

Learning and Teaching Policy

Heathcote School and Science College



Approved by the Governing Board:	Autumn 2023
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To be reviewed:	Every 2 Years
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Next review due:	Autumn 2025
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Other Documentation

This Policy should be read in reference with the following documents:

- Behaviour Policy
- SEND Policy
- Appraisal Policy
- Disciplinary Policy
- Remote Learning Policy

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Aims

The Learning and Teaching policy is the most important of all our policies. It reflects the importance we place on learning, teaching and assessment. This policy is founded on the commitment of our staff to Continuing Professional Development.

It is the job of every teacher at Heathcote School to enable high-quality learning so that every pupil can be successful, make progress and achieve. Consistency of experience is essential. We are a team and consistency makes us greater than the sum of all our parts.

Our priority as a collective is to ensure lessons provide stretch and challenge, and promote independent learning.

“Success is neither magical nor mysterious. Success is the natural consequence of consistently applying the basic fundamentals.”

Jim Rohn

“There is no single defining action, no grand program, no one killer innovation, no solitary lucky break, no miracle moment. Rather, the process resembled relentlessly pushing a giant heavy flywheel in one direction, turn upon turn, building momentum until the point of breakthrough and beyond!”

Jim Collins

SIP Aims 2023-2024

- To implement a curriculum offer that gives a range of opportunities and experiences to all pupils.
- To ensure that curriculums are ambitious and challenging to empower all pupils to achieve their potential at all key stages
- To deliver high quality teaching in every classroom, every day
- To develop and grow our teaching team so that they are highly effective in narrowing all gaps and ensuring the highest attainable outcomes
- All staff to improve outcomes for all pupils especially HAPs, SEND and KS4, KS5
- To improve literacy and numeracy levels for all pupil
- To ensure data, assessment and feedback is accurate, purposeful and diagnostic to support teachers and pupils leading to narrowing gaps.

Our Learning Ethos

“There is only one twenty first century skill. And that is the ability to act intelligently when you are faced with a situation for which you have not specifically prepared.”

Seymour Pappert

We want our pupils to be inspired, to have interests, values and learning habits for life .At Heathcote School everyone is expected to make exceptional progress through the learning opportunities afforded to them and the stimulating environments in which they learn.

Heathcote is a learning community. All staff develop their skills and strategies through engagement with our CPD programme and through their own independent research. Pupils develop powerful knowledge alongside a personal, social, moral and cultural understanding.

Learning is cherished at Heathcote. A culture of curiosity is cultivated by passionate and engaging staff. Pupils are encouraged to develop lively and enquiring minds which are capable of independent thought. This capacity for independent thought is matched by a respect for the views of others and a willingness to change our opinions when appropriate. This combination of knowledge and skills means that pupils develop an appreciation for knowledge across the curriculum, empowers pupils to take responsibility for themselves and their actions, and prepares them to act intelligently when they are faced with a situation for which they have not specifically prepared (Seymour Pappert).

Inclusion underpins everything that is written in this document. Our motto means all pupils take a 'can do attitude' to everything they do. Our pupils are *encouraged* and *challenged* so that they *succeed*.

Encourage:

Pupils have a dynamic, purposeful and inventive approach and outlook when it comes to learning challenges. They can look beyond the probable and see the possible. They are willing and encouraged to take calculated risks. They are prepared to be flexible, to negotiate and to exhibit leadership skills that bring out the best in others. They are driven by a vision of excellence and a spirit of creative enterprise.

Challenge:

Pupils think creatively and positively about their learning; they have a 'can do' attitude. They actively involve themselves and others in seeking out and shaping new meaning and possibilities; they are innovators and participators, prepared to experiment and keen to discover. All are continually challenged to engage enthusiastically in lessons and in the life of the School, in a spirit of endeavor which leads them to realise their goals and solve problems.

Succeed:

Pupils demonstrate the skills of self-confidence, resourcefulness, reciprocity and resilience in tackling learning challenges and are able to overcome obstacles. They value learning as a life-long goal and approach new opportunities through systematic planning, creative thinking and self-reflection. They have a determination to excel by having the highest standards of work, behavior, attendance and punctuality. All have the opportunity to succeed.

The Quality of Education Policy sets out clear expectations and entitlements. There should be on-going debate in our departments about learning and how the policy can be best implemented. All teachers are leaders of learning in this school and this Policy should be used to guide our work.

Heathcote Learning Pillars

It is the aim of every teacher at Heathcote School to deliver high quality teaching in every classroom, every day. The ethos behind this policy is that Heathcote operates a culture where everyone needs to improve. This is NOT because we are not good enough, but because we can all be even better.

Consistency of experience is essential, pupils will have equal chances of success in their outcomes regardless of background, teacher or department. We are a team and consistency makes us greater than the sum of our parts. All teaching staff follow the Learning Pillars; a set of values and practices that are consistently applied and are at the core of everything we do within the School.

Heathcote Pillars are built on Rosenshine's Principles as can be seen below:

Understanding First	Building Independence	Reviewing for Retention
#2 Present new material using small steps #4 Provide models #8 Provide scaffold for difficult tasks	#5 Guide Pupil practice #7 Obtain a high success rate #9 Independent practice	#1 Daily review #3 Ask Questions #6 Check for understanding #10 Weekly and Monthly review

Heathcote Expectations

The way in which teachers manage the classroom will have a significant effect on pupils' learning and behaviour. Pupils learn, develop and progress in a structured and stimulating environment. Teachers should avoid sitting working on laptops during lessons, working on e-mail or performing other administrative tasks unless this is related to the lesson.

Our Heathcote Lesson SOPS clarify our expectations:

<p>At the start of lesson and throughout:</p> <ul style="list-style-type: none"> ● One foot in, one foot out at the start of the lesson greeting students, challenging uniform and monitoring corridor behaviour ● Short recall task (c.5 mins) to begin lesson (historically 'do now' but now 'what do I know') ● Use of seating plans (or grouping plans for practical lessons) ● Fertile Questions with scaffolding ● Tier 2 / Tier 3 vocabulary explicit to students 	
<p>Within every lesson:</p> <ul style="list-style-type: none"> ● Consistent and fair implementation of the behaviour policy e.g. first warning ● Acknowledge and celebrate pupil progress / challenge poor effort ● Use of countdowns to aid transitions ● Teacher circulating during lesson live marking and offering feedback ● If short chunks of work are dictated or copied work, label CN in the margin ● Range of questioning techniques to be deployed with hands-up questioning used rarely 	<p>Regularly:</p> <ul style="list-style-type: none"> ● Plan for and unpack misconceptions ● Present new material in small steps ● Provide models ● Scaffold difficult tasks ● Green pen to be used for self or peer assessment ● Pink pen for teacher marking ● Opportunities for high-quality independent work ● Provide opportunities for pupil practice – independent and guided ● Daily, weekly and monthly review built into lessons and units of work
<p>At the end of the lesson:</p> <ul style="list-style-type: none"> ● Review learning: Use purple pen to capture progress ● Room tidy before dismissal ● One foot in, one foot out at the start of the lesson challenging uniform, monitoring behaviour and enforcing one-way system 	

Attendance, Entrances and Exits:

Attendance and orderly conduct are essential for learning.

- pupils are welcomed at the door and have 90 seconds to be education ready (equipment and minds etc)
- an electronic register should be taken for every lesson. In the event of computer problems, a paper register should be sent to the front office as soon as possible
- if a pupil is absent from your lesson having attended the previous lesson, action should be taken to verify that truancy has not occurred as soon as possible
- pupils should enter and leave the classroom in an orderly way at the instruction of the teacher
- ensure that pupils maintain appropriate standards of uniform and behaviour throughout the school

- teachers should dismiss pupils in time for their next lesson
- the seating of pupils is very important and should be at the direction of the teacher. Strategic seating can challenge underachievement and promote learning. Teachers should have a seating plan for every class and this should be continually reviewed and assessed and should be available for cover staff to make use of.
- lessons should last the full duration and pupils should not be dismissed early
- teachers should ensure that classrooms are left clean and tidy. If furniture is moved, it should be returned to its original position. Graffiti and other damage will not be tolerated and should be reported to the Department Leader immediately and appropriate sanctions used
- teachers are responsible for managing stimulating displays which should be changed regularly. Displays can be maintained by support staff or pupils.

Know Your Class

- In depth knowledge of all pupils enables effective adaptive teaching
- Staff will all have a forensic knowledge of their class which can be seen through the seating plan and the Know Your Class sheet.

Adaptive Teaching

The Heathcote lesson structure facilitates adaptive teaching through a planned capture of baseline knowledge at the start of a lesson / sequence of learning and opportunities to show progress using the purple pen. It is an expectation that teachers will adapt the learning in the moment and also through their planning.

Adaptive teaching can and should take many forms including but not limited to:

- Flexibly grouping / seating pupils
- Making effective use of additional adults e.g. Teaching Assistants
- Effective questioning
- Scaffolding / Modelling to support learners
- Responding to pupil progress by adapting tasks, changing the lesson structure or designing new tasks to close gaps
- Reviewing or adapting the curriculum map if pupils find the work too easy / too difficult
- Providing opportunities for pupils to engage in wider reading, research and further independent study

Adaptive Teaching is important for all pupils, however, it is particularly important as a means to support our more vulnerable pupils. Teaching and learning at our school will take the backgrounds, needs and abilities of all pupils into account. We will adapt learning to cater to the needs of all of our pupils, including:

- Pupils with special educational needs and disabilities (SEND)
- Pupils with English as an additional language (EAL)
- Disadvantaged pupils
- HAPs

Roles and Responsibilities:

Teachers

Teachers at our school will:

- Follow the expectations for teaching and professional conduct as set out in the [Teachers' Standards](#)

- Follow the programmes of learning outlined by heads of department and adapt them for their classes
- Contribute to the development of the department curriculum e.g. writing schemes of work; adapting lessons; sharing resources
- Actively engage with CPD (pedagogy and subject knowledge)
- Actively engage parents/carers in their child's learning through communication on Arbor, telephone calls or emails, and contributing to newsletters. This includes using Google Classroom to clearly communicate the purpose of home learning
- Update parents/carers on pupils' progress termly by providing information for the school report
- talk to pupils about their learning in order to establish reasons for any underachievement. Targets are usually discussed and should be reviewed.
- Recognise progress
- Deploy the behavior policy using positive points and negative sanctions where appropriate
- set regular, short-term, achievable and meaningful targets and learning goals
- always seek to improve their practice including engaging constructively with observation feedback and other quality assurance activities

Support staff

Support staff at our school will:

- Know pupils well and differentiate support to meet their individual learning needs
- Support teaching and learning with flexibility and resourcefulness
- Use agreed assessment for learning strategies
- Use effective marking and feedback as required
- Engage in providing inspiring lessons and learning opportunities
- Feedback observations of pupils to teachers
- Ask questions to make sure they've understood expectations for learning
- Identify and use resources to support learning
- Have high expectations and celebrate achievement
- Demonstrate and model themselves as learners

Heads of Department

Heads of Department at our school will:

- Help to create well-sequenced, broad and balanced curriculum plans that build knowledge and skills
- Sequence lessons in a way that allows pupils to make good progress from their starting points
- Use their budget effectively to resource their subject, providing teachers with necessary resources for learning
- Drive improvement in their subject/phase, working with teachers to identify any challenges
- Timetable their subject to allocate time for pupils to:
 - Achieve breadth and depth
 - Fully understand the topic
 - Demonstrate excellence
- Moderate progress across their subject/phase by, for example, systematically reviewing progress against a range of evidence and reviewing qualitative and quantitative performance data

- Improve on weaknesses identified in their monitoring activities
- Create and share clear intentions for their subject/phase
- Encourage teachers to share ideas, resources and good practice

Senior leaders

Senior leaders at our school will:

- Have a clear and ambitious vision for providing high-quality, inclusive education to all
- Celebrate achievement and have high expectations for everyone
- Hold staff and pupils to account for their teaching and learning
- Plan and evaluate strategies to secure high-quality teaching and learning across the school
- Manage resources to support high-quality teaching and learning
- Provide support and guidance to other staff through coaching and mentoring
- Input and monitor the impact of continuing professional development (CPD) opportunities to improve staff's practice and subject knowledge
- Promote team working at all levels, for example by buddying teachers up to support one another where appropriate
- Address underachievement and intervene promptly

Pupils

Pupils at our school will:

- Take responsibility for their own learning, and support the learning of others
- Meet expectations for good behaviour for learning at all times, respecting the rights of others to learn
- Attend all lessons on time and be ready to learn, with any necessary equipment for the lesson
- Be curious, ambitious, engaged and confident learners
- Know their targets and how to improve
- Put maximum effort and focus into their work
- Complete home learning activities as required

Parents and carers

Parents and carers of pupils at our school will:

- Value learning
- Encourage their child as a learner
- Make sure their child is ready and able to learn every day
- Support good attendance
- Participate in discussions about their child's progress and attainment
- Communicate with the school to share information promptly
- Provide resources as required to support learning
- Encourage their child to take responsibility for their own learning
- Support and give importance to home learning

Governors

Governors at our school will:

- Monitor that resources and funding are allocated effectively to support the school's approach to teaching and learning
- Monitor the impact of teaching and learning strategies on pupils' progress and attainment
- Monitor the effectiveness of this policy and hold the headteacher to account for its implementation
- Make sure other school policies promote high-quality teaching, and that these are being implemented

Purpose of Assessment

Effective assessment is integral to good teaching and learning. We only carry out assessment activities if they will promote learning. Assessment may be used in a variety of ways and for a variety of purposes.

It may be:

- Formative: recording what has been achieved, what needs to be done next and setting realistic, achievable learning goals that will enable pupils to reach their target grades;
- Summative: recording a pupil's overall achievement such as in Challenge Week and other exam weeks;
- Diagnostic: identifying a learner's strengths and area for development whilst giving appropriate guidance and support;
- Evaluative: providing information that will help to evaluate the effectiveness of the curriculum and the success of teaching strategies;
- Informative: providing information for reports which help to inform parents/carers of overall progress within a subject
- Motivational: ensuring that pupils understand how they will be successful and recognising their progress when they are successful

Our policy is informed by the Assessment for Learning framework developed by Black, Williams et al, 2002. We only carry out assessment activities if they will promote learning.

"Assessment for learning is any assessment for which the first priority in its design and practice is to serve the purpose of promoting pupils' learning. It thus differs from assessment designed primarily to serve the purposes of accountability, or of ranking, or of certifying competence. An assessment activity can help learning if it provides information to be used as feedback, by teachers, and by their pupils, in assessing themselves and each other, to modify the teaching and learning activities in which they are engaged.

Such assessment becomes 'formative assessment' when the evidence is actually used to adapt the teaching work to meet learning needs."

(Black, Wiliam, et al, 2002)

Our teachers therefore:

- Clarify, understand and share learning intentions and goals (in 2023 at Heathcote, this is often through the fertile question)
- Engineer effective classroom discussions, tasks and activities that elicit evidence of learning (in 2023 at Heathcote, this will often be evidenced in purple pen);
- Provide feedback that moves learners forward (in 2023 at Heathcote, this will typically be live marking in a lesson or more formal feedback in pink pen);
- Activate pupils as learning resources for one another including providing opportunities for collaborative learning and structuring peer-assessment activities (in 2023 at Heathcote, this will be evidenced by pupils using green pen);
- Activate pupils as owners of their own learning i.e. self-assessment (in 2023 at Heathcote, this will be evidenced by pupils using green pen)

Our Expectations of Assessment

Assessment provides key information about a pupil's progress. It is essential that this information is shared with the pupil, partly through written and verbal feedback, and partly through a formal reporting procedure. Teachers are responsible for ensuring that pupils act upon the feedback given and that they use this information to enhance their learning. This happens through a variety of means based on each department-preferred method, however, all abide by the key principles of marking and the marking policy. Parents also play an important part in this process and they are encouraged to enter into a dialogue with their child and the teacher when appropriate.

Assessment data is used to track the progress of all pupils and is essential in the identification of potential underachievement and the implementation of appropriate interventions. This data is used to measure the performance of the School and consequently creates a mechanism of accountability for all stakeholders. All teachers must use data on a regular basis to monitor the outcomes of their teaching and to ensure all pupils progress to their full potential.

- Assessment is demanded by everyone
- Assessment should inform teaching, learning and progress
- Assessment should be accurate, reliable, manageable and useful
- Assessment has to give understandable information to everyone
- Assessment has to help set achievable targets for future improvement
- Assessment has to give accurate information about strengths and areas for development
- Assessment has to compare achievement and progress against prior attainment

Our Expectations of Marking and Feedback

At Heathcote we insist every pupil has the opportunity to achieve their potential. The most immediate way we can provide improvement strategies is through live marking. The Learning Pillars are about continually reviewing and checking for understanding.

At Heathcote we are not stipulating a house style or chosen method for the marking or feedback mechanism. However, teacher marking should be clearly visible as teachers write in **PINK**. Pupils respond to marking or self/peer assess in **green**.

After a challenge week assessment, there should be one piece of formal marking attributed to a challenge week assessment and a substantial reflection activity. Departments have the autonomy to choose their preferred method for feedback. The spirit of SITS can be applied if staff prefer to use a familiar mechanism.

Teachers may choose to use Google Classroom to provide feedback and marking. Feedback can be varied and may include self-marking tasks, short comments, the use of marking tools such as Mote or more traditional typed comments.

Whatever the preferred method of feedback, at its heart, is the development and progress of all pupils. If marking and feedback has no impact, it has no purpose.

Presentation of Written Work

Presentation is not an end in itself, but well-presented and organized work facilitates effective revision and demonstrates that pupils are proud of their learning. Teachers at Heathcote will therefore ensure that pupil work is well-presented.

- Teachers should ensure that work is organized so that pupils can retrieve information when

necessary or revise effectively.

- Teachers should encourage pupils to take pride in their work and therefore books and folders should never be defaced.
- When completing ICT based work, presentation remains very important and should be carefully checked.

Homework

Home learning, or homework, will support pupils to make the link between what they have learnt in school and the wider world. It's most effective when done in a supportive, secure environment, with focused time set aside. Home learning will be reasonable in challenge and length, and its purpose will be clearly outlined alongside each task.

Many homework tasks will be accessible online. If pupils do not have access to a device at home, the library is open before and after-school to enable pupils to access online learning. Most other homework will require no additional equipment beyond what would normally be required for school e.g. pens; pencils; rulers.

It is the expectation that departments set homework according to the homework policy. We recognize that different subjects have different needs and therefore subjects are given considerable autonomy in terms of task.

Common expectations for all homework are:

- Homework should be accessible by pupils – typically this will be through Google Classroom although some subjects set homework exclusively via other sites e.g. Sparx Maths
- Homework should contribute to the overall learning of pupils
- Homework should be set according to the school timetable
- Pupils should be praised for homework completion and sanctioned as appropriate

Monitoring the Policy (Our Quality Assurance Procedures)

We will monitor teaching and learning in our school to make sure that all of our pupils make the best possible progress from their starting points. All staff will therefore participate in quality assurance activities as part of the Quality Assurance Cycle to support performance management and professional development.

A key part of our Quality Assurance Cycle are the 3 Lesson Observation Windows. Please see the Lesson Observation Flow Chart below to help you to understand how this process works at Heathcote.

The department reflection process starts in September when department leaders meet and openly discuss the areas of strength and the areas to develop with their line managers and senior leaders. These are known as Department Reflection meetings. These identified areas to develop should form part of the departments improvement plan (DIP) and any of their teams teaching appraisal target(s).

All leaders will monitor and evaluate the impact of teaching on pupils' learning through a centrally planned cycle of MER activities (Monitor; Evaluate; Review). The MER cycle involves:

- Department Reflections
- Conducting learning walks
- Observations of lessons (for each member of staff, there will be 3 observations a year)
- Reviewing marking and feedback
- Meetings to review pupil data e.g. Department Reflections; RAPs
- Gathering input from the school council
- Book looks

- Monitoring of KYC sheets and other Heathcote systems

It is the fundamental belief that MER activities are designed to develop and support staff and therefore, where appropriate, feedback from MER activities should always look to enhance performance by sharing good practice and celebrating. MER activities are not identified to individuals but instead focus on themes, year groups, departments or lines of enquiry.

MER activities whether led by HODs, HOYs, SLT or the SEND Team do not have individual names recorded. If individual concerns are noted, this will be communicated to Department Leaders (or line manager) who will address concerns.

At any point in either a lesson observation or MER activity, if a lesson or teacher is felt to contravene health and safety or safeguarding practice then our policy states that they can be placed on relevant support plans or intervention based on need. Please see the Phased Support diagram below for further details.

Continual Professional Development Opportunities (CPD)

CPD is an integral mechanism for ensuring staff are enabled to deliver on outcomes. The performance appraisal and quality assurance (MER) systems are designed to provide intelligence to identify CPD needs. At Heathcote we are committed to ensuring we have an open-door culture and that learning comes first from within.

If external CPD is required, staff must provide 15 working days' notice by completing a CPD request form submitted to the deputy headteacher for QoE. This must indicate how the purpose of the CPD links to the school improvement plan.

Review:

This policy will be reviewed every year by Deputy Head, Krista Mitchell. At every review, the policy will be shared with the full governing board.

Diagrams and Appendices:

Lesson Observation at Heathcote

Phased Support at Heathcote

Sample Teacher Support Plan

The Lesson Observation Process at Heathcote

The Heathcote Learning and Teaching culture is a culture of continuous improvement. We commit to improving NOT because we are not good enough but because we can all be even better.

At the start of the academic year, the school identifies 3 observation windows for teaching staff. Each member of teaching staff will be observed once in each window. Pupil-facing support staff will be **formally** observed once a year.

The Learning and Teaching Team, working in conjunction with the Headteacher, identifies leaders to observe each member of staff. This could be a subject specialist but it won't always be as the characteristics of good teaching are identifiable across subjects and phases. We aim for Heads of Department to observe all teachers in their team over the course of an academic year.

The teacher receives a minimum of 5 days notice before their observation. The teacher is not expected to prepare a special lesson plan, but they should ensure that their observer **has a copy of the seating plan, their KYC sheet, the curriculum map and a copy of the lesson PowerPoint.**

The observer will visit the lesson for a minimum of 20 minutes and will stay for up to an hour. In this time, they will observe teaching, talk to pupils and look at the books / work completed over the term.

During or following the observation, the observer will record the following:

- Whether a teacher standard has been **met / met**. Not all parts of the teacher standards need to be or can be evidenced in each lesson.
- Areas of good practice

Within 48 hours of the observation, the teacher and the observer will meet to discuss the observation. This discussion will follow a coaching model. The meeting should follow this structure:

- The teacher should come to the lesson having reflected on the lesson. The teacher should be able to identify their own strengths and areas for development.
- The conversation should focus on each Teacher Standard individually discussing both Strengths and Areas for Development.
- The observer may ask further questions to clarify aspects of the lesson or the pupils' experience. Prior to this conversation, the observer may triangulate their findings by looking at Learning Walk Data / consulting MER tracking / checking book looks.
- The teacher and the observer will agree at least one priority area for development taking into account the observation and the discussion

What if there is cause for concern / Teacher Standards were not easily evidenced:

Typically, a second observation would be arranged or **alternative monitoring may be put in place e.g. a series of learning walks**. This may be conducted by the same standardized observer working alone (if the teacher's own evaluation suggested that standards had not been met on this occasion). Alternatively, if the observer and the teacher differ in terms of their evaluation of the lesson, there should be a joint observation.

Typically, if the second observation still has cause for concern or there are concerns with multiple Teacher Standards, we move to a phased model of support as outlined in the CPD Support Plan diagram.

In exceptional circumstances e.g. significant health and safety / safeguarding concerns, HR or an intensive support programme may be put in place at this stage. This is rare.

Phases of Structured Support for Teachers

Phase 1: Individual CPD Plan (typically led within department)

When: If observations / MER cycles suggested that a teacher is not meeting a sufficient number of Teacher Standards (including TS 8).

Duration: Approx 4–6 Weeks

Leadership & Review: Led by Department Lead and reviewed during Line Management with SLT input

Phase 2: Additional Structured CPD Support Plan (typically led by SLT or a senior member of the team)

When: If a Phase 1 CPD plan had insufficient impact OR if an Observation / Learning Walk highlighted significant Health and Safety / Safeguarding issues

Duration: 6-10 Weeks

Leadership & Review: Led by SLT and reviewed by Headteacher

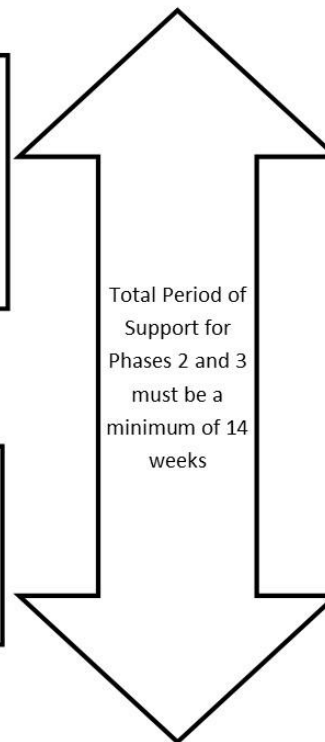
Phase 3: Cause for Concern Plan (typically led by Deputy Headteacher)

When: If Phase 2 Support Plan had insufficient impact

Duration: 4-6 Weeks

Leadership & Review: Led by Deputy Headteacher and reviewed by Headteacher

If there have been no improvements in the performance of the member of staff after Phase 3, capability procedures will be required to commence.



Notes of clarification:

Informal Support:

Heathcote operates a coaching model so it is likely that a teacher will have benefited from considerable informal / personalised input prior to the commencement of structured support. This may involve: targeted CPD; informal mentoring; buddying; sharing good practice.


Personalisation:

This diagram lays out a typical phased support plan for teachers. We are committed to the long-term retention and development of teachers and, as such, we will always take account of an individual's wider context. We are also aware that teachers are individuals and that phased support plans need to address the individual issues facing a particular member of staff. We will therefore always tailor the Plan and the Lead to the individual / team concerned. Nonetheless, our commitment to the highest standards for pupils remains undiluted.

Notes regarding TS8:

If there are concerns regarding TS8 and the impact is primarily noticed outside the department, it is more likely that the lead will be a member of the school possibly working outside the department. We may also allocate a buddy with a particular strength in this area.

Sample Teacher Support Programme

 <p>Heathcote School Quality of Education Support Programme</p>	<p>(As per Quality of Education Policy, Phase 2/3) Individual CPD plan is reviewed at reflection meeting 2 and if it has been deemed to have not had impact then:</p> <p>Phase 2 Additional CPD Support Plan is developed and led by SLT link to the department. Phase 2 Approx 6-10 weeks Any staff also requiring Phase 1 can be addressed at dept reflection 2.</p> <p>Additional Structured Support Plan is reviewed at reflection meeting 3 and it has been deemed to have not had impact then:</p> <p>Phase 3 Cause for Concern plan is implemented through Deputy Headteacher. Phase 3 = 4 weeks Any staff also requiring Phase 1/2 can be addressed at dept reflection 2.</p>
<p>Name Department</p>	<p>Deputy Headteacher sign</p> <p>Date</p>

Personalised support programme:

Timeli ne	Dat e	Action	Led by	Success Criteria/Impact
Week 1		<ul style="list-style-type: none"> • Meeting with HOD and Deputy Head in charge of TLA to discuss and outline programme • Departmental mentor/coach assigned – • 1:1 with HOD. Analysis of previous observation and diagnosis to identify areas to develop • Cross check the above with Appraisal targets and criteria • Planning a good lesson session with BAT 	BAT	<ul style="list-style-type: none"> • Responsive to protocol and School target to ensure all teachers are meeting expectations of challenge and inspiring lessons. • Coach to support and guide teacher through the programme Teachers' Standards are clarified and actions to address/meet these agreed <ul style="list-style-type: none"> ▪ <u>Main focus on TS 7 –</u> <u>Manage behaviour effectively to ensure a good and safe learning</u> <ul style="list-style-type: none"> i) <i>have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy</i> ii) <i>have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly</i>

Week 2		<ul style="list-style-type: none"> ● 1:1 Securing 'secure' session ● Coaching session 1 (to be arranged by coach and coachee) ● Typicality progress check 1 with HOD ensuring progress of all cohorts of pupils (typicality is books, marking, quality of work, feedback and progress data) 	BAT	<ul style="list-style-type: none"> ▪ Back to basic teacher toolkit for implementing secure lessons ▪ Coaching designed to provide teacher with a platform to discuss issues and unpick where things need to be developed and how they will develop them consistently and effectively and impact is being seen ▪ Evidence of XXX meeting and impact of Teachers' Standards ▪ Evidence of XX observing AN other teacher and implementing learning in lessons
Week 3		<ul style="list-style-type: none"> ● Marking session with mentor/coach ● Coaching session 2 (with coach to observe a chosen lesson by the coachee) ● Typicality progress check 2 with HOD (typicality is books, marking, quality of work, 		<ul style="list-style-type: none"> ▪ Ongoing coaching support ▪ Behavioural techniques discussed and modelled. XXX implements in the classroom with positive impact on learning & progress; reduced incidents ▪ HOD to do a learning walk to see good practice, different ideas can be discussed and developed for subject in the planning session.