



All Saints'  
Academy  
Cheltenham

# TEACHING AND LEARNING HANDBOOK



2021 - 2022



# All Saints' Academy, Vision, Ethos & Mission

## Our Christian 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 Christian Purpose

Is 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.

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.

## Our Christian Ethos

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 have a 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 even more effective in order to maximise the progress made by their students.

We have a shared understanding of what quality teaching is, in the form of the Academy Teaching Principles. 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 (VP Curriculum) will create the conditions for teachers to collaborate for mutual benefit. The VP Curriculum will identify and recognise where strengths exist and enable others to learn from that.

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

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# 1: Evaluating the quality of teaching

## Principal

The Principal has the responsibility to ensure that the system of leadership across the Academy is effective in evaluating and 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 which are collated and reviewed to design 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:

- Implementing Academy Teaching Principles
- 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 Faculty (HoF)

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

- Implementation of the ATP
- 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
- Implementing Assessment Recording, Reporting Policy

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:

- The safety and wellbeing of everyone in the classroom
- Implementing the ATP
- 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
- Provision of homework in accordance with the homework timetable
- SMSC inclusion in lessons
- Work related inclusion in lessons
- Implementation of the Literacy policy
- Engaging in the appropriate CPD to improve standards of teaching and learning within the Academy

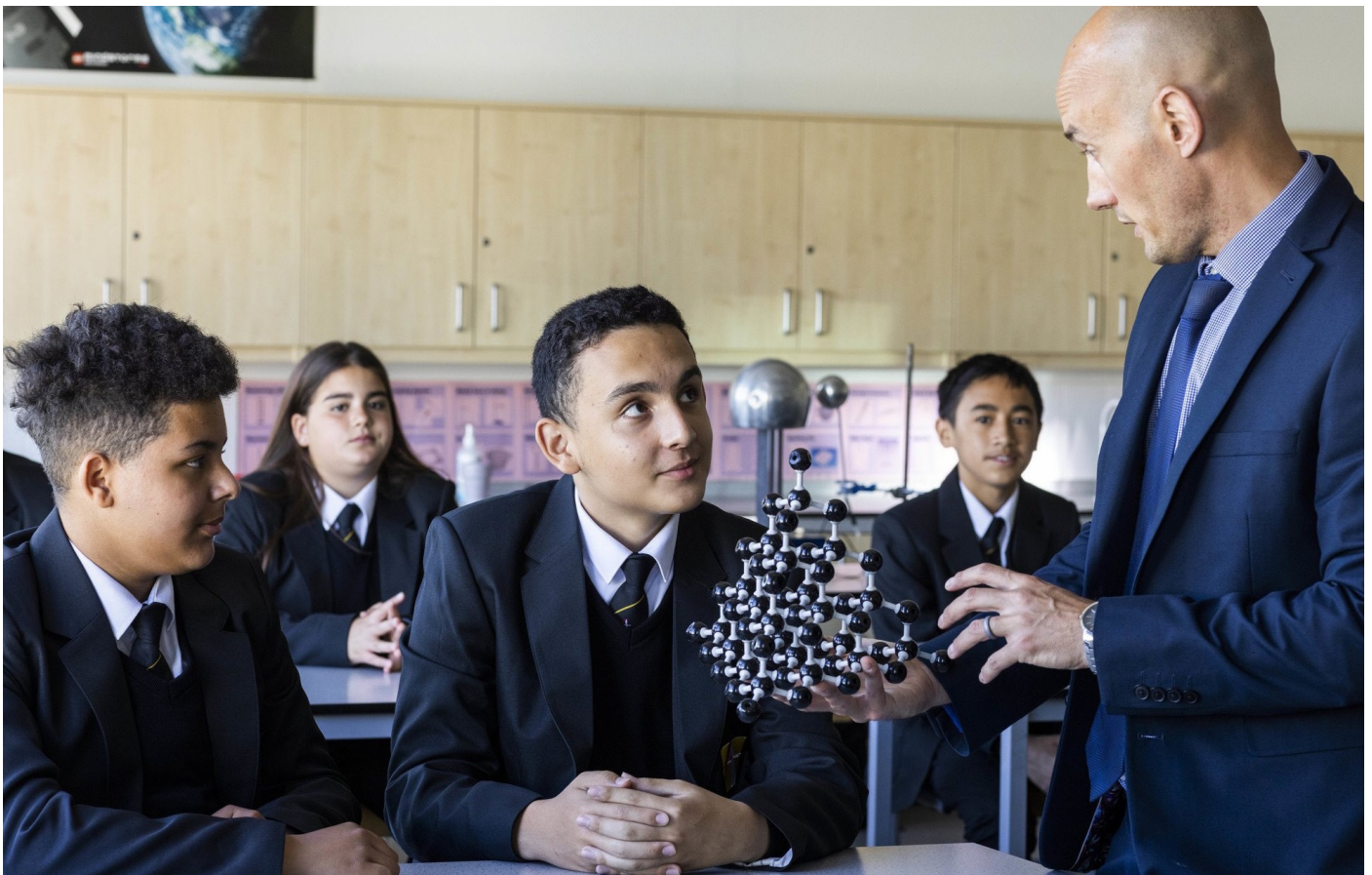
Additional CPD will be provided to support colleagues as needed. This will be agreed and implemented through the Line Management





### Appraisal and lesson observations

- Each year staff set Performance Management targets in accordance with the Appraisal Policy, with one target based on the quality of teaching.
- Judgement on the quality of teaching is made following lesson observation of teaching in accordance with the Academy Monitoring Calendar.
- Formal appraisal observations take place in accordance with the Monitoring Calendar Subject Reviews and are scheduled in advance.
- AVPs and HoDs observe all staff within their subject area regularly (the Academy Teaching Principles Programme), in order to gain an in-depth understanding of the quality of teaching and learning and to develop it.
- Observations occur in the Academy so that teachers can show the progress their class has made. Observations are scheduled in collaboration with teachers to ensure that teachers plan appropriately for the observations.
- Formal lesson observations are recorded on SIMS by the observer who would be 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). Subject Review reports are compiled from the outcomes of the observation and other evaluative information. 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 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 appropriate senior and subject leaders who will provide appropriate support strategies.
- Target areas for improvement in teaching quality are analysed by the VP Curriculum and Lead Practitioner. CPD is planned to to all staff on the strengths of lessons and the areas for improvement.



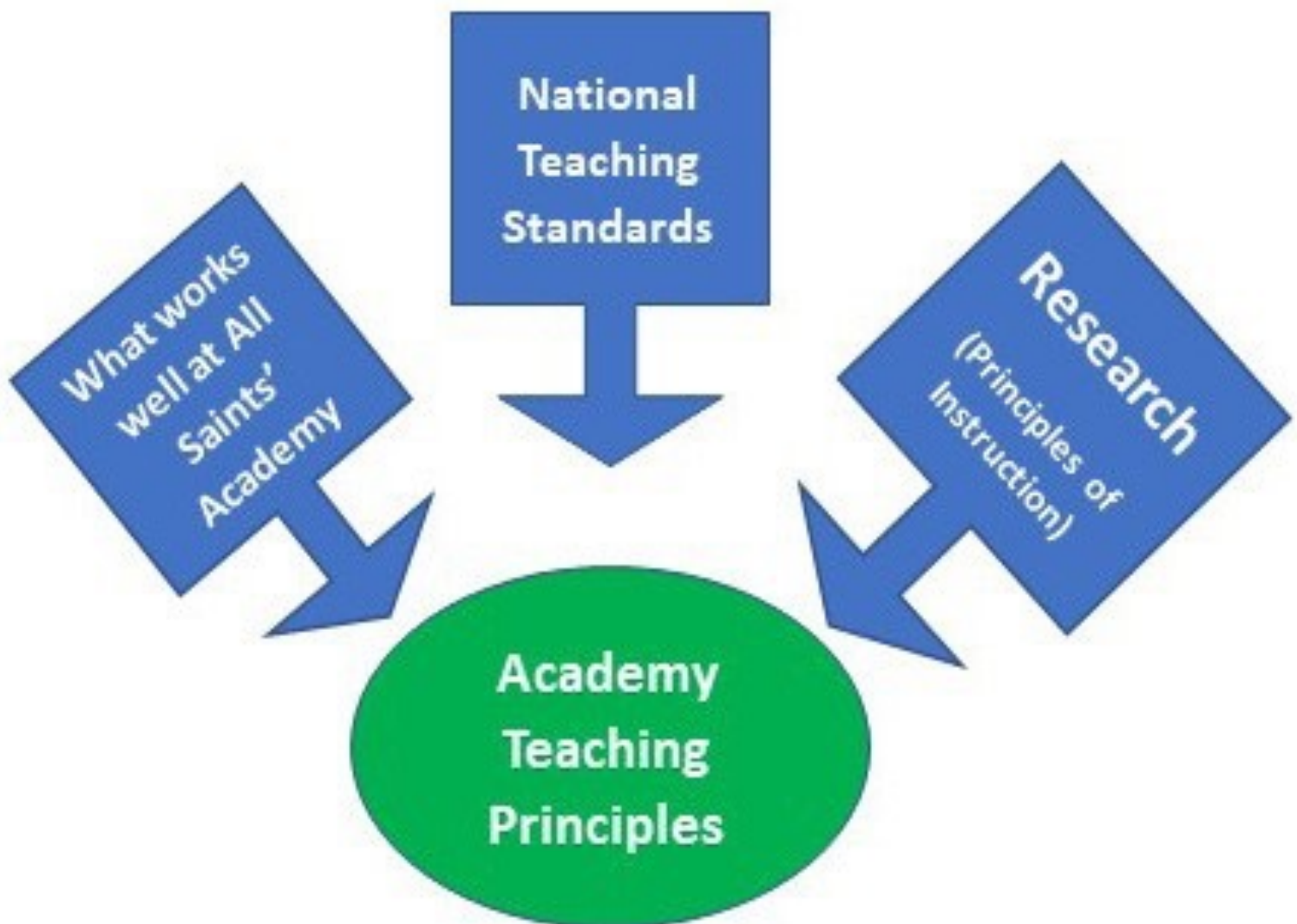
## 2. Academy Teaching Principles (ATP)

Our Vision, to enable all in our family to have life in all its fullness, inspires our teachers to provide the highest quality teaching to maximise learning potential. To enable this we have devised our Academy Teaching Principles to give clear direction on what we believe the most effective teaching practice should include.

The Principles give us:

- a clear expectation of what we want our teaching to be/look like
- a common vocabulary for discussing teaching
- a shared set of criteria to assess the quality of teaching
- A structure for CPD planning

The ATP define the key characteristics of effective teaching to maximise learning progress for our students, focused on pedagogy. We have combined the core national teaching standards with knowledge of latest research and our experience of what works best at All Saints' Academy.



# Academy Teaching Principles (ATP)

All Saints' Academy Teaching Principles (ATP)		
ATP1. Ready to Learn Expectations		Teaching Standard Reference
<i>Teachers will...</i>	<i>So that students can/are...</i>	
a) Demonstrate effective classroom management	a) experience minimal valuable lesson time wasted dealing with transitions and low-level disruption	1.7.1
b) Consistently apply "Ready to Learn"	b) focus on their learning free from distraction	1.7.2
c) Ensure that all students participate fully in the learning	c) engaged and thinking hard about their learning	1.7.3
d) Reinforce and reward good effort	d) understand the connection between hard work and achievement	1.2.5
e) Ask questions that engage students in learning	e) participate, ask and answer questions	1.6.4
ATP2. Quality of Instruction (referring to Knowledge Organiser)		Teaching Standard Reference
<i>Teachers will...</i>	<i>So that students can/are...</i>	
a) Provide clearly defined outcomes	a) have complete clarity around what they are learning	1.2.2
b) Present new material in small, sequenced steps	b) have secure understanding before moving on	1.4.1
c) Provide scaffolds for difficult tasks	c) process the learning points they need to focus on at the right time.	1.2.4
d) Provide excellent models	d) know what success looks like	1.2.4
e) Lead students in guided practice, before moving to independent practice	e) gain confidence in achieving a high success rate before becoming self-reliant	1.2.5
ATP3. Subject Knowledge and Mastery (referring to Knowledge Organiser)		Teaching Standard Reference
<i>Teachers will...</i>	<i>So that students can/are...</i>	
a) Demonstrate expertise in exam specifications	a) successful in exams	1.3.1, 1.3.2
b) Plan for and address misconceptions	b) able to overcome common misconceptions	1.5.1, 1.2.2
c) Sequence and interleave content	c) revisit material in a way that promotes long-term memory	1.4.5, 1.2.4
d) Promote and uphold high standards of literacy and oracy	d) communicate appropriately and to a high standard in a wide range of contexts	1.3.3, 1.3.4
e) Ask questions that stretch and challenge students	e) demonstrate deep understanding through high quality answers	1.6.1, 1.6.2



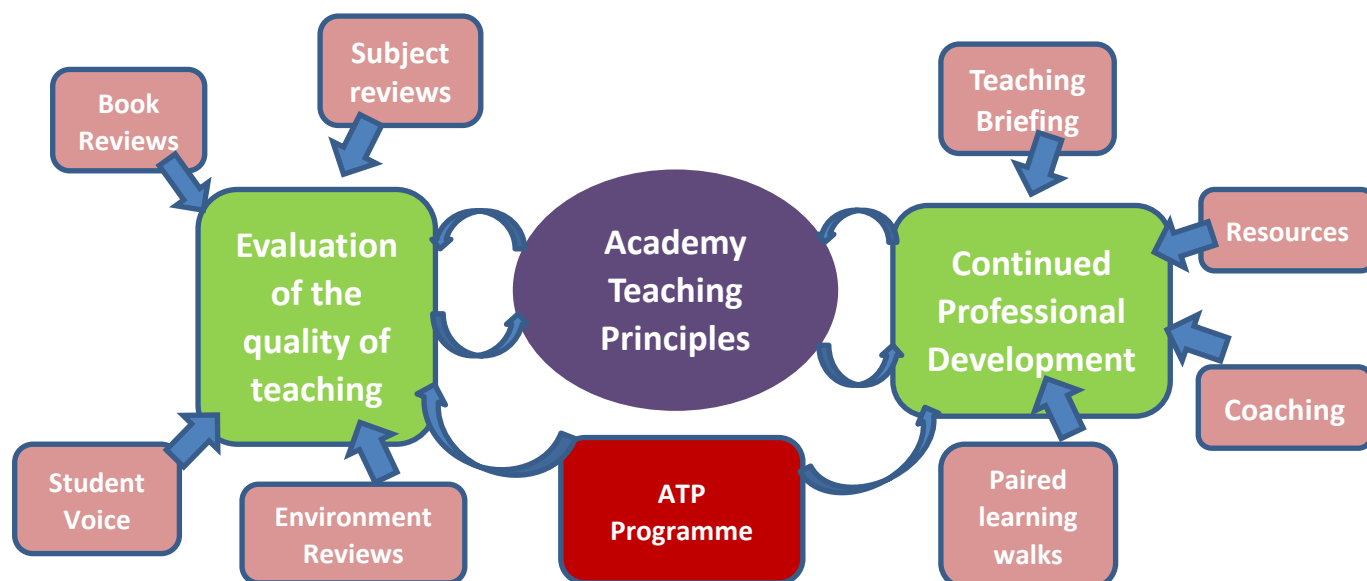
# Academy Teaching Principles (ATP)

All Saints' Academy Teaching Principles (ATP) continued...		
ATP4. Consolidate Knowledge and Skills - Making it Stick! (referring to Knowledge Organiser)		Teaching Standard Reference
<i>Teachers will...</i>	<i>So that students can/are...</i>	
a) Use low stakes testing	a) embed learning into their long-term memories	1.6.2, 1.6.4
b) Guide students carefully as they practise new material - Conscientiously scaffold materials	b) are able to engage with new concepts, feeling supported when challenged	1.2.3
c) Provide opportunities for students to practise new skills independently	c) Build resilience and develop more depth in their knowledge which they can apply across a range of subjects.	1.2.5
d) Use a wide range of resources to engage students in embedding knowledge and skills	d) successfully understand and apply key aspects of learning	1.4.5
e) Ask questions that link with prior learning	e) are encouraged to draw from prior learning from across knowledge learning cycles	1.2.3
ATP5. Differentiation – Adapting your teaching to meet all student needs		Teaching Standard Reference
<i>Teachers will...</i>	<i>So that students can/are...</i>	
a) Provide models for challenging tasks	a) able to succeed in challenging tasks	1.5.1
b) Pitch learning appropriately for individual learners	b) challenged to exceed expectations (all abilities)	1.5.1
c) Adapt learning as needs arise	c) supported to overcome barriers to learning	1.4.4
d) Show a deep understanding of students with diverse needs	d) make exceptional progress irrespective of their needs or background	1.5.3, 1.5.4
e) Ask questions which are pitched and directed appropriately	e) demonstrate their knowledge and understanding confidently	1.6.2, 1.6.4
ATP6. Assessment and Feedback		Teaching Standard Reference
<i>Teachers will...</i>	<i>So that students can/are...</i>	
a) Give high quality feedback in line with Academy expectations	a) able to understand their level of achievement and know how to improve.	1.6.4
b) Use assessment to direct planning and next steps to make progress	b) fill gaps in their learning	1.4.4, 1.6.3
c) Provide opportunities for students to act upon feedback	c) make good progress in their learning	1.6.4
d) Plan and ask questions that assess student learning	d) demonstrate what they know and where there are gaps in their learning	1.6.1
e) Choose effective assessment tasks	e) apply their learning to clearly defined objectives and have clarity on what is required to succeed	1.6.2

# Academy Teaching Principles (ATP)

## How we use the Teaching Principles

The Principles are the basis on which we evaluate our teaching quality and design the continued professional development support for our teachers.



### Evaluation of the quality of teaching

**Subject Reviews** are led by SLT and happen at least annually. They give each subject the opportunity to demonstrate the standards of teaching and learning and how these impacts on the learning of their students. This is demonstrated using a variety of review measures, which includes some **short observation** of lessons of each teacher in the team in conjunction with some of the following evaluation measures.

**Student Voice** is gathered through small group questioning and with individuals during lesson observation.

**Book Reviews** and Exam paper scrutiny is done regularly to monitor the quality of classwork, assessment and feedback.

In addition, **Environment Reviews** are conducted weekly in order to review the learning areas, exercise books and to discuss progress in the subjects. These are conducted by the SLT and the Head of Faculty/subject leader.

Outcomes from all review work is shared with the subject leaders and teaching teams to inform subject improvement planning.

The Principal reports the outcomes of the evaluation of the quality of teaching to trustees regularly at Standards and Steering Committee and Full Governing Body meetings.

Development areas identified through evaluation of the quality of teaching feed into the teaching and learning improvement plans, which are then supported through the Academy continued professional development channels.



# Academy Teaching Principles (ATP)

## Continued Professional Development

**Whole Academy training** and weekly **Teaching Briefings** are designed by the VP Curriculum, Lead Practitioner and Teaching and Learning Team to provide direct instruction on teaching strategies and inspire innovation.

We have five designated training days each year which are prioritised according to the identified needs within the Academy and national imperatives. Additionally, we allocate some twilight training sessions throughout the year to provide personalised bespoke training matched the principles.

**Resources** are shared within teaching briefings and catalogued to enable colleagues to share best practice, benefit from each other's experience and reduce workload.

The Lead Practitioner and team can provide **coaching** on a bespoke basis to colleagues to improve a particular aspect of their teaching. **Paired learning walks** are organised by the Teaching and Learning Team to facilitate colleagues who wish to see each other teach and to provide supportive feedback on the teaching and learning seen.

## ATP Programme

The ATP Programme connects the evaluation and CPD branches of our work. All teaching staff are included in the programme. The programme includes regular review of all teachers against these principles. This takes the form of brief observations of a lesson part with a specific focus on one of the Academy Teaching Principles, resulting in supportive feedback to help the teacher to develop their practice further. ATP reviews will be undertaken regularly each term and not usually last for more than 15 minutes of a lesson, at an agreed time to view the teaching. Feedback is recorded rapidly and given in verbal and written form.

These reviews will usually be completed between a line manager and teacher. However, the power of supportive feedback for colleagues is considered a critical element in developing practice and so they can be arranged between colleagues at any time, which is encouraged.



# Early Career Teachers (ECT)

## The Early Career Teacher (ECT) Induction Programme

- We believe that teachers deserve high quality support throughout their careers, particularly in those first years of teaching when the learning curve is steepest. Teachers in the first years of their career require high quality, structured support in order to begin the journey towards becoming an expert. During induction, it is essential that ECTs are able to develop the knowledge, practices and working habits that set them up for a fulfilling and successful career in teaching.
- The Academy has joined our local teaching hub and UCL to provide the Full Induction Programme (Early Career Framework, ECF) for our ECTs. The programme lasts for two years and builds on initial teacher training to continue the Early Career Framework.
- Key roles within the programme are the Induction Lead and the mentors, who provide formal support and oversight to the ECTs throughout the programme. The Vice Principal Curriculum is the Induction Lead and we take care to provide the most experienced and able mentors to support our ECTs.
- The ECF delivery is composed of the following components:
  - ECT self-directed study
  - ECT mentor meetings, including Module Audits
  - ECT training sessions
  - ECT online learning community sessions





# Knowledge Organisers & Learning Cycles

## Learning Cycles

We have divided our year in to 4 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 at the end of 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 learning. They then address any learning gaps to consolidate the key content or extend students learning further.

## Knowledge Organisers

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

With a high volume of information content and a requirement for students to memorise facts within 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 some of this content, in appropriate subjects, has been moved to lower year groups, enabling all students to reach higher grades in Year 11 and 13.

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 make reference to the Knowledge Organiser throughout the learning cycle and set Independent Study tasks to ensure that these key facts are memorised.



# 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.





## 5. Academy Independent Study Expectations

### Home Learning

Students and parents should log on to Satchel One to see independent study tasks, please click on the link: <https://asachelt.satchelone.com/school/home>

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.

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, 8 and 9 are expected to complete 1 hour per day on average, totaling 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 10 and 11 are expected to complete 2 hours per day on average, totaling 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 prepares our students for sixth form study, apprenticeships and employment.

Students in Year 12 and 13 are expected to complete 3 hours per day on average, totaling 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 prepares our students for higher education, higher apprenticeships 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 15.10 - 16.10 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.

## 6. Effective Deployment of Support Staff

In successful lessons, effective teachers use their support staff purposefully. 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 Teaching Assistants when 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.