

LEARNING POLICY

Approved by:	William Howard School LAB
Date:	December 2021
Proposed review date:	Annually
Owner:	Deputy Headteacher (Teaching, Learning & Assessment)

The information in the table below details earlier versions of this document with a brief description of each review and how to distinguish amendments made since the previous version date (if any).

Version Number	Version Description	Date of Revision
1	Original	Oct 2015
2	Reviewed and updated to reflect changes in school practices.	October 2018
3	Reviewed and updated post Covid lockdowns	December 2021
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1. THE LEARNING ENVIRONMENT

Learning environments should always be productive and positive as an essential element within any high quality teaching and learning provision. When students are working in an engaging and purposeful manner then they will always display excellent behaviour for learning. As a Restorative institution our Behaviour for Learning procedures are underpinned by the core values of Respect, Responsibility and Resilience, in the drive to ensure that all staff and students in our care '**can be the best they can be**'. These procedures enable us to develop confident learners who arrive to lessons prepared to learn and be resilient when tasks become challenging. We also seek to develop co-operative and collaborative learners, who will support other students in maximising their learning. We believe a consistent whole school approach is important when creating and maintaining an inspiring and engaging learning environment and, to support this, we have clear, basic expectations for all.

1.1 Teaching and Learning Principles

1. Teach to the top and scaffold down
2. Mark to improve not to prove
3. Question for checking, extending and challenging
4. Plan learning for the needs of the individual
5. Model learning and assume nothing
6. Believe everything is possible
7. Make success criteria explicit

1.2 Setting the Scene for Positive Behaviour for Learning

Our classrooms are places of learning and we expect our students to take responsibility for their behaviour and their learning to ensure that the needs of all are met in order to get the best out of their learning opportunities. Classroom management is based on our positive behaviour principles of firm but fair. Consistent application of learning routines is fundamental to creating a positive climate for learning. Learning time should be maximised for every student and any learning time lost is caught up.

Expected Practices

- **Start of the Lesson** - All staff are expected to meet and greet all students at the door of their classroom where possible. Students are expected to seat promptly and prepare for learning. Instant learning tasks should be available to maximise the learning time.
- **Late Protocol** - If students are late a simple meet, greet and show to the seat routine is used to avoid conflict and ensure a sharp start to learning. The lateness will be addressed at an appropriate time preferably at the end of the lesson.
- **Questioning** - There are two ways students answer questions as part of a whole class Q&A session. The first is cold calling, where the teacher will select the student to answer the question and the second is a hands up approach. The two approaches support a positive learning environment where students are expected to actively listen and avoid calling out.
- **Appropriate Noise Level** - The 4 levels of noise can be used as a common language in every classroom and outer school environment. The levels can be used to model the appropriate noise level for all students resulting in an orderly, calm and purposeful learning environment.
- **End of the Lesson** - All classrooms are expected to finish the lesson no earlier than 2 minutes before the end of the lesson (practical lessons exempt). Students are to stand behind their chair before being dismissed in an orderly fashion. Staff are to dismiss students from the door checking uniform.

The classroom environment should aim to foster and develop the schools positive learning behaviours.

Positive Learning Behaviours

<i>Respect</i>	<i>Responsibility</i>	<i>Resilience</i>
<ul style="list-style-type: none">• Use good manners.• Actively listen and respond positively.• Value difference.	<ul style="list-style-type: none">• Self-regulate.• Attend, be on time and engage.• Create a calm and organised environment.	<ul style="list-style-type: none">• Seek help and accept support.• Have courage, encourage others.• Learn from mistakes.

Rewards

Our aim is to work with students to ensure that they are engaged members of our community. All staff will use systematic praise and rewards to ensure that students know that they are valued. Praise is most often given verbally both in the classroom and also around School. Achievement points should be used to highlight and celebrate positive learning behaviours displayed within the classroom and through students' work. Departments and Year Group Teams are encouraged to phone home to give praise directly to parents and implement specific departmental rewards for effort and achievement in many areas.

The Scallopien Challenge

Years 7, 8 and 9 are rewarded for completing the Scallopien Challenge for their specific group. A bronze badge is achieved in Year 7, a silver in Year 8 and a gold in Year 9. Each challenge is linked to the curriculum offer that students receive but ultimately we expect independent students who can self-motivate to complete it.

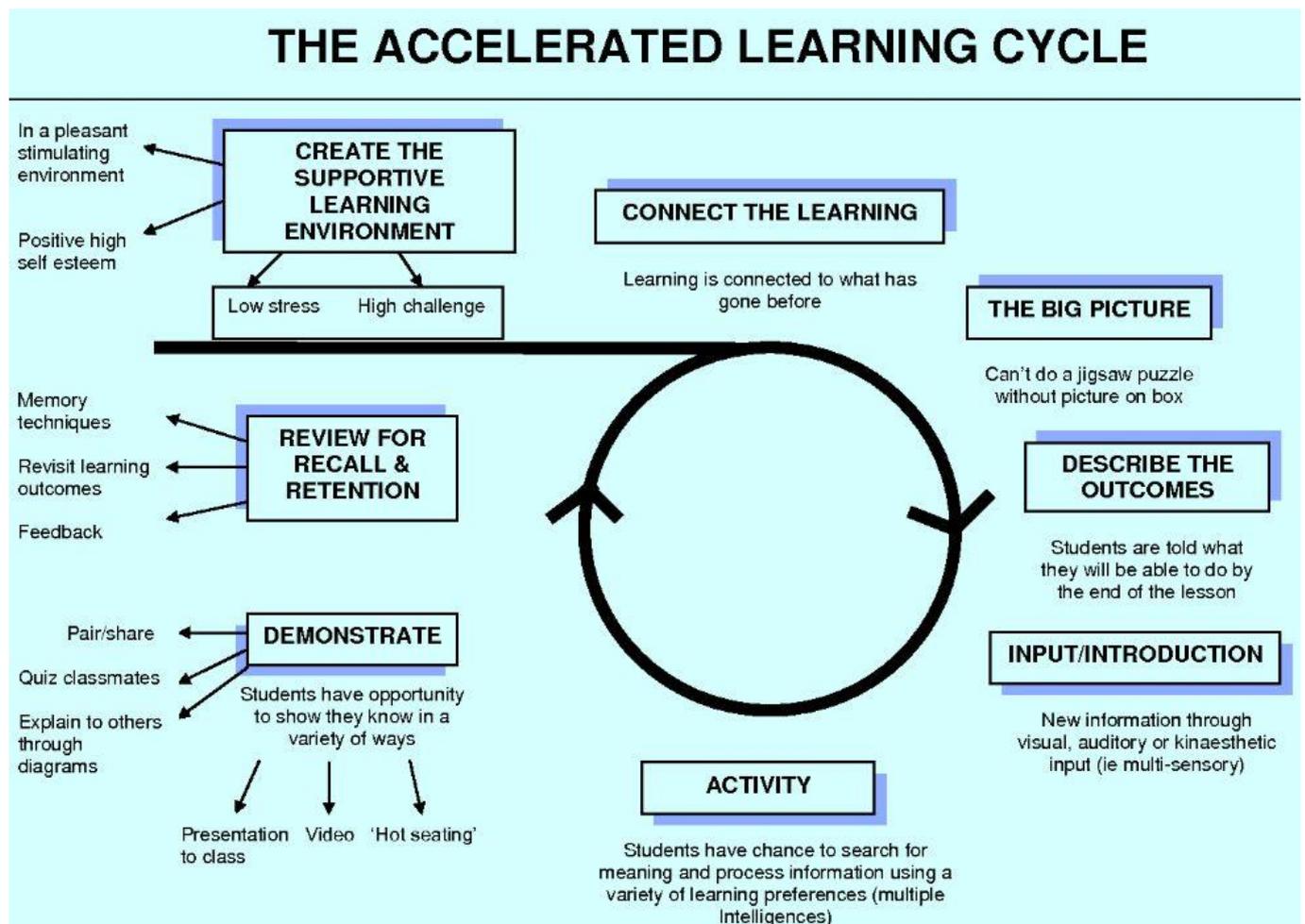
2. PEDAGOGY & PRACTICE

All staff are expected to uphold the following classroom expectations

- You **meet and greet** students at the door.
- The school's **late protocol** is followed.
- The school's **noise protocol** is followed.
- The school's **questioning protocol** is followed.
- **Success criteria are shared** with the class.
- **Progress is evident** in every lesson through clear links back to success criteria.
- **Misconceptions are addressed** in a timely manner.
- Opportunities for **development and progress** are provided.
- **Reading strategies** are employed to enable students to access texts where appropriate- including reading texts out loud as a class.
- The **level of challenge** is appropriate for the students.
- **Expectations around presentation** in books are clearly communicated.
- The school's **behaviour for learning protocols** are followed.
- **Positive behaviour strategies** are employed with all students.

2.1 The Learning Cycle

All staff are expected to use the accelerated learning cycle as the basis for their planning and delivery of high quality lessons. In every lesson there should be elements of the cycle evident in the delivery of the lesson.



2.3 Medium, Long and Short Term Planning

Curriculum areas will have medium and long terms plans in place that demonstrate a coherent and clear learning journey. Schemes of work overtly linked to the National Curriculum will be followed by all members of staff, although, how they are delivered is down to the individual teacher's judgement and expertise. All lessons are expected to demonstrate high quality planning for learning.

It is expected that the classroom teachers and curriculum areas reflect on all lessons that are taught to ensure that planning is informed effectively.

Curriculum area assessment calendars will form part of the expectation for planning.

A teacher toolkit on Firefly is available to support teaching and learning within the classroom focusing on the following key components of consistently effective teaching and learning:

- Questioning
- Positive behaviour strategies
- Connecting with writing
- Developing vocabulary
- Staff literacy guide
- The feedback cycle

This is further enhanced by weekly morning teaching and learning briefings which all teaching staff are expected to attend.

Literacy

We have a collective responsibility in supporting and encouraging students to develop their skills of reading, writing and communication.

Reading	Writing	Communication
<ul style="list-style-type: none"> Promote reading for pleasure and information. Extend students' vocabulary. 	<ul style="list-style-type: none"> Make audiences and purposes of writing clear to pupils. Highlight errors in SPAG and support students to correct those errors. Present spelling as an integral part of a subject. Provide extended writing opportunities for students within subject areas. 	<ul style="list-style-type: none"> Develop students' ability to articulate ideas through discussion and collaborative work. Support and encourage students to develop their questioning skills.

2.3 Accelerating Learning for All

In order to accelerate learning for all it is essential that all student needs are planned for. Key subgroups should be a focus to ensure that they are appropriately planned for and challenged. Key subgroups are considered to be disadvantaged, SEND and most able. Specific learning needs can be found on the linked documents section on sims. Schemes of work should clearly reference how the curriculum has been adapted for SEND needs where appropriate.

2.4 Assessment for Learning Expectations

Whole school expectations will be adhered to within every curriculum area and, curriculum areas will each have a bespoke assessment and feedback policy to ensure assessment and feedback has a positive impact on student learning. Please see department assessment and feedback proforma.

- The aim of all feedback is to facilitate student progress.
- Our expectation is feedback will be timely and tailored to maximise progress.
- We adhere to the principle of mark to improve not prove.
- Progress over time facilitated by timely feedback should be seen through students' work.

2.5 Feedback for Learning Expectations

The Feedback Cycle

- Clear success criteria made explicit to the students- what does success look like?
- Modelling what this looks like in a piece of work.
- Students complete piece of work.
- Work is assessed against the criteria (teacher/peer/self).

- Students are clear about what their achievements are in relation to the success criteria and about what they need to do to improve.
- Students demonstrate that they understand what this improvement looks like before moving on to their next piece of work/topic.

Formal Assessment and Feedback

All curriculum areas have an assessment calendar identifying key assessments and feedback points throughout the year. It will be these key assessment and feedback points where formal feedback will be given.

Formal feedback will use the following language and framework:

- **A** (Achievement) giving a strength/ grade/ mark for the work.
- **I** (Improvement) a next step target or action for improvement.

Feedback will take a number forms:

- Written Feedback Including Dialogic and Comment Based
- Verbal
- Whole Class
- Peer and Self-Assessment

Periodically elements of literacy will be marked using the following procedure:

- Identifying the literacy error with a highlighter (these may be different foci throughout the year).
- Students correct the error in a different colour pen.
- The correction is then checked for accuracy.
- If students have made many literacy errors, up to 5 will be highlighted to focus the student on the key areas of improvement.

Presentation will be of the highest standard adhering to the following expectations:

- All students should have a whole school presentation standards sticker in the front of their books/ files.
- All written work should be in blue or black pen and any redrafting work in a different colour or clearly labelled.
- Date and titled underlined with a ruler.
- Date should be written clearly eg. 11th September 2018 or 11/09/19
- All books/ folders/ work are clean and free from doodles or graffiti.
- Handwriting is of the highest quality.
- Drawings, diagrams and tables in pencil only.
- All worksheets glued in neatly.
- IT work is filed in an organised way.

Poor presentation will be addressed with further support and practice. Books are replaced when necessary.

Checking of work

Where classwork, homework and other work outside that identified on the assessment calendar has been completed, this will be periodically checked for literacy and presentation as per expectations detailed above and outlined in curriculum area policies. There will be an acknowledgment of checked work as determined by the curriculum area. Self and peer assessment will also come under the checking of work expectation.

Consistent Expectations Books

- Students' work is presented in line with the school's **presentation matters** policy.
- Books have a presentation matters **sticker and target** (Y7 n/a) on the front cover.
- **KLIs** are clearly visible in Y7 books.
- **Flightpaths** are clearly visible in Y8 and 9 books.
- There is evidence of **clear success criteria**.
- There is evidence of **timely and focused feedback** designed to **move the students' learning forwards**.
- Students **respond to feedback** to demonstrate progress.
- The school's **literacy marking policy** is applied consistently.
- There is evidence of **extended writing** appropriate to a specific subject.
- There is evidence of work to develop students' **vocabulary**.

2.6 Assessment Process

Assessment is a continuous process integral to teaching and learning. It is how teachers gain knowledge of their students' needs, achievements and abilities, enabling planning and delivery to be more effective, thereby raising attainment for every student.

Principles of assessment are:

- to raise standards and expectations of all students
- to continue to motivate students to improve
- to raise student and parent aspirations for what they can achieve
- to provide information to support progression in learning through planning at all levels
- to provide accurate information to set targets and personalised learning goals for individuals, groups and cohorts
- to actively involve students in evaluating and improving their learning
- to help students know and recognise the standards they are aiming for
- to identify students for intervention and to inform action and address misconceptions
- to inform parents and stakeholders of a student's progress
- to reflect on the effectiveness of the whole school or specific areas of the whole school

Assessment for Learning

Assessment for learning is an essential and natural part of teaching and learning; it is constantly taking place in the classroom through discussion, questioning listening and analysis of work. It is essential that teachers know how well a student has progressed and that students understand how well they are doing and what they must learn to help them improve. We must 'close the gap' through effective assessment and feedback for learning.

To achieve this, we will:

- Use well planned and timed formative and summative assessment to inform action and plan accordingly
- Ensure students are aware and understand their learning journey and can evaluate their progress and to understand the next steps they must take to make progress
- Consistently provide feedback on numeracy and literacy to support progress in these key areas
- Encourage students to evaluate their own work against clear success criteria based upon specific, key learning objectives
- Record accurate assessment so students can be tracked as they progress through the school

- Plan to give students time and support to understand how to close the gap in their learning when responding to assessment feedback and results

KS3 Assessment

The new assessment system introduced for Year 7 will phase in across KS3 over the next 2 years, therefore there is a difference in assessment systems at KS3.

Year 7

Every subject has identified 9 key learning indicators to assess progress against for every student. Specific success criteria identifies the standard expected at Year 7. Learning criteria is used to identify and close gaps in learning as well as challenge students to attain higher. Key learning indicators will be visible in all books and integrally used as part of the assessment for learning within a lesson. Formal assessment tasks will link clearly to the subsequent key learning indicators. Pre- key stage learning indicators are used for students with severe learning difficulties who are working at KS1-2 level.

Years 8 & 9

Flightpath grids are expected to be visible in all student books and integrally used as part of the assessment for learning within a lesson. Formal assessment tasks will link clearly to the subsequent flightpath learning criteria. Students are identified as foundation, intermediate and higher and learning should be pitched appropriately to achieve the expected level.

KS4 & 5 Assessment

The assessment structure at ks4 will follow the different exam board expectation for each individual course. PE and PD will be assessed on behaviour for learning only.

Formal Assessment Cycle (Summative)

Formal assessment is a systematic part of the whole school data cycle which is used to track each cohort in the school. It is through an effective assessment and tracking system that the needs of every student can be met and that the school develops a clear understanding of how to raise standards across all areas for every student.

The Assessment cycle includes:

- Baseline Assessments
- GCSE and BTEC Assessments
- A Level and Vocational Assessments
- Termly Teacher Assessment as per department assessment calendar
- Behaviour for Learning Data
- Formal Assessment Weeks

The regular reviewing of tracking data will give teachers the opportunity to revise and refine planning for the class. It is in recognising the individual abilities of students, that the school can make finely tuned adjustments for each cohort. The discipline of regularly analysing student attainment will ensure that every student has challenging and realistic learning targets set for them and that the path of reaching those targets is determined through effective classroom organisation; setting learning groups and careful planning.

To achieve this, we will:

- Follow the Assessment cycle for each course and track progress using online sims markbooks.
- Interrogate the data at every level to inform action and raise achievement.

- Report on the data at every level within the organisation.
- Work with colleagues to moderate assessments externally and internally
- Record evidence which has been quality assured to justify the judgements made
- Maintain an accurate live grade for every student based on expected outcome or standard

Summative Assessment Structure

Each year group has a different summative assessment structure determined by the curriculum and courses that students are following. Standards of Learning:

- Year 7: Working Towards / Working At / Working Beyond
- Year 8: Foundation / Intermediate / Higher
- Year 9: Foundation / Intermediate / Higher
- Year 10: 1 – 9 or equivalent
- Year 11: 1 – 9 or equivalent
- Year 12 & 13: A-E (A* @ A level) or equivalent

Formal Assessment Week Protocol

All formal assessment weeks are identified on the whole school assessment calendar. All subjects will conduct a formal assessment opportunity to **all** students across **all** year groups. It is imperative that marking deadlines are met as **all** exams will be reported home towards the end of the academic year. Where possible a results assembly will follow.

Year	Venue	T&L Focus	Results & Reporting
7	Classrooms	The exam week for Year 7 will be used to rehearse the key exam skills. It is envisaged that the period leading up to the exam will be used to teach revision and preparation for examinations.	All department areas will provide a result in line with the current Year 7 assessment framework.
8	Classrooms	The exam week for Year 8 will be used to rehearse the key exam skills. It is envisaged that the period leading up to the exam will be used to teach the revision and preparation for examinations.	All department areas will provide a result in line with the current Year 8 assessment framework
9	Exam Hall	The exam week for Year 9 will be used to give the students an experience of examinations and learn the protocols, strategies and revision techniques needed to perform effectively.	All department areas will provide a result in line with current assessment practice.
10	Exam Hall (exam timetable given)	The exam week for Year 10 will be used as mock exams to reinforce exam protocol. The focus will be on preparing for linear exams. The results will be used to inform intervention for Year 11.	All department areas will provide a result that will equate to the 1 - 9 or vocational grading.
11	Exam Hall (exam timetable given)	Mock exams are used to reinforce exam protocol and as a real life practice for the terminal exams. The results will be used to inform intervention for the remainder of Year 11.	All department areas will provide a result in line with the assessment system

12 & 13	Performance Hall and LT (exam timetable given)	The exam week for Year 12 and 13 will be used as mock exams to reinforce exam protocol. The focus will be on preparing for linear exams. The results will be used to inform further intervention.	All department areas will provide a result that will be posted home and discussed with each student.
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3. OPERATIONAL PRACTICE

3.1 Monitoring and Tracking Progress Over Time

Regular progress checks are an essential part of the learning cycle for both teachers and students. It is expected that every member of staff has a tracking document in the form of an electronic markbook on SIMs for every class that they teach. The tracking document will identify immediately current student achievement and underachievement as well as maintain a live grade. The document will also be used to identify current intervention strategies and next steps for students that are underachieving. All curriculum areas are responsible for ensuring that tracking documents can be accessed centrally by appropriate stakeholders and staff within the subsequent curriculum area.

3.2 Reporting

High quality written reports are an essential insight into student progress for parents and carers. It is therefore imperative that every report consistently follows the expected reporting protocol detailed below:

- All reports are personalised to the individual student and use positive and aspirant language,
- Spelling, punctuation and grammar are accurate and correct.
- Live progress and BFL grades will be pulled from electronic markbooks for reporting purposes and therefore must be maintained accurately.
- A different reporting expectation is in place for each key stage.

Key Stage 3

- For the data and target report two areas of strength and two actions for improvement will be identified for each student.
- For the Year 7 terminal report all 9 key learning indicators will be reported.
- A curriculum overview will accompany the report to provide parents with additional information about what students have been learning.

Key Stage 4 & 5

- In the report body the strengths of student progress are identified and characteristics of their learning behaviours
- Information regarding what the students are currently learning and what they will be progressing to in the near future is also included
- The final section of the report must identify at least two next step targets that will support student progress further and be pertinent to the individual student

In the event of long term absence, the Curriculum Leader must ensure that the same reporting protocol is followed using the teacher markbook to identify current student progress.

3.3 The Whole School Data Cycle

Whole school data collections follow the same cycle for every year group within the school, to ensure that underachievement is addressed and achievement is celebrated. It is very much a team approach in ensuring that students are supported and held accountable for their own learning and progress. All data will be available on SISRA and all staff will have access to this. It is the classroom teachers' responsibility to use the data effectively to inform action and improve outcomes for their students. SLT, DOLs and CLs will determine causes of underachievement within their areas and action for improvement.

To ensure that data can be used immediately to inform action, it is imperative that all staff meet the specified deadlines within the assessment calendar.

Progress review meetings will be scheduled periodically throughout the year to account for and improve progress.

Year group RAMs are held to support the progress and wellbeing of all students weekly.

3.4 Cover Lesson Protocol

Short Term Cover

In the event of a lesson cover due to illness or other unforeseen circumstances, Curriculum Leaders will ensure that appropriate work is supplied that is purposeful and follows on from the previous lesson. This may be delegated to any UPS 3 or any other TLR holder in the curriculum area. The quality of cover work will be monitored by SLT daily drop ins.

At the start of the cover lesson the Curriculum Leader (or appropriate colleague) will speak to the class and reinforce the classroom expectations. At the end of the lesson Curriculum Leaders will re-visit the lesson to gain an update from the cover member of staff about class progress. Again this may be delegated to any UPS 3 or other TLR holders within the curriculum area. SLT will drop into cover lessons where possible.

Long Term Absence Cover

In the event of a member of staff being absent, it is the Curriculum Leader's responsibility, with support, to minimise the impact on all students. To minimise impact, it is expected that classes will be rotated at times to ensure students are taught by specialist teachers, in the event that a supply member of staff is not a specialist in that specific area.

The Curriculum Leader is responsible for monitoring the progress of the impacted classes and intervening accordingly. Parents will be notified where appropriate of any long term absence and informed of subsequent strategies.

Long term cover teachers will be expected to mark and feedback on work as per whole school expectation. Reports and assessments will also be completed as per expectation.

Setting Appropriate Cover Work

Cover work should be easily accessible for students so that the cover supervisor can get them on task from the moment students walk into the classroom and keep them focused throughout the lesson. The whole school cover lesson proforma is to be used to outline the plan and instructions for all planned cover.

Tasks should link to the learning of the previous lesson and be purposeful.

- Set a straightforward task to begin the lesson- this settles students and enables the lesson to begin sharply.

- Clear instructions as to where to find resources should be provided.
- The sequence of tasks should be provided so that it is easy for the member of staff covering the lesson to follow.
- Set tasks which students can access independently/ with the help of the person next to them.
- Set enough work to keep students working all lesson.
- Work for students should be either on worksheets or from textbooks if possible.
- Provide seating plans and any other brief helpful notes- eg SEN information.

NB: The Cover Supervisor's role is to supervise, not to teach.

3.5 Educational Experience Outside the Classroom

All staff strive to ensure that quality first lessons are at the heart of everything that happens across the school. The whole school planning process is built on the premise that teachers will be in front of students as much as possible. Every request is considered based on the impact on the teaching and learning. This process is essential in ensuring a broad and balanced curricular and extra-curricular programme for every student.

Where a member of staff knows they have an absence due to extra-curricular commitments their planning should reflect this as appropriate. Learning must be coherent and pre- planned in advance so students are aware of expectations and have a coherent learning experience.

3.6 Setting and Pathways for Learning

When students move sets, or half year group a letter is generated and sent home to inform parents/carers from the curriculum area.

Each year group has been split into X and Y and is roughly equal in ability profile.

Year 7

Students requiring greater literacy and numeracy intervention alongside a more guided transition will follow the transition curriculum. Students will be set as follows:

Art	Broadly set on entry
Languages	Broadly set on entry
Science	Broadly set on entry
RE	Broadly set on entry
Maths	Broadly set on entry and reviewed at Christmas
English	Broadly set on entry and reviewed at Christmas
History	Broadly set on entry
PE	Broadly set on entry
Geography	Broadly set on entry
PD	Broadly set on entry
Drama	Broadly set on entry
Music	Broadly set on entry
ICT	Broadly set on entry
DT	Broadly set on entry

Years 8 & 9

Students requiring greater literacy and numeracy intervention alongside a more guided transition will follow the transition curriculum.

Students will be set for English, Maths, History, Geography, Science and PE. All other subjects are taught in mixed ability groups. Languages are broadly set. Group/set lists are determined by individual curriculum areas.

Years 10 & 11

Students are set for English, Maths, PE and Science. Option subjects are set if there are more than one class in the option column as determined by each curriculum area.

Years 12 & 13

A Sixth Form transition interview process is undertaken by all students to ensure that appropriate courses are chosen and studied.

4. TEACHING & LEARNING DEVELOPMENT

4.1 Teaching and Learning Development Profile

Every member of teaching staff is expected to complete a teaching and learning development profile at the start of the academic year. The process entails 2 classroom observations and a feedback discussion session. Areas of strength and areas for development are identified and will become the focus for developing practice and pedagogy throughout the year. Profiles are to be completed before the end of the first academic term following the appraisal process.

During the summer term a classroom visit followed by a feedback session is undertaken to determine and support progress in the areas identified or it may be deemed appropriate to identify further areas for development. The leadership team will complete all teaching and learning profile 2 visits.

4.2 Continued Professional Development

Our CPD programme seeks to develop our staff holistically, including classroom practice and individual development based on career aspirations and evidential research. The core offer provides staff with a firm base from which to develop their CPD aspirations whilst focusing on the central tenets of consistently effective teaching and learning as detailed below.

The programme involves SLT learning walks, book looks, coaching, evidence based individual research project, teach meets, Summer drive, cross trust CPD and JPD. All staff will be expected to complete self- reflection sheets on the coaching session to be placed in their appraisal folder.

Additionally, the CET Leadership development programme provides staff with the opportunity to participate in both Trust pre requisite NPQ courses and in accredited NPQ courses thereafter in the following areas:

- NPQ in Senior Leadership (SL)
- NPQ in leading behaviour and culture (LBC)
- NPQ in leading teaching (LT)
- NPQ in leading teacher development (LTD)

The school supports staff to embrace these career development opportunities through mentoring individuals and establishing strategic planning groups. We currently have 12 members of staff enrolled on these courses.

It is every member of staff's responsibility to ensure they continue to develop and refine practice to lead to the best possible outcomes for our students.

Early Career Teachers

The CPD of ECTs is shaped by both the ECF programme and whole school CPD. The framework is in place and operating efficiently within the whole school CPD model,

The Early Career Framework (ECF) is a national framework which underpins an entitlement to a fully-funded, two-year package of structured training and support for early career teachers linked to the best available research evidence.

The ECF is designed to build on the knowledge acquired by teachers during initial teacher training, developing expertise in five core areas: behaviour management, pedagogy, curriculum, assessment and professional behaviours.

These areas are broken down into 'Learn that...' and 'Learn how to...' statements, to ensure that early career teachers (ECTs) develop knowledge of both effective classroom strategies *and* the thinking behind them.

They receive 40 hours mentoring in Year one and 20 hours mentoring in Year two based on the instructional coaching model.

4.3 New Staff Induction and Development

Rationale

Our new staff induction programme seeks to set out the practices and ethos that pervade our Trust, school and departments. We aim to ensure that our new staff are enabled through clarity of systems and practices and also that they are fully cognisant of the ethos of care and support which underpins the school and the Trust.

New staff induction day sessions (takes place in July)

- Introduction to key members of staff
- Health and Safety
- Safeguarding
- Information giving- induction documents and logins/e mails/timetables/VLE/school calendar/staff badges/ cashless catering system.
- Teaching and Learning—expected practices and ethos
- Assessment- expected practices- school and Trust ethos
- Positive Behaviour practices- school and Trust ethos
- Mental health
- Department development time

Core sessions on INSET day (takes place in September)

- Teaching and learning expected practices
- Restorative practices
- Literacy and reading ages
- Growing the positives
- Conversations with parents
- Safeguarding- Level 1
- Introduction to the pastoral role
- Student participation
- SIMS- the basics

Additional drop in sessions are available as the need is diagnosed - this year we have scheduled the following:

- Positive behaviour
- SIMS - setting homework
- Operational management
- Assessment
- Reporting

4.4 Monitoring T&L - SLT & ML Accountability and for Development

Every member of staff is accountable for the students they work with, every ML for the students whose learning takes place in their area, every member of SLT for their linked areas' outcomes.

Accountability for teaching and learning is at every level. Termly self-evaluation by line managers, both as a part of the Appraisal systems as well as the Teaching and Learning Profiles, are cross referenced with SLT whole school foci. Each focus is set dependent on whole school improvement priorities.

Monitoring is carried out through learning walks, both at LT and ML levels, as set out in the whole school staff expectations (see above). These are recorded via monitoring meetings between ML and LT member. The subject visits programme is also used to monitor developments and will generate specific action plans that will form part of the CAP's. The subject visits reports are then used to inform staff, ML, LT, LAB and Trust board of areas of strength and development. Regular Achievement and Teaching and Learning reports are presented to LAB and the Trust board, who will challenge and ask questions of the school leaders, relating to subject areas and subgroup performance. It is beholden upon each and every member of the school and trust to challenge any aspect of T&L that is not delivering the best outcomes for students. This should be dealt with in a supportive but challenging manner to enable all involved to better attain their potential.

5. TECHNOLOGY & LEARNING

The school has a separate remote learning policy in the event of a partial and full school closure.

5.1 Use of the VLE

Firefly is the school's central storage system. Daily information and whole school information can be found on the VLE. Departments use the areas as they see fit to support T&L.

5.2 Use of Mobile Phones (BYOD) in the Classroom

The school actively encourages students to bring their own devices. The use of devices in the classroom are permitted only when it is an integral part of the learning and planned accordingly. The school's Online-safety policy is followed by both staff and students and it is the classroom teachers' responsibility to ensure responsible safe use within the classroom.

6. LEARNING OUTSIDE OF THE CLASSROOM

6.1 Homework

- Whole school homework expectations exist for all Key Stage 3 classes. Homework is used to extend, consolidate or initiate learning.

- All homework will be set electronically using SIMs and written in the student planner.
- At Ks3 the core subjects of English, Maths and Science are expected to set homework every week. All other subjects are expected to set homework bi- weekly.
- Curriculum areas are responsible for setting regular homework at KS4 and KS5 as and when they feel it is appropriate to the learner's need.
- All homework will be checked as part of the feedback cycle and valued leading to consistently good home learning habits across the school.
- Homework will be monitored regularly by SLT and CL's.

7. EXPECTATIONS

7.1 Shared Consistent Expectations

Consistent application of our school expectations is fundamental to creating a positive and productive learning environment. **Expectations for all are underpinned by the teachers' standards.**

Classroom Environment Expectations:

- Relevant and current displays celebrate or aid high quality learning.
- Classrooms are tidy and organised with work and/ or resources stored appropriately.
- Everyone will demonstrate respect for other classroom users by ensuring that rooms are kept free of housewares and personal items and desks are clutter free.
- Classroom equipment is accessible for all and in good working order.

Expectations of the Leadership Team:

- Conduct frequent Learning Walks focusing on the central tenets of consistently effective teaching and learning. Strengths, development areas and actions fed back to MLs and individuals.
- Undertake regular book looks focusing on the progress demonstrated by students as evidenced in their work.
- Drop into cover lessons to support consistency of learning as appropriate.
- Conduct a fortnightly Monitoring Meeting with ML to review ATL and progress of students, teaching and learning within the department in relation to whole school expectations and foci, staffing, monitoring of expected practices, operational decisions and departmental SQM projects. Notes recorded and appropriate support provided where necessary.
- Ensure all staff attend all meetings as directed.
- Regularly evaluate consistently effective teaching and learning from a student perspective - student voice, progress data, work scrutiny.
- Hold staff and students to account when they are not meeting the school's expectations - no one is exempt.

Expectations of Middle Leaders:

- Regular departmental monitoring focusing on the central tenets of consistently effective teaching and learning. Strengths, development areas and actions fed back to individuals within the department.
- Regular inter department book looks focusing on the progress demonstrated by students as evidenced in their work.
- Attend fortnightly monitoring meeting with SLT.
- Monitor that whole school feedback for learning and assessment expectations are followed .
- Ensure departmental staff uphold expectations for consistently effective teaching and learning- provide support where necessary.
- Ensure that staff are following the school's expected practices- provide support where necessary.
- Scrutinise the central data system to ensure that progress is being made in line with expectation, intervening appropriately to support student progress.
- Ensure all team data and reporting information is entered on time and is accurate.
- Provide appropriate cover work when colleagues are absent within the department and ensure, wherever possible, that the lesson is started by a member of the department to establish a positive learning atmosphere.

Expectations for all Staff:

- Meet and greet every lesson - students enter and exit the room in an orderly manner.
- Apply the school's expected practices- including lates, questioning and noise.
- Follow whole school feedback for learning and assessment expectations including literacy marking.
- Employ reading strategies to enable students to access texts - including reading texts out loud as a class.
- Clearly communicate expectations around presentation in books to students.
- Follow the school's behaviour for learning protocols.
- Employ positive behaviour strategies with all students.
- Challenge any inappropriateness of behaviour around the school and in social time.
- Use the school awards system.
- Regularly record data and reporting information on the electronic mark book for each class to track progress and accurately maintain live grades.
- Always model high standards of behaviour; adhere to the staff dress code and wear ID badge at all times.
- Attend weekly briefings and directed time sessions.
- Be punctual to all lessons, meetings and duties.

Expectations for Parents:

These expectations form part of the Home-School Agreement.

- Support all the policies and strategies that the school uses to keep a positive working atmosphere;
- Encourage my child to be positive about all aspects of school, including homework and the many other opportunities offered;

- Ensure that my child attends school consistently and punctually, providing school with a note to cover any absence; recognising the incurrance of a fine for term time holidays.
- Ensure that my child wears full school uniform, takes pride in their appearance and brings the correct equipment for each day.
- Respond promptly to school requests for information.
- Inform the school of any concerns about my child's education, attend meetings at school to discuss progress, learn about the work of the school and regularly update school of any factors which may affect my child's performance or participation.
- Encourage and support my child to take part in extra-curricular activities.
- Help to keep the school grounds and surrounding roads safe by being aware of the speed limits around and on the school site, including any parking restrictions.