Teaching and Learning Policy

The Eastwood Academy

Believe, Succeed, Together

Date Reviewed	June 2020
Date Ratified by Governing Body	July 2020

Contents

1.0 Introduction

"The most important role of teaching is to promote learning and to raise pupils' achievement. It is also important in promoting their spiritual, moral, social and cultural development. Teaching should be understood to include teachers' planning and implementing of learning activities, including the setting of appropriate homework, across the whole curriculum, as well as marking, assessment and feedback. It comprises activities within and outside the classroom, such as additional support and intervention". *Ofsted.*

It is important that this policy is seen in conjunction with both the minimum expectations stated within the Teachers' Standards (Appendix 1) and the Trust's Performance Management Policy.

1.1 Principles within Teaching and Learning

- Every pupil is entitled to experience, and enjoy, the challenge presented by a variety of learning and teaching styles. These styles will enable them to achieve their full potential.
- All staff are responsible, collectively and individually, to deliver lessons where both the teaching and learning are of the highest quality and the learning needs of all pupils are met.
- We recognise that continued professional development (CPD) and coaching at whole school, department and individual level is essential to enable all colleagues to develop and improve the quality of their teaching and deliver the highest quality learning experiences for our pupils.
- There is no explicit requirement for teaching staff to teach in any specific way y although we have developed a 'core teaching methodology' (section 1.11)
- We aim to develop the whole child and enable our pupils to become lifelong learners.
- Judgements on the quality of Teaching, Learning and Assessment will consider the extent to which the 'Teachers' Standards' are being met (Appendix 1.)

Core Teaching Methodology

There are a variety of teaching (and learning) styles. As curricula and assessment change so should the core teaching methodology. The key elements to this methodology are:

- Explicit understanding of the demands of the curricula and assessment reflected in the design and provision of bespoke teaching resources.
- An instructional approach to teaching i.e. predominantly teacher led with a focus on the acquisition and application of knowledge (first) and skills (second) and continual practice and consolidation.
- Detailed knowledge of pupils' strengths and areas of development, particularly in the context of assessment.
- Regular and incisive feedback that optimises learning and progress.

The core methodology is set within a framework of:

- High expectations for all pupils which is communicated frequently, understood and accepted.
- Enthusiasm and pace which is sustained throughout the lesson, interspersed with appropriate humour and underpinned by the development of a highly effective teacher-pupil relationship.
- Precise questioning that clarifies, reinforces and challenges all pupils.
- Differentiation characterised by subtle but effective 'corrective intervention' and 'exploratory activities'.

1.2 Learning Environment

The Academy places great value in creating an environment where all pupils flourish and progress. An environment that is conducive to learning is essential for success. In this regard we believe that teaching and learning can be most effective when:

- The environment is safe, stable and stimulating.
- Pupils' self-esteem is high.
- Pupils understand the purpose of the learning and see relevance to their own experience.
- Learning builds on prior knowledge and understanding.
- Success criteria are explicit and models are provided.
- Independent learning and thinking are facilitated and encouraged.
- Questioning, reflection, problem solving and discussion are encouraged.
- Opportunities exist for creativity and utilising different learning styles.
- Feedback provides incisive comments that support progress in pupils e.g. use of DRAFT.
- Pupils can self and peer-assess and know what they need to do to improve and are able to set appropriate targets.

2.0 'Good or Better' Practice

The Academy aspires to a position where all teaching (and learning) is judged to be 'Good or Better'.

The information taken from the lesson observations, usually completed as part of the PM Policy feed into the CPD program.

An 'Outstanding' lesson will include a number of the elements identified below:

- All pupils are engaged and motivated.
- The criteria for success are shared and understood.
- The lesson focuses on skills and content essential for progress and/or passing exams.
- All pupils are challenged.
- Positive relationships.
- There are regular checks on progress and confirmation of learning.
- Effective classroom management supports all pupils in making progress.
- Pupils are active/ and collaborate in their learning.
- Pupils are independent and resilient.
- Differentiation of tasks for the various groups of learners.
- Relevant technology and learning support staff make an impact on learning.

2.1 Lesson Planning and Preparation

As noted within the Ofsted guidance, planning is demonstrated by pupil outcomes and the progress observed. The focus lies within seeing a 'well planned lesson' as opposed to a detailed and comprehensive lesson plan. It is expected that teaching and learning meets the expectations listed below (refer to Appendix 2 for Lesson Plan pro-forma).

- Lessons are planned with clear aims and objectives, structure and challenge for all pupils.
- Objectives are appropriate, challenging and understood by all pupils. These may be differentiated to support progress in pupil groups e.g. AMA pupils.
- Teachers make use of all available information, both statistical and personal, to set clear, realistic, yet challenging targets and to plan differentiated learning opportunities.
- Planning allows for a variety of learning styles and provides opportunities for developing a wide range of thinking skills for all abilities.
- Lessons are planned to build on prior learning and ensure continuity and progression. Teachers are aware of, and follow, the guidance as noted in the relevant Scheme of Work.
- Opportunities to develop literacy, numeracy, and SMSC, where relevant, are explored.
- Where relevant, planning makes provision for the effective use of learning support staff.
- Appropriate and stimulating resources are organised prior to the lesson.

2.2 Start of the Lesson

- The start of the lesson should have a clear focus, using activities which immediately engage the learner.
- In the majority of lessons the differentiated learning outcomes are shared with the pupils to ensure they understand what they are doing and why.
- The success criteria by which the learning will be evaluated are made explicit and understood by the pupils.

2.3 As the Lesson Develops

In a 'Good or Better' lesson the *teacher* would meet several of the points below:

- Lead with clarity, enthusiasm and pace.
- Regularly check on progress and confirm the learning that has taken place.
- Model activities and processes, ensuring that the thinking and decision making involved is explicit to pupils.
- Provide exemplar work to model good or better practice and demonstrate the expected standards.
- Provide appropriate levels of scaffolding to support pupils' learning.
- Use a variety of questioning techniques to probe and develop pupils' understanding.
- Invite a range of different responses and build in time for reflection.
- Give constructive, positive feedback on work in progress.
- Provide opportunities for success for every pupil and seek opportunities for praise.
- Provide opportunities for progression which increase the level of conceptual challenge, the depth of understanding and the breadth of application of skills.
- Vary groupings and seating arrangements according to the task.
- Demonstrate flexibility in their approach and be prepared to deviate from the lesson plan if appropriate.
- Set a variety of homework tasks to deepen, extend, or initiate learning – refer to Homework Policy.

In a 'Good or Better' lesson the *pupil* would meet several of the points below:

- Come fully equipped and prepared to maximise their learning opportunities.
- Work effectively and purposefully.
- Ask questions where appropriate i.e. of each other and their teacher.
- Be prepared to share their learning and ideas in an atmosphere of trust and respect.
- Support one another, working collaboratively, recognising that the contributions of all are valid.
- Know where to go for help and recognise that further progress can always be made.
- Work with increasing independence, developing the skills to become life-long learners.
- Develop an understanding of their individual preferred learning style.

2.4 Ending the Lesson

The teacher should create the time to review lesson objectives, learning outcomes and progress made. Within this pupils should:

- Have the opportunity to identify their own progress and set themselves appropriate targets.
- Receive supportive feedback from the teacher or their peers where appropriate.
- Enjoy and recognise opportunities to celebrate progress and success (refer to Celebrating Success Policy).
- End the lesson in an orderly fashion, allowing for an efficient and positive transition between lessons.

3.0 Assessment for Learning

Assessment for Learning (AfL) is a key part of teaching and learning. If we are to maximise pupil progress it is essential that AfL is used within lessons to support both teacher and pupil in maximising progress over time.

As stated within the Marking and Assessment Policy, regular summative and formative feedback are inextricably linked to progress. When looking at the role of formative assessment it is expected that within lessons:

- Pupils receive regular incisive feedback in a variety of ways to enable them to progress (refer to Marking and Assessment Policy and use of DRAFT.
- Feedback will sometimes include quality written comments which recognise the strengths of a piece of work and identify targets for improvement in a constructive, personalised way.
- Pupils are able to act upon the advice they are given to improve their performance.
- Frequent opportunities are taken within lessons to provide immediate verbal feedback.
- Pupils are encouraged to judge the success of their own work and set themselves targets for their own improvement.
- The subject specific language is shared with pupils.
- Pupils are made aware of the criteria for progression between levels or grades and are enabled to interpret these criteria in a meaningful way – refer to Indicative Competencies.
- Levels of work are modelled through display and explanation.
- It is good practice within departments that there are opportunities for marking to be standardised across a year group.

4.0 Roles and Responsibilities

4.1 Trust

- To ensure the effective and rigorous implementation and monitoring of the Teaching and Learning Policy and to review the policy annually.

4.2 SLT

- To provide appropriate support, training and resources for departments and individuals to improve the quality of teaching and learning.
- To monitor and evaluate the delivery and impact of the policy.
- To co-ordinate and complete the appropriate lesson observations and feedback as stated within the Performance Management Policy.
- To modify and update the policy in the light of ongoing developments and the changing needs of the Academy.

4.3 Heads of Department

- To be responsible for the coordination of long, medium and short term planning of schemes of work taking into consideration the aims and objectives of the policy.
- To monitor the quality of Teaching and Learning within their subject. To support departmental colleagues in developing the quality of Teaching and Learning.

4.4. Teaching and Learning Team

- To support, monitor, and be accountable for the progress of individual teachers through their coaching role.
- To design and lead appropriate CPD to support improvements in the quality of teaching.

4.5 Teaching Staff

- To implement this policy by ensuring a consistent delivery of high quality learning experiences.
- To be responsible for short term planning, in conjunction with department teams.

4.6 All Staff

- To be aware of the principles of the policy and how they can contribute to it.

5.0 Lesson Observation and Monitoring

5.1 Introduction

Lesson observation and monitoring is a fundamental and deeply important process in assessing the quality of teaching and learning in the classroom. The weighting that the 2016 Ofsted Framework has applied to the judgement area – 'Quality of Teaching, Learning and Assessment' means that it needs to be at the front and centre of Academy development.

Lesson observation and monitoring has three strands:

- Formal Lesson Observations.
- Learning Walks.
- Tailored CPD offered to all staff to further improve the quality of teaching and learning.

5.2 Frequency

The number of lessons for which staff will be formally observed is currently three i.e. one per term.

In certain circumstances more than three formal observations may be undertaken e.g.

- If a member of staff becomes the subject of capability (refer to the Capability Policy).
- If the Academy is placed in a particular OFSTED category ('Requires Improvement' or 'Inadequate').
- If the Academy is judged by the Principal, SIP, or DfE to be vulnerable of being placed in an Ofsted category.

5.3 Implementation

Lesson Observations will be recorded on the Academy Observation Sheet pro-forma (refer to **Appendix 3**)

Lesson observations will take place on a termly basis – refer to PM Policy.

In most cases the two members of staff who complete observations (as part of the PM cycle) will be Senior Leaders. The lead will hold responsibility for Performance Management and Teaching and Learning. He/she will have overall strategic and operational responsibility for Lesson Observation and Monitoring under the leadership of the Principal.

6.0 Lesson Observations and Performance Management

The three formal lesson observations will contribute to the judgements made regarding a member of staff's performance, as per of the Academy's PM Policy. The grid below delineates the requirements for each grade awarded at the end of the PM cycle.

Grade	Teachers' Standards	Threshold Standards	Lesson Observations	Appraisal Objectives	Contribution and Role	Staff Support and Development	Attendance
1	The employee has fully addressed all standards.	The employee has fully addressed all standards.	A minimum of 2 of the 3 lessons observed were recorded as 'outstanding'.	The employee has fully addressed all objectives.[1]	The employee's contribution has been substantial and sustained and they are critical to the Academy.	The employee has grown professionally through a proactive approach to CPD which has had a significant impact on pupil progress in their principal teaching groups and, in the case of ML/SL, their subject area(s).	The employee has recorded a Bradford Factor score of 0 -8.
2			A minimum of 2 of the 3 lessons observed were recorded as 'good' or better.	The employee has fully addressed the majority of objectives and partly addressed the remainder. No objectives are recorded as not being addressed.[2]	The employee meets the requirements of their job description and often exceeds expectations.	The employee has grown professionally through their involvement in CPD which has had a notable impact on pupil progress in their principal teaching groups and, in the case of ML/SL, their subject area(s).	The employee has recorded a Bradford Factor score of 9 – 49.
3	The employee has fully addressed the majority of standards and partly addressed the remainder. No standards are recorded as not being addressed.	The employee has fully addressed the majority of standards and partly addressed the remainder. No standards are recorded as not being addressed.	All lessons observed were recorded as 'requires improvement' or better.	The employee has partly addressed all objectives. No objectives are recorded as not being addressed.[3]	The employee meets the requirements of their job description.	The employee has availed core training provision (INSET) and attended at least one internal or external CPD event/session a term.	The employee has recorded a Bradford Factor score of 50 - 124.
4	The employee has not addressed one or more standards.	The employee has not addressed one or more standards.	At least 1 lesson was recorded as 'inadequate'.	The employee has not addressed one or more objectives.[4]	The employee is not meeting expectations and/or the requirements of their job description.	The employee has availed core training provision (INSET).	The employee has recorded a Bradford Factor score of 125+.

[1] All objectives will be recorded as 'Fully addressed'.
[2] In the case of two objectives, one objective will be recorded as 'Fully Addressed' and the other as 'Partly Addressed'.
[3] All objectives will be recorded as 'Partly Addressed'.
[4] At least one objective will be recorded as 'Not Addressed'.

7.0 Trainee Teachers and Newly Qualified Teachers

Trainee teachers and NQTs will be assessed once per half term by the ITT Director. They will not be formally observed with other staff (unless requested by the individual).

8.0 CPD

The Academy expects all staff to be proactive in taking responsibility for improving their own performance through appropriate CPD. Professional development will be linked to the improvement priorities of the Academy, individual job roles and ambitions. Specific support, guidance and training needs will be identified through the Performance Management process.

The Academy provides a comprehensive and wide-ranging CPD provision that compliments the needs of the Academy's teaching staff in line with the Teachers' Standards. Priorities for CPD are highlighted by using the ongoing results of the annual performance management and appraisal process as well as including input from the Academy staff.

9.0 Formal Observations

Classroom Observation needs to be sufficient to provide informed feedback and quality judgements in relation to the standard of teaching and learning. All classroom observations should be undertaken in accordance with the regulations and the protocols outlined in the Performance Management Policy.

The Directors are committed to ensuring that classroom observation is developmental and supportive and that those involved in the process will:

- Carry out the role with professionalism, integrity and courtesy.
- Evaluate objectively.
- Report accurately and fairly.
- Respect the confidentiality of the information gained.

The regulations specify a limit of three hours in any review cycle for classroom observation. Typically, observations will be limited to approximately 25 minutes, in line with the current Ofsted framework. In keeping with the commitment to supportive and developmental classroom observation, those being observed will be notified in advance.

Classroom observations will only be undertaken by persons with QTS. In addition, classroom observation will only be undertaken by those who have had adequate preparation and the appropriate professional skills to undertake observation and to provide constructive oral and written feedback and support, in the context of professional dialogue between colleagues.

The arrangements for classroom observation will be agreed by the individual i/c PM. Oral feedback will be given as soon as possible after the observation and no later than the end of the following working day. It will be given during directed time in a suitable, private environment.

Written feedback will be provided within one working day of the observation taking place. If issues emerge from an observation that were not part of the focus these should also be covered in the written feedback.

The written feedback will record a chronology of the lesson observed, a summary paragraph and any relevant points to consider. It will also include the date on which the observation took place, the subject observed and the class details.

Information gathered during the observation will be used, as appropriate, for a variety of purposes including informing self-evaluation and improvement strategies in accordance with the Academy's commitment to streamlining data collection and minimising bureaucracy and workload burdens on staff.

Formal classroom observation may provide evidence of how a teacher is making progress in relation to agreed objectives but it also enables the line manager to assess a teacher's teaching practice performance more generally and thereby informs an assessment of the overall performance of the teacher.

If concerns arise during the review cycle or the teacher's circumstances change, there is scope, following appropriate discussion, to revisit the amount of classroom observation agreed at the beginning of the cycle. In such circumstances additional classroom observation, where necessary, including observation that exceeds three hours within the review cycle, may be agreed. This should be recorded in a written addition to the Performance Management review statement and may be part of addressing underperformance through the School's Capability Procedures.

If staff have any concerns regarding the propriety of the observation process they should report the matter to the Senior Line Manager and/or Principal. This may result in another manager and/or in some cases an experienced independent teaching professional (not a Senior or Middle Leader) undertaking a further observation.

10.0 Learning Walks

On a termly basis, senior staff will undertake learning walks during which they will look at main key judgement areas:

- Teaching, Learning and Assessment.
- Outcomes.
- Personal Development, Behaviour and Welfare.

The purpose of the Learning Walk is to reinforce the formal lesson observation process particularly with regards to the 'typicality' of lessons. It must be stressed that the data (qualitative or quantitative) regarding individual staff or departments will not be used directly in the Performance Management (Appraisal) process. If issues of concern arise during the learning walk, these will be addressed appropriately through the line management system and the necessary rigour, support, advice and guidance applied.

Learning Walks are organised and structured collaborative enquiry 'walks' through the classrooms of an academy by senior leaders to identify evidence of progress and areas for development. They are intended to be constructive rather than judgemental and aim to help to understand how teachers teach and how learners learn. By looking closely at what happens in the classroom, teams of teachers can explore together the impact and effectiveness of teaching and learning strategies implemented within their school.

Learning Walks bring together an emphasis on good classroom practice and school improvement with a practical approach to building capacity.

Learning Walks enable groups of individuals to work together to develop an understanding of what a successful school looks like in practice.

Refer to **Appendix 4** for Learning Walk Record Form.

11.0 Impact of CPD on Teaching and Learning

The Academy is a learning community where all staff are involved in a continuous process of improvement to support and develop their application of teaching and learning. It is committed to fostering a positive climate for continuous learning and believes that a coherent and progressive opportunity to: develop professionally and personally; improve performance against the professional standards for teaching; and promote greater awareness of contemporary pedagogy.

The provision for CPD provides opportunities for all staff, at all stages of their career, to develop and improve teaching, learning and assessment and ensures that the impact is seen individually, departmentally and across the Academy.

CPD should have a positive and measurable impact on teaching and learning. Effective CPD should ensure:

- Enhanced knowledge and practice.
- Greater confidence amongst the teachers, for example, in taking risks.
- Enhanced belief amongst staff, in their power to make a difference to their pupils' learning.
- The development of enthusiasm for collaborative working, notwithstanding initial anxieties about being observed and receiving feedback.
- A greater commitment to improving practice.

Effective CPD should have an equally positive outcome for pupils in some of the following ways:

- Improvement in performance such as improved test results, greater ability in decoding, enhanced reading fluency.
- Discernible enhancement of pupils' motivation to learn.
- Positive responses to specific subjects.
- Better organisation of work.
- Use of collaboration as a learning strategy.
- Increased sophistication in response to questions.
- The development of a wider range of learning activities in class and strategies for pupils.

After each round of the Formal Lesson Observation process, SLT will meet to discuss the findings of the round and review the program of Core Professional Development which will seek to improve the quality of teaching in the Academy, whilst ensuring the impact on pupils is measurable.

12.0 Evaluation

The member of the SLT responsible for Performance Management will report annually to the Trust on procedures for lesson observation, including their effectiveness and on the training and development needs of teachers. Individual teachers will not be mentioned or identified within the report.

The Trust recognises that the Teaching and Learning Policy must not impede the necessary trust between teachers, the Principal or the Trust, but that any evaluation must take into account the need to enhance overall practice and performance as a whole.

Appendix 1 – Teachers' Standards

Standard	Description	Requirements
TS1	Set high expectations which inspire, motivate and challenge pupils.	1.1 Establish a safe and stimulating environment for pupils, rooted in mutual respect. 1.2 Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions. 1.3 Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils. 1.4 Teach engaging and motivating lessons informed by well-grounded expectations of learners and designed to raise levels of attainment.
TS2	Promote good progress and outcomes by pupils	2.1 Be accountable for pupils' attainment, progress and outcomes. 2.2 Plan teaching to build on pupils' capabilities and prior knowledge. 2.3 Guide pupils to reflect on the progress they have made and their emerging needs. 2.4 Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching. 2.5 Encourage pupils to take a responsible and conscientious attitude to their own work and study.
TS3	Demonstrate good subject and curriculum knowledge	3.1 Have a secure knowledge of the relevant subjects and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings. 3.2 Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship. 3.3 Have a secure knowledge and understanding of their subject/curriculum area and related pedagogy, including the contribution that their subject/curriculum area makes to cross-curricular learning. 3.4 Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of Standard English, whatever the teacher's specialist subject.
TS4	Plan and teach well-structured lessons	4.1 Impart knowledge and develop understanding through effective use of lesson time. 4.2 Promote a love of learning and children's intellectual curiosity. 4.3 Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired. 4.4 Reflect systematically on the effectiveness of lessons and approaches to teaching. 4.5 Contribute to the design and provision of an engaging curriculum within the relevant subject areas. 4.6 Plan for progression across the age and ability range, designing effective learning sequences within lessons and across a series of lessons. 4.7 Design opportunities for pupils to develop their literacy, numeracy, ICT and thinking and learning skills appropriate to the phase and context.

Standard	Description	Requirements
TS5	Adapt teaching to respond to the strengths and needs of all pupils	5.1 Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively. 5.2 Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these. 5.3 Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development. 5.4 Have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them. 5.5 Understand the role of colleagues such as those having specific responsibilities for pupils with SEND and other learning needs, and the contributions they can make to the learning, development and well-being of children and young people.
TS6	Make accurate and productive use of assessment	6.1 Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements. 6.2 Make use of formative and summative assessment to secure pupils' progress. 6.3 Use relevant data to monitor progress, set targets, and plan subsequent lessons. 6.4 Know how to use local and national statistical information to evaluate the effectiveness of their teaching and to raise levels of attainment. 6.5 Give pupils regular feedback, both orally and through accurate marking and encourage pupils to respond to the feedback. 6.6 Know how to use reports and other sources of external information related to assessment in order to provide pupils with accurate and constructive feedback on their strengths, weaknesses attainment, progress and areas for development.
TS7	Manage behaviour effectively to ensure a good and safe learning environment	7.1 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. 7.2 Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly. 7.3 Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them. 7.4 Maintain good relationships with pupils, exercise appropriate authority and act decisively when necessary.

Standard	Description	Requirements
TS8	Fulfil wider professional responsibilities	8.1 Make a positive contribution to the wider life and ethos of the school. 8.2 Hold positive values and attitudes and adopt high standards of behaviour in their professional life. 8.3 Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support. 8.4 Deploy support staff effectively. 8.5 Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues. 8.6 Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice and providing advice and feedback. 8.7 Communicate effectively with parents with regard to pupils' achievements and well-being.
TS9	Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour within and outside of school	9.1 Treat pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position. 9.2 Have regard for the need to safeguard pupils' well-being, in accordance with statutory provisions. 9.3 Show tolerance of and respect for the rights of others. 9.4 Not undermine fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. 9.5 Ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
TS10	Teachers must have proper and professional regard for the ethos, policies and practices of the school, and maintain high standards in their own attendance and punctuality.	10.1 Maintain an up-to-date knowledge and understanding of school policies and practices.
TS11	Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.	11.1 Maintain an up-to-date working knowledge and understanding of the professional duties of teachers and the statutory framework within which they work

Appendix 2 - Lesson Plan Proforma

	Focus		**Literacy and Numeracy Opportunities**	
The Eastwood Academy — Believe, Succeed, Together				
Teacher				
Date	**Context**		**Pupil Groups e.g. AMA, SEN, PP**	
Year Group				
Ability				
Gender				
Class Size				

Key Learning Outcomes for Pupil Groups

Summary of Activities	Learning Strategies (✔)				
	Marking for Literacy	**Questioning**	**Confirmation of Learning**	**Differentiated Task or Resource**	**Independent Learning**

Appendix 3 - Lesson Observation Pro-forma

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Lesson Observation Sheet

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Teacher:	Subject:	Class:
Date:	Period:	Set:

Behaviour for Learning		
Conduct	The teacher has high expectations of pupils. Rules are fully understood, embedded and enforced.	
Relationships	Pupils show a high level of respect for the teacher and their peers.	
Attitude	Pupils show high levels of engagement, resilience and commitment to their learning.	
Teaching Environment	The teaching environment is ordered, uncluttered, well-ventilated and has high quality displays which promote learning.	
Pupil Books	Pupils show pride in their learning, evidenced by books that are well presented (including no graffiti); adhere to agreed standards e.g. main text in pen; titles, dates, sub-headings (all underlined); labelled (pencil) diagrams; and no loose sheets.	
Teaching		
Knowledge and Understanding	The teacher has a secure understanding of the curriculum and assessment which is reflected in the provision (and use) of high quality (bespoke) teaching resources.	
Curriculum Sequencing	Curriculum sequencing is clear and coherent. The teacher is able to demonstrate how the lesson fits into a sequence of work over time and how this optimises the acquisition of knowledge and skills for future learning and employment.	
Persona	The teacher is confident and enthusiastic and uses humour appropriately.	
Questioning	The teacher uses precise questioning that clarifies, reinforces and challenges all pupils.	
Learning and Progress		
Grades	Pupils are aware of their Forecast and Current Grade and are able to articulate how these relate to indicative competencies or GCSE grade criteria.	
Marking and Feedback	The teacher provides regular and incisive written feedback which ensures that pupils make sustained progress.	
DRAFT	DRAFT is embedded, acted upon and contributes to progress over time.	
Targets	Pupils can identify and articulate specific areas where they need to improve.	
Progress over Time	An examination of pupils' work, particularly disadvantaged and pupils with SEND, shows progress over time. Where disadvantaged and pupils with SEND are not making the same amount of progress as other pupil groups, it is clear that they are able to apply acquired knowledge and skills with increasing fluency and independence.	
Observer Comments		
Observation Grade		
1	All three categories were recorded as a grade 1.	
2	All three categories were recorded as a grade 2 or better.	
3	All three categories were recorded as a grade 3 or better.	
4	One or more categories was recorded as a grade 4.	

Appendix 4 - Learning Walk Record Form

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Learning Walk Record Form

Date:		Focus:		Observer:	

Classroom Environment/Observation of Pupils/Talking with Pupils

Observation of How Teaching Impacts on Learning

Pupils' Work

Evidence of Progress

Areas for Development