All Saints' Academy Cheltenham

TEACHING AND LEARNING HANDBOOK

2020 - 2021

All Saints' Academy, Vision, Ethos & Mission

Vision

Where every member of our extended family realise their God-given potential, inspired by John 10:10. Jesus said 'I have come so you may have life in all its fullness'.

Our Purpose

To be a beacon of hope founded on Christian values serving Cheltenham and the Diocese of Gloucester where there is excellence in learning, achievement and fulfilment.

Ethos

All Saints' Academy is an Anglican Church Academy serving the community of Cheltenham, sponsored by the Diocese of Gloucester.
All Saints' Academy is a learning and loving community which seeks to be a sign of reconciliation, living in the hope of the Gospel. The Academy strives to live out the values of the Gospel and bear witness to the teaching of Jesus.

In order to achieve this, the Academy will: recognise that every individual is created in God's image and is worthy of respect; fulfil the potential of all students by providing an excellent holistic education; nurture the spiritual development of all within the Academy community, whilst recognising that faith is a free response to God and cannot be imposed; foster a search for truth; work for the common good, instilling in students a desire to serve others and work for justice and peace.

The academy will uphold the tenets, teachings and practices as governed by the Bishop of Gloucester.

Mission Statement

At the heart of All Saints' Academy is the belief that Christ is at the centre of all we do and are. Rooted in His teaching, we seek to fulfil in every member of our community their full potential so they are able to 'live life to the
full' and recognise that they are called to use their gifts and talents for the benefit of all.

We seek to do this by:

- providing a safe and secure environment where faith, prayer, compassion and reconciliation are visible in word and in action;
- providing an excellent education with a broad, balanced and creative curriculum which will allow everyone to discover their potential and to develop and share their unique talents;
- providing opportunities for all to be nourished and challenged both academically and spiritually in their respective beliefs;
- respecting and valuing the diversity of all, believing that everyone is created as a unique individual in the image of God;
- building a resilient community able to reach out and support others, both locally and globally;
- modelling through the Academy's policies, practices and values a concern to serve the common good, a heart for justice, a desire for reconciliation and the need to protect and sustain the environment.

The vision for teaching and learning at All Saints' Academy

At All Saints' Academy we have a highly committed professional community of teachers with varied experience and expertise. We work together for the mutual benefit of our students and a sense of professional pride. We work with passion for teaching children to improve them as learners and guide them as people.

We understand that all teachers are self-starters who take responsibility for their own development and for supporting colleagues.

We believe that all teachers can and will strive to become more effective in order to maximise the progress made by their students.

We believe that Continued Professional Development (CPD) should be personalised in order to support each teacher in becoming more effective. We know that we are all on a different trajectory in our development.

We have the drive and curiosity to engage with teacher communities beyond our walls to ensure we are up to date with new developments in pedagogy and we experiment to find what works best.

We work closely with examining bodies to ensure we provide the most expert guidance and support to our students to maximise outcomes.

The Vice Principal for Teaching and Learning (VP T&L) will create the conditions for teachers to collaborate for mutual benefit.

The VP T&L will identify and recognise where strengths exist and enable others to learn from that.

The VP T&L will identify opportunities for all staff to gain formal accreditation for training and skill development, where appropriate.

The VP T&L will enable all teachers to become leaders of teaching and learning.

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1: Tracking and Monitoring

Principal

The Principal has the responsibility to ensure that the system of leadership across the Academy is effective in improving the quality of teaching and learning. The Principal will ensure that appropriate systems of monitoring, review and evaluation are in place at each leadership level. The Principal will be involved in regular meetings with all levels of leadership to measure impact.

Vice Principal (VP)

VPs have the responsibility to ensure that monitoring, review and evaluation procedures are in place and rigorously delivered to measure improvement in the quality of teaching and learning across the Academy. They should identify and prioritise where improvements and support are required. They should create action points for improvement (as identified from observations and appraisal) which are to be collated and reviewed to formulate appropriate CPD for staff.

Assistant Vice Principal (AVP)

AVPs, as part of their role, are responsible for the improvement of standards in teaching and learning across the Academy. AVPs have responsibilities relating to:

- Teaching and Learning
- Attendance
- Student provision (including SEND)
- Curriculum
- Assessment
- Recording and reporting
- Timetabling
- Behaviour.

The devolved system of leadership enables AVPs to instil high standards with their team of staff. They are accountable for:

- The quality of teaching and learning
- The quality of monitoring and evaluation
- The quality of leadership in subject areas
- Provision for student progress
- Supporting positive behaviour for learning.

Teaching and Learning is of primary importance at the Academy. At weekly leadership meetings, the leadership team will focus on the quality of teaching and learning across the Academy. Time will be allocated over each term to focus on issues such as:

- Identifying areas requiring additional support
- Sharing good practice and innovation across each area
- Tracking of student progress in key stages / year groups
- Work scrutiny.

Heads of Department (HoD)

The devolved system of leadership enables HoDs to take ownership of their subjects and to instil high standards within that subject. They are accountable for:

- The quality of teaching and learning
- The quality of monitoring and evaluation
- The quality of provision for sound student progress
- Supporting positive behaviour for learning
- Monitoring, reviewing and evaluating the agreed schemes of work, examination courses and all documentation pertaining to teaching and learning
- SMSC (Social Moral Spiritual Cultural) inclusion in their subjects.
- Work related learning inclusion in their subjects

Teaching and Learning is of primary importance at the Academy. At Heads of Faculty meetings, subject leaders will focus on the quality of teaching and learning across their subject area. Time will be allocated over each term to focus on issues such as:

- Identifying areas requiring additional support, as appropriate
- Sharing good practice and innovation
- Tracking of student progress in their subjects across each year group
- Work scrutiny.

Classroom Teacher

All staff delivering a lesson are regarded as classroom teachers. They are responsible for:

- Preparation and planning for each lesson within schemes of work.
- Making appropriate provision to support students' individual needs.
- Implementation of the Ready to Learn policy.
- Marking and assessment (AfL).
  *See Assessment Policy
- The safety and wellbeing of everyone in the classroom.
- Provision of homework in accordance with the homework timetable.
- Engaging in the appropriate CPD to improve standards of teaching and learning within the Academy.
- SMSC inclusion in lessons.
- Work related inclusion in lessons.

Additional CPD will be implemented to support colleagues in their practice as needed. This will be agreed and implemented through the Line Management systems.

Appraisal and formal observations

- In accordance with the Performance Management and Appraisal Policy as directed by the Principal, an appraisal observation takes place once a year and is timetabled by the VP for T&L (teaching and learning).

- These observations are conducted formally. Feedback is given, in both verbal and written form within an agreed timescale.

- In addition to the formal appraisal observations, additional formal observations also take place in accordance with the monitoring and evaluation cycle. AVPs and HoDs observe the staff within each area in order to ensure a good overview of the quality of teaching and learning.

- As part of the review cycle, joint observations will take place to ensure consistency of judgement and areas for improvement.

- Observations occur in the Academy so that teachers have the opportunity to show the progress their class has made. Observations are timetabled in advance to ensure that teachers plan appropriately for the observations.

- Lesson observations are recorded on SIMS by the observer who would be either the line manager or a member of SLT. Within SIMS the teacher's developmental appraisal targets are visible and referenced when observing the teaching. The feedback is saved for review by the teacher and observer following the observation (as soon as can be arranged after the observation). Feedback from the observations, and other formative knowledge of the standards of teaching and achievement within a subject, are then evaluated by the Vice Principal (T&L) in the Annual Subject Review report. This report is discussed with the Head of Faculty and then shared with the subject team and used to inform the subject development plan. The subject review reports are reported to the Principal and on to Governors to inform the picture of the quality of teaching across the Academy. Exceptional practice is identified and opportunities to share this across the staff team are found. Where concerns are evident in teaching quality these are raised with the Principal and appropriate senior and subject leaders will provide appropriate support strategies.

- Target areas for improvement, recorded on lesson observation feedback forms, are collated and analysed by the VP for T&L. INSET is given to all staff on the strengths of lessons and the areas for improvement.

The vision for coaching at All Saints'

Coaching is the method by which we will improve our effectiveness as teachers in order to move forward as a community. Coaching is the joint enterprise in which one person supports another to develop their understanding and practice in an area defined by their own needs and interests. Personalisation lies at the core of coaching, ensuring that all teachers focus on the areas that would help each to be a more effective teacher.

Coaching requires two key start points for all teachers: an accurate self awareness and an approach that takes personal responsibility for self development and for collaborating with colleagues within the community.

Beyond the improvement in teaching quality benefitting all students, there are many benefits to the teacher from coaching. Enhancements in self-confidence, willingness and capacity to learn, knowledge and understanding, a wider repertoire of T&L strategies and increased or renewed confidence in the power of teaching to make a difference.

Coaching has the additional benefit of extending opportunities to develop leadership skills across the Academy, creating rich opportunities to grow the future leaders at All Saints' Academy. Learning to be a coach is one of the most effective ways of enabling teachers to become excellent practitioners.

Our Lead Practitioner leads the Teaching and Learning Group who refine the best practice models for the Academy, share these across the Academy in weekly briefing sessions and engage in regular developmental informal peer observations. The Teaching and Learning Group are the pioneers of our pedagogy and seek to ensure that we say at the cutting edge of learning developments.

The Environment for Learning

A timetabled 'Environment for Learning' walk will take place each week. These walks will be subject to a clear and fair rota which will include all departments. The Principal, Vice-Principal for T&L, the AVP and the HoD will together inspect the departments' classrooms and the students' work. They will monitor the standard of displays as well as general classroom condition. Student work will be checked to ensure that it is marked and that marking is up to date and according to Academy guidance.

2: Our Principles of Teaching

Principle - Teachers will...	So that students can
Ready to Learn Expectations	
a) Demonstrate effective classroom management b) Consistently apply Ready to Learn c) Ensure that all students participate fully in the learning d) Reinforce and reward good effort e) Ask questions that engage students in learning	a) Minimal valuable lesson time wasted dealing with transitions and low-level disruption. b) Students can think hard about their learning free from distraction. c) Students are engaged and thinking hard about their learning. d) Students understand the connection between hard work and achievement. e) All students participate, ask and answer questions.
Quality of Instruction (referring to Knowledge Organiser)	
a) Provide clearly defined outcomes b) Present new material in small, sequenced steps c) Provide scaffolds for difficult tasks d) Provide excellent models e) Lead students in guided practice, before moving to independent practice.	a) Have complete clarity around what they are learning b) Have secure understanding before moving on c) Can process the learning points you mean for them to focus on at the right time. d) Know what success looks like e) Achieve a high success rate before becoming self reliant.
Subject Knowledge and Mastery (referring to Knowledge Organiser)	
a) Demonstrate expertise in exam specifications b) Plan for and address misconceptions c) Sequence and interleave content d) Promote and uphold high standards of literacy and oracy e) Ask questions which stretch and challenge students.	a) Students are successful in exams b) Students are able to overcome common misconceptions c) Students revisit material in a way that promotes long-term memory d) Students communicate appropriately and to a high standard in a wide range of contexts e) Students demonstrate deep understanding through high quality answers.
Consolidate Knowledge and Skills - Making it Stick! (referring to Knowledge Organiser)	
a) Use low stakes testing. b) Guide students as they practise new material. c) Provide opportunities for students to practise new skills independently. d) Use a wide range of resources to engage students in embedding knowledge and skills. e) Ask questions which link with prior learning.	a) Embed learning into their long-term memories. b) Students can develop fluency and accuracy in new areas of learning. c) Students develop a broad range of knowledge and skills across a broad range of topics. d) Students successfully understand and apply key aspects of learning. e) Students are encouraged to draw from prior learning from across knowledge learning cycles.
Differentiation	
a) Provide models for demanding tasks. b) Pitch learning appropriately for individual learners. c) Adapt learning as needs arise. d) Show a deep understanding of pupils with diverse needs. e) Ask questions which are pitched and directed appropriately.	a) Students are able to succeed in challenging tasks. b) Students are challenged to exceed expectations. c) Students are supported to overcome barriers to learning d) All students make exceptional progress irrespective of their needs or background. e) Students can demonstrate their knowledge and understanding confidently.
Assessment and Feedback	
a) Give high quality feedback in line with Academy expectations. b) Use assessment to direct planning and next steps to make progress. c) Provide opportunities for students to act upon feedback. d) Plan and ask questions that assess student learning. e) Choose effective assessment tasks.	a) Students are able to understand their level of achievement and know how to improve. b) Students fill gaps in their learning. c) Students make good progress in their learning. d) Students can demonstrate what they know and what they need to know. e) Students apply their learning in a clearly defined format.

Teachers will...	So that students can
Ready to Learn Expectations	
• Meet and greet students at the door and welcome them to the classroom. • Check uniform, Knowledge Organiser and other equipment is on desk while students stand in silence. • Ensure bags are placed under desks. • Implement a prompt start and establish a purposeful learning environment.	• Feel welcome and supported. • Understand the link between high standards and high achievement. • Work in a safe, tidy environment. • Maximise their learning time.
Begininng the Lesson	
• Set a series of low-stakes questions designed to test prior knowledge. • Ensure that a range of topics are covered. • Review the test through cold-calling.	• Engage quickly with the lesson. • Revisit material from across other knowledge cycles frequently. • Feel challenged and engaged during each lesson.
Teacher Instruction - Input	
• Defines clear outcomes for the lesson. • Uses highly effective explanations to teach key concepts.	• Understand fully what they are learning and what they will be expected to achieve. • Grasp key ideas quickly.
Deliberate Practice – Do	
• Designs purposeful tasks which are closely aligned to achieving specific outcomes. • Set tasks that are designed to embed specific knowledge or skills. • Stretch students just outside of their comfort zone.	• Engage in their work with confidence • Develop accuracy in key skills and knowledge and demonstrate it. • Think about what they are learning and articulate why they are learning it.
Learning Review - Review	
• Use formative assessment strategies to gauge progress against clearly defined outcomes. • Give timely feedback which is specific, accurate, and clear. • Allow time for students to engage with their feedback.	• Be aware of gaps in their own knowledge and what they must do to close them. • Redirect their focus to an area that is most in need of development to improve. • Make rapid progress by improving on their previous outcomes and results.
Exit Routine	
• Ensure that the learning environment is tidy • Ensure a formal ending to the lesson with all students standing in silence behind their chairs • Check uniform and dismiss the class in small groups	• Recognise the importance of maintaining high standards • Finish their lesson in a calm manner. • Move through the lesson transition in an orderly manner.

3: Continued Professional Development

3.1 Teaching and Learning CPD

- Investment in all staff is essential to the continued improvement in attainment at All Saints' Academy.
- Teaching and Learning is our core business and is always prioritised through our CPD provision.
- CPD is based upon the needs of staff, as identified in the AIP (Academy Improvement Plan) and SIP (Subject Improvement Plan) and also through careful analysis of formal lesson feedback documentation by the Vice-Principal for T&L.
- Appropriate members of staff deliver high quality training exploring different aspects of pedagogy.
- All members of the Academy, regardless of experience, are encouraged to share successful methods and ideas they utilise with others, by leading CPD at a variety of levels.
- In each academic year, five CPD days are primarily dedicated to teaching and learning.
- To ensure evaluation is in line with OFSTED criteria and is moderated across all subject areas, staff – both teaching and nonteaching – attend training which focuses on OFSTED Standards for Lesson Observations. Teachers learn to recognise the features of outstanding lessons through debate and moderation.
- Lesson observations conducted by our Academy improvement partner provide further evidence that lesson quality is effectively moderated. Independent consultants are also used to further ratify evaluation of teaching and learning by our senior staff.
- Governors of the Academy are encouraged to observe the climate for learning. Feedback from this is also used to improve provision.
- The Academy has developed a menu of Twilight CPD sessions from which colleagues will be able to choose. This will be agreed throught the Line Management structure and should be mutually beneficial.
- Staff will agree the CPD focus for their development in a given year with their line manager at the start of the Performance Management cycle. These are chosen from the menu of CPD options on offer to all in order to ensure the CPD is personalised to meet individual needs. The impact of the CPD on performance is reviewed throughout the year at line management meetings and set review points.
- CPD sessions will be recorded and monitored using Bluesky in order to gauge value for money and to provide a portfolio of development.
- CPD will be monitored by the inidividual teacher but will form a part of Line Management discussions and will feed into the Performance Management structure.

3.2 T&L Briefing and TeachMeet

- In addition to five dedicated INSET days each academic year, the Academy maintains the high profile of Teaching and Learning through weekly briefing sessions dedicated to teaching standards called TeachMeet.

3.3 The NQT induction programme

- An extensive programme of NQT support runs throughout the year and is carefully mapped to provide timely support from senior leaders and peers alike. These sessions form the backbone of the NQT year in order to ensure that new teachers are best inducted in to the academy and are enabled to form firm foundations for a successful career in teaching.
- Newly Qualified Teachers (NQTs) are observed both formally and informally by the NQT induction tutor, and NQT mentors. This is overseen by an AVP. This ensures that NQTs have regular input from more experienced members of staff regarding the quality of their lessons.

- Feedback from lesson observations is both verbal and written. Written feedback observation forms are filed by the NQT induction tutor for future reference. Concerns over the quality of lessons are quickly dealt with and support strategies put into place. Support strategies would include peer observations, training and target-setting focusing on the weaknesses identified in lesson observations.

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Appendix 1
Knowledge Organisers & Learning Cycles

A Knowledge Organiser is a document produced for the students which clearly identifies the key knowledge and facts that they are required to know.

In light of the greater volume of content and requirement for students to memorise facts within new curriculum specifications we have adjusted our teaching to place a greater emphasis on learning of this content explicitly. A particular focus has been placed on ensuring that much of this content, in appropriate subjects, has been moved to lower year groups. This places greater challenge in to the curriculum in younger year groups, enabling all students to reach higher grades in Year 11 and 13.

At All Saints' Academy we have designed our Knowledge Organiser to match the learning cycles which the students will move through as the year progresses. Students are given the Knowledge Organisers for each subject at the beginning of each learning cycle in order to support their learning and aid revision for end of cycle assessments. Teachers should make reference to the Knowledge Organiser throughout the learning cycle and can set homework tasks to ensure that these key facts are memorised.

Learning Cycles

We have divided our year in to 5 learning cycles. Each cycle has a fixed set of learning outcomes which is assessed at the end of the cycle. The subject Curriculum Plans identify these clearly and the Knowledge Organisers are designed for the students and parents to support the learning of the key facts in that cycle.

Following the assessment during that cycle the results will be recorded and captured for analysis across the Academy by middle and senior leaders. Class teachers utilise the assessment to give feedback to students on their performance. They then address any learning gaps to consolidate the key content or even extend students thinking further.

Appendix 2
Using the Knowledge Organiser in your lessons

The knowledge organiser will be on the students desk in every lesson. The knowledge organiser has been carefully designed to include what we want the students to know. So they should be used regularly in lessons.

Start of the lesson – read the key details to check what they know already. End of the lesson – check what they know now, or look ahead to the next learning.	Highlight key words and use them for a quiz, spelling test or discussion of meanings.	Show a snap shot of a section on the board with some details missing. Students find the missing detail and discuss the meanings.
Set questions for the students to answer using content from the Knowledge Organiser.	Ask the students to write some questions based on the content of a section in the knowledge organiser. Students then answer each other's questions.	Share a case study or news article linked to a specific section in the knowledge organiser – students have to identify the links.
At the end of the cycle, give students a blank version of the knowledge organiser subject page. Students then recreate their page prioritising their weaknesses.	Students tick off topics as they have been completed. RAG rate the specific sections as they progress through the cycle, highlighting areas needing extra help.	Students complete a home study task on a section prior to the start of the lesson when you will be covering that content (flipped learning).
Ensure that scaffolds are created to support lower ability students in accessing the information in the Knowledge organiser.	Ensure that students use knowledge organiser in lessons as a reference document to get help before asking the teacher.	Students add in annotations to the knowledge organiser in lessons, independently or as directed. Helping to personalise and make content more memorable.

Appendix 3
Academy Independent Study Expectations

Home Learning

Independent study away from the classroom is an essential component of the learning journey of our students. Independent study is learning which might traditionally be called Homework alongside other learning activities which happen during the Academy day but outside of lesson time.

Our students and staff successfully adapted to the demands of online independent study in recent months and we have further enhanced our ability to teach students in this way ready for the 2020-2021 academic year.

The completion of independent study is a daily expectation for all students and progress towards meeting this will be encouraged, supported and monitored by teachers at all levels.

Students in Year 7 and 8 are expected to complete 1 hour per day, on average totalling 5 hours across the week. By completing this, students are able to progress through the deep and broad curriculum to prepare successfully for our Key Stage 4 programme of courses.

Students in Year 9, 10 and 11 are expected to complete 2 hours per day on average totalling 10 hours across the week. This will enable students to make enhanced progress through our challenging curriculum and achieve examination outcomes that surpass national expectations. This will afford them the best possible opportunities to secure further education, training and employment.

Students in Year 12 and 13 are expected to complete 3 hours per day, on average totalling 15 hours across the week. This will enable students to make enhanced progress through our challenging curriculum and achieve examination outcomes that surpass national expectations. This will afford them the best possible opportunities to secure further education, training and employment.

Independent study provides opportunities for our students to develop self-reliance, self-management and self-discipline. It gives time to reinforce concepts and skills learnt in lesson time, as well as time to research topics, concepts and ideas more deeply. Independent study is pre-planned and an essential element of each subject curriculum. It is designed to allow students to extend themselves with careful structure and guidance and develop a wider love of learning.

Independent Study Monitoring

We know that our students reach the highest standards of independent study when parents regularly monitor their children's completion of independent study tasks. Therefore, we encourage all parents to regularly discuss the independent study tasks that their children are engaged in and to monitor their progress through checking Satchel. We ask parents to support their children in providing a space for study at home.
Where students require additional structure or support with their independent study, we offer access to IT resources and support for all children at supervised independent study support club (Every evening from 3.10 – 4.10 in the Gateway Learning Hub, GLH).

AVPs and subject leaders monitor Satchel and books to ensure that independent study tasks are being set and completed in accordance to the independent study schedule, during learning conversations and lesson observations.
Pastoral Leaders and Tutors will monitor student folders to ensure that students are equipped with their Knowledge Organisers and are completing their independent study tasks. SLT will provide further monitoring via discussions with students from each year group. This is conducted on a rota basis according to a planned programme. Monitoring focuses on the regularity, quantity and quality of the independent study tasks set.

Appendix 4
Bloom's Taxonomy - Questioning and Tasks

This tool will help you to plan your questions and tasks for your lesson. The questions and tasks will be challenging for all, encouraging them to think deeper. Students should be familiar with all the 6 stages of thinking and be able to understand and use the key words.

1. Evaluate (Bloom's Taxonomy) — ***appraise and criticise***

assess, decide, choose, recommend, justify, judge, argue

2. Synthesise (Bloom's Taxonomy) — ***make something***

create, design, plan, invent, imagine, develop, construct

3. Analyse (Bloom's Taxonomy) — ***break it down***

investigate, compare, explain, test, calculate, illustrate

4. Apply (Bloom's Taxonomy) — ***use***

apply, show, use, solve, choose, demonstrate, practise

5. Comprehend (Bloom's Taxonomy) — ***understand***

paraphrase, explain, discuss, compare, predict, rewrite

6. Know (Bloom's Taxonomy) — ***remember***

recall, name, tell, list, find, describe, order, label, define

Appendix 5
Growth Mindset - Teacher Language

Process praise (as opposed to person praise) should be used to encourage students to be more resilient and understand that success comes with effort. This ensures that students are willing to be challenged and fulfil their full potential.

5 questions to develop a Growth Mindset:

1. What did you learn from today's tasks?
2. What steps did you take to make your work successful?
3. What are some different strategies that you could have used?
4. How did you keep going when you found things challenging?
5. What can you learn form your resilience today?

5 feedback comments to develop a Growth Mindset:

1. This can be a challenging concept to learn but I believe you can master it
2. You haven't got it yet, but you will if you keep working and thinking about it
3. I really appreciate your effort today
4. It's OK to take risks and make mistakes, that's how we learn
5. Improving takes time and with your effort I can see you're improving

Appendix 6
Differentiation - Where to start?

Each learner is a unique individual whose life experiences and responses vary considerably; their back ground will shape values, attitudes and beliefs. However, despite individual differences, language and learning are linked; students learn best when the right conditions for learning are created in the correct environment. Literacy skills are based on the knowledge of spoken language, whilst reading is making sense of letters and words to obtain or give information and narrative. Therefore there might be pronunciation problems, gaps in vocabulary and grammatical errors. Students need to be able to take risks and make mistakes. Staff need to provide nonverbal information to go with language input.

Strategies to use:

Graduate Tasks
- Use Blooms Taxonomy to plan tasks and questions
- Have a mix of mastery and developmental tasks

  Mastery tasks – everyone can achieve the answer in a short period of time- allows weaker students to succeed

  Developmental tasks – stretch more able require progression and deeper learning.

Set different tasks and timings
- Use ability groups
- Help sheets, writing frames
- Grade criteria and targets
- Set open tasks so they can be interpreted in different ways
- Differentiate time by the learning set, e.g: resource based, independent and mastery.

Targets
- Set individual targets
- Could be based on successes/how to improve from previous work
- Relate to levels and what is needed to move up the sub levels
- Differentiate feedback- by using feedback proformas, marking stamp, peer and self assessment
- All this can be linked then to individual outcomes.

Organisation, outcomes
- The resources can be linked to how you organise. Look at data to set groups
- Different tasks may have different outcomes but all will achieve the learning objective of the lesson in some way.

Groupings
- Collaborative – work shared by 2 or more students whose planning is left to the group to decide. Co–operative - work shared by 2 or more students where tasks and resources are specified by the teacher.

Grouping strategies
- Cascade - one or more students can develop knowledge and understanding of the topic and pass this onto one or more students
- Paired tutoring- pair a more advanced student with a less advanced
- Envoy – different groups work on different parts of same task. One from each group is then sent to another group to report findings
- Goldfish – each group allocated different part of task to discuss or investigate. These findings are then passed in some form to the group studying the next part of task where the new information is discussed.
- Carousel – 2 groups sit in an inner and outer circle facing each other. Those in the inner circle speak to opposite partner sharing ideas, information. At a signal the roles are reversed and those in outer circle take their turn while partners listen
- Snowball – individual to pairs to 4's to 8's sharing information and findings
- Jigsaw - each student in a home group of 5/6 is given a number. Those with the same numbers now form an "expert" group. Each group is allocated a different piece of research to undertake. They then return to their home groups reporting their findings
- Pair swapping - Pairs work on a task and then one from each pair swap with another and report on what they have done or add to their new partner's learning in some way
- Students as teachers – groups design an interesting way of delivering a subject – they are given time to select and design resources which they can then present later.

Support and Styles
- Use learning support in different ways- ask them for their ideas
- Use of ICT to give support
- Use group work to support each other
- Make explicit use of: peer assessment, peer tutoring, learning teams
- " Buddy up" students who can help each other

Appendix 7
Planning for Progress

Know your students:
Class Maps, Prior Learning, Targets, SEN, Reading Level, Pupil Premium, CATS (Intelligence scores), Attendance, Other helpful data.

How will you personalise your learning to meet the needs of your students? Seating Plans and differentiation should be considered.

Scheme of Learning (The Big Picture):
What will you teach? In what order? What are the stages of progression? How much time do you have? How will you share this with students?

How will you establish an effective Learning Environment? Displays, keywords, learning tools, exemplar work modelling should be considered.

Assessment for Learning (AfL):
How will you know students have learned what you have taught? How will you check the stages of learning during lessons? How will you mark and feedback to students to guide their learning? How will you respond to this feedback, both immediately and in following lessons.

How will you make marking and feedback a central part of your planning and lesson routine? Academy policy, marking stamps and workload should be considered.

Planning in response to AFL
Do you need to speed up? Slow down? Can you aim higher? How do you ensure that the learning is retained (stickability)? Do you need to approach the topic in another way?

How will you share and record learning outcomes? Communicating outcomes openly with all students in an honest and supportive environment is healthy and encourages accountability

How do you celebrate success?
How will you record the "learning journey" for your class? How do you motivate students to build on their success? How do you build in resilience

What systems will you use to praise? Make praise central to your practice. How you share success with parents/ pastoral team, Academy systems for praise and reward and what your students respond to should be considered.

Appendix 8
Effective Learning Behaviours

"Learning…that reflective activity which enables the learner to draw upon previous experience to understand and evaluate the present, so as to shape future action and formulate new knowledge."

- J. Abbott (1994)

What are the outcomes of learning?

- Knowledge – of things, people, ideas, action
- Skills – with things, people, ideas, action
- Feelings and emotions: success, satisfaction
- Ideas and strategies about learning
- Motivation to learn more
- A sense of oneself, including self as learner
- A sense of others and interacting with them
- A sense of membership of a community.

Prosocial	Epistemic
Kind (not callous)	Inquisitive (not passive)
Generous (not greedy)	Resilient (not easily defeated)
Forgiving (not vindictive)	Imaginative (not literal)
Tolerant (not bigoted)	Craftsman like (not slapdash)
Trustworthy (not deceitful)	Sceptical (not credulous)
Morally Brave (not apathetic)	Collaborative (not brave)
Convivial (not egotistical)	Thoughtful (not impulsive)
Ecological (not rapacious)	Practical (not only academic)

"If teaching were as simple as telling, we'd all be a lot smarter than we are."

- Mark Twain

So what do teachers have to do to support and develop effective learners?

- Provide opportunities to practise attributes or skills
- Plan opportunities to develop the attribute/skill; cultivate dispositions as well as developing knowledge
- Explicitly model the effective learner behaviours
- Plan for debriefing of the learning process
- Plan a rich variety of learning experiences
- Plan for opportunities for students to take responsibility for their own learning
- Encourage reflection on perceived failure and extract the lesson learned
- Plan for opportunities for real choice and independent decision-making
- Provide a diverse range of ways of experiencing success
- Promote talk which is exploratory, tentative and hypothetical
- Encourage students to learn from other students' questions and comments
- Build a classroom environment that supports risk-taking
- Use a variety of intellectually challenging teaching procedures
- Regularly raise students' awareness of the nature of different aspects of effective learning
- Discuss with students the skills and attributes of good learners
- Develop students' understanding of 'the big picture'.

Appendix 9
Effective Teacher Behaviours

John Hattie identified several ways to make teaching and learning visible.

Effective teachers:

- Are aware of learning intentions
- Have clear success criteria
- Are aware of students' starting points and needs
- Monitor learning and feedback
- Provide direction
- Step back when students are progressing towards the success criteria
- Use a range of learning strategies
- Provide meaningful and challenging experiences.

Classroom Climate

Teachers create an inviting environment by:

- Welcoming – greeting students as they enter the room
- Being organised – providing established routines
- Creating a bright and colourful environment – stimulating students
- Creating a comfortable environment – students and teachers work better if they feel comfortable.

Classroom Management

Teachers manage their classrooms effectively when they:

- Ensure rules and consequences are clearly understood
- Start the lesson on time
- Use times of transition effectively
- Ensure materials and tasks are ready and materials are distributed effectively
- Limit disruptions to the learning
- Use a reward system
- Correct inappropriate behaviour immediately, accurately and constructively
- Monitor the entire classroom.

Variety of Teaching and Learning Approaches

Effective teachers use a range of strategies to engage students and vary the content and the learning process. Understanding that students learn in different ways at different times is essential. Scaffolding and differentiation will enable students to bridge gaps in their learning and this is a key behaviour in good teaching. There is no single style of teaching that is most effective but the effective teacher ensures that all students are able to access the learning and make rapid progress.

Interactive Teaching

Almost all researchers agree that interaction between teacher and learner is essential to making rapid gains in progress.

Questioning is a key skill for the effective classroom teacher. Questioning allows teachers to monitor students' understanding. This gives the teacher the necessary information to develop and adapt the learning experience. Furthermore, answering questions enables students to practise and master the topic before moving on to the next one. Another way that questioning is effective – particularly higher level questioning – is through scaffolding and developing more detailed answers.

Appendix 10
Questions and wait time

Questions and Wait Time

Wait time is a period of silence after a teacher asks a question. If the teacher waits 3 or more seconds, many benefits are found:

- The length and correctness of responses increase
- The number of students who volunteer increases
- The number of students answering "I don't know" decreases
- There is a tendency for students to do better in tests
- Teachers' questions become more varied
- Teachers ask more higher order questions
- Teachers ask follow-up questions, and these are more complex
- If students hesitate during an answer, allowing them 3 seconds or more to regroup will yield more complex answers.

Appendix 11
Literacy and Numeracy

Literacy

At All Saints' Academy, we accept the fundamental principle that literacy is the key to improving learning and raising standards; literacy enables students to gain access to the curriculum, read for information and pleasure, and to communicate effectively. Poor levels of literacy impact negatively on what students can do and how they see themselves. At All Saints' Academy, all teachers share responsibility for the teaching of literacy.

The full literacy policy outlines specific guidance for reference by all teachers.

Numeracy

At All Saints' Academy all teachers share responsibility for the teaching of numeracy.
At All Saints' Academy we understand numeracy in that:

'We would wish 'numerate' to imply the possession of two attributes. The first of these is an 'at-homeness' with numbers and an ability to make use of mathematical skills which enable an individual to cope with the practical mathematical demands of his/her everyday life. The second is ability to have some appreciation and understanding of information which is presented in mathematical terms, for instance in graphs, charts or tables or by reference to percentage increase or decrease.'

- Cockcroft Report, 1985

The full numeracy policy outlines optimum strategies for completing numerical operations and other guidance for reference for non-maths specialists.

Appendix 12 Effective Deployment of Support Staff

In successful lessons, good and outstanding teachers use their support staff effectively. Best practice occurs when the teacher and support staff work as a professional team, jointly planning their roles in each lesson. Here are some points to consider to help achieve this:

Planning

There is rarely time for joint, in-depth planning but It is helpful to TA's if teachers:

- Know which lessons you will have support in and write them into your lesson plan
- Liaise with TA to discuss specific students who are being supported and listen to the TA's ideas of how the support can be enhanced
- Provide schemes of work to the TA so they know what to expect in advance.
- If possible, on arrival give the TA a copy of the lesson plan, a post-it note with key points on or brief discussion with them as they arrive in the room
- Encourage the TA to ask for guidance, when they are not sure what to do.

Classroom Interactions

Empowering your TA to be active in lessons not only enables them to raise their profile in the classroom, but allows you to develop an engaging environment, building a rapport where you can bounce off each other during lessons.

- Be clear and specific: don't assume that your TA knows what you want them to do
- Give guidelines and expectations on TA authority to move around the room, to encourage students with their learning; supporting with checking that everyone is on task; dealing with off-task behaviour; and supporting health and safety proactively.

Starter/plenary/during teacher input of new information

- During teacher leading from the front, the TA can encourage student participation by discussing potential responses and having the confidence to share. (Use of white board can help here)
- When not attached to specific students, TAs can circulate and appropriately position themselves to help settle more distractible students
- Depending on need this may be a time when the TA can support the teacher by organising, checking or distributing resources to support quick transition to the next task.

During student written work

Even when attached to one student, it is usually more effective for a TA to work with a small group. This helps the individual student, who still needs his or her own thinking time, and other students who can benefit from support.

Other possible tasks include:

- modelling or demonstrating to students how to present work;
- getting students to articulate or draft answers to questions
- leading a small group discussion
- providing writing frames to help structure writing
- breaking down tasks into smaller (time framed) steps
- checking and marking; and assessing whether learning objectives are met.

Assessment for learning

Given the criteria TA's can:

- Record what students can do or understand and identify difficulties for individuals or across the class
- help the students self-mark their work; and discuss with individuals what they need to do to move on to the next level or to support understanding where a student has struggled.

Feedback

Everyone benefits from feedback and your TA is no different

- Give them details about what works well, remain positive and give clear requests
- Make sure the feedback is constructive and helps your TA to see the bigger picture of what you are trying to achieve in your setting.