



Teaching and Learning Protocol 2016/17

'Whitworth Community High School aims to equip all learners with the skills needed to succeed in a changing world. We aim to encourage all our students to achieve their potential through a culture of high expectations for everyone. Learning is at the centre of all that we do and we aim to encourage a commitment to learning that is not based solely on the acquisition of knowledge but on the development of the skills, attributes and values needed to encourage life-long learning.' WCHS Vision Statement

The following protocol is designed with our school vision in mind along with the following principles of teaching and learning which guide the work in the school:

- To Promote Learning and Raise Progress

'The most important role of teaching is to promote learning and to raise pupils' achievement.'

- To Develop Young People

'It is also important in promoting students' spiritual, moral, social and cultural development.' OFSTED

The aims of this document are to set out a clear set of high expectations and a common approach to teaching and learning at Whitworth Community High School so that teachers, parents/carers and students are all aware of and can work towards the highest possible standards of education. It is designed in such a way that Whilst teaching staff are encouraged to adopt a style of their own and are not expected to teach in any specific way, regular monitoring of teaching and learning takes place at Whitworth Community High School to ensure that high standards are always met and therefore, the best outcomes for the students.

This protocol document is structured into four sections which are based on the four key areas which teaching should be understood to include:

- Planning and implementation of learning activities (part 1);
- Setting of appropriate home learning across the whole curriculum (part 2);
- Marking, assessment and feedback (part 3);
- Impact of teaching on the spiritual, moral, social and cultural development of students (part 4).

Section 1 - Planning and implementation of learning activities

Rationale

It is important that teachers plan schemes of work and deliver lessons that enable students to work towards the learning objectives and make progress towards the success criteria. It is acknowledged that different teachers have their own preferred styles of teaching but it is imperative that the agreed criteria are followed to ensure the best outcomes for all students in all lessons. The ultimate aim is to ensure that thorough planning and focussed lesson implementation aids students in their quest to make progress over time.

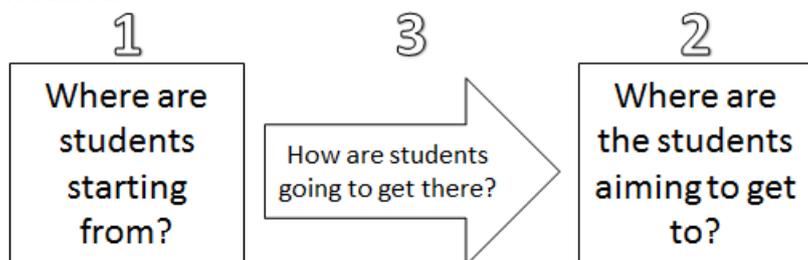
Schemes of Work

This template available (see appendix 7) is the preferred format at WCHS. However, medium and long term plans can be presented in a way that best suits the faculty to which they belong but it is expected that the scheme of work will meet all of the criteria set out below.

- Clarify objectives, including success criteria based on assessment outcomes from level 2 qualifications, thus ensuring sustained and relevant progress over time;
- Identify prior learning to ensure clear progression.
- Identify clearly the subject knowledge to be taught;
- Include suggested learning activities that can be adapted by teachers to suit their teaching style and the learning preferences of their student;
- Include references to differentiated work to ensure all students are challenged in line with their ability;
- Provide opportunities for developing independent and collaborative learning;
- Detail literacy, numeracy and communication opportunities and how they will be taught;
- Detail how the unit will be assessed and include opportunities for a variety of assessment for learning strategies throughout;
- Include SMSC considerations and opportunities to develop student aspiration;
- Identify relevant and challenging opportunities for home learning.

Lessons

When initially devising a new lesson, teachers are reminded to keep the lesson focussed on the learning objectives and intended outcomes so that students move forward and make progress in their learning every lesson relative to their starting points. The following diagram is intended as a tool to ensure that initial planning remains clearly focussed.



Teachers at Whitworth Community High School should strive to ensure that their planning allows for the following criteria to be met each lesson:

- **Use of assessment in planning** - Information from assessments should be used to set tasks that are perfectly matched to students' prior attainment.
- **Level of challenge** - Work should be pitched at a level that is appropriate to the individual. It is challenging – success is only achievable if individual students work hard and try their very best. All individuals should find the tasks demanding at their own level.
- **Use of teaching assistants** - Teaching assistants should be highly effective in promoting rapid learning for groups of students regardless of their aptitudes and needs.
- **Opportunities to develop literacy, numeracy, and communication skills** – Teaching should include opportunities to develop reading, writing, communication and numeracy skills that are highly effectively taught and cohesively planned as part of the lesson.
- **Use of strategies and tasks to engage students** - Strategies and tasks should enthuse students so that they persevere when faced with difficult problems and are keen to succeed and to learn more.
- **Pace and depth of learning** - The pace of learning should be optimised throughout the lesson as to the best effect to support students at the time they need such support. As a result, almost all pupils make rapid and sustained progress.

- **Use of questioning** - Questions should be designed to tease out students' understanding so that the teacher is exceptionally aware of the degree to which pupils are secure in their knowledge and understanding.
- **Assessment of learning during lessons** - The work for each individual student should be adapted in the light of any misconceptions that are brought to light through questioning or checks on students' work.
- **Marking and feedback** - Marking should be frequent and regular, providing students with very clear guidance on how work can be improved. Students need to be engaged in the process.
- **Home Learning** – Home learning should be an integral part of the lesson. It extends the learning and is treated as being as important as the lesson.
- **Progress** – Ultimately, all students should make at least good progress in their learning relative to their ability and starting points, and demonstrate full understanding of this. For many, this is better than might be expected. Some may demonstrate exceptional achievement.

The prompt sheet (appendix 1) and lesson plan (appendix 2) act as tools to remind teachers to strive to include all the criteria mentioned above.

Planning

It is acceptable for teachers at Whitworth Community High School to use a variety of methods to plan their teaching on a day-to-day basis whilst following the planning prompt sheet (appendix 1). These methods could include use of power point, use of a generic teacher planner or another structured plan of their choice. The reason for this freedom of choice is to allow teachers to develop their own styles and to give them the freedom to be creative in their planning so that they may feel empowered to offer deep learning experiences and un-restricted by a set lesson plan. However, whilst teaching staff are encouraged to adopt a style of their own and are not expected to teach in any specific way, regular monitoring of teaching and learning takes place at Whitworth Community High School to ensure the highest standards and therefore, outcomes for the students. Teachers are expected to use the agreed lesson plan (appendix 2) for observations along with a set of progress data for their class.

Monitoring

The annual model for monitoring of teaching and learning is as follows:

- Regular learning walks – this may include a variety of formats such as 'drop-ins' with a shared focus, tours of the school or support calls (appendix 3a);
- Faculty review – triggered by T&L issues or examination results. These are to be used to guide support and direct challenge;
- Mini observation – one or two per year (appendix 3);
- Full observation – one per year (appendix 3);
- Work scrutiny, 'marking market place' or 'book looks' – up to five per year (appendix 5 and 8);
- There may be instances where additional monitoring is required such as where a teacher is identified as requiring additional support or where a teacher is newly qualified.

Monitoring of teaching and learning is quality assured through a model of paired observation and scrutinisation wherever possible.

The monitoring of quality of teaching also includes a comparison to outcomes so as to give a broader picture of the success of teaching over time.

Support for Teachers

Staff are supported in improving their teaching in the following ways:

- Tours of strength (observing good practice from colleagues)
- Coaching triangles (teachers working in small groups to enhance their own practice)
- Development time targeted continuing professional development (CPD) sessions
- Observing good practice at partner schools
- External courses when necessary

Student and Parent Involvement

The views of students about lessons will also be sought as part of a student voice subject review. Parents have a considerable contribution to make to students' success in school. They are strongly encouraged to review their students' school books, support students in responding to their teachers' feedback and create the right environment and routines at home to enable homework to be completed. Liaison with the school is encouraged through use of student planner.

Section 2 - Setting of appropriate home learning across the whole curriculum

Rationale

Home learning is an essential part of a successful education and helps support students' ability to learn in a variety of contexts. Home learning not only reinforces classroom learning, it also helps students to develop skills and attitudes they need for successful lifelong learning. It promotes independent learning skills, including the habits of inquiry and investigation.

Nature of home learning

At Whitworth Community High School, we believe that home learning tasks should not prevent pupils taking part in other after-school activities such as music, sport and clubs. It should be flexible so it can be completed at the family's convenience. Homework should be enjoyable for students, parents and carers. The home learning booklets for key stage three students are particularly designed with this in mind as the students have a week to complete the booklet at a time of their convenience. At key stage four, students are expected to take on an increased level of a personal responsibility for their own time management and organisation of their work so that whilst keeping up with the home learning demands, they can pursue other beneficial hobbies and activities.

Effectiveness of home learning:

Faculty leaders and teachers must ensure that home learning is purposeful and that it enhances the students' learning journey. Home learning is most effective when:

- Tasks are structured, linked to the scheme of work and their purpose is clearly explained to students;
- There is consistent practice across the faculties;
- Home learning is regular so that everyone knows what to expect each week;
- Home learning expectations are recorded in the planner provided;
- Students and their parents or carers are clear about what they need to do and what the outcome will be;
- There are high expectations;
- Feedback is clear, focussed and constructive.

Regularity of home learning

- In years 7 and 8 and 9 students will complete home learning booklets for all of the subjects on the curriculum on a weekly rotation. Maths and English will also set a weekly task. Additional home learning tasks may also be set in other subjects. This must be recorded in the student planner.
- In years 10 and 11, home learning will be less structured in its nature to allow students to take more ownership of their own learning journey and to allow teachers to respond to the needs of the students throughout their courses. However, it is expected that weekly home learning tasks will be set in ALL subjects. This must be recorded in the student planner.

Rewards and sanctions

Home learning will be rewarded through the points system. Additionally, students will be rewarded at the commendation assemblies or awards evening for their efforts.

On the occasions where students fail to complete their home learning, students will be set a subject/faculty detention, followed by additional progress leader/SLT detentions for regular offenders.

Student and Parent Involvement

The views of students about home learning will be sought as part of a student voice subject review. Parents have a considerable contribution to make to students' success in school. They are strongly encouraged to support their children with their home learning by creating the right environment and routines at home to enable home learning to be completed. Liaison with the school is encouraged through use of the student planner. Parent views are regularly sought and acted upon. The home learning booklets have been extended to all key stage three students as a result of a parent questionnaire. Parents will be contacted if students regularly do not engage with home learning.

Section 3 - Marking, assessment and feedback

Rationale

It is important to provide constructive feedback to students, focusing on success and improvement needs against learning intentions. This enables students to become reflective learners and helps them to close the gap between what they can currently do and what we would like them to be able to do. The ultimate aim is to ensure that the marking and assessment process aids students in their quest to make progress over time.

What are the principles that guide the school's approach to marking?

Marking and feedback should:

- be manageable for teachers and accessible to students;
- relate to the learning objectives and success criteria;
- give recognition, praise and rewards for achievement, effort and presentation
- offer clear strategies for improvement;
- be regular and returned to students promptly in order for the feedback to be relevant;
- allow specific time for students to read, reflect and respond to marking;
- inform future planning;
- use consistent codes across the school, particularly for literacy and numeracy where appropriate;
- ultimately be seen by students as a positive approach to improving their learning.

Marking Codes

The following abbreviations and codes are used by teachers when marking. In addition to the marking codes, a marking sticker is available to staff (appendix 4). It includes effort grade, number of achievement points earned, grade or level (if appropriate), what went well, even better if, and a space for students to make a response. Another general progress sticker is placed on the front of the students' work books (appendix 4). It includes their target levels for each term, a space to fill in if they are on track to achieve their targets and most importantly, a space to write down a focussed target for improvement.

General Codes			
HL	Home learning (in top left hand border)	WWW	What went well
SA or PA	Self-assessed or Peer-assessed	EBI	Even better if...
DIRT	Dedicated improvement and reflection time	VF	Verbal Feedback
Literacy Codes			
Sp.	Spelling	//	New paragraph
P	Punctuation	?	Not clear
CL	Misuse of capital letter	^	Something is missing.
Tense	Change tense	Gr.	Grammar
SS	Sentence structure		
Numeracy Codes			
Acc.	Accuracy (e.g. rounding numbers)	MM	Method marks
Pres.	Presentation (is it in a logical order?)		Follow through mark (for errors that continue through a method)
SW	Show working	Units	When units are not shown

How do we mark students' work?

Students' work needs to be marked in a colour that can be clearly seen.

The school makes use of three forms of marking/feedback:

- 1. Formative feedback / marking** – Not all work needs to be graded. Formative marking is marking that helps students to improve. Assessment for learning best practice recommends comment only marking as one of the best ways to encourage students to engage with the assessment dialogue between teacher and student. When 'quality marking' teachers should: highlight examples of where the student has met the learning intention; highlight areas of the work which could be improved; provide a focused comment which should help the student to 'close the gap' between what they have achieved and what they could have achieved. In order for the marking to be formative, the information must be used and acted on by the students. When

work has been 'quality marked', time should be given during the following lesson for students to read and then make focused improvement(s) based on the improvement suggestion.

- 2. Summative feedback / marking** – is associated with work where grades, levels or scores can be given. This can also be marked by the students, as a class or in groups. Students should be given information on their progress compared to their targets at least once per half term.

What other styles of marking do teachers use?

- **Self-assessment (code SA)** - students are sometimes encouraged to self-evaluate by identifying their own successes and looking for an improvement point based on the objectives and success criteria.
- **Peer-assessment (code = PA)** - once a marking process has been modelled with the class students sometimes mark the work of their peers. This allows them to develop their own critical capacity.
- **Verbal feedback (code – VF)** - It is important for students to have verbal feedback from the teacher working with them. The member of staff might initially talk to the student about how they have met the learning intention and then question the student about a specific part of the work. This may be to correct a student's understanding or to extend the student's learning.

Literacy and numeracy issues

Numeracy and literacy should be corrected in a way which is appropriate to the needs of the student. However, where a student's work is littered with errors it might be best to focus only on a limited amount of mistakes so as to maintain a focussed and positive marking process. Students may be given time to complete corrections. The **codes** are designed to standardise our approach to highlighting literacy and numeracy issues. The code is designed that it might be used in a variety of curriculum areas.

Presentation of work

It is important that students are encouraged to present their work in an acceptable and professional manner. The following are minimum expectations for written work:

- Title and date at the start of each new piece of work underlined;
- Home Learning that is completed in work books to be highlighted using the *code HL*;
- Black (preferably) or blue ink to be used by students; purple pen should be used to indicate where students have been involved in the marking or assessment process with the SA or PA codes if necessary;
- Mistakes that occur during a piece of work should be crossed out using one single line with a ruler; correction fluid should not be used in school;
- Work that fails below the agreed standard of presentation should be challenged by the teacher and re-done if it is deemed necessary. Equally, rewards for excellent presentation should be given where appropriate.

Marking frequency

Formative – Teachers are expected to use their own professional judgement when deciding on the regularity of their marking, depending on the number of lessons and nature of subject. However, the following guidance will be insisted on when marking is identified as an issue for a particular teacher or department.

- Subjects where students have three or more lessons per week: at least one example of formative assessment every two weeks.
- Subjects where students have less than three lessons per week: at least one example of formative assessment every three weeks.

Summative – For each year group, there are two (or three for year 11 only) agreed examination windows where student work will be summatively assessed.

Home learning – Feedback from home learning must also be prominent in student files/books.

Monitoring

Up to five monitoring sessions will take place each school year. These sessions may take the form of formal work scrutiny using the agreed form (appendix 5) which highlights how judgements were arrived at. Alternatively, monitoring may take the form of a 'marking market place' or 'book looks', both of which are designed to be more collaborative strategies which promote self and peer reflection.

Student and Parent Involvement

The views of students about marking and assessment will also be sought as part of a student voice subject review. Parents have a considerable contribution to make to students' success in school. They are strongly encouraged to review their children's school books, support students in responding to their teachers' feedback and create the right

environment and routines at home to enable homework to be completed. Liaison with the school is encouraged through use of journals and the home learning planner.

Section 4 –Spiritual, moral, social and cultural development of students

Rationale

School is about far more than learning the curriculum. Spiritual, Moral, Social and Cultural development is the term used to embrace this broader dimension. It ranges from teaching in religious studies and citizenship through to sex and relationship education and a wide range of extra-curricular and out-of-school activities. Importantly these vital dimensions of life and growth should be present across the entire curriculum.

Spiritual development

To help students in their positive spiritual development, all lessons and additional learning activities should be designed, wherever possible to:

- promote students' self-esteem by valuing and rewarding their achievements;
- encourage students to reflect on their learning and allow them to question and explore;
- provide opportunities in and out of lessons for them to discuss and exchange views;
- be supportive of those who seek faith or wish to strengthen it.

Moral development

In order for teaching and learning to be effective, students at Whitworth Community High School must adopt a shared moral code of respect. This moral code is taught through form time activities, assemblies and through the Personal, Social, Health, Citizenship Education (PSHCE) days.

- The necessity of and the importance of following appropriate rules is seen as vitally important in setting an orderly learning environment.
- Students are encouraged to take on responsibility for their own learning and for that of others through peer support. An example is the role of the prefects in assisting the younger students with the organisation of their learning journals and home learning booklets.

Social development

As part of engaging lessons and activities, students are expected to interact with their peers and other members of the community. Consequently, their social development is of great importance. When planning teaching and learning activities, staff should always try to promote an environment where there is:

- a willingness to co-operate with other pupils by balancing individual and collective needs;
- a readiness to celebrate others' achievements;
- a feeling of mutual respect and tolerance;
- a culture where students aspire to achieve!

Cultural development

As well as developing an awareness of their own cultural roots, students should also be able to appreciate the diversity and evolution of cultural traditions. In comparison to other local schools, Whitworth Community High School has a limited cultural mix of students. Therefore, it is particularly important that the following should occur as part of their learning journey:

- in lessons, assemblies and tutorials pupils should be helped to understand, respect and appreciate other beliefs, social circumstances and cultures and their impact;
- further opportunities for the above should take place in extra-curricular activities and school trips, many of which are arranged through the Culture and Creativity faculties.

Monitoring of spiritual, moral, social and cultural development of students (SMSC)

In addition to the above considerations that take place when planning teaching and learning experiences at Whitworth Community High School, some aspects of the SMSC agenda are explicitly taught in lessons. This is audited annually (appendix 6) to ensure that students are given the appropriate information and guidance on essential topics that may help students to be successful learners, confident individuals, responsible citizens and effective contributors.

APPENDIX 1

 Lesson Planning Prompt Sheet 2016/17		
Teacher:	Class:	Date and time:
Objectives: What will the students be learning?		Outcomes: What will their learning look like?
1. Use of assessment in planning: How will you use Information from assessments to set tasks that are perfectly matched to students' prior attainment? <i>Please attach a data sheet to your lesson plan.</i>		
2. Level of challenge: How will you ensure that the work is pitched at a level that is appropriate to the group and individual to ensure that all students find the tasks demanding at their own level?		
3. Use of teaching assistants: How will you ensure that teaching assistants (TAs) are highly effective in promoting rapid learning for groups of students regardless of their aptitudes and needs?		
4. Opportunities to develop reading, writing, communication and numeracy skills: Does your lesson include opportunities to develop literacy, numeracy and communication skills that are highly effectively taught and cohesively planned? <i>It is not essential to do this in every lesson if it is not appropriate.</i>		
5. Use of strategies and tasks to engage pupils: What strategies and tasks that you will use enthuse students so that they persevere when faced with difficult problems and are keen to succeed and to learn more?		
6. Pace and depth of learning: How will the pace of learning be optimised throughout the lesson so that you are able to use the time to best effect to support students at the time they need such support so that they can make rapid and sustained progress.		
7. Use of questioning: How will you use questions that tease out pupils' understanding so that the teacher is exceptionally aware of the degree to which pupils are secure in their knowledge and understanding?		
8. Assessment of learning during lessons: What strategies will you use to identify understanding and progress? As a result, how might the lesson be adapted in the light of any misconceptions that are brought to light through questioning or checks on students' work?		
9. Marking and feedback: Is the work of your students marked and up to date? Is there a planned opportunity for students to engage with the marking process?		
10. Home Learning: Is homework an integral part of the lesson? Does it extend the learning and is it treated as being important? <i>Home learning booklets are issued on a weekly rotation for certain subjects in years 7, 8 and 9, so this may not be necessary.</i>		
Progress – How will it be made clear that all students have made at least good progress in their learning relative to their ability and starting points? Also, is evidence available to support that this level of progress is sustained over a period of time?		

8. Assessment of learning during lessons: Have you planned assessment strategies to identify understanding and progress? Have you thought what contingencies you may put in place in the light of any misconceptions that are brought to light through questioning or checks on students' work?	
9. Marking and feedback: Is the work of your students marked and up to date? Is there a planned opportunity for students to engage with the marking process?	
10. Home Learning: Is homework is an integral part of the lesson? Does it extend the learning and is it treated as being important? <i>Home learning booklets are issued on a weekly rotation for certain subjects in years 7, 8 and 9, so this may not be necessary.</i>	

APPENDIX 3

 Lesson Observation Form Please attach data sheet and lesson plan to completed lesson observation forms.				
Teacher:		Observer:		Date and time:
Year group and set:		Subject:		Number of students:
Support staff or teaching assistants:				
Lesson Focus:				
SMSC strengths/issues (the SMSC foci for 2016/17 are aspirations and resilience (growth mind set):				
Key strengths (Please mention one or two positives to inform 'Tours of Strength' coaching model):				
Agreed areas for development (including any suggested actions with completion dates if deemed necessary):				
Observers should reflect upon the 10 areas outlined on pages 2/3 and cross-reference with the progress descriptors, below before formulating a final judgement. <ul style="list-style-type: none"> • Progress over time is a limiting factor when reaching a conclusion. E.g. a lesson cannot be graded as good if there is no evidence from data and work scrutiny to support this. • However, a higher judgement can be given where there is evidence that over time teaching/learning is consistently at a higher standard than the observed lesson. E.g. a good lesson may be graded as outstanding if there is evidence from data and work scrutiny to support this. 				
Progress in lesson	All students make at least good progress in their learning relative to their ability and starting points, and demonstrate full understanding of this. For many, this is better than might be expected. Some may demonstrate exceptional achievement.	All students make progress in their learning, and for most this is at least good. They demonstrate that they have achieved well relative to their ability and starting points.	Most students make at least the progress in their learning that should be expected for their ability and starting points. Satisfactory achievement is demonstrated. Some may make good progress.	Students generally, or particular groups of them make limited progress and underachieve relative to what they are capable of. This may be due to poor attitudes/behaviour and/or unsatisfactory teaching.
Progress over time	Evidence is available supporting that this level of progress is sustained over a period of time.	Evidence is available supporting that this level of progress is sustained over a period of time.	Evidence is available supporting that this level of progress is sustained over a period of time.	No evidence is available supporting sustained progress over a period of time.
Overall grade	1 Outstanding	2 Good	3 Requires Improvement	4 Inadequate
Observer signature and date				
Teacher signature and date				
Teacher comments (if any)				

Focus area	Outstanding	Good	Requires improvement	Inadequate
1. Use of assessment in planning	Information from assessments is used to set tasks that are perfectly matched to students' prior attainment. Students have a range of starting points as a result.	Information from assessments is used to set tasks that are well matched to students' prior attainment. Students have a range of starting points as a result.	Information from assessments is used to set tasks that are well matched to the needs of the class.	Information from assessments is not used in planning.
Evidence and comments:				
2. Level of challenge	The work is pitched at a level that is appropriate to the individual. It is challenging – success is only achievable if individual students work hard and try their very best. All individuals find the tasks demanding at their own level.	Tasks are set at a level that is suitable for groups of students of similar abilities. Any individuals within the group who find the task a little too easy or too difficult are quickly provided with support or given more difficult work, so their progress is not slowed.	Tasks are set at a level that is suitable for groups of students of similar abilities, although there may be individuals within the group who find the tasks a little too easy or too difficult. Such pupils are not given the support they need, or are not given more difficult tasks quickly enough, so their progress may stall.	Tasks are not suitably matched to students' prior attainment, so more than the odd individual find the work too easy or too hard.
Evidence and comments:				
3. Use of teaching assistants	Teaching assistants (TAs) are highly effective in promoting rapid learning for groups of students regardless of their aptitudes and needs.	TAs are well deployed to support learning for groups of students regardless of their aptitudes and needs so that all such groups make at least good progress.	TAs provide suitable support for groups of students regardless of their aptitudes and needs. Such support helps them to achieve the objective of the lesson, but may miss opportunities to promote wider skills.	TAs do not meet the needs of groups of students so that their learning is limited either by too much being done for them, rather than helping them to do the work for themselves, or too little support is provided.
Evidence and comments:				
4. Opportunities to develop reading, writing, communication and numeracy skills.	Teaching includes opportunities to develop literacy, numeracy and communication skills that are highly effectively taught and cohesively planned as part of the lesson.	Teaching includes opportunities to develop literacy, numeracy and communication skills that are effectively taught and cohesively planned as part of the lesson.	Teaching includes opportunities to develop literacy, numeracy and communication skills.	Opportunities to develop literacy, numeracy and communication skills are ignored.
Evidence and comments:				
5. Use of strategies and tasks to engage pupils	Strategies and tasks enthuse students so that they persevere when faced with difficult problems and are keen to succeed and to learn more.	Students find the strategies and tasks interesting and enjoyable. They concentrate well and pay full attention to the teacher.	Students find the strategies and tasks interesting. Most concentrate well and pay full attention to the teacher. However, some may lose interest and need to be reminded to concentrate by the teacher.	Students are bored by the strategies and tasks, and may become disruptive.

Evidence and comments:				
6. Pace and depth of learning	The pace of learning should be optimised throughout the lesson as to the best effect to support students at the time they need such support. As a result, almost all pupils make rapid and sustained progress.	The pace of learning is good throughout the lesson as no time is wasted. The teacher provides support for groups as appropriate and they do not have to wait for such input. As a result, most pupils make better than expected progress.	The pace of learning is adequate throughout the lesson because the work is reasonably challenging. Pupils may have to wait with their hands up. All, or almost all, pupils make the progress expected of them but few do better than this.	The pace of learning is slow because pupils are held back by having to wait for the teacher or other members of the class. As a result, progress is inadequate for pupils or groups of pupils.
Evidence and comments:				
7. Use of questioning	Questions tease out students' understanding so that the teacher is exceptionally aware of the degree to which pupils are secure in their knowledge and understanding.	Questions tease out most students' understanding so that the teacher is aware of the degree to which most pupils are secure.	Questioning provides a broad overview of students' understanding and ensures they are all listening.	Questions are closed and are not used to assess students' understanding so the teacher is unable to adapt the task in the light of such assessment.
Evidence and comments:				
8. Assessment of learning during lessons	The work for each individual student is adapted in the light of any misconceptions that are brought to light through questioning or checks on pupils' work.	Lessons are adapted in response to misconceptions that are brought to light through questioning or checks on students' work.	In-class assessment identifies general misconceptions, but is not always acted upon straight away with either individuals or the class as a whole.	The teacher does not assess the students during the lesson to find out what they have learnt and how secure they are in their learning and/or understanding.
Evidence and comments:				
9. Marking and feedback	Marking is frequent and regular, providing pupils with very clear guidance on how work can be improved. Students are engaged in the process.	Marking is frequent and regular, providing pupils with guidance on how work can be improved. Students are involved in the process.	Marking is encouraging and provides students with some guidance on how work can be improved. There is some student involvement in the process.	Marking is infrequent and/or fails to provide students with some guidance on how work can be improved. Students are not involved in the process.
Evidence and comments:				
10. Home Learning	Home learning is an integral part of the lesson. It extends the learning and is treated as being as important as the lesson.	Home learning is used effectively to extend the learning.	Home learning is used to extend the learning.	Home learning is not set or is seen as a 'bolt on' with little relevance to the lesson.
Evidence and comments:				

APPENDIX 3A



Teaching and Learning Support Log

This form is to be used by any member of teaching staff on support. Please use the form to record when you notice areas of good practice in lessons that you see. You may also use the form to note any areas of teaching practice that causes concern or that may need further development.

Please hand in completed forms to A Oliver, who will add positive aspects to 'Tours of Strength' and will action necessary steps where additional support is required.

Teacher	
Subject/Class	
Date	
Noted by (teacher on support)	

Area of strength or concern	Details
1. Use of assessment in planning	
2. Level of challenge	
3. Use of teaching assistants	
4. Opportunities to develop reading, writing, communication and numeracy skills	
5. Use of strategies and tasks to engage pupils	
6. Pace and depth of learning	
7. Use of questioning	
8. Assessment of learning during lessons	
9. Marking and feedback	
10. Home Learning	
Other	

To be completed by A Oliver

Action taken

APPENDIX 4

Marking sticker

	Effort grade <input style="width: 40px; height: 25px;" type="text"/>	Number of Achievement points earned <input style="width: 40px; height: 25px;" type="text"/>	Grade or Level if appropriate <input style="width: 40px; height: 25px;" type="text"/>
What went well?	Even better if...		
Student response/ D.I.R.T (Directed Improvement and Reflection Task)			

Progress/target sticker

STARTING POINT:

END OF YR TARGET GRADE:

Working Grade:




Target

Subject specific ways to improve:

Exam 1:

Exam 2:

APPENDIX 5



Work Scrutiny 2016/17

Teacher:	
Reviewed by:	
Subject:	
Date:	

Please ensure that different groups of students are represented in the sample e.g. boys, girls, KS3/4, SEN, G&T, Pupil Premium, EAL, different ethnicities etc.

The Basics	Always	Often	Rarely	Never
1. Is there evidence of praise and rewards?				
2. Literacy and numeracy mistakes addressed where appropriate using the agreed codes?				
3. Is the regularity of marking in line with school policy?			Yes	No

1 Marking for progress	Outstanding	Good	Requires improvement	Inadequate
	Through their frequently marked work, it is possible to see that there is a consistently high level of challenge and that students make progress at least in line with their ability over a period of time.	Through their frequently marked work, it is possible to see that there is usually a high level of challenge and that students make progress in line with their ability over a period of time.	Work is marked frequently. It is usually possible to see high levels of challenge in line with students' ability.	Through their infrequently marked work it is clear to see that students are insufficiently challenged on a regular basis and that they have not progressed in line with their ability of a period of time.

Evidence and Comments:

2 Focussed Marking	Outstanding	Good	Requires improvement	Inadequate
	Systematic and effective checking of students' work identifies misconceptions and leads to personalised targets that are clearly linked to the assessment focus.	Checking of students' work identifies some misconceptions and leads to personalised targets that are linked to the assessment focus.	Students work is checked on a regular basis but a lack of focus results in limited progress.	As a result of poor practices, particular groups make inadequate progress.

Evidence and Comments:

3 Quality of Work	Outstanding	Good	Requires improvement	Inadequate
	Consistently high expectations of all students can be evidenced in the quality of their work.	High expectations of most students can be evidenced in the quality of their work most of the time.	Expectations are generally in line with students' ability.	Expectations are low, especially for particular groups.

Evidence and Comments:

4 Student Engage- ment	Outstanding	Good	Requires improvement	Inadequate
	Students are engaged in their learning through the marking process, demonstrating high levels of commitment to their own learning.	Students are engaged in their learning through the marking process.	There is some evidence that students engage in the marking process.	Particular groups of students are not engaged.

Evidence and Comments:

5 Home Learning	Outstanding	Good	Requires improvement	Inadequate
	There is regular evidence of imaginative and appropriate home-learning that supports learning.	There is regular evidence of appropriate home-learning that supports learning.	There is some evidence of home learning.	There is no evidence of home learning.

Evidence and Comments:

6 Presentati on of work	Is presentation of work by students acceptable?	Always	Often	Sometimes	Never

Please comment on the presentation of work seen in sample. How are students encouraged to complete their work in a neatly presented manner? Please give suggestions of strategies that could be used to encourage students to focus on their presentation skills.

Overall grade	Outstanding / Good / Not Good / Inadequate (highlight appropriately)
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Strengths	Areas for development

Is there an immediate action required? **Yes / No**
If so, please specify and provide a timescale for review.

Reviewer signature:	Teacher signature:
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APPENDIX 6

 SMSC Review	Review completed by:		Review date:
Impact			
Summary			
Sub-criterion	Key phrases from the Ofsted Criteria	Grade	Summary of main strengths and areas for development
Personal insight and spiritual development	Students: - think deeply. - have clear personal values. - are open to new ideas.		
Moral understanding and relationships	Show a keen interest in ethical issues. Reassess values in the light of experiences. Principled.		
Social development and skills	Resolve conflicts intelligently and seek consensus. Accept others' rights to hold different views/beliefs. Aspire to achieve to the best of their ability.		
Understanding and respect for different cultures	Have very good insight into their own and others' cultures, from first-hand experience. Appreciate cultural diversity. Challenge racism.		
The school's promotion of SMSC and community cohesion	SMSC development underpins all the school's curriculum and teaching. Impact is evident in all classrooms and nearly all students' attitudes.		
To be outstanding we need to:			

APPENDIX 7 – Scheme of work template

Scheme of Work Template - This template is the preferred format at WCHS. However, medium and long term plans can be presented in a way that best suits the faculty to which they belong but it is expected that the scheme of work will meet all of the criteria set out in the T&L Protocol.

	Subject	Duration (no. of lessons)
	Year group	Topic
Overview		Prior Learning
Objectives		Outcomes - success criteria based on assessment outcomes from level 2 qualifications
Subject knowledge/skills to be taught		
SMSC considerations and opportunities to develop student aspiration and British values		Opportunities to include or explicitly teach literacy, numeracy or communication skills
Assessment strategy		

Lesson-by-lesson breakdown

	Lesson objectives	Suggested learning activities, including opportunities for independent and collaborative learning	Lesson outcomes	Differentiation and challenge	APL opportunities	Home learning
1						
2						
3						
4						
5						
6						
7						
8						

Appendix 8 – Book looks



Book Looks

- The 'book looks' will be undertaken in the same style as an unscheduled 'learning walk'.
- Observers will stay in a lesson for only a short time (approximately 10 minutes).
- Verbal feedback will not be given, nor will a grade. However, a copy of this completed form must be given to the teacher.

Teacher/Year Group/Class:	
Reviewed by:	
Subject/Faculty:	
Date:	

Presentation of Work (OFSTED Focus - Dec. 2014)	All	Some	None
Title and date at the start of each new piece of work underlined (or challenged by teacher if not).			
Black (preferably) or blue ink to be used by students (or challenged by teacher if not).			
Purple pen should be used to indicate student involvement in marking.			
Mistakes should be crossed out using one single line with a ruler (or challenged by teacher if not).			
Work that falls below the agreed standard of presentation should be challenged by the teacher and re-done if it is deemed necessary.			
Rewards/praise for excellent presentation should be given where appropriate.			
Yr 7 only: literacy target stickers are evident in books and teachers are commenting on student progress with these.			

Focus	Strengths/Progress	Areas for development/questions to ask
Regularity and quality of teacher marking		
Opportunities for students to respond to marking and make progress as a result		
Home learning		
Use of agreed general codes to address literacy or numeracy issues		
Use of progress sticker on front of book/folder		
Other areas identified / general comments		

APPENDIX 9 – Form Tutor Checklist

<p>At the start of tutor time</p> <ul style="list-style-type: none"> • Meet and greet your form group promptly at the door in the morning.
<p>Form time activities</p> <ul style="list-style-type: none"> • Notices from the form PowerPoint should be read out on a daily basis: they will be displayed on the big screen in the hall on assembly days so that students do not miss any important notices. • Students should be engaged in the form time PowerPoint activity of the day. • The learning that has taken place in form time should be recorded in the student planner.
<p>Uniform</p> <ul style="list-style-type: none"> • Students should leave their coats and outer garments in lockers before entering their form room. Coats are not to be left in form rooms. • Behaviour points should be recorded for students not dressed in the correct uniform, as described in the planner. Any student dressed incorrectly should be challenged. If it is not possible to resolve a uniform issue in class, the student should be referred to the pastoral staff. • Make up is not permitted and students who wear it should be asked to remove it. • Jewellery, other than one pair of small, plain stud earrings in the lobe should be confiscated and handed in to the main office in a labelled envelope to be collected by the student at 3pm on Friday.
<p>Planners</p> <ul style="list-style-type: none"> • All students should have a planner which should be kept out on desks for the duration of form time. • Form tutors and parents must sign planners on a weekly basis. • A break time detention should be allocated to students who fail to bring in their planners and/or if the planner is not kept up to date. This should also be recorded on SIMS.
<p>General equipment</p> <ul style="list-style-type: none"> • All students should have a black pen, purple pen, pencil, rubber and ruler which should be kept on desks for the duration of form time. • A break time detention should be allocated to students who fail to bring in any of their basic equipment. This should also be recorded on SIMS. • Students should bring a reading book to school. A supply of spare reading books is available in form rooms for those who do not have one.
<p>Home learning booklets (Year 7 to 9 only)</p> <ul style="list-style-type: none"> • Students should be given their new home learning booklet(s) on a Monday morning. • Home learning from the previous week should be collected on a Monday morning. A tick list should be completed and the work sent with a responsible student to the main office. • Form tutors must only collect home learning on a Monday morning. Any late home learning should be given directly to subject teachers because they have the responsibility for setting sanctions for incomplete or late home learning.
<p>Achievement and Behaviour</p> <ul style="list-style-type: none"> • Form tutors must keep track of the achievement and behaviour incidents recorded for their tutor group. • Students should be positively praised for their achievements whilst any negative points should be challenged and discussed appropriately.
<p>Support</p> <ul style="list-style-type: none"> • The support system is fully operational during form time.

Advice for new form tutors

- A good form tutor makes a huge difference to a student's school experience. Be caring and professional. Aim to create a positive, cooperative and assertive relationship with your form.
- If a student wants to confide in you, never promise a student total confidentiality – follow all safeguarding procedures. Put all safeguarding incidents in writing on CPOMS. This evidence could be crucial at a later date.
- Follow incidents up - do not ignore/turn a 'blind eye' to issues or this will merely store up problems in the future.
- Reply to parental concerns ASAP or pass to Progress Leader/Faculty Leader/SLT as appropriate.
- Reward and recognise good behaviour, extra effort, success and achievement from all students.
- Do not use student nicknames - it can either be patronising or give out the wrong message - you are a role model and not a friend to your students.
- Be consistent in your use of the form tutor checklist.

APPENDIX 10 – Class Teacher Checklist

Please note, this is a brief check list. Further detail is available in the body of the Teaching and Learning Protocol, and the behaviour for learning policy, both of which are available on the school website.

<p>At the start of lessons</p> <ul style="list-style-type: none"> • Meet and greet your group at the classroom door. • Have a starter task ready for students that they can be getting on with when they enter the room.
<p>Uniform</p> <ul style="list-style-type: none"> • Behaviour points should be recorded for students not dressed in the correct uniform, as described in the planner. Any student dressed incorrectly should be challenged. If it is not possible to resolve a uniform issue in class, the student should be referred to the pastoral staff. • Jewellery, other than one pair of small, plain stud earrings in the lobe, should be confiscated and handed in to the main office in a labelled envelope to be collected by the student at 3pm on Friday. • Teachers may give permission for students to take off their blazers in lessons as long as shirts are tucked in.
<p>Planners</p> <ul style="list-style-type: none"> • Planners should be kept out on desks for the duration of each lesson. • Please allow a few minutes at the end of each lesson for students to log their home learning tasks and to keep a note of their learning in their planners.
<p>Presentation of work</p> <ul style="list-style-type: none"> • Title and date at the start of each new piece of work. • Black ink to be used by students; another colour ink or pencil may be used to indicate where students have been involved in the marking or assessment process with the SA or PA codes if necessary. Pencil should be used for drawings and graph work. • Mistakes that occur during a piece of work should be crossed out using one single line with a ruler: correction fluid should not be used in school. • Work that falls below the agreed standard of presentation should be challenged by the teacher and re-done if it is deemed necessary. Equally, rewards for excellent presentation should be given where appropriate. A Sims point can be given in both cases.
<p>Progress stickers</p> <ul style="list-style-type: none"> • All students should have an up-to-date progress sticker on the front of their current workbook or file.
<p>Home learning</p> <ul style="list-style-type: none"> • Students in Years 7 to 9 have home learning booklets on a weekly basis. However, additional shorter home learning tasks such as revision exercises may be set if necessary. • Students in Years 10 and 11 should have a weekly home learning task for each subject. • Home learning that is completed in work books should be highlighted using the <i>code HL</i>.
<p>Sanctions and rewards</p> <ul style="list-style-type: none"> • Support is available when student behaviour falls below the expected standard. Complete the Support sticker provided and send a reliable student to the Attendance Officer, who will ensure that the designated supporting member of staff will visit your classroom. Use the system of name and two ticks on the board so that students realise that they are not behaving as they should be and have the chance to change their ways. Record negative behaviours on SIMS/CPOMS. • Equally, when a student has contributed particularly well, recognise and reward by giving achievement points on SIMS/CPOMS.
<p>Respects</p> <ul style="list-style-type: none"> • Keep in mind the school respect agenda and display in your classroom. • When another adult enters the room students should stand respectfully.
<p>Marking and assessment</p> <ul style="list-style-type: none"> • Agreed marking and assessment guidelines can be found in the teaching and learning protocol. • Please use the agreed marking codes from the T&L protocol.