

Nurturing young Catholic gentlemen
Aspiring for Academic, Cultural & Sporting Excellence



The John Fisher School

Teaching and Learning Policy

Responsible: Governors' SLAW Committee

Next Review Date: July 2024

“No matter what a student’s ability, effort is what ignites that ability and turns it into accomplishment”

The John Fisher School will provide its students with the best possible experiences of teaching and learning. We will dedicate ourselves to continually improve our teaching expertise so that we can enable our students to flourish and achieve their God-given potential. We believe that developing curious and inquisitive students with a growth mindset and a love of learning is the foundation for success.

As a school, we have identified the following learning strands as key to ensuring every student strives to be the best they can be. We aim to ensure that these learning strands are integral to all the teaching and learning which is experienced at The John Fisher School. We believe these strands are central to achieving this vision for learning.

Working together, we are united in helping this vision become a reality, continually striving to improve what we do. The descriptions for each learning strand have evolved collaboratively over time and will continue to evolve as part of our journey.

RELATIONSHIPS

EXTENSION

OWNERSHIP

MINDSET

RESILIENCE

ENGAGEMENT

PROGRESS

Learning outcomes at The John Fisher School:

REL<u>A</u>TIONSHIPS	Students demonstrate <i>mutual respect</i> and <i>understanding</i> with teachers and students alike. They understand the purpose of forming <i>positive</i> and <i>effective teacher-student/peer-peer working relationships</i> in order to <i>learn</i> and <i>grow</i> as students. Students understand that <i>excellent behaviour</i> is linked to <i>academic success</i> .
EXTEN<u>S</u>ION	Students are given the opportunities to <i>explore, think hard</i> and <i>reflect</i> . There is evidence of <i>differentiation, independent learning</i> and <i>risk-taking</i> in lessons. They understand the purpose of developing <i>deeper thinking</i> skills to <i>stretch</i> themselves outside of their comfort zones.
OWNERSHIP<u>P</u>	Students understand the purpose of taking <i>ownership</i> of their learning and to be in control of their own destiny. They recognise they must develop <i>powers of enquiry</i> and <i>research</i> in order to develop as <i>independent learners</i> .
M<u>I</u>NDSET	students recognise that no matter what their ability, <i>effort</i> is what <i>ignites</i> that <i>ability</i> and turns it into <i>accomplishment</i> . Students understand that a <i>fixed mindset</i> limits opportunities for success and understand the purpose of developing a <i>growth mindset</i> to combat <i>cognitive conflict</i> .
<u>R</u>ESILIENCE	Students understand the purpose of demonstrating <i>perseverance</i> and <i>determination</i> at all times. Students recognise the need to <i>work hard, overcome setbacks</i> , accept constructive <i>criticism</i> and continue to make <i>progress</i> moving forward. Students are <i>resilient</i> in their pursuit of success.
ENGAG<u>E</u>MENT	Students are <i>engaged</i> and <i>motivated</i> in the learning process. They understand the purpose of having <i>interest</i> in the subject and material and are <i>enthused</i> in the lesson. Opportunities for <i>independent, pair, group</i> and whole class learning are evident to allow students to work within a variety of different <i>learning styles</i> to suit their needs and abilities.
PROGR<u>E</u>SS<u>S</u>	Students understand the <i>purpose</i> of what they are doing, <i>why</i> and the <i>success criteria</i> . Evidence of progress is highlighted during the lesson via a range of effective <i>AFL</i> strategies to consistently monitor progress. Students understand that the <i>learning objectives</i> are linked to the <i>learning outcomes</i> .

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Learning is a lifelong process that is not restricted to the classroom. Staff and students bring a range of cultures and experiences that can be drawn upon to enrich and stimulate the school environment. The focus of this policy is the learning that takes place in the classroom. However, such learning will take place within the ethos of the school as a whole.

Why do we need a policy?

- Our core purpose is to encourage learning
- Learning can take many forms
- To encourage a growth mindset amongst our staff and students
- Our teachers are our lead learners
- The John Fisher School will not improve without a whole school focus on learning in the classroom
- Our vision for The John Fisher School is for every student to receive a high quality education and achieve their God-given potential
- To live our whole school 'Aspires' values

What are the Core Principles?

1. Our students learn effectively when they are challenged to think, to enquire and to have high expectations of their potential
2. The characteristics of effective learning are students showing the confidence to explore their own thinking and adapt information to suit a purpose
3. Conditions required for learning to take place are to be found in a supportive, calm and challenging environment where students and teachers are encouraged to take risks
4. Learning is most effective when students and teachers are moving away from their comfort zone into their growth zone and work together to explore and analyse.
5. Learning will happen most effectively when students are inspired and motivated by stimulating teaching and stimulating resources.
6. Learning happens best when we can inspire intellectual curiosity.

1 AIM

To raise levels of academic progress through multiple means of action and expression, engagement and representation via promoting an enthusiasm for learning through effective teaching and fostering a growth mindset. Students and staff have high expectations of each other and value the importance of developing effective working relationships. They also recognise that effort ignites ability.

The Core of Innovative Teaching and Learning



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STAFF WILL:

- Be aware of the individuals in their classrooms (i.e. SEND register), their abilities, attainment and interests
- Build supportive relationships with individuals
- Understand that individuals may vary in learning style and preference
- Be able to use a variety of teaching styles to engage students
- Be reflective (*responsive teaching*) and plan for improvement, taking into account prior attainment
- Apply the school rules consistently

STUDENTS WILL:

- Be encouraged to take responsibility for their own learning
- Build effective working relationships with all adults and students
- Have opportunities to explore a range of learning styles and become aware of personal preferences
- Demonstrate resilient behaviours to challenge themselves as learners
- Develop understanding and tolerance of the strengths and weaknesses of others
- Follow the school code of conduct and classroom rules

2 POLICY INTO PRACTICE

The following points need to be addressed before planning lessons or unit plans:

- **PRIOR ATTAINMENT:** What levels have individuals reached within your subject and in other subjects?
- **LEARNING STYLES:** Do the tasks set suit the range of learning styles?
- **MOST ABLE:** Is the work/questioning sufficiently challenging for our Most Able Students (MASs)?
- **EAL:** Is the work accessible?
- **SEND:** Is the work appropriate? Liaise with the SENCO and if appropriate the attached LSA.
- **TEACHING TECHNIQUES:** Is there sufficient variety to maintain learning, motivation to support progress?
- **LITERACY/ORACY:** How are you able to address any of these strands within your planning? Can you create opportunities to develop these areas?
- **PSHE/ ICT:** Are there opportunities to develop these areas?

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3 EVIDENCE INFORMED PRACTICE

The John Fisher School is committed to developing its whole school pedagogy based on evidence informed practice with the focus on being transparent, inquisitive and open minded. We believe that evidence informed schools are an essential feature of the British education system and that available research should be reviewed and reflected upon in order to further drive standards in the quality of teaching and learning.

Ross Morrison McGill, author of Teacher Toolkit states the definition of ‘evidence-informed teaching is about looking and surveying good, robust external evidence, comparing, judging, applying that with your past experience, with your present experience and trying to marry the two with some good judgment.[it] is about being supported, challenged by external evidence, testing it, being a better evaluator of your own practice and being more reflective’. Sharples (2013) continues ‘evidence-based practice is not ‘cook book’ teaching or policing, nor should it be about prescribing what goes on from a position of unchallenged authority. It is about integrating professional expertise with the best external evidence from research to improve the quality of practice’

As a school, we will continue to develop our whole school pedagogy based on evidence informed research undertaken over the years and will aim to provide an unbiased and balanced view of any research conducted in order to support the holistic development of our staff and students. The following areas are merely examples (not exclusive) of academic research that we hope will support our whole school development over the coming years.

✓ NEUROSCIENCE OF LEARNING AND THE BRAIN

Some researchers believe that for optimal learning to occur, the brain needs conditions under which it is able to change in response to stimuli (neuroplasticity) and be able to produce new neurons (neurogenesis). However, this is not a view shared by all. Some researchers believe that there is no clear agreement that consciousness, and therefore learning, is located in the brain.

Nevertheless, learning is a physical process in which new knowledge is represented by new neurons. The strength and formation of these neurons are facilitated by chemicals in the brain called growth factors.

We know from neuroscience that the availability of these growth factors can be enhanced. For example, exercise routines, sleep, and silencing the mind can all enhance the availability of these growth factors. Nature and nurture affect the learning brain. People have different genetic predispositions, but experience continuously shapes our brain structure and modifies behaviour.

During the past decade numerous publications and reports have connected the fields of neuroscience with education and learning. Several studies report structural and functional changes in the brain related to learning. A working understanding of how the brain learns and performs is invaluable. It is essential for the future success of our students.

We intuitively understand our students’ need to acquire new knowledge that optimises the value of their unique contribution to their own learning. What is less obvious, but of great importance, is that creative and innovative thinking processes in our brains are built on the foundation of knowledge. Our brains continuously draw on this knowledge base to create simple solutions to complex problems.

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Changes in neural connections, which are fundamental for learning to take place in the brain, do not seem to occur when learning experiences are not active. Many research studies suggest that active engagement is a prerequisite for changes in the brain. Not surprisingly, just listening to a teacher will not lead to learning. Students must be more proactive to stimulate active engagement in lessons.

We have also learned from neuroscience that sustained focus is largely an unconscious process but essential for learning and creative thinking. Learning techniques that have shown to enhance memory formation include elaborating, verbalising, writing and drawing, and sharing learned information during and at the end of a lesson. Interweaving different subject matter during a six period school day enhances the learning process. Simply, this means that six different subjects can be learned by studying them simultaneously, moving from one subject to the next - this is because the brain learns and packages new knowledge even while we are not aware of it; it's a continuous and vastly unconscious process. The brain continues to learn and consolidate new knowledge unconsciously, even as we consciously start to focus on new material in lessons.

✓ **METACOGNITION**

The word "metacognition" is derived from the Greek root word "meta" meaning "beyond" and the Latin word "cognoscere" meaning "getting to know". But along with more modern usage of the prefix "meta", it is now more usually defined as "thinking about thinking". Metacognition is the ability to reflect and critically analyse how you think. Essentially, it is best thought of as having self-awareness that enables individuals to monitor, reflect and analyse their performance. Students who can do this are more likely to learn more efficiently, more effectively and therefore make more progress.

The Education Endowment Foundation Toolkit has highlighted metacognition as one of the most cost-effective ways to help students improve their learning. Recent evidence suggests that it can add up to 7 months of additional learning for students. As a result, metacognition and self-regulation approaches have rightly become increasingly popular.

✓ **GROWTH MINDSET**

Professor Carol Dweck, the Lewis and Virginia Eaton Professor of Psychology at Stanford University, has conducted a lifetime's research into mindsets and established an opposition between a fixed mindset (the belief that intelligence is fixed) and a growth mindset (the belief that intelligence can grow). In Dweck's research she observes that people with a growth mindset embrace challenges, persist in the face of setbacks, see effort as the path to mastery, learn from criticism and find inspiration in the success of others. As a result, they avoid the fixed mindset that can trap them into an early plateau and cause them to fall short of their unknowable potential. These are exactly the attitudes we want to build in our students – and our staff at The John Fisher School.

However, some researchers including Yue Li and Timothy Bates have performed faithful replications of Dweck's studies but failed to get anything like the same results. In summary, Li and Bates note....Mindset was predicted to be a major influence determining not only student learning, but also ability and response to negative feedback. Mindsets and mindset-intervention effects on both grades and ability, however, were null, or even reversed from the theorised direction. In study 2, we found one nominally significant effect of mindset on grades, but in the opposite direction to that predicted. Other effects, bar one, were non-significant. This single significant effect of the mindset intervention in study 3 on just the easier material, however, was found even more strongly for our active-control

condition, contrary to prediction. This contradicts the idea that beliefs about ability being fixed are harmful. At best, it supports a role for effort predictable from trait personality and motivation theory.

Nevertheless, as a school we believe promoting and fostering a growth mindset drives motivation and achievement and will support students to make progress.



4 CLASSROOM ROUTINE

The Steer Report into Behaviour states:

(Principles and Practice – What Works in Schools: Practitioners’ Group 2005)

“All schools should:

- ensure all staff follow the teaching and learning policy and behaviour for learning policy and apply agreed procedures
- use commonly agreed classroom management and behaviour strategies as outlined in our behaviour for learning policy
- ensure that all teachers operate a classroom seating plan.”

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This means that at The John Fisher School, it is essential that we adhere to the following procedure.

- Class must line up in an orderly manner
- Teacher to greet the class – set the tone.
- Use a seating plan
- students to stand behind desks and get equipment set out
- Register the class in SIMs. This should be done within the first 10 minutes of the lesson.
- Set the Learning Objective and as much as possible, set the homework.

The following structure is not mandatory but can be a useful structure for effective learning:

- Starter: **The Engagement Phase** (Phase 1)
 - **The Teaching Phase** (Phase 2)
 - **The Learning Phase** (Phase 3)
 - **The Plenary Phase** (Phase 4)
-
- At the end of the lesson:
 - Class to stand behind desks
 - Dismiss class in an orderly fashion and on time

Learning is easiest when new ideas are fitted into concepts, which are already understood and relate to an individual's culture and frames of reference. Students need to be engaged and actively involved in their own learning. Learning is not a passive activity.

Using the latest Ofsted framework there is no approved format of lesson structure and we encourage teachers to be creative, flexible and take risks in their approach. At The John Fisher School, we believe that learning should be planned carefully to support progress and attainment (*Responsive teaching*). The four phase learning structure is a useful structure to ensure effective progress and learning. Mini-plenaries are most effective, and may well lead to learning phases being adapted:

1. The Engagement Phase.

Activating prior knowledge through a Starter Activity that may link to prior learning and/or stimulate enquiry. Students arrive in a range of states of focus, emotion, attitudes, moods, experience...and a starter is essential to set out the lesson. At this stage the Learning Objective must be made clear. We recommend that this is presented for display at the start of the lesson.

2. The Teaching Phase

This is our bread and butter, where new knowledge and new learning is introduced. But we must be aware of the distinction between teaching and learning. Our planning for Phase 2 should be based around the Key question “What is the purpose of this learning experience for our students? How? Why?” We may naturally want to perform and impart our wisdom, but whilst there is no replacement for the excellent teacher, students’ learning is our core purpose.

3. The Learning Phase

All individuals do not learn in the same way. Neither do they have one fixed method of learning all the time. Most people use a variety of styles but may have preferences or a style which suits them best. Teachers at The John Fisher School must take this into account in the planning and delivery of Phase 3. There is a body of research into learning styles, and it is clear that we cannot determine a student by a preferred style. In general terms we should be planning for variety. The three main types can be summarised as follows:

- **VISUAL LEARNERS** – learn best by seeing and watching: Demonstrations, Pictures and symbols, Video, Diagrams, Charts, colours
- **KINAESTHETIC LEARNERS** – learn through physical and practical activities where they can move and touch: Drama and role-play, Experimental activities, Sequencing / sorting, Using practical equipment.
- **AUDITORY LEARNERS** – Like to hear stories and explanations, perhaps repeated on an individual basis: Story Telling, Role Play, Summarising, Explanations, Music, Rhyme/Acronyms.

The brain works best when it is trying to make sense of something. Learning tasks should provide appropriate challenge, encourage enquiry and collaborative learning.

4. The Plenary Phase

Our brains can quickly forget. We are aware that a planned Plenary will give all students the chance to consolidate the key points of learning. It is vital that time is created for this essential and simple task.

5 PLANNING

Planning for curriculum delivery should be based on a three-stage model:

- i. **Curriculum Map** – an overview across a Key Stage
- ii. **Unit Plan** - an outline of each unit, explaining learning, success criteria, intentions, resources and differentiation

iii. **Learning Plan** - There is no requirement to provide written learning plans during an observation as there should be clear evidence that the activities/phases have been planned to allow appropriate progress for all students.

We must consider the skills that we are trying to develop across each section of planning. The content, whilst crucial, is also a vehicle for skill delivery. Do we want our students in this lesson/scheme to be developing their collaborative skills, their research skills, their ability to assess, etc. When we plan our learning, we must ask “What skill am I seeking to develop here?” not simply “What content am I trying to cover today?”

6 FEEDBACK

Marking is a central part of a teacher’s role and can be integral to progress and attainment. Written responses offer a key way of providing feedback to students and helping teachers assess their students’ understanding. Previous research suggests that providing feedback is one of the most effective and cost-effective ways of improving students’ learning. The studies of feedback reviewed in the Teaching and Learning Toolkit – an evidence synthesis produced by the EEF, Sutton Trust and Durham University – found that on average the provision of high-quality feedback led to an improvement of eight additional months’ progress over the course of a year. While it is important to note that written marking is only one form of feedback (see Figure 1), marking offers an opportunity to provide students with the clear and specific information that the wider evidence base on feedback suggests is most likely to lead to student progress.

“...providing written feedback on students’ work has become disproportionately valued by schools, and the quantity of feedback has too often become confused with the quality. There is no ‘one size fits all’ way to mark, instead we should recommend an approach based on professional judgement”

EEF report - A marked improvement?, April 2016

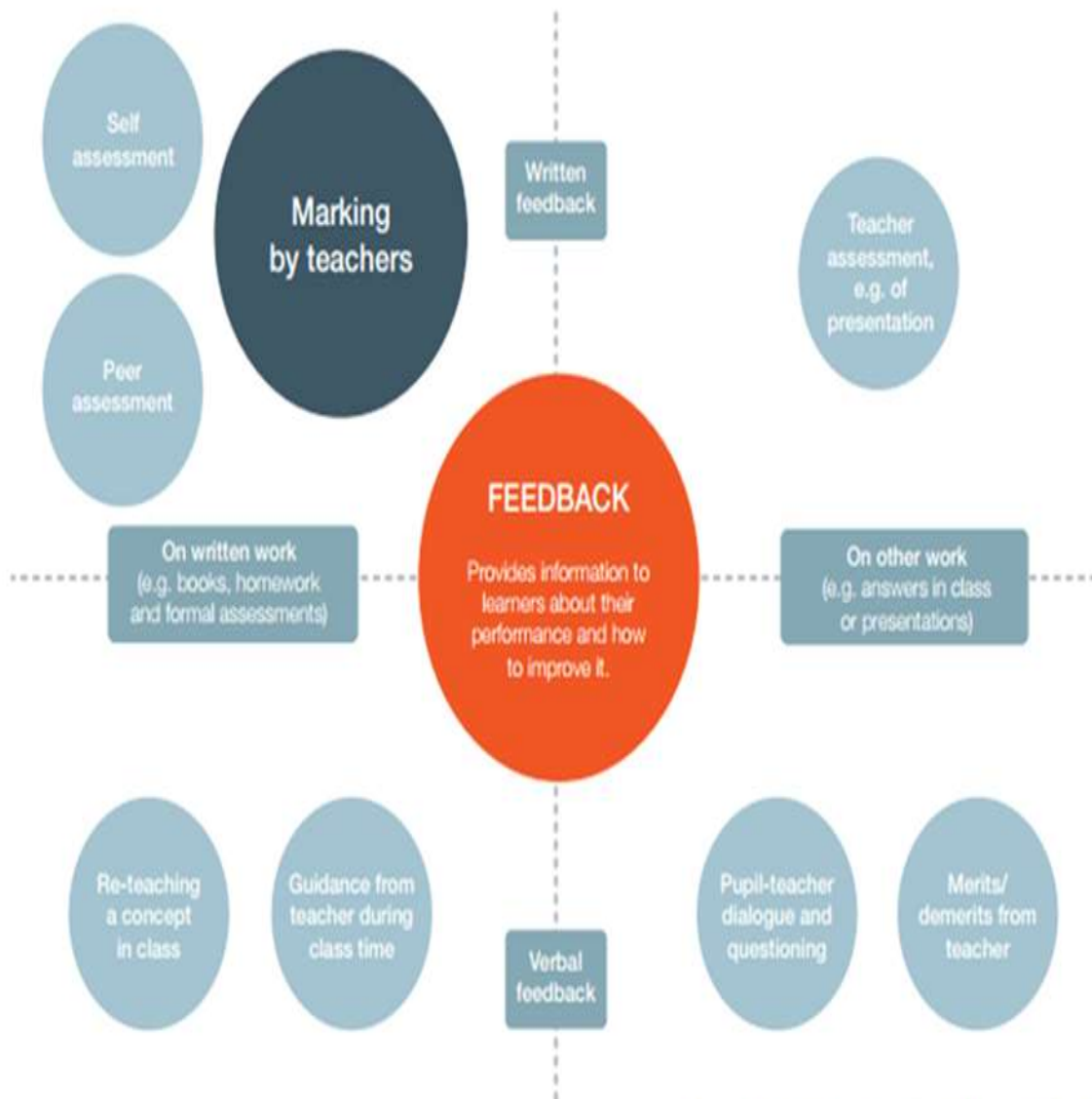


Figure 1. Examples of different forms of feedback.

All feedback should be: **meaningful**, **manageable** and **motivating**.

Meaningful

- Feedback should serve a single purpose – to advance student progress. Teachers should be clear about what they are trying to achieve and the best way of achieving it.
- Consistency across a department or a school is still important, but this can come from consistent high standards, rather than unvarying practice. Shared expectations of marking will help everybody to be clear about what is required of them, but each subject and phase should be able to determine the policy in their areas.

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Manageable

- The time taken to mark does not always correlate with increased student progress and leads to wasted teacher time.
- Feedback can take the form of spoken or written marking, peer marking and self-assessment and whole group feedback.

Motivating

- An important element of marking is to acknowledge the work a student has done, to value their efforts and achievement, and to celebrate progress. But there are many ways to do this without extensive marking. And too much feedback can take away responsibility from the student, detract from the challenge of a piece of work, and reduce long term retention and resilience-building.

7 REWARDS and CONSEQUENCES

Students respond best when praised for their efforts and not their intelligence. Staff must make use of the reward system to praise, encourage and motivate their students.

Praise Rules:

1. Praise the **effort** not the ability
2. Praise the **process** not the outcome
3. Praise in **specifics**, not generalities
4. Praise **authentically**, and not too much
5. Praise the **learning behaviour**, not the student

What to Praise:

- **Effort, struggle** and **persistence** despite setbacks
- Choosing difficult/**challenging tasks**
- Use of **strategies** and **choices**
- **Learning** and **improving**

Staff need to refer to the Behaviour for Learning Policy and system for consequences. It is vital that Behaviour for Learning strategies are followed and that these consequences are applied fairly and decisively. However, use professional judgement and empathy in some situations. Learning takes place when students feel safe and when the classroom management is sufficient to encourage and enforce good behaviour.

8 SPECIAL EDUCATIONAL NEEDS & DISABILITY (SEND)

Information about pupils with Special Educational Needs can be found on the school's Special Educational Needs Register. Students will also have a student passport giving some further information and the students with the greatest needs (such as those with Education, Health and Care Plans) also have bespoke Learning Plans. Student passports and Learning Plans are saved on SIMS and the Register is saved centrally so all staff have constant access to these resources. The SENDCo will also provide updates via briefings, training and email when a student's needs change or develop. It is vital that staff are responsive to students' needs and match their teaching and students' learning opportunities to need. This could be by:

- ensuring work is of the correct level
- seating students in the best place for them to learn
- providing visuals
- modelling how to do a technique or how to write a response before asking students to write independently
- providing additional resources such as writing frames, checklists and prompts
- repeating explanations and instructions and simplifying them as needed
- following the bespoke strategies listed on the SEND Register, Student Passports and Learning Plans

The first step in meeting students' additional needs is always quality first teaching that takes place in the classroom with a qualified teacher. If students are working with a Teaching Assistant or are in an intervention, the responsibility for that student's learning and outcomes remains with the subject teacher.

9 MOST ABLE STUDENTS

A number of students at The John Fisher School are considered to be Most Able. Staff should be aware of these students. The needs of these students need to be addressed when planning lessons.

We are very aware that ability and potential are not fixed, and that cognitive abilities are like physical abilities in being able to be developed over time through practice and experience. The list of Most Able students provided at the start of each academic year is simply a guide based on prior attainment from KS2 and from the Cognitive Abilities Tests sat online in June of Year 6. These results should not be seen in isolation and are merely a snapshot of performance at one point of time. Assessment is a continuous process that draws on many sources of evidence – and we should always consider teacher assessments alongside feedback on engagement, motivation and application made by the student.

We are very aware that we should avoid labelling students, and that all students are equally worthy of our support and attention. In this way, ***quality first teaching*** and ***differentiated teaching and learning for all is the aim***.

We aim to provide suitable experiences and opportunities for our Most Able students, principally by differentiation within the curriculum but also through enrichment activities beyond the classroom. The provision for Most Able students is organised in line with the components of personalised learning.

1) Assessment for Learning

AfL procedures are embedded in lessons at The John Fisher School where assessment and feedback are an integral part of lessons. Students are regularly expected to measure their own progress and identify ways of improving their own performance (DIRT tasks). With guidance from the teacher, students are encouraged to set and work towards suitably challenging targets that recognise their academic needs.

2) Effective Teaching and Learning

Our teaching must include the following:

- All good lessons should contain an element of challenge and ensure students push themselves outside of their comfort zone. If work is too easy, students complete it quickly and look for other avenues to explore. Work needs to be pitched accurately and there should be extension activities for all.
- The lesson includes engaging differentiated resources, strategies and activities. Particular consideration needs to be given to ensuring the progress of all learners including Most Able and SEND students.
- The lesson has well-focused, differentiated homework given as early in the lesson as possible and that is an integral part of the learning process. This must allow students of all abilities the opportunity to experience success.

3) Curriculum Entitlement and Choice

The curriculum organisation of the school at all Key Stages enables the Most Able students to access a curriculum of appropriate breadth and depth to meet their needs. Students are set in some core subjects, but mixed ability teaching is more common place. Differentiation is a key part of the Teaching and Learning policy, our Vision for Learning and is part of our SDP.

Each department is responsible for ensuring that the Most Able students in their subject areas are:

- Identified
- Supported
- Provided with high quality enrichment and extension
- Encouraged and monitored in their participation

4) Beyond the Classroom

Enrichment activities for Most Able students will be offered where they become available. These may be through extra-curricular activities, curriculum enrichment opportunities within school or educational visits. The Most Able register will be used to identify students for whom these activities will be suitable.

10 MONITORING THE QUALITY AND EFFECTIVENESS OF TEACHING AND LEARNING

Coaching

“A one-to-one conversation focused on the enhancement of learning and development through increasing self-awareness and a sense of personal responsibility, where the coach facilitates the self-directed learning of the coachee through questioning, active listening and appropriate challenge in a supportive and encouraging climate.”



We are adopting a collaborative and non-hierarchical instructional coaching methodology process to support and monitor the quality and effectiveness of teaching and learning (education) at The John Fisher School in line with the DfE’s Teaching standards (see appendix 1) and to improve staff wellbeing. Coaching is now viewed as a methodology for growth and development and supports our desire to become a growth mindset school. In a meta-analysis of research relating to coaching effectiveness, Theeboom et al.(2014) emphasise that coaching adds value and has a positive impact on self-efficacy, personal wellbeing, goal orientation and performance.

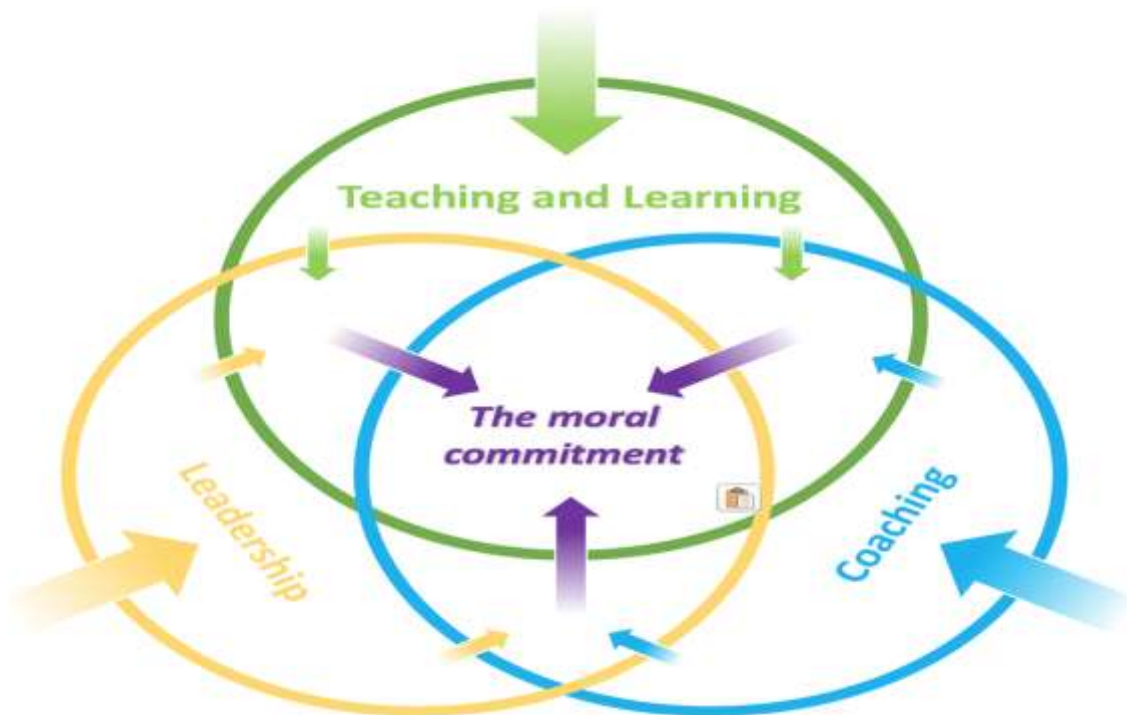
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We are shifting the focus of classroom observation from assessment to continued development. This is a mechanism that we believe will genuinely help teachers be the best that they can be. We are using a wider range of sources to evaluate the collective quality of teaching and learning at this school to help develop 'collective teacher efficacy'. We will look to adopt a 'common vernacular' that should be used in all coaching conversations to ensure coaching is viewed as a powerful tool to improve teaching and learning in the classroom.

To embed a successful coaching methodology, as a school we will commit to the following:

- to stop the '3-model formal observations' once per term.
- to adopt a non-hierarchical peer/triad coaching programme to support development of all staff
- to identify a group of teachers who wish to be trained within a coaching framework to oversee the coaching process (Teaching and Learning Leaders)
- no assessment will be made of the teacher, other than a coaching script used to initiate improvements
- Subject Leader termly review of the coaching process within their departments
- to build our own programme using expertise within the school.
- relationships would mainly be outside of the coachee's department.
- every coached observation would last 15 minutes and focus on one action step
- feedback would take place within 72 hours and be no longer than 20 minutes.
- to embed an open door policy
- to support departments, through line management meetings for example, to help gather a picture of teaching, learning and assessment throughout the year
- learning visits to be conducted within and across departments to share good practice
- at the end of the academic year, the programme would be tweaked and the coach and coachee bank of staffing would be reviewed for the year ahead.



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Example of a common vernacular to be adopted by coaches:

Coach: How could I best support you to improve your practice?

Teacher: I think I need to improve.....(*use of higher order questioning/ communication etc*)...

Coach: I will support you in this area and collaboratively we can support your development. This will be the focus of our conversations/ observations moving forward

Following support, guidance and an observation of the area in question, the feedback session should follow a **Praise-Question-Suggestion-Action** model.

Praise: The teacher should specify which parts of the lesson they were happy with. The coach should identify a success or assessment criteria and tease this out through a series of focused questions.

Question-Suggestion: A number of questions would then probe, identify and plan solutions identified by the teacher.

Action: Agreed actions will be discussed. Coaches should ask 'how committed are you to achieving this?' A verbal commitment ensures the teacher holds themselves to account rather than a coach/ middle leader/ SLT who is there to support the development.

Examples of coaching questions:

1. Deciding the destination

- What is it you want to achieve?
- How realistic is your goal?
- How long might this take?

2. Planning the journey

- What is the timeline of actions?
- Who else might need to be involved?
- What limitations might there be?

3. Reaching your goal

- In an ideal world, what would the best outcome be?
- How will you know things have gone well?
- What will you do once your goal is achieved?

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The relationship between the coach and the coachee is a critical predictor of coaching impact. Coaching is therefore viewed as an exploratory and developmental activity.

The role of a coach/ supporting other teachers:

1. If you are coaching a colleague, ensure you are able to organise the time to do so.
2. If you have never coached before, in-house training will be provided initially
3. Always refer to the Teachers' Standards in all conversations.
4. References to personal stories and life-skills are also useful to help 'bring out' the personality of the teacher.
5. Model important lesson planning in the formative months of the relationship.
6. Meet regularly to reflect and coach the other person. Keep feedback manageable, meaningful and motivational. Concise and precise.
7. Asking the right questions and listening is critical. A coach should do less of the talking.
8. Set realistic goals and help manage their workload. Identify what to abandon in replace of what needs tweaking.
9. Less is more. Focus on marginal gains rather than overall performance. Keep the staff member focused on small improvements.
10. Remember, coaching is not about 'you', it's about the teacher and can work for them.

11 CAPABILITY

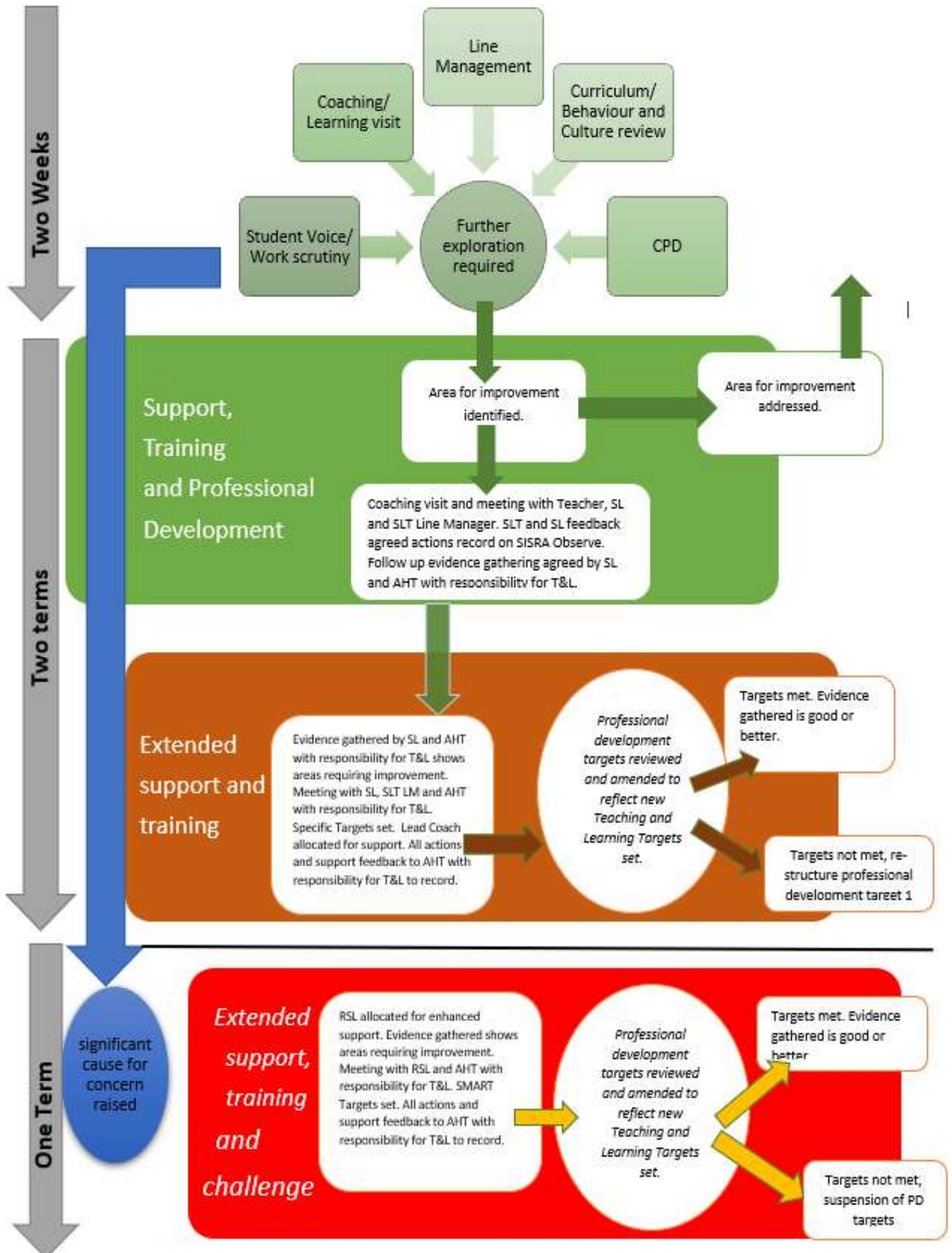
In addition to coaching, the quality and effectiveness of teaching and learning will be monitored in the following ways:

- Voluntary, informal drop ins/ learning visits
- CPD
- Departmental meetings and action points
- Work scrutiny (within line management meetings)
- Curriculum review days
- Behaviour and Culture review days
- Creativity and risk –taking when setting professional development targets
- Engagement with research and pathways

Any serious concerns regarding teacher performance will follow normal school procedures as highlighted below:

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If the quality of teaching remains a concern following the increased levels of support, the Headteacher may request the following:

- 1) Formal lesson observation to be completed.
- 2) If formal lesson observation deemed cause for concern, a follow up observation would take place within a seven-day window.
- 3) If the overwhelming evidence suggests that no progress or improvement has been made and a cause for concern remains, formal capability proceedings may take place, as sanctioned by the Headteacher.

12 SUPPORT

Raising levels of progress is a key focus at The John Fisher School. SPD training is structured around this. Sources to help staff use more effective teaching and learning methods include:

- Inset training from external courses (National College of Education)
- Department based training, eg sharing good practice at Department meetings
- Subject specific CPD
- Teaching and Learning Journal - Half-termly guidance/ reports focussing on pedagogy/ trends in education
- Coaching cycle
- Peer observation system at other secondary schools

13 HOMEWORK

Homework is to be set on 'Show My Homework' and marked in line with the agreed school assessment policy to allow students to reinforce, consolidate and extend their knowledge and understanding. Teachers must consider the type of tasks they set to stretch and challenge, rather than merely asking students to complete classwork.

Research, extension work, revision, background reading and preparing presentations are some examples of homework that will provide variety and challenge.

Teachers must ensure that all homework set is in compliance with their department scheme of work/programme of study. This will be monitored through book scrutiny and learning observations by the Subject Leaders and/or Key Stage Coordinators.

Teachers will ensure that all homework is entered in the 'Show My Homework' programme on the school's website. This allows students to access homework and associated resources while at home and encourages them to organise their time effectively. In addition, parents/carers are encouraged to monitor their son(s) homework on a regular basis through this programme.

14 STUDENT GROUPINGS

Students should be arranged in teaching groups in a way that promotes the most effective learning for all to allow progress to be made.

The school has established the principle of mixed ability grouping at KS3 and KS4. At KS3, Maths and Science are set together. In these subjects, the criteria for composition of each set must be made clear to students and their families. These would normally be based on prior attainment (KS2) performance in end of unit tests, assessments etc. Regular review of the make-up of sets must take place allowing students to move up or down as necessary.

Students should also be grouped within each lesson (in-class groupings) to maximise their learning. The use of seating plans in group work, for example, is very effective.

15 RECORD KEEPING

Accurate and up-to-date record keeping is vital to allow assessment and data etc. to inform future teaching and learning opportunities within the classroom. This will enable staff to keep records of individual and class progress and will inform planning for future lessons. Staff should use their planner to record the following:

- Learning content
- Record of individual student progress, homework, classwork and assessment
- Prior attainment SATs, CATS along with age related expectations, attitude to learning data, target grades, current attainment and other progress data

Staff should keep an accurate and up-to-date knowledge of SEND/MAP/Medical needs details and plan for appropriate strategies.

16 THE ROLE OF THE DEPARTMENT IN LEARNING

Departments have a key role in the implementation of the Learning policy. Teachers function effectively with the resources and support of a department behind them. It is also the role of the department to ensure consistency in the curriculum offered to students across each year and key stage.

Departments are required to set up efficient systems for recording data, so they can monitor and evaluate departmental progress. Staff will need to make use of whole school reporting systems to track individuals. Departmental schemes of work, exemplar portfolios and individual tracking data should be accessible to all departmental members so that continuity can be maintained as staff and teaching groups change over time. Departmental time should be given to the review of learning, including individual students at every Departmental meeting. Student progress needs to be a standing item on every Departmental meeting agenda. Where necessary positive comments or cause for concern can be passed on to pastoral or special needs staff. Part of the role of a line manager will be to monitor the implementation of the Teaching for Learning Policy within a Department.

17 DISPLAY

Lively and interesting displays of work have an important impact on the school and the classroom environment. Well-displayed work demonstrates to students, teachers, parents and visitors the value that is placed on students' work. A display can act as a stimulus to classroom activities, illustrate the processes of investigating and experimenting as well as celebrating the outcomes of a pupil's project.

Displays are best when they show the process of learning, as well as the end product. A display recognising the stages behind learning, leading up to the final piece of work are both more stimulating and more illuminating.

Displays, which include the original source material, as well as the work, which has developed from it, can give a true sense of time and progression and illustrate the value of investigation. A display that is informative will need the explanation in the form of labelling and text.

Students should be involved in the display. Their contribution to the selection of work and its explanation gives opportunities for talking about their work and the work of others. It also allows students to express preferences and make comparisons, thus aiding language development.

Appendix 1

DFE: Teachers' Standards

Teachers make the education of their students their first concern and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their students.

PART ONE: TEACHING

A teacher must:

1 Set high expectations which inspire, motivate and challenge students

- establish a safe and stimulating environment for students, rooted in mutual respect
- set goals that stretch and challenge students of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of students.

2 Promote good progress and outcomes by students

- be accountable for students' attainment, progress and outcomes
- be aware of students' capabilities and their prior knowledge, and plan teaching to build on these
- guide students to reflect on the progress they have made and their emerging needs

- demonstrate knowledge and understanding of how students learn and how this impacts on teaching
- encourage students to take a responsible and conscientious attitude to their own work and study.

3 Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain students' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4 Plan and teach well-structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding students have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5 Adapt teaching to respond to the strengths and needs of all students

- know when and how to differentiate appropriately, using approaches which enable students to be taught effectively
- have a secure understanding of how a range of factors can inhibit students' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support students' education at different stages of development
- have a clear understanding of the needs of all students, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6 Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure students' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons

- give students regular feedback, both orally and through accurate marking, and encourage students to respond to the feedback.

7 Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to students' needs in order to involve and motivate them
- maintain good relationships with students, exercise appropriate authority, and act decisively when necessary.

8 Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to students' achievements and well-being.

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
 - treating students with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
 - having regard for the need to safeguard students' well-being, in accordance with statutory provisions
 - showing tolerance of and respect for the rights of others
 - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
 - ensuring that personal beliefs are not expressed in ways which exploit students' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.

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- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.