different groups and is exemplary in some.</p>
Good (2)	<p>The pupils acquire knowledge, develop understanding and learn and practise skills well. The pupils are keen to do well, apply themselves diligently in lessons and work at a good pace. They seek to produce their best work and are usually interested and enthusiastic about their learning in a range of subjects. A very large majority of groups of pupils make at least good progress and some may make outstanding progress, with nothing that is inadequate.</p>
Satisfactory (3)	<p>The extent to which pupils acquire knowledge, develop understanding and learn and practise skills is at least satisfactory. Most pupils work effectively in a range of subjects when provided with appropriate tasks and guidance but lack confidence in improving the quality of their work. They generally work steadily and occasionally show high levels of enthusiasm and interest. The pupils make the progress expected given their starting points and some, although not the majority, may make good progress. Progress is inadequate in no major respect (for example, a key stage or particular groups of pupils), and may be good in some respects.</p>
Inadequate (4)	<ul style="list-style-type: none"> ■ The extent to which pupils acquire knowledge, develop understanding and learn and practise skills is inadequate OR ■ Too many pupils fail to work effectively unless closely directed by an adult and give up easily. Pupils do not enjoy the activities provided, which is reflected in poor completion of tasks across a range of subjects OR ■ Pupils, or particular groups of pupils, make too little progress in one or more key stages.

Quality of teaching and the use of assessment

Outstanding (1)	<p>Teaching is at least good and much is outstanding, with the result that the pupils are making exceptional progress. It is highly effective in inspiring pupils and ensuring that they learn extremely well. Excellent subject knowledge is applied consistently to challenge and inspire pupils. Resources, including new technology, make a marked contribution to the quality of learning, as does the precisely targeted support provided by other adults. Teachers and other adults are acutely aware of their pupils' capabilities and of their prior learning and understanding, and plan very effectively to build on these. Marking and dialogue between teachers, other adults and pupils are consistently of a very high quality. Pupils understand in detail how to improve their work and are consistently supported in doing so. Teachers systematically and effectively check pupils' understanding throughout lessons, anticipating where they may need to intervene and doing so with striking impact on the quality of learning.</p>
Good (2)	<p>The teaching is consistently effective in ensuring that pupils are motivated and engaged. The great majority of teaching is securing good progress and learning. Teachers generally have strong subject knowledge which enthuses and challenges most pupils and contributes to their good progress. Good and imaginative use is made of resources, including new technology to enhance learning. Other adults' support is well focused and makes a significant contribution to the quality of learning. As a result of good assessment procedures, teachers and other adults plan well to meet the needs of all pupils. Pupils are provided with detailed feedback, both orally and through marking. They know how well they have done and can discuss what they need to do to sustain good progress. Teachers listen to, observe and question groups of pupils during lessons in order to reshape tasks and explanations to improve learning.</p>
Satisfactory (3)	<p>Teaching may be good in some respects and there are no endemic inadequacies. Pupils show interest in their work and are making progress that is broadly in line with their capabilities. Teachers' subject knowledge is secure. Adequate use is made of a range of resources, including new technology, to support learning. Support provided by other adults is effectively deployed. Teaching ensures that pupils are generally engaged by their work and little time is wasted. Regular and accurate assessment informs planning, which generally meets the needs of all groups of pupils. Pupils are informed about their progress and how to improve through marking and dialogue with adults. Teachers monitor pupils' work during lessons, pick up general misconceptions and adjust their plans accordingly to support learning.</p>
Inadequate (4)	<ul style="list-style-type: none"> ■ Expectations are inappropriate. Too many lessons are barely satisfactory or are inadequate and teaching fails to promote the pupils' learning, progress or enjoyment. ■ Assessment takes too little account of the pupils' prior learning or their understanding of tasks and is not used effectively to help them improve.

inadequate	satisfactory	good	outstanding
weaknesses in the planning	work steadily	motivated....engaged...enthusiastic	exceptional
not modified well in response to learners needs	consistent	builds well on	extremely well
little	adapted to suit the learners	develops confidently	remarkable
much time is wasted	pupils' understanding is developed	skills are positively used	not a moment is wasted
easily side-tracked	subject skills are applied appropriately	activities move swiftly/ brisk pace	questioning used very skilfully to build confidence
lack focus	draws on pupils previous knowledge of	sharp awareness of pupil strengths and weaknesses	draws advanced thinking from pupils
opportunities are missed to inform teaching / redirect learning	sound subject knowledge	very good discussion ensues	inspires
not enough challenge for some pupils	expectations are clear	high quality	enjoyment of learning is palpable
off-task behaviour results	reasonable progress being made by all	...are drawn in with great skill	creates real and focussed engagement
poor motivation/ engagement	appropriate tasks set	better than the expected ...	atmosphere in which achievement flourishes
inappropriate tasks set	a range of resources are used appropriately	adapts very creatively	highly ...
little independent work	regular formative assessment	responds well to changing circumstances	expertly ...
unsuitable	pupils rely	challenge	...with absolute precision ...
insufficient challenge	intermittently....occasionally	encourage	facilitates with flair
		pupils take responsibility for...	"a rare and beautiful thing"

APPENDIX 4: CUMBERLAND SCHOOL – REGISTRATION OBSERVATION FORM

Date:	Form Tutor:	Support Teacher:
Class:	No. on Roll:	Observer:
CATEGORIES FOR ASSESSMENT	COMMENTS	
Beginning of Registration	<ul style="list-style-type: none"> Communicated to pupils at the beginning of Registration. Evidence that they understand and respect a routine at the beginning. 	
Entering the classroom/orderly manner		
Coats off/bags on floor/gum in bin		
Uniform checked/equipment checked		
Silence during register being taken		
A sense of calm, ready for the learning of the day		
Effective use of time	<ul style="list-style-type: none"> Encourages pupils to think carefully about the day ahead. 	
Evidence of continuity and routine		
Evidence of a planned activity		
Evidence of a School/Year Council activities		
Tutor time is well paced		
Individual and class success acknowledged and celebrated		
Individual and class shortcomings acknowledged and acted upon		
Fair use of sanctions		
Are there opportunities for	<ul style="list-style-type: none"> Pupils fully engaged and making progress. Pupils understand what is expected of them and how they are to meet teacher expectations. 	
Collaborative learning?		
Pupils to work independently?		
Pupils to contribute to tutor time are they encouraged, expected and extended		
Evidence of the encouragement of reading?		
Record Keeping		
Referrals, detentions recorded		
Planners – well used, signed by both tutor and parent		
Evidence of home/school communications given clearly		
Monitoring of Attendance – Evidence of Action		
Monitoring of Punctuality – Evidence of Action		
Tutor Organisation And Management	<ul style="list-style-type: none"> Accessible to pupils. Pupils have a sense of pride about the tutor room. Pupils caring for the environment of the tutor room 	
Displays information board are pertinent and reflect the multi cultural make up of the tutor group		
The tutor room is left tidy, ready for the next lesson		
What is the regular weekly programme of registration activities?		
Pupils leave the tutor room in an orderly manner		

Appendix 5

Stages of support / referral

Teachers are offered the following support if they regularly deliver satisfactory episodes of teaching that are satisfactory or a lesson that is inadequate.

Support is coordinated by the NQT Induction tutor and subject mentor in the case of an NQT. EPD's would also have support co-ordinated by the EPD tutor. However, any other teacher (4+years) can self select or be recommended for a support programme.

STRUCTURE

As already stated the nature of the support/ monitoring and the rationale for whether it's necessary will depend on the individual and the circumstances.

The various support structures available to be drawn upon are:

- 1) Mentoring
- 2) Informal/ formal observations
- 3) Team teaching
- 4) Peer Coaching
- 5) Cognitive Coaching
- 6) Observation of other practioners
- 7) Specific CPD provision
- 8) External advisory/ AST support

TIME

Depending on the need of the individual one/ a combination of these, as a one off/ over a period of time may be appropriate and will evolve.

MONITORING

A follow up lesson observation will be standard practice for any episodes of inadequate teaching to ensure that the quality of learning and teaching delivered to the pupils in Cumberland School is closely monitored.

Line Managers/ TICS/ NQT induction tutor will co-ordinate and monitor the support after discussion with the teacher involved as part of performance management. AST's/ other subject teachers (where appropriate) may be asked to provide support in various guises.

Excellence In Teaching: Self-Assessment Form. Please put comments in the first column and ideas for improvement in the second.

	Comments	Development
<p>1. Goals and Purpose:</p> <ul style="list-style-type: none"> • Aims and objectives are made explicit, and are appropriate for pupils and syllabus etc. • An appropriate, <u>challenging</u> task/goal is given or negotiated in advance so pupils know what's coming. • Context: The relevance and importance of the topic is stressed persuasively. Links are made to related learning. • Resources are at hand. • Relevant prior learning is recalled & checked before use. • Timekeeping: Teacher arrives and finishes on time and expects their pupils to do the same. 		
<p>2. Planning:</p> <ul style="list-style-type: none"> • Active learning: The lesson requires pupils to apply and develop the learning described in the objectives. • An effective plan: Well paced, varied, active, interesting, challenging and logically structured. • Individual needs are met: Pupils who have a particular need are accommodated. • Methods are appropriate to pupils, objectives and context. • Key skills are integrated and developed. 		
<p>3. Content and Presentation:</p> <ul style="list-style-type: none"> • Content and instructions are explained clearly at the correct pace, level, breadth, depth, length and in a logical order. • Presentation is lively and interesting. • Subject knowledge of the teacher is sound. • Voice is clear and easily heard. • Understanding is checked e.g. by question and answer. 		
<p>4. Atmosphere and Relationships:</p> <ul style="list-style-type: none"> • Atmosphere is positive, enthusiastic, purposeful and warm. • Inclusivity: Efforts are made to value and include all learners. • Rapport: Efforts are made to achieve mutual respect. • Pupil – pupil relationships are good or developed. • Dignity: Learners are treated with respect and dignity, especially when they don't deserve it. 		

<p>5. The pupil experience:</p> <ul style="list-style-type: none"> • Interest: Pupil's interest is engaged and sustained. • Participation: All pupils take part and keep on task. • Activity: Pupils develop and apply knowledge and skills, some of the tasks for any given topic require real thought, are challenging, are 'open' and are relevant. • Check & Correct: Learning and work in progress is checked and corrected. Lesson reviews consolidate key points. • Praise/rewards for effort, progress, completion of tasks etc. are frequent. Criticism is constructive and positive. • Weaker pupils are supported and rewarded for effort and the completion of ordinary learning tasks. • Able pupils are challenged but supported if necessary. • Autonomy: Pupils take enough responsibility for their own learning. There is evidence of self-motivation. • Dialogue & Cooperation: Pupils have an opportunity to work in pairs or groups and to support each other. • Creativity: Pupils have an opportunity to take control, exercise initiative, and make individual responses. 		
<p>6. Resources</p> <ul style="list-style-type: none"> • Adequacy: Resources are adequate, appropriate, effective and up to date. • Handouts are clear, well designed, fit for purpose and well produced. Extensive writing of notes unnecessary. • A variety of media and methods are used. • Safety of the equipment and its use are ensured. • Accommodation is appropriate and well managed. • Room layout is appropriate and effective. 		
<p>7. Achievement of Objectives</p> <ul style="list-style-type: none"> • Clarity: Learning is summarized, clarified and put in context. • Achievement: Pupils demonstrate that learning has taken place and they are aware of what they achieved. 		
<p>8. Other issues, please state</p>		

APPENDIX 6

Cumberland School Lesson Planning Pro-forma

Teacher:	Date:	Class
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Class profile	Number of boys: Number of girls:	AOTT: Y / N
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G&T: SEN: EAL:

Context of group:

Prior Learning:

Learning Objectives:

Learning Outcomes:

Resources Needed	Homework Task:
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Key words/ themes /concepts:	Basic Skills and PLTS:
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NC References:	Key Questions:
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	Activity	Purpose	Timing/ PLT
Starter			
Development			
Plenary			

Differentiation Strategies Used: SEN EAL EBD G&T:

Assessment Opportunities:

Please include:

- Pupils tracking
- Additional resources/ worksheets used
- Seating plan if relevant
- Class photos (optional)

Tick/ cross/ NA

Cumberland School Lesson Planning Pro-forma (Guidance)

Teacher:	Date:	Class
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Class profile	Number of boys: Number of girls:	AOTT: Y / N <i>If there is support, ensure that the work they do is detailed within the lesson plan</i>
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G&T: <i>State G or/and T on whole school register and specify subject</i> SEN: EAL:
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Context of group: <i>brief explanation of the group to set the scene eg grouping of pupils determined by AOTT support</i>
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Prior Learning: <i>learning/skills that link to today's lesson</i>

Learning Objective(s): <i>sharply focused (more than one may be appropriate especially if particular needs of pupil(s) in the group warrant it)</i>
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Learning Outcomes: <i>measurable, linked to objective and inclusive (not task based)</i>

Resources Needed	Homework Task:
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Key words/ themes /concepts:	Basic Skills- <i>“ability to read, write and speak English and use Mathematics at a level necessary to function and progress” (definition)</i> PLTS: <i>progressive and specific ie teamwork skill used in Yr 7 might be to co-operate and then in Yr 8 develop to compromise</i>
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NC/ Syllabus References:	Key Questions: <i>examples targeted to challenge different ability levels</i>
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The table below does not mean that a “3 part lesson” should be delivered. As we know, learning is cyclical going round in a rising spiral in order to scaffold learning. In it’s simplest form – PRESENT APPLY REVIEW before building upon it.

	Activity Teaching	Purpose Impact on learning	Timing/ PLT
Introduction <i>Introduce learning so all involved know what the point of the lesson is</i>			
Development <i>Spiralling and scaffolding activities with afl opportunities/ mini plenaries built in so that any support/ redirection can be provided as appropriate.</i>			
Conclusion / Plenary <i>Progress made needs to be summated/ collated in order to identify where the learning is to go next</i>			

Differentiation Strategies Used: SEN EAL EBD G&T:
outcome, task, resource, grouping, support, questioning...

Assessment Opportunities: *oral and written feedback, mini plenaries, dialogue, questioning, tasks ...how are pupils involved in the process*

Please include:

Tick/cross/NA

- Pupils tracking
- Additional resources/ worksheets used
- Seating plan if relevant
- Class photos (optional)

APPENDIX 7

Work Monitoring

Monitoring of pupils written work should have a three tiered approach:

Departmental Monitoring:

Focus: determined by TICs as in relation to department priorities

Opportunity- Termly at department meetings

Responsibility- TIC

Middle Leaders Achievement Group:

Focus: i) discuss, improve, share and standardise good practice

ii) engage with whole school policy

iii) look at specific pupil groups ie in order to “narrow the gaps”

Opportunity: Meeting dedicated to “sharing practice to identify effective practice”

A carousel to be constructed to enable departments to

a) share and see good practice

b) carry out the process of book monitoring that LG complete with a proforma that details the expectations of the whole school policy and

***Draw together observations of practice** ie strategies used to ensure effective diagnostic and dialogic written feedback*

***Raise some questions:** How do you standardise in your dept? How do you complete work monitoring?*

Responsibility – HT, AHT CPD

Senior Leaders Achievement Group:

Focus : informed by tracking, lesson monitoring and DDP's. TIC's to be informed of the focus the week of the book monitoring.

Opportunity: 4 meetings per annum, dedicated to focus / subject

Dates: 18th October 2011, 29th November 2011, 6th February and 1st May 2012

Possible foci':

- Year 11 Eng and Maths D/C early in the year (October)
- English Yr 7,8,9 L4 focus (2 bks from each year) (February)
- Subjects to be determined/ informed by lesson monitoring, modular results/ final exam results (KS4) and KS3 lack of progress ie departments who are not “adding the value” that we expect (November +May)

Responsibility: Curriculum line managers to inform the subject tics and bring to SLG the books selected. Mo/ Br to determine target group/ pupils.

Tic's to attend, bringing their department policy with them and the books selected.

Tic (with/ without line manager as necessary) to feedback at next meeting opportunity to their department.