

# Ealing Independent College

## Teaching and Learning Policy

BELLEVUE | EDUCATION

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Annual Review



## Vision

To provide an excellent education that opens doors to top universities and allows each and every one of our students to reach their true potential.

## Mission

We are committed to shaping young minds and futures through outstanding teaching in a supportive and enriching learning environment.

## Core Values

Our mission is expressed through core values that form the guiding principles of everything we do at Ealing Independent College, whether that be academic support, student welfare and guidance or extra-curricular activities within the College community.

At Ealing Independent College we aim to:

Inspire and encourage

Build confidence

Develop mind and character

Support and guide students on their path to success



“Learning is driven by what goes on in the classroom”

Dylan Wiliam, Inside the Black Box, 1998

“If you’re not learning, I’m just talking.”

Ian Gilbert, Essential Motivation in the Classroom, 2002

## Rationale

Teaching and learning are the core purpose of what we do. High quality learning, teaching and subsequently achievement are what we want for every student within the College. We believe that the more that we have a shared understanding of what constitutes effective teaching and learning, the greater our success will be.

Our aim is to be a College in which each individual:

- ✓ is challenged to achieve his or her full potential
- ✓ sets the highest of personal standards in work and conduct
- ✓ enjoys a genuine sense of success, both individually and collectively
- ✓ is encouraged to develop a wide range of talents and interests
- ✓ is prepared for life, education and employment beyond the school
- ✓ develops a deep moral, spiritual and cultural understanding
- ✓ is valued, cared for and supported
- ✓ feels safe and secure and is healthy and happy
- ✓ accepts his or her responsibility to other members of the school community

The aim of this policy is to promote high quality lessons that secure high levels of achievement for all. We will work to ensure that our learners receive an education that is tailored to meet their individual needs and designed to give pupils the skills to improve their life chances.

All staff are “leaders of learning” and have a responsibility, collectively and individually, to contribute to the achievement of our students. This policy should be used to support and promote consistency within this aim.

The College believes that four fundamental elements should be present in all lessons – CODE (Challenge, Ownership, Dialogue and Engagement) – as outlined in Bellevue Education’s observation procedures. See appendix 5 for further details on this.

“Consistency of experience is fundamental. We are a team and consistency makes us greater than the sum of our parts.”

Steer report, 2009



# Expectations

## Professional responsibilities

- ✓ In order to promote high quality learning, teachers should make a positive contribution to the wider life and ethos of the school.
- ✓ It is the responsibility of the teacher to develop effective professional relationships with colleagues and to know when to draw on advice and specialist support.
- ✓ Teachers must take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues.
- ✓ Communicating effectively with parents with regard to pupils' achievements and well-being is a vital part of ensuring successful learning.

## Effective teaching

Effective teaching enables effective learning. As teachers we aim to provide a broad and balanced curriculum, which will develop the skills, concepts and knowledge necessary for future learning. We want students to make progress at least as good as, and frequently better than, expected, given their starting points. There needs to be a high level of engagement, and lessons should be characterised by enjoyment and fun, set within a culture of achievement.

The Independent Schools Inspectorate, to which the College is affiliated, has certain expectations on what constitutes an excellent lesson, and these fit well with the CODE guidelines as described above. Broadly speaking, the following areas are important and practical guidance to meet these requirements is given of the following pages of this policy:

- ✓ Providing excellent subject knowledge
- ✓ Providing a conducive learning environment (Page 4)
- ✓ Sufficient planning and preparation for course delivery (Page 5)
- ✓ Providing Opportunities for Independent Learning (Page 7)
- ✓ Assessment for Learning, marking and feedback (Page 8-9)
- ✓ Sharing lesson objectives and measuring student progress against them (Page 10-12)
- ✓ A segmented structure, including a starter to engage and a plenary to review (pages 13-14)
- ✓ Differentiation – Supporting the least able, while challenging the most able (Page 14-17)
- ✓ Effective questioning to provide for effective learning (Page 17-18)
- ✓ Promoting student organisation and revision techniques (Page 18-19)
- ✓ Building successful student relationships (Page 20)

## Learning environment

We aim to provide a caring, supportive and stimulating learning environment. It is the responsibility of the teacher to set the classroom climate, and to manage the classroom environment, in order to facilitate effective teaching and learning.

- ✓ It is the responsibility of all staff to model consistently the positive attitudes, values and behaviour expected of pupils.



- ✓ It is the responsibility of all staff to set an example to students in how they work, how they conduct themselves, and how they speak to and relate to others.
- ✓ The physical classroom environment is important. Displays should be up to date, in good condition and should promote learning.
- ✓ Lessons should begin promptly and not finish early.
- ✓ Registers should be taken electronically through ISAMS towards the beginning of the lesson, and backed up with a paper copy.
- ✓ Classes should be characterised by a positive working atmosphere, frequent use of praise and the valuing of students' contributions.
- ✓ Use should be made of the reward and sanctions system. For more information on this, please consult the **Progress, Target Setting, Tracking and Reporting Policy**.
- ✓ Students should feel secure in taking risks in their learning.
- ✓ There should be high expectations of both work and behaviour, set within the context of effective working relationships. Effective management of student behaviour is integral to effective teaching and learning.
- ✓ Teachers should manage behaviour for learning effectively to ensure a good and safe learning environment.
- ✓ A high standard of presentation should be insisted upon for all work.
- ✓ Underachievement should be challenged and appropriate intervention designed and implemented.

## Planning and preparation

Effective teaching and learning needs careful planning and preparation:

- ✓ Lessons should follow a scheme of work, which outlines differentiated learning objectives/outcomes, resources and activities (including homework), opportunities for independence within the lesson and assessment strategies. (See appendix 1)
- ✓ It is the responsibility of the teacher to help develop and apply the scheme of work, through medium and short term planning, to the specific needs of groups and individuals in the class; setting high expectations that stretch and challenge pupils of all backgrounds, abilities and dispositions and structuring the learning to enable students to achieve.
- ✓ In order to ensure a positive climate for learning, the teacher should plan activities that engender outstanding behaviour and safety so that the lesson proceeds without interruption.
- ✓ Suitable differentiation to promote challenge and accessibility, resulting in effective progress for all students, is an essential aspect of planning.
- ✓ Teachers should take responsibility for the promotion of pupils' spiritual, moral, social and cultural (SMSC) development, actively promote distinct British Values and provide opportunities for them to develop their self-esteem and confidence. Please consult the **PSHCEE and SMSC Policy** and **Promoting Fundamental British Values** policies for further details.
- ✓ Teachers should be aware of pupils' capabilities and their prior knowledge, and take account of the SEND list. Please consult the **SEND Policy** for further details.
- ✓ Teachers should be aware of relevant data in order to monitor progress, set targets, and plan subsequent lessons. Please consult the **Progress, Target Setting, Tracking and Reporting Policy** for further details.
- ✓ Teachers should prepare students effectively for internal and external assessments, through the use of a range of revision strategies over time.



- ✓ Lessons should have a clear structure, with clear learning objectives to generate pace, depth and breadth and opportunities for students and the teacher to review the learning achieved in a plenary.

## **Schemes of Work**

It is very important that courses taught at the College are properly structured with clear outlines of the material to be covered with suitable time-scales. The outline should include coursework/controlled assessment deadlines, coursework assignment schedules, public and internal examinations and split work/timetables. There is a general format for Schemes of Work, as shown in Appendix 1.

As a Head of Department, it is their responsibility to ensure that all members of their department have copies of these documents. Heads of Department should oversee that the Schemes of Work are satisfactorily covered by other members of the Department.

Where there is no Head of Department, or there is only member of staff teaching a particular subject, it is their responsibility to draw up the Scheme for the courses they teach. The Director of Studies will require a copy of these and will discuss any coursework issues with the Head of Department.

Under no circumstances should any coursework deadlines or syllabus content for years 11, GCSE Intensive and 13 fall after the last day of the Spring Term without prior authorisation of the Principal.

The Scheme of Work should follow a week by week programme based on a 32-week year for year 13, GCSE year 11 and GCSE 1 year. After the Easter break, all work should be geared towards revision and exam preparation, which should also be highlighted in the scheme of work. For year 9 and 10 and year 12, this should be based on a 36-week year. Practical sessions should be included together with coursework deadlines. At AS and A2, practical sessions and/or assessments should be clearly incorporated into the scheme. The Head of Science will meet regularly with the Science department to ensure that labs are not oversubscribed and that single, double and triple award science students are adequately catered for.

## **Driving quality learning**

The following are known to drive quality learning, and should characterise our teaching:

- ✓ Strong subject knowledge which enthuses and inspires students.
- ✓ An active start to the lesson, which quickly engages and focuses the class.
- ✓ A clear understanding shared with the students as to the learning objectives/outcomes for the lesson.
- ✓ Links made to prior learning.
- ✓ Segmenting, often involving time limits, to generate pace.
- ✓ The use of a range of questioning strategies. These could include closed and open ended questions, snowballing or other 'group response' strategies.



- ✓ A range of active learning strategies, including practical and first hand experiences (doing rather than receiving).
- ✓ Activities which use a range of learning styles; eg. visual, auditory and kinaesthetic.
- ✓ There should be an emphasis on the value of dialogic talk: an ongoing talk between the teacher and students to understand perspectives, develop ideas and elicit misunderstandings.
- ✓ Collaborative group work (staff should use a range of strategies to determine the make-up of any groups, ensuring that these promote effective learning).
- ✓ Opportunities, over a series of lessons, for students to take responsibility for their learning; exercising choice, developing goals, planning their approach and working independently;
- ✓ explore, question, predict and investigate;
- ✓ develop higher level thinking skills through Bloom's taxonomy of knowledge, comprehension, application, analysis, synthesis and evaluation
- ✓ develop effective learning and study skills, hence, helping students to become independent, reflective, enquiring, and creative learners.

## Independent learning

Independence does not simply happen. Learners need to be empowered with the skills required in order to be able to research, reflect, and evaluate their own learning.

“A whole-school approach to independent learning creates improved academic performance, increased confidence and motivation, greater student awareness of their limitations and their ability to manage them.”

Independent Learning and the Benefits for Pupils, Meyer, Haywood, Sachdev and Farady, 2004

In order to develop an 'enabling' culture, teachers should actively use the following strategies to develop the skills of independence:

- ✓ Ensure that pupils understand exactly what they are supposed to be learning and why.
- ✓ Plan teaching activities that cater for a range of learning styles.
- ✓ Make sure that success criteria are clear.
- ✓ Encourage pupils to evaluate their own learning and set personal goals to progress further.
- ✓ Encourage students to identify the successes of others and to celebrate them.
- ✓ Model examples of high level work.
- ✓ Encourage students to lead the learning where students can share their methods and ways of working.
- ✓ Set clear deadlines and give students plenty of practice in “segmenting” big tasks or projects.
- ✓ Ensure that resources are easily accessible and clearly organised.
- ✓ Encourage real dialogue by using high level questioning.
- ✓ Encourage students to evaluate resources.
- ✓ Provide a choice in the way certain tasks are completed.
- ✓ Set homework that encourages students to challenge themselves, and where applicable, collaborate with each other.
- ✓ Ask for student feedback on how you could improve the learning experiences.





## Quality of written feedback

- ✓ Students should receive written feedback from the teacher regularly and frequently. This conveys a value to the work, monitors progress, and supports effective learning.
- ✓ Students should receive feedback to identify success and inform future learning. This could include marking by the teacher, which may be 'targeted marking', focusing on a specific aspect of the written work; but may also include self or peer assessment. Marking which targets specific aspects of the work, rather than seeking to correct everything, can be particularly effective; and peer and self-assessment are powerful methods for marking work, and an essential part of assessment for learning. Self and peer assessment should be clearly identifiable in students' work and time for this should be built into the learning process for that task.
- ✓ Written feedback from the teacher should be positive and constructive, identifying success, and include advice on how to make further progress. Advice on how to improve must be focused on the student's learning, rather than on lack of effort, poor presentation, unfinished work, etc., although this should also be addressed.
- ✓ Improving a student's literacy is a responsibility of all teachers, and this should be reflected in the marking.
- ✓ Time should be given in lessons to allow students to read through marked work and ensure that they understand what they need to do to make further progress. Students should always make a written response to the marking. For example, the written advice from the teacher could be in the form of a question, which could then be answered by the student. Individual subject guidance should set out the specifics of how this should operate within the subject area. A good example is shown below, used in History:

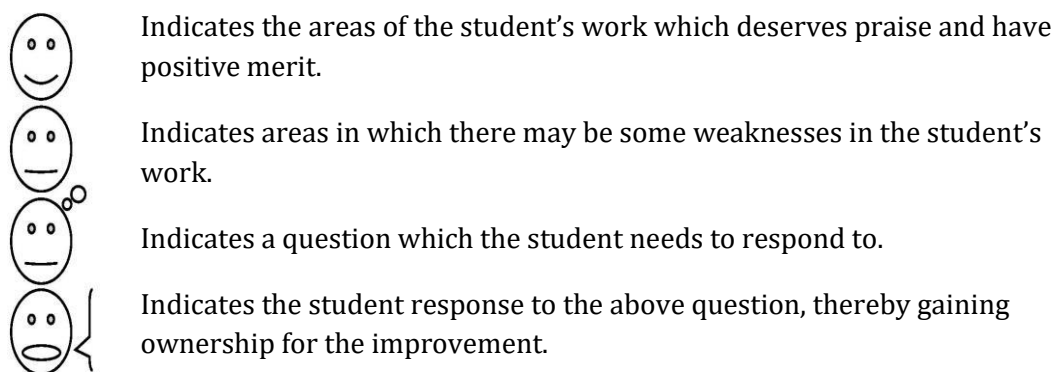
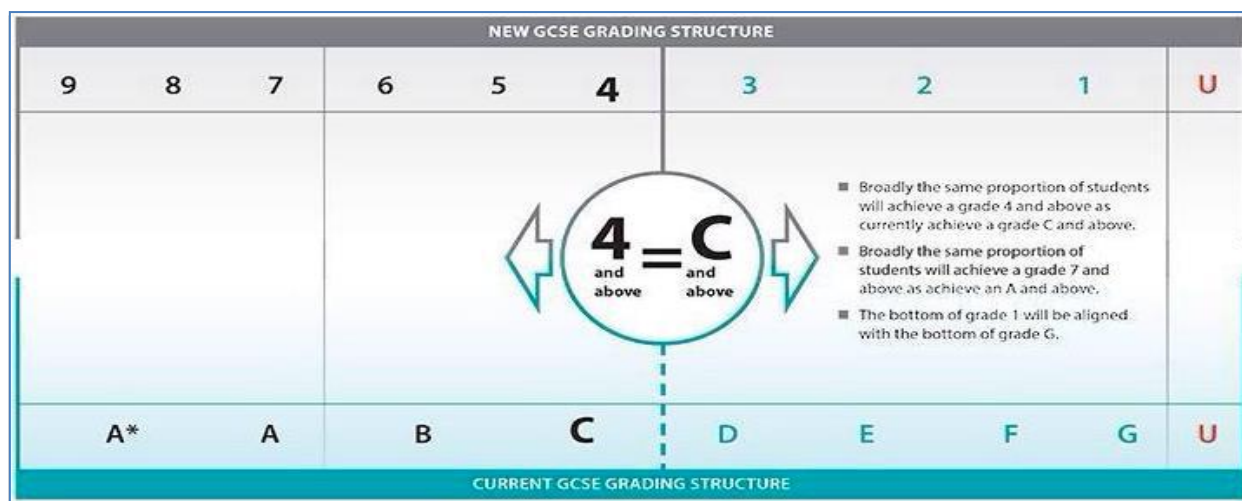


Figure 1





## Marking Criteria

The College marks homework tasks on the basis of both effort and attainment:

Effort:	Attainment:
1-Excellent effort displayed	A-Equivalent to grade A work, or better (A*)
2-Good effort displayed	B-Equivalent to grade B work
3-Satisfactory effort displayed	C-Equivalent to grade C work
4-Unsatisfactory effort displayed	D-Equivalent to grade D work
5-Work not attempted	E-Equivalent to grade E work, or worse

When marking newly reformed GCSE subjects, please take into account the table above (Figure 1), and the A-E equivalents in the new system.

## Review and assessment for learning

Effective review and assessment for learning is fundamental to effective learning. It should underpin all teaching and learning activities:

- ✓ Teachers should take responsibility to know and understand how to assess the relevant subject and curriculum areas, including detailed knowledge of the specification and statutory assessment requirements.
- ✓ Teachers should record assessment scores on ISAMS and prepare fair, but challenging internal assessments to be sat in the December, April and June internal exam periods. Staff should consider proliferation of papers on the web, should assume that pupils have seen them and plan accordingly for this. Internal exams should under no circumstances comprise of a past paper.
- ✓ Teachers should make use of both formative and summative assessment to secure pupils' progress.
- ✓ There should be frequent reference back to the learning objectives within lessons, and opportunities both within and at the end of the lesson for students to reflect on the extent to which they have achieved these.
- ✓ A range of assessment strategies should be employed within lessons, including opportunities for peer and self-assessment.
- ✓ Use should be made of modelling and exemplars, with students clearly understanding what they need to do to make the next steps in their learning.



## Learning Objectives

Every lesson must include clear, measurable and challenging learning objectives.

“The learning objective is a precise statement of what a child should be able to do at the end of an activity and it is a differentiated minimum target.”

The Lazy Teacher: How Your Students Learn More When You Teach Less, Smith, 2010

Objectives must be communicated to the students to enable them to grasp the ‘big picture’ of why, and not just what, they are learning.

“So, you want to tell pupils why they are doing what they are doing and how it fits into the bigger picture of the subject or their wider learning.”

Becoming an Outstanding Teacher, Walker, 2008

Where possible, they should be communicated early on, displayed throughout the lesson and referred to regularly. A good method is to follow the acronym KUS: knowledge, understanding and skills. What do your students need to know? What concepts do they need to understand? And, what skills do they need? Also, you need to consider the way in which you are going to share the success criteria for the task.

Carefully differentiated learning objectives focus students on individually meaningful processes and outcomes and inspire them towards reaching their potential. Good practice can also be to consider asking students to set their own learning objectives. It is a good idea to pose learning objectives as challenges or questions. If we are faced with a question, we try to answer it; if a challenge or a problem is posed, we try to solve it. If faced with a statement, we just read it.

Lesson planning should be completed with Bloom’s taxonomy in mind. Benjamin Bloom created this taxonomy for categorizing level of abstraction of questions that commonly occur in classrooms. The taxonomy provides a useful structure in which to plan lessons, increasing challenge from the start of the lesson to the end:



## Bloom's taxonomy (Figure 2, further information in Appendix 2)

Competence	Skills Demonstrated
<b>Knowledge</b>	Observation and recall of information. Knowledge of dates, events, places. Knowledge of major ideas. Mastery of subject matter.
<b>Comprehension</b>	Understanding information. Grasp meaning. Translate knowledge into new context. Interpret facts, compare, contrast. Order, group, infer causes. Predict consequences.
<b>Application</b>	Use information Use methods, concepts, theories in new situations. Solve problems using required skills or knowledge.
<b>Analysis</b>	Seeing patterns. Organization of parts. Recognition of hidden meanings. Identification of components.
<b>Synthesis</b>	Use old ideas to create new ones. Generalize from given facts. Relate knowledge from several areas. Predict, draw conclusions.
<b>Evaluation</b>	Compare and discriminate between ideas. Assess value of theories, presentations. Make choices based on reasoned argument. Verify value of evidence. Recognize subjectivity.

Some examples of learning objectives, set in a question form and using the taxonomy, are given below:

### Acquiring Knowledge

- ✓ What is ...? How is ...? Where is ...? When did \_\_\_\_\_ happen? How did \_\_\_\_\_ happen? How would you explain ...? Why did ...? How would you describe ...? When did ...? Can you recall ...? How would you show ...? Can you select ...? Who were the main ...? Can you list three ...? Which one ...? Who was ...?



## Understanding concepts

- ✓ How would you classify the type of ...? How would you compare ...? contrast ...? Will you state or interpret in your own words ...? How would you rephrase the meaning ...? What facts or ideas show ...? What is the main idea of ...? Which statements support ...? Can you explain what is happening . . . what is meant . . .? What can you say about ...? Which is the best answer ...? How would you summarize ...?

## Application

- ✓ How would you use ...? What examples can you find to ...? How would you solve \_\_\_\_\_ using what you have learned ...? How would you organize \_\_\_\_\_ to show ...? How would you show your understanding of ...? What approach would you use to ...? How would you apply what you learned to develop ...? What other way would you plan to ...? What would result if ...? Can you make use of the facts to ...? What elements would you choose to change ...? What facts would you select to show ...? What questions would you ask in an interview with ...?

## Analysis

- ✓ What are the parts or features of ...? How is \_\_\_\_\_ related to ...? Why do you think ...? What is the theme ...? What motive is there ...? Can you list the parts ...? What inference can you make ...? What conclusions can you draw ...? How would you classify ...? How would you categorize ...? Can you identify the difference parts ...? What evidence can you find ...? What is the relationship between ...? Can you make a distinction between ...? What is the function of ...? What ideas justify ...?

## Synthesis

- ✓ What changes would you make to solve ...? How would you improve ...? What would happen if ...? Can you elaborate on the reason ...? Can you propose an alternative ...? Can you invent ...? How would you adapt \_\_\_\_\_ to create a different ...? How could you change (modify) the plot (plan) ...? What could be done to minimize (maximize) ...? What way would you design ...? What could be combined to improve (change) ...? Suppose you could \_\_\_\_\_ what would you do ...? How would you test ...? Can you formulate a theory for ...? Can you predict the outcome if ...? How would you estimate the results for ...? What facts can you compile ...? Can you construct a model that would change ...? Can you think of an original way for the ...?

## Evaluation

- ✓ Do you agree with the actions ...? with the outcomes ...? What is your opinion of ...? How would you prove ...? disprove ...? Can you assess the value or importance of ...? Would it be better if ...? Why did they (the character) choose ...? What would you recommend ...? How would you rate the ...? What would you cite to defend the actions ...? How would you evaluate ...? How could you determine ...? What choice would you have made ...? What would you select ...? How would you prioritize ...? What judgment would you make about ...? Based on what you know, how would you explain ...? What information would you use to support the view ...? How would you justify ...? What data was used to make the conclusion ...? Why was it better that ...? How would you prioritize the facts ...? How would you compare the ideas ...? people ...?



## Lesson structure – Starters and Plenaries

Starters create a purposeful beginning which should engage all students. Below are a range of ideas which the College has used successfully in the past:

### Recap

- ✓ List 3 things you found out/learnt last lesson
- ✓ Summarise what you know about the topic in 5 bullet points – reduce to 5 words reduce to one word.
- ✓ Draw a graphic summary of knowledge so far – diagram, steps, flowchart, mind/concept map
- ✓ Label or annotate a diagram or illustration – one word in each box.
- ✓ Just a minute – pupils talk on a topic without hesitation, repetition etc.
- ✓ Post-it notes or stickers on foreheads - pupils identify past knowledge by asking neighbour questions which receive yes/no answers.
- ✓ Match word cards and definition cards. Can be done as card sort or snap.
- ✓ Groups given sets of words and asked to identify the odd one out.
- ✓ Taboo. Describe a word/concept/character /event to a partner without saying the taboo words.
- ✓ Verbal tennis – divide class into 2 groups who take turns to say a word related to the current topic. No words can be repeated. Scored as tennis.
- ✓ Dominoes – match symbol/image/ definition and key word.
- ✓ Card Loops. Cards have unrelated question and answer on either side. Pupil reads question and person with answer responds and then reads theirs

### New Topic

- ✓ 60 second challenge – write down all the terms you can think of to do with a topic.
- ✓ What happens next? Students speculate on the next step of their learning
- ✓ In pairs, sequence the 5 factors/influences/ events in upcoming learning then justify it
- ✓ Key question/statement snowball – pairs discuss then share ideas with another pair, 4 join another 4, and then 8
- ✓ The answer is XYZ – now write the question.
- ✓ Opinion Continuum – using washing line, students give prior opinion on a question related to the topic – works well when revisited at different points in learning
- ✓ Categorising terms – sort words into related groups, with a pile for ‘not understood yet’
- ✓ Video clip. Class watches very short extract, then consider in pairs: What do I already know? What did I learn from the clip? What do I want to find out?
- ✓ Memory Game – show items of upcoming learning for 20 seconds and then dictate an order in which they are recorded
- ✓ Spot the difference – one picture could contain false information
- ✓ Conceal and describe. Pupils sit back to back. One describes a picture or process and the other must guess what it is
- ✓ Cryptograms – through the Discovery Channel’s puzzlemaker website.



## Plenaries

Plenaries summarise learning and determine what has been achieved in a lesson. It is here that learning is reviewed and that there is an opportunity to reflect on the learning process itself. It may be useful to include a series of mini-plenaries throughout the lesson.

### Strategies for plenary sessions

- ✓ At the end of the lesson, nominate a child to sum up a key area of what has been learned. When successfully given, they can nominate another student.
- ✓ Above can be adapted to having 'last to leave' card.
- ✓ Recap of key words/definitions
- ✓ Use post-it notes to create lists of new knowledge
- ✓ Prepare mind maps in groups to sum up key learning
- ✓ Quick fire questions
- ✓ Students to complete cloze activity, odd word out or ranking task
- ✓ Use of self or peer assessment;
- ✓ Students to ask questions based on what has not been fully understood. Students nominate someone to answer
- ✓ Teacher/students to conduct quiz to consolidate learning
- ✓ Bingo
- ✓ Students select a number of key words to indicate what the lesson has been about
- ✓ Alphabet Race to consolidate key words
- ✓ Students apply what has been learned to a different context
- ✓ Students predicting what will be in the next lesson
- ✓ Students to talk about what they have learned for 60 seconds without stopping;
- ✓ Students to unravel anagrams;
- ✓ Revisit Opinion Continuum
- ✓ Start a lesson with the "Big Question" e.g. "What genre conventions have been used in this film?" The lesson then finishes with a 5/10 minute writing task where students use their notes from the lesson to write a paragraph/full sentence answer to the "Big Question".

## Differentiation

Differentiation is at the very heart of our ethos at the College. We know that every student is different and each learner enters the classroom with different characteristics, including:

- ✓ Life experiences
- ✓ Language skills
- ✓ Talents
- ✓ Attitudes
- ✓ Learning skills
- ✓ Confidence levels
- ✓ Prior knowledge
- ✓ Commitment
- ✓ Ways of learning
- ✓ Degrees of home support
- ✓ Social skills



### ✓ Likes and dislikes

Students, therefore, have different starting points and different skills in relation to a task and will learn in varied styles and at varied paces. They progress at different rates at different times. Differentiation within lessons should take account of these differences and provide opportunities for all learners to make good, and frequently rapid, progress. It is vital that teachers know who the learners are and the small class sizes, and collaborate nature of the College encourages this. Teachers use all available data to build a detailed picture of their classes. Helpful differentiation strategies are outlined below, which cater for the needs of all pupils:

### Displays

Try to use a variety of exhibits that help you to deliver your learning objectives and consolidate prior learning to support the least able. Include mind-maps, lists of key words, guidance to help students complete tasks, and assessment criteria. Where possible, pupils should gain ownership of these displays to help them engage with their own learning. Good examples of this seen in the College are timelines in History, important quotes from texts in English, and key formulae in Maths.

### Seating

Consider the ways in which you want to create consistency and for pupils to experience the lesson. An effective seating plan allows you to differentiate according to:

- ✓ Behaviour
- ✓ Academic ability
- ✓ Learning preference
- ✓ Peer assistance
- ✓ Location in the classroom where there may be an additional need

### Use your starter as a re-cap

This strategy helps those students who need constant reminding of concepts and it supports those pupils who have missed vital learning. Recapping on prior learning helps motivate and enthuse your 'lead learners' where competition is brought into the task.

Set flexible tasks at times

Allow some experimentation/interpretation/critical thinking within your activities to ensure that your most able students have the opportunity to test themselves. Do all students need to start from the same point? Can students choose the way they want to investigate a topic?

### Provide exemplars

Ensure that your learners have an idea of the standard they are aiming for. Think carefully about the standard and complexity of your resources. Perhaps some of your worksheets need to be modified for certain students?





## Use a variety of learning styles

No student has one preferred learning style. So, consider how your pupils learn. Differentiating for students by allowing them increased choice gives them a sense of ownership and improves engagement and motivation. Vary the time allowed for a task and consider assigning roles to group members. This also avoids the 'hogs and logs' trap of group work as exposed in Kagan's Co-Operative Learning. Use defined roles in groups to maximize engagement. Also, consider the desired learning outcomes of your lesson: do all pieces of work have to be in the same format? Do some students need more helpful hints and pointers at certain parts of a lesson or in a certain point in a process?

## Develop interesting extension tasks

Always have a next-step for pupils to move on to, a more challenging question or concept to tackle. Try not to give out 'more-of-the-same.' Vary the task and build-in challenge for your highest attainers. Set them the task of evaluating their work and the work of others. Perhaps pupils could deliver the starter for your next lesson? Build a positive 'growth mindset' by explaining how your students are successfully meeting new challenges.

## Questioning

Vary the types of questions that you ask and who you direct them at. Vary the progression, number and style of questions that you use. Alter the complexity and conceptual difficulty of your language. Encourage students to ask questions and challenge and develop others' ideas. For more information on this, see the questioning section below.

## Develop independence

Give pupils both confidence and encouragement to design the task for you. Make it clear where your students can seek help other than from you. Ask your learners what is needed to help them learn better.

## Plenary

Try to involve everyone. Reviewing learning at any point in the lesson should involve maximum participation. Use this as an opportunity to identify what further differentiation is needed to support or challenge. Try these questions which can be directed to different learners:

- ✓ How did today's learning relate to previous lessons?
- ✓ How effectively did you learn today and why?
- ✓ How are you going to use that learning?
- ✓ How could you learn more effectively next time?
- ✓ What was important about today's learning?
- ✓ Where do you think that our learning will go next?

Leave your students with something to think about. Ask a question at the end of the lesson to encourage students to continue to think about your learning objective.



## Homework tasks

Homework is an opportunity to consolidate and extend the learning of your pupils. Perhaps it is appropriate to set different homework tasks? Choice engages students more and ensures that work suits their interests or needs.

## Effective feedback

In the very best practice, feedback will value the effort and motivation in a piece of work and will emphasise the students' progress. Providing clear differentiated targets will aid further progress towards the individual student fulfilling their potential. A response from the student to specific feedback highlights the very best example of differentiation and personalised learning.

“Please remember when differentiating that ability is **not** fixed. Remember that through a combination of motivation, effort, hard work, challenge and support all pupils can become more able. Outstanding differentiation is about making your learning objectives accessible to all.”

Differentiation Pocket Book, Peter Anstee, 2012

## Questioning

A vital part of building a successful rapport with the students is in face to face questioning during the lesson in order to open a dialogue with the intention of identifying a level of understanding, areas of weakness and prompting further discussion.

Below are some questioning strategies and reasoning behind their use:

Strategy	Benefits/Gains
Consciously waiting for a student to think through an answer (before you break the silence).	Prompts depth of thought and increases levels of challenge.
Using a planned mix of 'conscripts' and 'volunteers'.	Enhances engagement and challenge for all.
'Phone a friend'.	Encourages whole class listening
'Hot-seating'.	Encourages listening for detail and provides challenge.
Previewing a question in advance.	Signals the big concepts and learning of the lesson.
Pair rehearsal (of an answer or a question).	Encourages interaction, engagement and depth.
Eavesdropping and deploying specific targeted questions.	Facilitates informed differentiation.
'You are not allowed to answer this in less than 15 words'.	Develops speaking and reasoning skills.
Deliberately asking a child whom you know will provide only a partly formed answer (when asking difficult whole class questions).	Excellent for building understanding from student-based language.
Staging or sequencing questions with increasing	The essence of purposeful questioning, moving



levels of challenge.	students from existing knowledge or experience (often unsorted or unordered knowledge) to organized understanding, where patterns and meaning have been established
Using the 'no hands up' rule.	Improves engagement and challenges all students to think.
Providing signals to students about the kind of answer that would best fit the question being asked.	Helps students to recognise the range of possible responses and to select appropriately.
Snowballing (asking another student to respond to the answer of the previous student).	Checking understanding. Building on previous answer. Promoting active listening skills. Encouraging whole class involvement.
Computer based decision making exercises. Students have to make key decisions about actions all of which have consequences.	This is effectively 50/50 questioning with a chance to reflect if the students select the wrong answer.

## Teaching successful revision lessons

The plan to return to linear GCSEs and A Levels, where pupils are assessed entirely at the end of their courses creates a challenge for teachers in the way that pupils are prepared for examinations. For more details on this, please consult the **Curriculum/Academic Policy**. In order to help students retain successfully the knowledge, understanding and skills taught throughout the programme of study, teachers will need to review topics in a regular and systematic way. Planned, regular revision where topics are revisited must be an integral part of a linear structure. Below are some examples of the types of revision activities that can be used to make these lessons engaging for all and to enable pupils to consolidate their learning.

Using previous exam questions

Using exam questions with students can be tedious, but is bread and butter in terms of preparing them for the real thing. Make sure that you 'test for learning.' Completing practice questions in class must be teamed up with exemplar material, self/peer assessment and a thorough understanding of the success criteria. This will help pupils to assess what they need to do to make further progress.

The X-Factor

This is a really simple and flexible idea. Students can work individually, in pairs or groups. Give them some information you want to review or consolidate; it could be pages from a textbook, a maths formulae or a passage from a novel – anything! Then allow 20 minutes for the students to create a rap or song to perform to the class! To be the real X – Factor you could nominate 4 judges, either yourself, staff or students, to pick the winner.

Become an examiner

Tell students that they have been contracted by the exam board to set a new paper in a subject. In groups, students must design an examination complete with questions, guidance for markers and a mark scheme. Pupils could swap exam papers and take another group's examination. This could be marked by the new 'exam board' and returned with targets for improvement.



## Posters and Post-Its

Divide the class into groups and assign each group a different question. Ask pupils to write on Post-Its/Posters what knowledge, understanding and skills they need to answer the question. Groups could choose which question they would like to answer or they could move on a carousel adding new information as they rotate.

## Pub quiz

Put the class into small teams and create a number of rounds for a quiz based on revision topic/s. Each team have to submit a number of questions and answers.

## Create a board game

Ask students to create a game that consolidates their revision notes. This could be based on Snakes and Ladders or Monopoly etc. Pupils then write instructions for their game which is played by other members of the class.

## Pass the essay

Create an essay plan for a particular question. (Make sure you have the success criteria ready to share at the end) Ask pupils, in pairs, to add a paragraph to each essay and then pass their essay to be continued by another pair. At the end of the essay, pupils should assess the work completed and set targets for improvement.

## Memory mnemonics

In pairs, create posters to display in the classroom where pupils use 'catchy' mnemonics to remember key facts or processes.

## Running memory

Post the information that you want students to be able to recall at the front of the class. Students must not be able to see the information when sitting down. Create small teams and invite one student from each team to come out and look at the information. After a set time, pupils return to their group and try to recall the information they have seen from memory. They draw/write out their own version. Each member of the group has a go and then the results are shared as a class.

## Talking trios

Allocate teams of three. The first person must talk for a minute on a topic they have revised. The second person must also talk for a minute repeating everything the first person has just said. And then the third person continues in the same way.

## Lead learners

Assign pupils different topics that they must plan and prepare to teach to the rest of the class. Presenters must prepare hand-outs and be prepared to answer questions. While listening to presentations, pupils must make notes and prepare questions to ask others.



Create or download a podcast

Pupils can create or listen to a wide range of podcasts. Record 3-mins of talk on a revision topic and then upload to a revision site. A great website for this is [www.podcastrevision.com](http://www.podcastrevision.com).

Music to revise by

Students choose their favourite tunes and rewrite the lyrics to fit a particular topic. They can then perform these to the class (if they are feeling brave).

Swap your class

Work with a colleague and prepare a quiz or test to be given to your classes. Split into two teams and swap half of your class with the other teacher's group. Compete against the other class (and teacher) At the end, teachers add up the scores and deliver the results to the two classes. This also works well when boys compete against girls.

## **Building Successful Student Relationships**

What constitutes an effective learner at Ealing Independent College?

Effective learners are people who are

- ✓ Determined
- ✓ Willing to have a go
- ✓ Able to learn in different ways and open to different ideas
- ✓ Curious
- ✓ Confident
- ✓ Co-operative
- ✓ Always trying
- ✓ Taking risks
- ✓ Calm
- ✓ Willing to have fun
- ✓ Independent enquirers

Effective learners look like they

- ✓ Listen attentively
- ✓ Ask for help
- ✓ Are responsible for their learning
- ✓ Reflect on their learning
- ✓ Solve problems and explore things
- ✓ Review
- ✓ Have a good relationship with the teacher
- ✓ Are good collaborators
- ✓ Look after and bring resources
- ✓ Share ideas
- ✓ Monitor their learning
- ✓ Apply criteria for success



## Effective learners sound like they

- ✓ Explain concepts, processes, ideas and opinions
- ✓ Describe how well they are doing
- ✓ Describe how they learn
- ✓ Describes how they improve
- ✓ Use feedback to improve
- ✓ Ask questions
- ✓ Communicate ideas and thoughts
- ✓ Describe what they are learning and why
- ✓ Review and summarise

## Effective learners feel like they

- ✓ Learn from their mistakes
- ✓ Manage feelings that impede learning
- ✓ Are inspired and ready to learn
- ✓ Are challenged and enjoy that feeling
- ✓ Compete against their own personal best and not that of others

## Considerations from a teacher's point of view:

### Questions to ask when planning for excellent relationships with students:

- ✓ Do I treat all of my pupils with respect?
- ✓ Do I use praise and encouragement effectively?
- ✓ Do I continue to build and sustain workable relationships with students?
- ✓ Do I have high expectations of all of my students? (Children often conform to the expectations that we have about them)
- ✓ Do I convey the message that I am a teacher who will address issues that relate to school rules in a fair and consistent way?
- ✓ Do I communicate respect and care when disciplining children?
- ✓ Do I have a plan my seating in a way that reinforces outstanding behaviour?
- ✓ When planning learning activities, do I consider the learning styles of my pupils?
- ✓ Do I plan differentiated activities?
- ✓ Do I know which strategies I will use for low level disruption?
- ✓ Do I teach my students what outstanding behaviour looks like?
- ✓ Have I established effective routines?
- ✓ Am I consistent with the management of pupils' behaviour?
- ✓ Do I use the College's rewards and sanctions parameters consistently?

## Are you a reflective practitioner?

- ✓ Do you ask yourself: how can I become a more effective teacher-leader?
- ✓ What can I do to bring more effective control to the teaching situation and learning context?
- ✓ Do I know where to get support if I am struggling?
- ✓ Do I keep my own emotions under control if I am confronted with a problem?

## Do you use any of the following techniques?

- ✓ Do I use 'tactical pausing' effectively?



- ✓ Do I use 'tactical ignoring' when appropriate?
- ✓ Do I give the pupil 'take-up' time to follow my instructions?
- ✓ Do I re-establish and build on the progress made after an incident has occurred?
- ✓ Do I ever use a question to reinforce expectations? For example, 'What is the school rule for mobile phones in lessons?'
- ✓ Do I ensure that I always avoid any forced 'show down' with a student?
- ✓ Do I scan the eyes and faces of my class as I speak to convey a positive manner?
- ✓ Do I wait for quiet? Don't try to talk to the class if some pupils are still chatting or whispering to each other.
- ✓ Am I aware of creating an unnecessary confrontation? (For example, this includes embarrassment or sarcasm.)
- ✓ Do I offer choices to my students to help reinforce expectations: 'If you choose not to put your phone away, then I will have to hand it in to student services. It's your choice.'
- ✓ Do I follow up issues with students beyond the classroom setting when necessary or do I 'let it go'?
- ✓ Do I re-establish a working relationship after a detention or incident of poor behaviour?
- ✓ Do I use humour appropriately?

### **The Ealing Independent College context – Engaging boys as effective learners**

“At the heart of outstanding teaching is the day to day relationship between the teacher and the pupil”

Raising boys' achievement, Wilson, 2007

Whilst every child has a unique personality, it helps to be aware of the learning styles of boys in general in order to be able to plan for their needs. In the academic year 2015-2016, boys formed almost two-thirds of the student body population. In order to ensure that we are supporting the majority of our students effectively, and to work towards 'closing' the gender gap, there are a range of strategies teachers can use to enhance the learning of all pupils, but, in particular, that of boys.

When planning lessons, ensure a variety of activities including discussion, planning and thinking time, and then written work. Boys also enjoy humour; they are competitive and like a challenge. Moreover, boys respond well to concise purposeful instructions. Children, generally, do not respond well to being shouted at and boys are particularly of this opinion. Establish firm boundaries and manage behaviour in a positive way. Above all, build a rapport with the boys in your class. What are their interests? How can you use that information to help engage the boys in your lessons to make rapid progress?

“Remember to choose your sanctions carefully and, rather than dwelling on a problem, repair the situation.”

Classroom Behaviour, Rogers, 2012

Strategies which can make a difference:

- ✓ Build a rapport
- ✓ Find out what inspires them
- ✓ Show admiration for their positive qualities
- ✓ Relate what you teach to boys' interests





- ✓ Design lessons that end in a product
- ✓ Combine teamwork and competition
- ✓ Value boys' writing and share success
- ✓ Develop a culture where boys take pride in writing well
- ✓ Use positive role models
- ✓ Use modelling/writing frames to structure high levels of literacy
- ✓ Develop pupil voice – help boys to take ownership of their progress
- ✓ Share success criteria and design stretching but achievable challenges
- ✓ Take risks and develop innovative teaching strategies
- ✓ Include opportunities for structured 'talk' in lessons and link talk and writing
- ✓ Allow boys to address unsolved problems
- ✓ Teach pupils how to plan and prepare for tasks (especially homework tasks)
- ✓ Rehearse personal experiences before writing
- ✓ Use self/peer assessment to help boys understand what needs to be done
- ✓ Hold structured debates
- ✓ Plan for higher order questions
- ✓ Use a mixture of collaborative and independent formats
- ✓ Use the media to create engaging topics
- ✓ Devise learning experiences which include physical activity

## Lesson Observation

During the academic year staff will be observed according to the school's CODE self-evaluation framework, with emphasis for the observation settling on one of the key facets – Challenge, Ownership, Dialogue or Engagement. Lessons will be not judged using the ISI evaluation criteria (with a range from Excellent, through Good and Sound, to Unsatisfactory) but rather used to improve CPD where good practice is emphasised. Using the CODE sheets (Appendix 5) all observations should be retained in Head of Department Subject folders. Observations should not be constrained to a 40 minute time period.

Teachers will be observed formally at least three times a year by a member of the Senior Management Team, and are encouraged to observe colleagues informally to encourage a widening of skills and sharing of good practice as cross-pollination across the College.

Observers should consider the following and how it relates to challenge, ownership, dialogue and student engagement:

- ✓ Lesson Routines, including learning objectives
- ✓ Lesson Structure
- ✓ Differentiation, including support for least able and challenge for most able
- ✓ Pupil engagement, participation and progress
- ✓ Questioning
- ✓ Subject Knowledge
- ✓ Assessment, Marking and Feedback
- ✓ The Learning Environment, including student behaviour

Good practice should be identified, but the most vital part of the process is in identifying areas for improvement, which should then be taken into account when a subsequent observation is completed.



The observation process, at its core, means to improve teacher performance as an ongoing, formative process, rather than making a summative judgement.

### **Staff CPD**

*“Every teacher needs to improve, not because they are not good enough, but because they can be even better.”*

*Dylan Wiliam, Inside the Black Box, 1998*

If improving teaching quality opens the door to raising student achievement, CPD holds the promise of acting as a key. After all, John Hattie’s “Visible Learning: A Synthesis of over 800 meta-analyses relating to achievement” puts CPD as a large effect size on pupil achievement of 0.62, in the top 20 of all the practices analysed. CPD has the potential to raise the bar and close the gap in pupil attainment. Our CPD programme is planned not only to get our less experienced staff up to speed and working at a very high level quickly, but also to deepen and further the knowledge of our existing, more experienced staff.

We aim to provide opportunities for staff to collaborate and share their expertise with others, both in and outside of departments, in order to create a cross-pollination of good practice in the classroom. We hope to provide both support and challenge to our staff and, like we do in our curriculum; strive for personalisation in our CPD programmes.

All staff are present at the opening Inset period prior to teaching in September, where our core academic priorities for the year are identified, explained and outlined.

As outlined earlier in the policy, and linked to lesson observation, the following areas have been identified as being an essential part of an excellent lesson:

- ✓ Providing a conducive learning environment
- ✓ Sufficient planning and preparation for course delivery
- ✓ Providing Opportunities for Independent Learning
- ✓ Assessment for Learning, marking and feedback
- ✓ Sharing lesson objectives and measuring student progress against them
- ✓ A segmented structure, including a starter to engage and a plenary to review
- ✓ Differentiation – Supporting the least able, while challenging the most able
- ✓ Effective questioning to provide for effective learning
- ✓ Promoting student organisation and revision techniques
- ✓ Building successful student relationships

Staff self-assess themselves for strengths and weaknesses within each of these areas at the opening Inset of the year, and identify a group of three priorities for CPD. These priorities become the focus of observations throughout the academic year, and form part of the appraisal process for staff, acting as part of target setting in terms of Academic progress. This is referred to in more detail below. The act of self-assessment also identifies areas of strength, and good practice amongst the staff body. A culture exists within the College, whereby staff are encouraged to ‘drop in’ to lessons and observe their colleagues during lessons, even if only to observe small segments of the learning taking place, in order to inform their future development in a certain area.



A range of resources, compiled by the Director of Studies through the microsite Edmodo (Appendix 3), is distributed regularly to staff through this site, broadly focussing on the 10 separate areas of 'excellent' teaching above, which builds on the basic practical advice given in this policy. A selection of books are also kept in College which offer guidance on educational theory and pedagogy.

Any external CPD courses attended by staff are summarised, with key findings then distributed to relevant staff in the form of a presentation, or summary document.

So in short, our CPD is a bespoke programme targeted to build on existing teacher skills and is based not only on what we think effective teaching looks like, but on its impact on student learning.

## Staff Appraisal

Normally each member of staff will be appraised on a 12 month cycle. The cycle will begin with a Planning Meeting, which happens before the October Half Term and ends with a Review Meeting. A mid-year Review Meeting will be held at the request of the appraiser or appraisee. Teacher appraisal is set in the context of the School Development Plan. Appraisal is an ongoing cycle, not an event.

**Stage 1 – Objective Setting.** The setting of objectives is vital to an appraisal and performance management system. Appraisers and appraisees should refer to in the process of setting and agreeing objectives:

- The Job Description
- The School Development Plan
- Evidence of fulfilment of standards (including lesson observations, walk-through notes, results of school review and questionnaires, book scrutiny)

Objectives should be CSMART (Challenging, Specific, Measurable, Achievable, Relevant, Timed).

Broadly speaking, targets will be set across three areas: Academic, Pastoral and Extra-Curricular

At the start of each appraisal period teachers will be informed of the standards against which their performance will be assessed and set objectives for the teacher for the appraisal period. Appraisers will be members of the SMT. The Principal will appraise members of the SMT. The Principal will be appraised by the Bellevue Education committee. The range of objectives chosen should match the nature of the job and link to the Job Description. Teacher objectives will cover pupil progress as well as ways of developing and improving teacher's professional practice. The SMT will have objectives relating to both their teaching and additional responsibilities. The Principals Objectives will cover school leadership and management as well as pupil progress. Objectives should focus on the priorities for the School or individual for the duration of the appraisal cycle, normally staff should expect to have no more than 3 objectives but there is no actual minimum or maximum number. Objectives will be set out in a Planning Statement the Planning Statement should specify the evidence that will be collected to support the review of performance including details of the arrangements for lesson observation. The development page



of the individual plan will be used to record action. Objectives can be revised should circumstances change.

**Stage 2 – Monitoring Progress.** The teacher and appraiser will keep progress under active review throughout the year, they will discuss any supportive action needed and keep Development Plans up-to-date. The Appraiser should consult the teacher before seeking to obtain information (written or oral) relevant to the teachers performance from other people. Classroom observation is accepted good practice (it is not a requirement to observe head teachers with teaching responsibilities). The performance of all teachers regardless of their career stage will be assessed against the Teachers Standards (published online at: <http://media.education.gov.uk/assets/files/pdf/t/teachers%20standards%20information.pdf>).

Teachers make the education of their pupils their first concern and are accountable for achieving the highest possible standards in their work and their conduct. Teachers act with honesty and integrity, have strong subject knowledge and are self-critical. They forge positive professional relationships with those around them and work with parents in the best interests of their pupils. Members of staff being appraised must be clear about the evidence that will be required by their appraiser to enable the appraiser to assess their performance, judgements related to performance should be supported by evidence agreed at the beginning of the performance cycle or linked to a specific area of development agreed by both appraiser and appraisee.

Evidence should show and demonstrate a contribution towards:

- An increasing positive impact in pupil progress;
- An increasing impact on wider outcomes for pupils;
- Improvement in specific elements of practice e.g. lesson planning;
- An increase in contribution to the work of the school;
- An increasing impact on the effectiveness of staff.

The Evidence gathered will largely be determined by the nature and scope of the agreed objectives and/or the teachers standards. Examples of evidence may include:

- Classroom observations (including peer observations);
- Book scrutiny samples;
- Reviews of lesson planning records;
- Pupil's Voice;
- Parents Voice;
- SMT's Learning Walks.

The arrangements for classroom/task observation will be stated in the Appraisal Planning Statement and will include the amount of observation, specify its primary purpose, any particular aspect of the employee's performance which will be assessed, the duration of the observation, when, during the appraisal cycle, the observation is likely to take place and who is likely to



conduct the observation. Where evidence emerges about the appraisee's performance which gives rise to concern during the cycle, additional observations may be arranged during the cycle. The Principal and other appraisers should be free to decide how much observation is necessary for them to form an accurate assessment of a teacher's performance. In addition the Principal may determine that it is necessary to collect additional evidence. Additional evidence may include book scrutiny, walkabouts, task observation, reviews of assessment results, parent and pupil feedback and lesson planning records. It may not be practical to provide notice of these additional monitoring activities.

**Stage 3 – Reviewing Performance and the Annual Assessment.** At the end of the cycle assessment and performance will be on the basis agreed at the beginning of the cycle together with any changes made at interim meetings.

The appraiser should evaluate the teacher's overall performance including an assessment of the extent to which objectives have been met and the teacher's contribution to the life of the school during the review period. It should take account of the stage the teacher is at in his or her career. A written appraisal report must be provided within two weeks of the conclusion of the appraisal process; the report must record the overall performance assessment. The written Review Statement will record the main points made at the review and the conclusions reached, including any identified development needs and activities recorded in the development section of the Review Statement.

Once written the appraiser will give the teacher a copy of the statement. The teacher may within two weeks of having access to the statement add comments to it in writing. Good progress towards the achievement of a challenging objective, even if the performance criteria have not been fully met, may be assessed favourably. If agreement cannot be reached on the outcomes of an appraisal meeting the teacher may appeal to the Principal or to the Education Committee, whichever is appropriate, who's decisions will be final. The college will ensure that all written appraisal records are retained in a safe place for six years and then destroyed.

When a complaint is made about the Performance Review Statement a specific Complaints Procedure will follow (complaints procedure for appraisal published separately). The School's CPD programme will be informed by the training and development needs identified through the appraisal procedure. The governing body will ensure in the budget planning, that, as far as possible appropriate resources will be made available for any agreed training, support and professional development. When a member of staff is experiencing difficulties, support and guidance will be provided through the appraisal process. Where it is clear that a member of staff's personal circumstances are leading to difficulty at work appropriate support should be offered at the earliest possible opportunity.

If long-term sickness absence appears to have been triggered by the commencement of monitoring or a formal capability procedure the case will be dealt with in accordance with the School's absence policy and will be referred to a health professional who will assess the member of staff's health and fitness for continued employment and whether continuing with monitoring and formal procedures is deemed appropriate.



If the appraiser identifies through the appraisal process or through other sources of information that the difficulties experienced by a teacher are such that, if not rectified could lead to the capability procedure, the appraiser will as part of the appraisal process meet the member of staff to:

- Give clear written feedback to the teacher about the nature and seriousness of the concerns;
- Give the teacher at least five working days notice that a meeting will be held to discuss targets for improvement alongside a programme of support and remind the teacher that they have the right to be accompanied by a work colleague or trade union representative at any future meetings where capability will be discussed;
- Agree and establish in consultation with the principal an action plan with support that will help to remedy specific concerns;
- Make clear how progress will be monitored and when it will be reviewed;
- Explain the implications and process if no or insufficient progress is made.


The teacher's progress will continued to be monitored during the appraisal process and reasonable time given for the teacher's performance to improve. During this monitoring period the teacher will be given regular feedback on progress and arrangements will be made to modify the support programme if appropriate.

If sufficient progress is made the teacher should be informed of this at a formal meeting and the appraisal process will continue as normal.

If not or insufficient improvement has been made the teacher will be invited to a transition meeting to determine whether formal capability proceedings will be invoked. The expectation is that this meeting will reduce the likelihood of invoking the capability procedure or triggering a prolonged period of sickness absence. In this even further support should be granted through the appraisal procedure.





 Scheme of Work		Subject	Year Group	Final Assessment Requirements	
Term:		Unit content overview:			
Title:					
Specific unit content	Differentiated learning objectives (M – S – C)	Teaching and Learning Activities	Opportunities for Independent learning	Assessment	Homework

Appendix 2 – Blooms Taxonomy Diagram

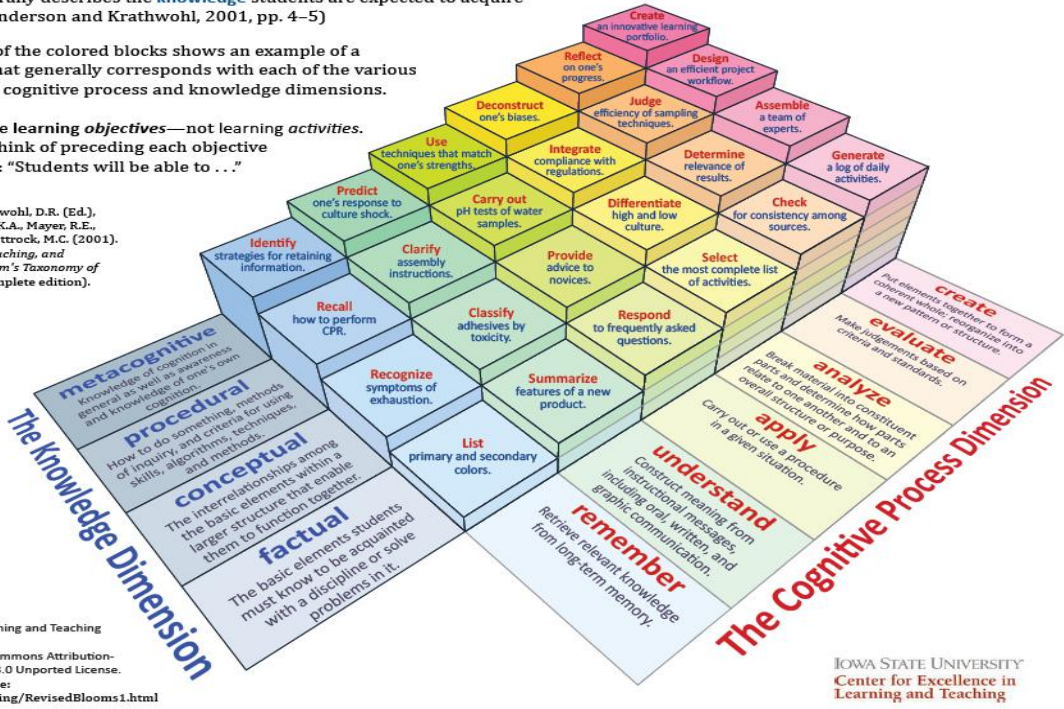
A statement of a **learning objective** contains a **verb** (an action) and an **object** (usually a noun).

- The **verb** generally refers to [actions associated with] the intended **cognitive process**.
- The **object** generally describes the **knowledge** students are expected to acquire or construct. (Anderson and Krathwohl, 2001, pp. 4–5)

In this model, each of the colored blocks shows an example of a learning objective that generally corresponds with each of the various combinations of the cognitive process and knowledge dimensions.

**Remember:** these are learning *objectives*—not learning *activities*. It may be useful to think of preceding each objective with something like: “Students will be able to . . .”

\*Anderson, L.W. (Ed.), Krathwohl, D.R. (Ed.), Airasian, P.W., Cruikshank, K.A., Mayer, R.E., Pintrich, P.R., Raths, J., & Wittrock, M.C. (2001). *A taxonomy for learning, teaching, and assessing: A revision of Bloom's Taxonomy of Educational Objectives* (Complete edition). New York: Longman.

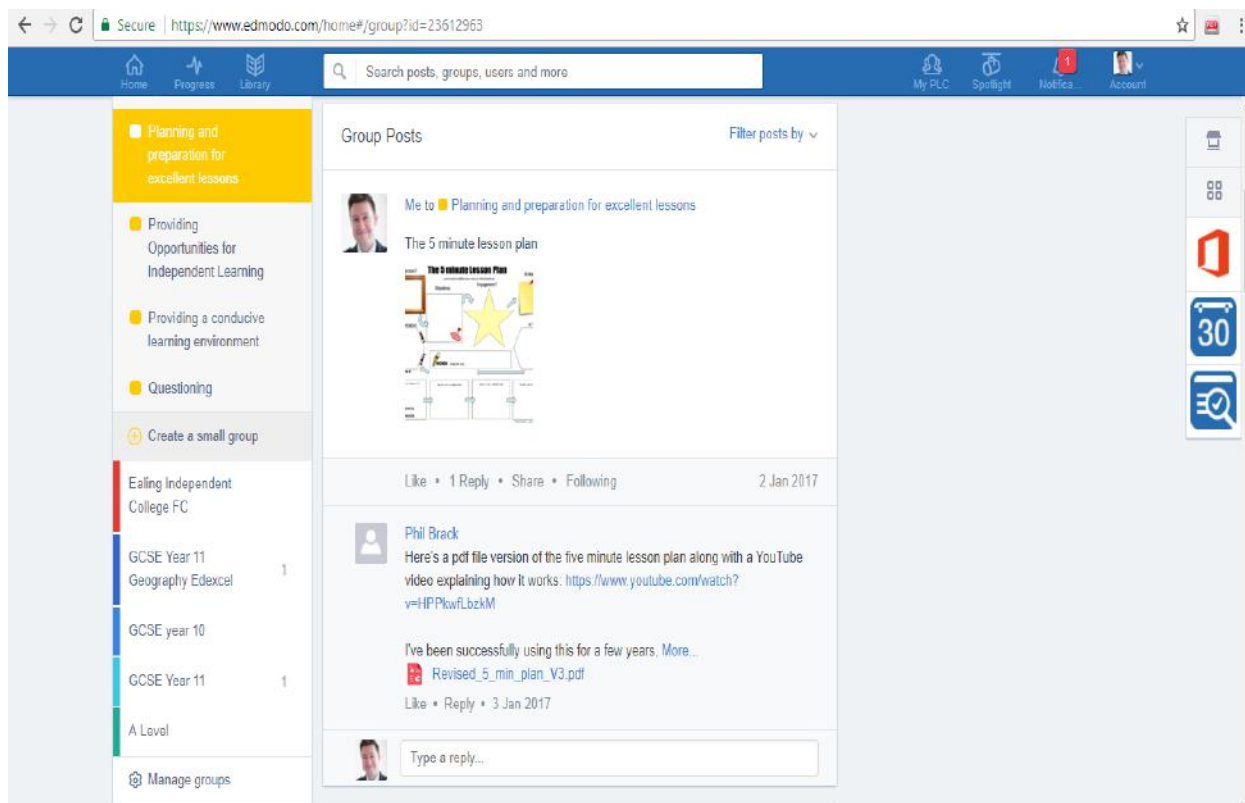


Model created by: Rex Heer  
Iowa State University  
Center for Excellence in Learning and Teaching  
Updated January, 2012  
Licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.  
For additional resources, see:  
[www.celt.iastate.edu/teaching/RevisedBlooms1.html](http://www.celt.iastate.edu/teaching/RevisedBlooms1.html)





### Appendix 3 – Staff CPD exchange on the Edmodo microsite



### Appendix 4 – Example document distributed to all staff through email on Questioning

Asking better questions

Enquiry question matrix

- 1) Where does your question belong on the grid now?
- 2) Can you re-write your question to make it more challenging?

		Closed <span style="float: right;">Open</span>					
		<u>is ...?</u>	<u>did ...?</u>	<u>will ...?</u>	<u>can ...?</u>	<u>would ...?</u>	<u>might ...?</u>
Simple	What ...						
	When ...						
	Who ...						
	Which ...						
	Why ...						
	How ...						
Challenging							

### Appendix 5 – The CODE Observation outline (The following example shows Challenge criteria)



## CODE lesson observation criteria 2017-2018 - Bellevue Education

Reviewer School	Date	Evidence/ Questions (add timestamp)	Teacher Year Lesson Content: Subject	Evidence/ Questions (add timestamp)
<p>Challenge - <u>all</u> children are offered the opportunity to progress through:</p> <p>Goals that create clarity as to the purpose of their learning</p> <ul style="list-style-type: none"> <li>- Clear LO's are set, defined and understood by pupils</li> <li>- Other predetermined success criteria are shared and developed (IC for appropriate to the lesson)</li> </ul> <p>Opportunities that progress their knowledge, skills, attitudes and habits</p> <ul style="list-style-type: none"> <li>- Lesson is well paced with an effective balance between teacher instruction and individual learning time</li> <li>- Teacher is consistently responsive to pupils and matches support/challenge to needs and abilities as well as emerging needs and understanding</li> <li>- Teacher scaffolds and differentiates learning to enable all children to progress (20% and high ability)</li> </ul> <p>Effectively measured activities that challenge and support progress</p> <ul style="list-style-type: none"> <li>- Activities are engaging, appropriately challenging and differentiated effectively</li> <li>- Teacher often uses situations and activities that encourage analysis and reasoning</li> <li>- Teacher often provides opportunities for pupils to be creative and/or generate their own ideas and apply learning to other contexts</li> <li>- Teaching Assistant are effectively deployed and are clear on the expectations for their participation and leading of group or 1:1 support</li> <li>- Teacher is fully prepared for activities and lessons with high quality resources appropriate to the lesson.</li> <li>- Teacher uses assessment effectively within the lesson and over time to target pupil learning and ensure correct challenge and next steps</li> <li>- Use of IT where this can effectively enhance the lesson (using active model)</li> </ul>		<p>Clear high expectations regarding attitudes and habits that will support their progress</p> <ul style="list-style-type: none"> <li>- Teacher uses positive reinforcement strategies to remind pupils of learning and behaviour expectations before/during transitional points of lesson and over time to establish effective habits and attitudes of pupils</li> <li>- Teacher comments positively on pupils' attitudes and habits to establish a positive culture and expectation</li> <li>- Teacher knows the pupils well, is amiable to and positively supports and models expectations consistently for those who need emotional/ behavioural guidance as individuals and this is evident in the dialogue and classroom organisation</li> <li>- Teacher effectively monitors and supports behaviour as well as learning</li> </ul> <p><b>Expert modelling of desired standards</b></p> <ul style="list-style-type: none"> <li>- The teacher models through a range of strategies including: <ul style="list-style-type: none"> <li>- Practical and instructional modelling/ questioning/ facilitating active learning/ enquiry based modelling</li> <li>- Through consistently mapping (through commentary) own actions and pupils' actions through language and description</li> <li>- Often using advanced and/or technical language with pupils to extend their vocabulary</li> </ul> </li> <li>- Through encouraging pupils to make contributions that support or enhance the model</li> </ul> <p>The chance to extend the intellectual content of the lesson within or beyond the classroom</p> <ul style="list-style-type: none"> <li>- Teacher consistently links concepts and activities to one another and previous and future learning</li> <li>- Teacher consistently relates concepts to the pupils' lives and interests</li> <li>- Teacher facilitates opportunities to extend pupils' oral skills during learning</li> </ul>		

