

Teaching and Learning Policy

Heathcote School and Science College



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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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Introduction

Aims

The Teaching and learning policy reflects the importance we place on learning, teaching and assessment. This policy is founded on the commitment of our staff to Continued Professional Learning.

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 pupil experience is essential. We are a team and consistency makes us greater than the sum of all our parts.

Monitoring and developing the quality of our staff is essential to this. Our school leaders need to evaluate standards of learning and teaching to ensure standards of professional practice are established and maintained.

Information gathered through monitoring and development work will be used for multiple purposes, supporting teacher development, identifying areas of strength, school self-evaluation and school improvement strategies.

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

Heathcote School is committed to ensuring that all monitoring and developmental work is supportive, fair and transparent.

“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 2024-2025

Our leaders:

Aim 3. Learning evaluations

- A. Establish a robust Quality Assurance (QA) process to regularly assess the effectiveness of the curriculum, and teaching focusing on progression and knowledge retention.
- B. Curriculum reviews focus on a range of assessments and if these are “fit for use” assessment methods generate meaningful data.

Our Curriculum:

Aim 1. Curriculum design and coherence

- A. Develop a challenging and well sequenced curriculum map that aligns with national curriculum and exam specifications.
- B. Ensure there is curriculum breadth and that SOL are adapted/ relevant to the diverse needs of our pupils and equips them for life especially the Heathcote disadvantaged.
- C. Curriculum sequencing enables pupils to know more, do more and remember more, supported by well-planned homework

D. Monitor that all staff know their classes and are adapting SoL accordingly in line with pupils IEPs and OAP

E. Departments design and select assessments which test long-term retention and acquisition of knowledge

F. Refine curriculum pathways so that all pupils finish exam and coursework content with sufficient time for revision, marking and moderation

Aim 2. Enhancement of core skills

A. Integrate literacy, numeracy, and oracy through explicit teaching across all subjects

D. All lessons to Embed the Tier 2&3 language and Fertile questions in lessons

E. Embed and explicit teach exam command words into the SOL

Aim 3. Broad and Balanced Opportunities

B. Ensure all pupils have access to uptake enrichment, trips and events and participation is monitored and targeted

C. Offer a wide range of curriculum activities, career learning opportunities that enrich academic achievement and embed learning.

Our Classrooms:

Aim 1. Teaching Excellence

A. Standardise and embed the components of a Heathcote lesson and SOPS to improve consistency

B. Ensure all lessons are well-resourced with a variety of materials, textbooks, and technology to support effective teaching and learning.

C. Embed a variety of effective teaching styles and learning activities to engage pupils and ensure we have active learners.

D. Discover and trial innovative technology and digital tools to enhance teaching, reduce workload and engage pupils.

E. SoL are explicit about prior knowledge and teachers actively reteach content if necessary

KYC sheets evidence how you are meeting the needs of the pupils in your classes

Aim 2. High Quality Assessment / AFL (assessment for learning) Techniques

A. Implement a variety of assessments for learning techniques to check for understanding and misconceptions each lesson.

B. Embed an effective range of assessments into schemes to provide meaningful data to gauge pupil understanding, progress and create opportunities for feedback to pupils

C. Use assessment data to adapt teaching strategies and meet individual learning needs effectively.

D. Ensure that assessments cover objectives/ knowledge and reflect all skills required across key stages

E. Use data to target misconceptions and equip pupils with ways to improve.

Our Conduct and Community:

Aim 1. Behaviour Standards

A. Foster pupil success and acknowledge brilliance and achievements in every aspects of their lives

B. Encourage pupils to strive for their goals and develop resilience whilst embracing challenges.

C. Create a culture of high aspirations for staff and pupils.

D. Clearly articulate and consistently enforce school-wide behaviour policies to keep pupils and staff safe.

E. Embed the values of ready, respectful, responsible by rewarding, recognising and holding pupils to account.

F. Enable staff to be proactive in effective behaviour management techniques to maintain a calm and safe learning environment and understand how to make reasonable adjustments.

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 content of this 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
<p>#2 Present new material using small steps</p> <p>#4 Provide models (use of visualisers)</p> <p>#8 Provide scaffold for difficult tasks (check with SEND first/ sentence starters)</p>	<p>#5 Guide Pupil practice (I do / we do / you do)</p> <p>#7 Obtain a high success rate</p> <p>#9 Independent practice (Fertile questions responses)</p>	<p>#1 Daily review/recap/recall (WDIK/ Tier 2&3)</p> <p>#3 Ask Questions (open/closed, class or direct) (cold calling)</p> <p>#6 Check for understanding (show me boards/ think pair share and cold calling/ Live marking)</p> <p>#10 Weekly and Monthly review/assessment/recall (WDIK, Fertile questions and Tier 2&3)</p>

What should lessons look like at Heathcote?

The way in which teachers manage the classroom will have a significant impact on pupils' learning and behaviour. Pupils learn, develop and progress in a structured and stimulating environments.

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.

Teachers are expected to move around the room to ensure high standards of behaviour and work as well as to support pupils in completing tasks.

Our Heathcote Lesson SOPS (Standard Operating Procedures) clarify our expectations,

<p>At the start of the lesson:</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 ● WDIK (what do I know) task ready for pupils on entry. ● Teachers Know Their Class (SEND, key underachieving pupils / groups and impactful Strand 1 interventions) ● Pupils able to engage immediately and independently with a WDIK task focused on core knowledge for the lesson (no more than 5 mins) ● Lesson aims clear to pupils e.g. displayed on board / discussion and referred to throughout the lesson. ● Complete the register promptly including marking pupils late / highlighting truancy ● Fertile question clear to pupils ● HW made explicit to pupils 	
<p>Within every lesson:</p> <ul style="list-style-type: none"> ● Celebrate success: praise publicly and challenge privately ● Consistent and fair implementation of the behaviour policy e.g. first warning; second warning ● Teacher selects resources and activities which challenge, engage and motivate pupils ● Teacher adapts lessons to suit individual pupil and group needs including suitable use of praise and sanctions (use IEP/Pupil profiles) ● Use of countdowns to aid transitions ● Purposeful and explicit teaching of core skills (oracy; numeracy; literacy) ● Opportunities for pupils to develop their understanding of and deploy Tier 2 / Tier 3 language ● Teacher circulating during lesson to encourage, monitor, support and offer feedback (live marking) ● Teacher deploys a range of strategies to check for understanding during the lesson and adapts lesson appropriately e.g. unpacking misconceptions; reframing explanation 	<p>Over time:</p> <ul style="list-style-type: none"> ● <i>Present new material in small steps</i> ● <i>Provide models - example answers, live modelling using visualizer, re-drafting as a class.</i> ● <i>Scaffold difficult tasks</i> ● <i>Green pen to be used for self or peer assessment</i> ● <i>Pink pen for teacher marking</i> ● <i>Response to FQ (fertile question) clearly signalled by FQ in margin - pupil use of purple pen is encouraged</i> ● <i>Opportunities for high-quality independent work</i> ● <i>Provide opportunities for pupil practice – independent and guided</i> ● <i>Daily, weekly and monthly review built into lessons and units of work</i> ● <i>If short chunks of work are dictated or copied work, label CN in the margin</i> ● <i>TAs skilfully deployed</i> ● <i>Some lessons consider wider issues e.g. PD (personal development) / SMSC (spiritual, moral, social and cultural issues) / Careers</i>
<p>At the end of the lesson:</p> <ul style="list-style-type: none"> ● Review learning: Use purple pen / boxed writing/ FQ (<i>fertile question</i>) to capture progress; response to fertile question ● Room tidy before dismissal ● Restoration reminders from the lesson given ● Orderly dismissal e.g. stood behind chairs; dismissed row by row; correct uniform before dismissal ● One foot in, one foot out at the end of the lesson challenging uniform, monitoring behaviour and enforcing one-way system 	

Behaviour for learning and **Safeguarding** are paramount aspects of what we do. These are areas monitored and quality assured within lessons to ensure learning is the key focus of the classroom and that classrooms are safe and well managed.

Key Learning and Teaching focuses for the academic year:

The Key focuses for the 2024/25 academic year are the following:

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 reflection and adaptation/improvement of work. It is an expectation that teachers will adapt the learning in the moment and also through their planning. At Heathcote we aim to plan to the highest level and scaffold down to ensure access for all pupils.

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

- Flexibly grouping / seating pupils
- Check in with SEND learners first to see if they understand and adapt the task if needed.
- 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
- Higher Attaining Pupils
- Looked After Children

Planning for engagement

Engagement must be high in order for pupils to learn. Attendance only is not enough. Teachers are expected to make learning engaging and plan content, approaches and use of resources to engage and motivate pupils.

e.g.

- Use of AI / technology
- Range of resources to aid learning - e.g. maps, news articles, relevant/current topics, cross curricular links.
- Use of data/statistics for pupils to engage/interact with.
- Use of teaching approaches such as debate, learning discussions, quizzes, presenting to the class, group work, individual independent work or project based work.

Assessment for Learning (AFL) and Assessment of Learning (AOL)

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.

Assessment of Learning (AOL) - occurs at the **end of a period of learning**, e.g. a task, a lesson or a unit of work.

Assessment for Learning (AFL) - occurs throughout the teaching and learning process, e.g. use of whiteboards, cold calling and questioning, feedback (teacher and peer)

Assessment can 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 or end of unit assessment.
- **Diagnostic:** identifying a learner's strengths and area for development whilst giving appropriate guidance and support; live marking of work to provide feedback a pupil can use to improve their work.
- **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 - current grades or the outcome of a test/assessment.
- **Motivational:** ensuring that pupils understand how they will be successful and recognising their progress when they are successful - praise and celebrating successes.

Our teachers therefore;

- Clarify, understand and share learning intentions and goals (at Heathcote, this is often through the fertile question)
- Engineer effective classroom discussions, tasks and activities that elicit evidence of learning (at Heathcote, this will often be evidenced in purple pen following learning in the lesson);
- Provide feedback that moves learners forward (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 (at Heathcote, this will be evidenced by pupils using green pen);
- Activate pupils as owners of their own learning i.e. self-assessment, engaging with the fertile question and improving/progressing their answer following a period of learning (at Heathcote, this will be evidenced by pupils using purple pen)

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 schemes 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 (continued professional development) (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 and other subject specific online platforms 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 - within a piece of work (improvements following feedback) within an assessment (improved grade in a challenge week) and share these successes with the pupil / other staff / their peers and or their parents/carers. Through us or achievement points, verbal praise, positive emails/telephone calls or awards in assemblies.
- 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 (IEP (individual education plan)/EHCP (education and health care plan)/other needs specific to the individual)
- 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. Through MER (monitoring, evaluation and review) and QA (quality assurance) activities such as book looks, moderation, reflection from department reviews, pupil and staff voice and learning walks within their departments.
- 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 following our schools behaviour/learning/teaching systems and processes.
- Plan and evaluate strategies to secure high-quality teaching and learning across the school including department reviews / learning walks/ ECS walks/ pupil, parent and staff voice. Followed by providing actions and relevant CPD to support staff with progression and improvement.
- 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
- Address practice that contradicts our safeguarding and behaviour practices to ensure a safe and calm learning environment within classrooms and the school.

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, evaluate and assess that resources and funding are allocated effectively to support the school's approach to teaching and learning
- Monitor, evaluate and assess the school's process for quality assurance with regards to learning and teaching. Including the review of outcome data from these processes.
- Monitor, evaluate and assess the appropriateness and impact of CPD - as driven by the outcomes of quality assurance for learning and teaching.
- Monitor the effectiveness of this policy and hold the headteacher and their teams to account for its implementation
- Make sure other school policies promote high-quality teaching, and that these are being implemented

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**. Fertile questions should be worked on by pupils using **purple** or FQ

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.

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 marking tool 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 organised 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 organised so that pupils can retrieve information when necessary or revise effectively.
 - WDIK tasks at the start of the lesson
 - Fertile Questions and pupils attempts before and after learning.
- 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. The use of AI is monitored by the school with regards to producing work, homework and coursework.
- Homework should also be presented to the best of the pupil's ability to ensure this quality is practiced and to ensure homework is purposeful.

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.

At Heathcote school we set homework with the intent of supporting pupils with their learning in school. Homework is supplementary to the work completed in school and aims to achieve one or more of the following;

- Give pupil contextual information around learning in class.
- Give pupils further opportunities to practice learning from the classroom.
- Give pupils opportunities to explore topics prior to learning in the classroom.
- Give pupils the opportunity to develop positive study skills such as independence, motivation and organisation.

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 recognise 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

Homework schedules and additional homework information is shared with pupils and parents/carers.

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.

Heathcote school have made the decision to move away from individual lesson observations and move to a learning walk style of monitoring system. This includes ECS (Encourage, Challenge Succeed) walks throughout the year as well as 3 Department Review windows across the year.

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 Reviews (each member of staff in the department will be seen twice with different key stage classes being observed each time, where possible).
- Conducting learning walks (ECS - Encourage, Challenge, Succeed walks will take place throughout the year)
- Observations of lessons (New staff will all have a formal observation at the start of the year as part of their continued professional learning at Heathcote School. Where concerns have been identified through department reviews or learning walks, lesson observations may be carried out as part of the schools monitoring process)
- Reviewing marking and feedback; through book looks/pupil voice exercises.

- Meetings to review pupil data e.g. Department Reflections; RAPs
- Gathering input from the pupils, ambassador and pupils leadership teams, parents/carers, governing body.
- Monitoring of lesson SOPs 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 DLs (Department leads), YLs (year leads), SLT (senior leadership team) or the SEN (special educational needs) 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.

These processes are designed and to be carried out in order to identify strengths and areas for professional learning. Strengths will be recognised and celebrated while support is to be given to aid improvement of areas for professional learning.

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, including formal observations. 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.

Department reviews and other MER activities are used to determine the CPD needs of the school and its staff as individuals or department teams.

Performance appraisal and quality assurance (MER) systems are designed and to be carried out in order to identify strengths and areas for professional learning. Strengths will be recognised, celebrated and shared within as best practice while the schools CPD offer will aim to support improvement of areas for professional learning.

If external CPD is required, staff must provide 15 working days' notice by completing a CPD request form submitted to the deputy headteacher. 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. At every review, the policy will be shared with the Learning Excellence and Growth Committee as well as the full governing board.

Systems and processes within this policy will also be discussed with teaching unions to ensure transparency and fairness.

Appendix 1. New Staff Observations

New Staff Observations - Process at Heathcote School

At Heathcote, new staff are observed within the first half term for the following reasons;

- The school's leaders are aware of the standards of learning and teaching in classrooms.
- The school's leaders can ensure a consistent pupil experience
- The school's leaders can support new staff members with continued professional learning in key areas.

- New staff lesson observations will take place in a designated lesson on a given date.
- Teaching staff will be given 5 or more days notice regarding their observation. Staff will be told the date and time of the lesson as well as who will be observing.
- Two observers will be allocated to the observation.
- Where possible the Headteacher will be one of the observing staff.
- Other observing staff could include, SLT subject line managers, Department Leaders, Student teacher / ECT leads and other members of SLT.

New staff observations will require observers to comment on what is observed in the lesson under the 7 teaching standards.

- A. Set high expectations which inspire, motivate and challenge pupils.
- B. Promote good progress and outcomes by pupils.
- C. Demonstrate good subject and curriculum knowledge.
- D. Plan and teach well structured lessons.
- E. Adapt teaching to respond to the strengths and needs of all pupils
- F. Make accurate and productive use of assessment.
- G. Manage behaviour effectively to ensure a good and safe learning environment.
- H. *Observers will also comment on any observations around safeguarding.

Feedback for new staff will be used to populate the individual staff component of the department review feedback grid.

Due to this new staff will not be seen formally in the department review cycle in window 1.

This will take into account strengths and areas for development of new staff. Ensuring contributions are taken from the DL and the individual member of staff.

Appendix 2: ECS Walks

Encourage, Challenge, Succeed Walks - Process at Heathcote School

- ECS walks work on a rota of SLT and YL.
- DL are invited to join ECS walks where possible.
- A member of staff is on ECS walk during each period of the day.
- SLT and YLs should aim to visit their department and year group as often as possible as well as visit other areas of the school to ensure they have a good overview of practice.

What ECS walks are.

- Provide a low threat, high support experience for our staff.
Provide an opportunity to recognise and acknowledge the great practice from our staff.
- Provide an opportunity to recognise and acknowledge the great effort, work and achievements of our pupils.
- To “take the temperature” in areas of the school regarding behaviour for learning and teaching practices, aiming to gather an overview of ‘typicality’.
- To identify the strengths and areas for professional learning within the department.
- To increase SLT and Middle Leader confidence to enter any classroom at any time and engage with staff and pupils.
- To provide SLT and Middle Leaders with a holistic view of the school and the practice within it.
- To make observations and gather information to support the school in ensuring CPD sessions are appropriate and supportive for staff.

What ECS walks are not.

- ECS walks are not used to critique or evaluate individual staff.
- ECS walks are not used to gather information that is used in individual staff appraisal.

ECS SOPs: Staff carrying out ECS walks are expected to follow the following ECS standard operating procedures;

- Greet the member of staff on entry.
- On entry ask if everything is ok / any issues.
- Have ECS stickers ready and visible.
- Circulate the room.
- Engage with pupils and ask questions regarding the work/the focus of the lesson.
- Support in addressing any unwanted pupil behaviour (done in private - least invasive first)
- Look at pupil work if possible.
- Praise pupils in public / award ECS stickers to a minimum of 2 per class visited.
- Note good practice or areas of strength from staff.
- Thank the member of staff when leaving.
- Record the pupils' names who you have given stickers

ECS Outcomes:

- Staff recognised for good practice or particular areas of strength will be sent individual emails of recognition – these can be part of evidence for appraisal should staff choose. Department leads will be included in these emails to give them an overview of the good practice and strengths within their team.
- Pupils recognised for good work will receive emails home to share this recognition with parents and carers.

Appendix 3: Department Reviews

Department Reviews - Process at Heathcote School

The Heathcote Learning and Teaching culture is a culture of continuous improvement from good to great. 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 department review windows. Each week of the window will focus on 3 subject areas.

Within the subjects dedicated window the school will aim for each member of the department to be formally observed twice. Each time with a different year group / key stage (where possible), this is done to ascertain typicality of the teaching across the school, within departments and for individual staff.



During the department review week there will be a timetable of formal observation periods and ECS periods.

Formal observations

Formal observations will focus on the aims from our 25/26 SIP:

- Adaptive teaching
- Planning for engagement
- Assessment for learning
- Behaviour for learning
- Lesson SOPs
- Safeguarding, Behaviour management and professional standards will also be observed.

Formal visits will be carried out by a **maximum of 2 members of staff**. This can be the headteacher SLT link and or the Department Lead. The head teacher may also visit with an external subject specialist.

Staff teaching outside their specialism will not be seen formally. They will be seen during ECS walks within their non specialist departments. Staff will be formally observed in their specialist subjects.

Informal ECS visits

ECS walks will continue for praise and recognition as well as used to carry out book looks and pupil engagement/voice information gathering.

Visiting/observing staff can arrive at any point throughout the lesson; there is **no set time limit for lesson visits** to allow staff to observe tasks/lesson elements fully.



The Learning and Teaching team will decide the subjects that will be the focus of each window. Within this observers will also be assigned departments to focus on. These observers will form part of the team that form a joint consensus around the learning and teaching in each department. These observers could be subject specialists but may not always be as the characteristics of good teaching are identifiable across subjects and phases.



During these department review windows teachers are not expected to prepare special lessons or plans and are not expected to provide specific paperwork for observing staff.

Staff may provide documentation for the observing staff regarding the class or the lesson should they wish.



- During or following the review, the observing staff will record their own notes regarding the following:

Areas of strength

- Areas for professional learning.
- They will do this for the department and for individual members of staff within the department.
- Observing staff will make judgements based on what they observe in the lesson. They may choose to focus on key areas from this years SIP to ensure feedback is supportive of staff working towards the SIP. (as listed above)

Concerns can be regarding learning and teaching focuses or behaviour/safeguarding concerns.



- At the end of the department review week, the observing team members for each department will meet to come to a joint consensus of the learning and teaching across the department contributing their observations and notes on areas of strength and areas for professional development.
- DLs are invited to attend these meetings should they choose to.
- Areas of strength and Areas for professional learning will be generated by the team for the department and for each individual member of the department.
- These will be shared with the department lead for their input.
- Each department team will be invited to a briefing with their department lead and a member of SLT to receive feedback on the department review as well as discuss the identified areas of strength and areas for professional learning.



- Following this Areas of strength and Areas for professional learning for each member of the department and the department as a whole will be set taking into consideration the input of department leads and individual members of staff.
- Department teams will be invited to a briefing with the Department Lead and a member of SLT who will feedback to the team on the outcomes of the review and discussions that followed.
- Once agreed individual staff will have these areas of strength and areas for professional learning CPD plans will be established to teams and individuals to support them around areas for professional learning.

Appendix 4: Dealing with Concerns

If there is a cause for concern regarding safeguarding or health and safety the observer will intervene immediately and explain why to the teacher.

During an ECS walk; If there is a cause for concern regarding teaching practice this will be shared with the DL in the first instance for them to address with the member of teaching staff and to check against the DLs knowledge of if this is a one off or an ongoing concern.

During a department review; If there is a cause for concern regarding teaching practice this will be shared with the DL in the team consensus from the review observations. This will be discussed with the DL or SLT link (if the member of staff is the DL) if concerns remain then these staff will be checked back with in the current window or this will be addressed within the areas for professional learning recorded for the individual member of staff.

During a new staff observation; If there is a cause for concern regarding teaching practice this will be shared as part of the individual staff component of the department review feedback grid. A 1 to 1 conversation with the DL or member of SLT will be had if it is deemed timely feedback is required to address concerns.

Typically further observations in window 2 would be arranged should there be a concern.

The format of this will be specific to the concern that is observed. Eg Concerns regarding health and safety or safeguarding will be re-observed within the current department window where possible, or in the following week.

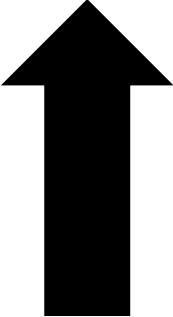
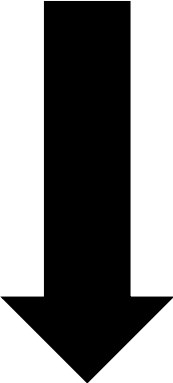
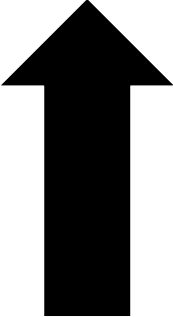
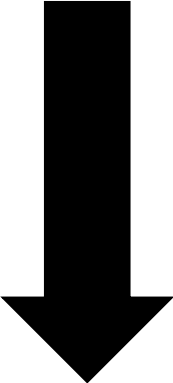
Concerns regarding pupils' progress or behaviour for learning (elements that cannot be left too long due to having a detrimental impact on pupil progress if left long term) will be observed in the second department review window. To ensure progress has been made. This allows staff to attend CPD and receive informal support.

- Evident lack of planning for lessons.
- Failing to demonstrate professional standards
- lacking subject knowledge
- Not deploying the curriculum as set by the Dept.
- Lessons not meeting the minimum requirements for progress of the pupils
- Poor behaviour management that fails to follow the school behaviour policy and systems.
- Pupils not producing work over an extended period of time and being unchallenged.
- Unchallenged lack of pupil engagement over an extended period of time.

Typically, if further observations still have cause for concern, we move to the phased model of support as outline 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.

Appendix 5. Phased Support Structure for Teachers

Phase: 1 Department CPD Plan	Lead: Within Department / DL	Duration: 6 weeks	When: When following concerns being raised and input from DL concerns still remain.	 Total period of support for phases 2 and 3 must be a minimum of 12 weeks. 	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 and sharing best practice or resources.
Support: DL led training or feedback Team planning Team teaching Coaching within the department through informal meetings, resource sharing or sharing of best practice. DL review of seating plan / lesson planning Review: DL to observe and review with observation of lesson/s (can be outside of the department review windows) and review progress and implementation of suggested strategies / improvements. Reviewed by DL with SLT input via line management.					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, 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.
Phase: 2 Additional structured CPD support plan	Lead: SLT link for department or member of SLT team.	Duration: 6 weeks	When: When insufficient impact is had from phase 1 CPD plan and concerns still remain.	 Total period of support for phases 2 and 3 must be a minimum of 12 weeks. 	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, 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.
Support: SLT led training / CPD provision Team planning Team teaching coaching within department SLT review of seating plan / lesson planning Review: SLT to arrange with observation of lesson/s (can be outside of the department review windows) and review progress and implementation of suggested strategies / improvements..					
Phase: 3 Cause for concern plan	Lead: Deputy Headteacher	Duration: 6 weeks	When: When insufficient impact is had from phase 2 CPD plan and concerns still remain.		
Support: Bespoke 1:1 support with Deputy Headteacher Team planning, Team teaching, coaching through informal meetings, resource sharing or sharing of best practice. Review: Deputy Headteacher to lead and review with observation of lesson/s (can be outside of the department review windows) and review progress. and implementation of suggested strategies / improvements. With input from headteacher.					



Stage One: ECT Support Plan

- If you have an ECT who is not making satisfactory progress towards the Teachers' Standards, you must notify the Appropriate Body as soon as possible, followed by swiftly putting additional support in place **over a 4-week period**.
- Induction Tutors must not wait until a monitoring point to inform the AB ('Keep in Touch', 'Progress Review', or 'End of Year Assessment').
- Prior to sharing with the ECT, complete this 'Support Plan' template and send to Kate.CastroMartin@harrisinstitute.org.uk and AB@harrisinstitute.org.uk (and, where relevant, your delivery partner) for review.
- The ECT must be informed and fully aware of the Teachers' Standards that they are at risk of not meeting. On the day of the meeting, the 4-week action plan is to be activated. A signed and dated copy must be uploaded to ECT Manager.
- Whilst on a support plan, the Induction Tutor and ECT should meet on a weekly basis to review progress. This ECT should be encouraged to share the evidence they have that they are meeting the Teachers' Standards.
- It is vitally important that any additional support that is provided is documented and that the supporting documentation is uploaded to ECT Manager in order to make it available to all induction staff involved in the process i.e. the Head Teacher, Induction Tutor, ECT and the appropriate body
- There are three potential outcomes at the end of the support plan period
 - 1) ECT successfully meets support plan targets and returns to normal school induction monitoring
 - 2) ECT does not meet all targets, however, an extension can be granted in exceptional circumstances
 - 3) ECT does not make sufficient progress towards targets set and escalates to a 'Cause for Concern' stage.
- The Induction Tutor must complete the final page of this document in week 4 review to indicate the outcome.
- Depending on the reasons why the ECT is not making satisfactory progress, the AB may conduct additional monitoring activities, and where appropriate, meet ECT, Induction Tutor, and Headteacher.

ECT Support Plan – To be completed and returned to the AB

ECT requiring additional monitoring and support	
Mentor	
Induction Tutor	
School	
Support Plan start date	
Support plan Review date (at end of the 4 weeks)	

Target	Teachers' Standards ECT is at risk of failing to meet	Targets What are specific targets in relation to the Teachers' Standards?	Success criteria How will you know if the ECT has achieved the target?	Support How will the school support the ECT? (Please indicate timescales for each week of the 4-week plan)	Monitoring Who will monitor the ECT's progress-how and when will this be done?
1					
2					
3					

Signed

Position ECT

Date

Signed

Position Induction Tutor

Date

Signed

Position Headteacher

Date

Weekly Progress Updates

The below is a record of the weekly review meeting held between the ECT and Induction Tutor. The review meeting is an opportunity for a discussion about the ECT's progress and an opportunity to ensure that the support and monitoring mechanisms are in place as per the support plan above. The ECT should be prepared to attend this meeting with a written reflection shared with their induction tutor via email in advance so that ECT weekly comments are recorded.

Week 1			
Date:		Present:	
Positive Praise			
Reflection from ECT on progress against targets			
Targets	Feedback from evidence:		
T1		Sufficient Progress Target met	
		Some progress	
		No progress	
T2		Sufficient Progress Target met	
		Some progress	
		No progress	
T3		Sufficient Progress Target met	
		Some progress	
		No progress	
Further comments or points for discussion			

Additional support to be provided	
Priorities for Week 2	

Week 2			
Date:		Present:	
Positive Praise			
Reflection from ECT on progress against targets			
Targets	Feedback from evidence:		
T1		Sufficient Progress Target met	
		Some progress	
		No progress	
T2		Sufficient Progress Target met	
		Some progress	
		No progress	
T3		Sufficient Progress Target met	
		Some progress	
		No progress	
Further comments or points for discussion			
Additional support to be provided			
Priorities for Week 3			

Week 3			
Date:		Present:	
Positive Praise			
Reflection from ECT on progress against targets			
Targets	Feedback from evidence:		
T1		Sufficient Progress Target met	
		Some progress	
		No progress	
T2		Sufficient Progress Target met	
		Some progress	
		No progress	
T3		Sufficient Progress Target met	
		Some progress	
		No progress	
Further comments or points for discussion			
Additional support to be provided			
Priorities for Week 4			

Week 4 – Final Review			
Date:		Present:	
Positive Praise			
Reflection from ECT on progress against targets			
Targets	Feedback from evidence:		
T1		Sufficient Progress Target met	
		Some progress	
		No progress	
T2		Sufficient Progress Target met	
		Some progress	
		No progress	
T3		Sufficient Progress Target met	
		Some progress	
		No progress	
Further comments or points for discussion			

At the end of week 4, please complete the support plan Final Review Outcome on the following page.

Support Plan Final Review Outcome (to be completed at the end of the support plan).

Please indicate outcome below by putting a X in the relevant box	Outcome of Support Plan (If the outcome is extension or escalation, please complete the box that indicates the relevant Teachers' Standards)		Next Steps
	The ECT has made rapid progress and is now on track to meet the Teachers' Standards		<ul style="list-style-type: none"> ▪ Inform AB and upload the reviewed support plan with signatures to ECT Manager. ▪ The ECT returns to standard support and monitoring induction procedures
	The ECT is not on track to meet the Teachers' Standards and would benefit from an extension of the support plan	The extended support plan with focus on these Teachers' Standards:	<ul style="list-style-type: none"> ▪ Inform AB and upload the reviewed support plan with signatures to ECT Manager. ▪ Induction Tutor to submit support plan extension to the AB for review. ▪ Support Plan Meeting to be scheduled with ECT to discuss extended support plan.
	The ECT is not on track to meet the Teachers' Standards and would benefit from a Cause for Concern Action plan .	The Cause for Concern Action Plan will focus on these Teachers' Standards:	<ul style="list-style-type: none"> ▪ Inform AB and upload the reviewed support plan with signatures to ECT Manager. ▪ Write and submit Cause for Concern Action Plan to AB (template on ECT manager). ▪ AB to convene Cause for Concern meeting.

Signed Position Date ECT

Signed Position Date Induction Tutor

Signed Position Date Headteacher