



<b>Title</b>	<b>Teaching &amp; Learning Policy</b>
<b>Reviewed</b>	<b>January 2025</b>
<b>Next Review</b>	<b>January 2026</b>
<b>Originator</b>	<b>B Dave</b>
<b>Approved</b>	<i>R Hardcastle</i>

## Contents

Teaching and Learning Policy .....	3
1. Responsibilities .....	3
2. Expectations of the Co-Principals/Vice Principal for Teaching & Learning and the Senior Leadership Team .....	3
3. Expectations of the Directors .....	4
4. Expectations of the Curriculum Leaders.....	4
5. Expectations of the Classroom Teacher and Teaching Strategies.....	4
6. Expectations of the Students.....	5
7. Learning.....	6
8. Homework.....	6
9. Planning.....	7
10. Start of the Lesson .....	9
11. Lessons .....	9
13. After the Lesson.....	11
14. Learning Walks, Lesson Visits, Observations and Whole School Self Evaluation.....	11
14a. SLT Learning Walks .....	12
14b. Lead Practitioner Lesson Visits.....	12
14c. Developmental Observations .....	13
15. Watch Others Work Weeks (WOW) .....	13
16. Early Career Teachers .....	13
Appendix 1   Cover Pro forma .....	14
Appendix 2   SLT/CL Learning Walk 2024-2025.....	15
Appendix 3   SCHA Feedback Policy 2024-2025 .....	17
Appendix 4   Lesson Plan 2024-2025.....	19
Appendix 5   New Teaching Staff Observation 2024-2025 .....	20
Appendix 6   Support Plan .....	23
Appendix 7   Lead Practitioner / HOD Lesson Visit 2024-2025; Departmental Observation 2024-2025; WOW Pop-In 2024-2025.....	24

## **Teaching and Learning Policy**

Sir Christopher Hatton Academy is truly comprehensive with students from a rich diversity of backgrounds. Our mission is to aim for excellence in all that we do. We understand that the quality and range of teaching and learning that a student experiences has an effect on their emotional well-being. It is an important factor in the development of the students' social and emotional skills. Therefore, we are committed to creating and sustaining an excellent learning culture for our entire learning community. A structure of research, action and review exists throughout the school in order that we consistently work towards excellence in teaching and learning. We have high expectations in both teaching and learning to give all students and staff the opportunity to fulfil their full potential. The purpose of this policy is to promote high levels of achievement by ensuring that effective learning takes place in the classroom. This policy needs to be read in conjunction with the Behaviour for Life policy.

### **1. Responsibilities**

It is the responsibility of all teachers to provide the highest quality teaching at all times for our pupils. It is the responsibility of the subject leader to monitor the quality of the teaching and learning within their department and to offer support if it is needed.

The Co-Principals and the Vice Principal (Teaching and Learning), along with the Senior Leadership Team (SLT) are responsible for monitoring the quality of teaching and learning across the Academy and to identify where development is needed.

Directors have a statutory duty to monitor that the processes are in place and that the Academy is addressing pupils' needs. Directors are encouraged to view the system for monitoring the quality of teaching and learning (drop ins; learning walks; feedback reviews etc.) by arrangement with a member of SLT and the agreement of the staff member being monitored.

### **2. Expectations of the Co-Principals/Vice Principal for Teaching & Learning and the Senior Leadership Team**

The Co-Principals and the Vice Principal (Teaching and Learning) will work with the SLT to secure and sustain effective teaching and learning throughout the school, embedding our Principles of Pedagogy, whilst monitoring and evaluating the quality of teaching and standards of pupil progress and achievement through benchmarking and target setting. The Co-Principals, the Vice Principal (Teaching and Learning) and SLT will provide suitable CPD to maximise the effectiveness of learning and teaching in order to optimise student potential and grades. The Co-Principals and the Vice Principal (Teaching and Learning) will work with the SLT to:

- Ensure teaching and learning follows the Sir Christopher Hatton Academy's Principles of Pedagogy.
- Create and maintain an environment and a code of behaviour which promote and secure good teaching, effective learning, high standards of achievement, good behaviour and discipline, and which enable teachers to meet the standards set out in the professional development framework.
- Determine, organise and implement a full, broad and balanced curriculum and its assessment; monitor and evaluate them in order to identify and act on areas for improvement and enrichment.
- Provide effective and appropriate support to all pupils.
- Monitor and evaluate the quality of teaching and standards of learning and achievement of all pupils, including those with additional needs.
- Promote positive strategies, which encourage respect for all members of the Academy community regardless of age, gender, ability, race, religion and sexual orientation.
- Develop effective links with the community, including business and industry, to extend the curriculum and enhance learning and teaching.

- Create and maintain an effective partnership with parents/carers to support and improve students' achievement, personal development and well-being.
- Where appropriate also be classroom teachers, and as such will adhere to the expectations of the classroom teacher.
- Aim to provide regular and sincere celebration of student achievement – sporting, cultural and academic.

### **3. Expectations of the Directors**

- Monitor the quality of effective teaching and learning throughout the Academy. This will be undertaken by the CEO or Co-Principals reporting to the Board.

### **4. Expectations of the Curriculum Leaders**

- To lead the department in embedding the Principles of Pedagogy.
- To be accountable for the standards of learning and teaching within the department.
- To lead the department by example and set high standards that can be sustained.
- To communicate the learning and teaching aims of the department.
- To promote the use of educational research in the planning of and undertaking of lessons in their curriculum area.
- To promote current and relevant changes to their curriculum area through subject associations and their own wider reading.
- Monitor schemes of work and curriculum to ensure that their design has clear intent to maximise student progress.
- To disseminate information to staff efficiently, effectively and promptly.
- To create an atmosphere that has a focus on learning and teaching within the department.
- To ensure that the learning environment within the department is pleasant, welcoming and supports learning.
- To support the Continuing Professional Development within the department.
- To set priorities and targets for the Department within the context of the Academy improvement plan and take an overview of the subject in the context of the Schemes of Work.
- To measure and monitor the performance of staff and students to ensure consistency and the sharing of good practice.
- To delegate tasks responsibly and fairly.
- To ensure that cover work is properly set, organised and appropriate to the class (see Appendix 1).
- To ensure department staff are carrying out their teaching and learning responsibilities alongside embedding the Behaviour for Life policy.

### **5. Expectations of the Classroom Teacher and Teaching Strategies**

Our Principles of Pedagogy provide a framework of research-informed best practice for teachers to embed. Mutual respect between teacher and pupils underpins effective teaching.

Children learn by absorbing the information and processing it through physiological and psychological action. They learn by smelling, sensing, hearing and doing. The brain absorbs and processes information so efficiently, it is important to provide children with as many experiences as possible to help them learn. They often enter the classroom with prior knowledge that both they and the teacher can use to their benefit.

Classroom teachers are therefore expected to use a range of strategies:

- Meet and greet students, establishing their expectations.
- Create a positive environment through affirmative language, positive framing and rehearsing routines.
- Ensure there is a seating plan for each class that is uploaded onto Edulink.

- Begin with an immediate start to learning that makes everyone think, with weekly and monthly review and a range of retrieval activities, before discussing the learning intention (WALT).
- Build positive relationships; develop strong social intelligence between students; use repair and rebuild and choices and consequences where needed.
- Set consistently applied high expectations through pitching it up and teaching to the top.
- Build a culture of reading, develop reading fluency and deliberately develop vocabulary.
- Plan learning responsively to support dealing head-on with misconceptions; adapt tasks to provoke hard thinking and dialogue.
- Use modelling to set the standards; worked examples, live modelling and exemplars provide clarity and visibility of knowledge.
- Plan for guided practice and building of fluency, using interleaving, scaffolding, scaffolding of verbal responses and increasing the level of challenge systematically.
- Circulate the classroom to monitor pupil understanding, progress and written work, support, prompt and praise as appropriate
- Provide feedback that moves forward using a range of AfL to check for understanding and mark pupil work in accordance with the Whole School Feedback Policy.
- Plan well-pitched process questions and probing questions to extend and connect learning.
  - Embed and reward Hatton Character Qualities through Team Hatton Awards, committing to our students' character development.
  - Support students in their learning and to help them become; successful and lifelong learners, caring and confident young people and responsible citizens who are prepare for the changing world of work.
  - Follow the Schemes of Work and timelines set by the department.
  - Set home learning that challenges and extends pupils.
  - Support their colleagues and subject leaders in order to achieve the learning objectives for the department.
  - Actively take part in their professional learning through positive engagement with Continued Professional Development opportunities including Teacher Learning Communities.
  - Use and promote the use of educational research in their daily work such as planning, marking and resource preparation.
  - Be a role model for their students and other teachers.
  - Uphold and demonstrate their belief in British Values.
  - End lessons, concluding in a calm, organised manner to support students to their next lesson in a self-regulated way
  - Support the regulation of students and uphold the Behaviour for Life Policy.

## **6. Expectations of the Students**

- Attend school regularly and punctually.
- Show they are 'Ready for Excellence' by bringing the necessary equipment, including a red pen, a black/blue pen, a 15cm ruler, a pencil, a scientific calculator, a pencil case, in KS3 a DEAR book, exercise books and materials to all lessons.
- Sit according to the seating plan, if appropriate.
- Work sensibly and to the best of their ability.
- Aim to achieve goals and meet targets and respect the right of others to do the same.
- To take responsibility for their own learning.
- Reflect regularly on their own learning and the process of learning, considering how they can improve in the future.
- To meet deadlines – completing homework and controlled assessments on time.
- Ask for help when needed.
- To co-operate with all staff.
- To be polite, pleasant and tolerant.
- To avoid anti-social behaviour such as bullying, vandalism, damaging the property of others and excessive noise.

- Uphold and demonstrate their belief in British values.
- To work effectively in groups therefore developing the skills of negotiation and co-operation.
- To look after their own property and respect the property of others.

## 7. Learning

Effective learning takes place when students know:

- How to make progress.
- What they are achieving.
- How to learn, including thinking and questioning skills, using methods and resources.
- How to self-regulate; understanding how to improve their work and also the process of learning/researching through metacognitive thinking.
- The attitudes needed in the classroom, including respect, interest, responsibility, responding to challenge.
- How to work independently and without close supervision.
- How to work collaboratively.
- The skills they need to develop, including enquiry, research, analysis and reflection.

## 8. Homework

### Why the Academy sets homework

Homework is set for a number of important reasons, including to:

- Encourage learning beyond the Academy
- Support, extend and consolidate students' knowledge and skills
- Develop self-discipline, independence and revision skills.

### Key Stage 3 – Year 7 and 8

- Homework can be set in a variety of ways: one homework task per week or an extended project which may contribute to the HBACC values awards, set over several weeks but no longer than half a term.
- KS3 students should be spending 30-40 minutes per week per subject on homework.
- Where appropriate, homework can be team planned by departments to ensure that there is a consistency of approach and to reduce staff workload.

### KS4 – Year 9, 10, 11

- Students will be set 30 - 60 minutes per week for each full GCSE equivalent.
- Subject leaders and class teachers have the responsibility to ensure that there are a variety of tasks set for KS4 students so that their areas of assessment, exam skills, subject content and any other important areas needed for success in their GCSEs are covered by the homework being set.
- Where appropriate, homework can be team planned by departments to ensure that there is a consistency of approach and to reduce staff workload.

### KS5 – Year 12 and 13

- Students will be set 5 hours per week per subject
- Subject leaders and class teachers have the responsibility to ensure that a variety of tasks are set to ensure success at A Level, for example, completing practice papers, wider reading around their subjects, comprehension tasks and revision sheets.
- Where appropriate, homework can be team planned by departments to ensure that there is a consistency of approach and to reduce staff workload.

## **Roles and responsibilities**

Students will be required to;

- Check Edulink regularly and record homework if needed to ensure that deadlines are met.
- Set aside enough time to complete their homework to the best of their ability.
- Hand in their homework on the due date, or as soon as possible if they are absent.
- Due to cyber security protocols, teachers cannot use memory sticks and should not be expected to print homework during lessons or be emailed the homework to print.

Teachers will ensure that;

- Homework is planned and prepared alongside all other programmes of learning, so that it is accessible, worthwhile and meaningful.
- Tasks may be differentiated so students of all levels can access the learning and have opportunities to extend their learning.
- All tasks are made available on Edulink.
- Homework tasks are acknowledged within at least one week of the submission date.
- When tasks are not completed by the deadline, a 24-hour extension may be granted at the teacher's discretion.
- Students are rewarded with a Team Hatton Award where appropriate.

Form Tutors will;

- Act on concerns in a timely manner.

The Academy Leadership will ensure that;

- There is a venue on site for homework to be supported and completed, with access to IT if needed.
- Homework is set and in line with guidance and agreed standards.

## **Arrangements for Monitoring, Evaluation and Review**

- SLT will monitor the setting of homework through learning walks. This will be completed using a standard Academy format (see Appendix 2).
- Curriculum Leaders will check Edulink to ensure that homework is being set and recorded appropriately.

## **Guidance for Reporting Home**

Homework effort grades will help form part of the attitude to learning outside of lesson grade that are reported home according to the Academy's reporting policy. This

The Academy operates a homework club in the library after school from 3:00pm – 4:00pm every day for students to access adult support and use the school's resources.

## **9. Planning**

All lessons must be planned carefully and be part of an overall scheme of work that is accessible to all other staff in the department. Teachers should follow the Principles of Pedagogy and:

- Know and respect individual student's needs; aim high, plan support and plan responsively, including SEND and MAG&T, fostering empathy.
  - Complete seating plans on Edulink and use them to create a climate where we meet the needs of all students, demonstrating social intelligence.

- Use class profiles, including non-negotiables, and Edukey Passports accurately and review them regularly, to support the progress of all.
- Deliver a knowledge-rich curriculum, sequencing content in small steps with coherent mapping and consider principles of curriculum implementation:
  - Plan for layered vocabulary learning.
    - Tier 2 and Tier 3 vocabulary is introduced logically, systematically and with depth, including opportunities for students to apply in written and spoken practice
  - Plan to meet the curriculum needs, content (SOW), sequences and dependencies.
  - Strategically space retrieval and interleaving; knowledge coherently and cumulatively builds on previous learning; retrieval practice in all its forms are clearly planned for.
  - Create high-quality, meaningful assessment.
  - Plan strategies to teach for common misconceptions and sticking points.
  - Plan to represent and celebrate our diverse community.
  - Ensure students are able to clearly articulate exactly what they are learning, why they are learning it then and how it fits into their overall learning journey.
- Blend knowledge and experience, plan for reading and make authentic connections
  - Evaluate effectiveness of tasks & their impact.
  - Prepare to use Students Learning Journeys to position learning within schema.
  - Plan high-level literacy texts to support literacy.
  - Plan tasks that develop students' verbal confidence and high-quality spoken responses.
- Embed diversity and diverse perspectives and build character through the curriculum
  - Ensure lessons are representative of the diversity within our community
  - Embed and signpost the Hatton Character Qualities at every opportunity.
  - Plan for opportunities to celebrate students including their character development through Team Hatton Awards

Teachers are not required to produce a lesson plan for all their lessons but should be able to evidence their planning if asked.

A Class Profile, including Notes on Needs, Wave of Support and Non-Negotiables, will be available on SIMS for each class detailing the needs of all students and strategies for how the teacher can support students in engaging with learning and making progress.

The teacher will have clearly identified key groups of students, including SEND, disadvantaged and MAG&T, and provide activities to ensure they make progress in line with their potential.

Opportunities should be given for students to work in pairs or small groups as well as individual and whole class work during the course of a topic/term.

Accurate records/marks must be kept in the teacher planner or centralised departmental database alongside student targets and any information concerning additional educational needs. Staff should have these available for curriculum leaders and SLT to view when requested.

The teacher will work in partnership with Teaching Assistants where they are regularly in the lessons, planning together as appropriate, and directing the support to have maximum impact on the learning of pupils.

## 10. Start of the Lesson

Teachers should follow the Principles of Pedagogy and be in the corridor at the start of each lesson, meeting and greeting students, checking they are dressed for excellence, establishing expectations to ensure a Strong Start to learning. They should:

- Ensure that students have the correct equipment, including KS3 DEAR books, and that the equipment is out on the desk, checking ready for excellence.
- Support student self-regulation.
- Create a positive environment through affirmative language, positive framing and rehearsing routines.
- Take the register within the first 5 minutes, marking with an L on the register if students arrive after this, following truancy processes if the student is 10 minutes late or more.
- Circulate the classroom to monitor pupil understanding, progress and written work, support, prompt and praise as appropriate.

There should be an immediate start to learning with retrieval. Lessons should:

- Begin with an immediate start to learning that makes everyone think, with weekly and monthly review and a range of retrieval activities.
- The retrieval activity should happen before the learning intention (WALT) is displayed.
- Students engage quickly with learning and feel a sense of success and resilience.

## 11. Lessons

Lessons should be carefully planned and well structured to maximise productivity and learning. During the lessons, teachers should follow the Principles of Pedagogy and use a range of appropriate strategies to:

Plan responsive lessons that support dealing head-on with misconceptions; adapt tasks to provoke hard thinking and dialogue; use interleaving, scaffolding and increase the level of challenge systematically:

- Signal/highlight the learning objectives and the WALT, the rationale, the overview, the stages of process, and key ideas.
- Adapt tasks for specific needs.
- Create tasks that cause hard thinking and see an appropriate sequence of tasks.
- Use dialogue and independent practice.
- Match tasks to learners' needs and readiness.
- Employ well-targeted challenge that is a seamless part of lesson structure and students should automatically move on, showing responsibility, curiosity and courage.
- Ensure that once-learnt material is reviewed/revisited to stop students forgetting.
- Provide high quality tasks to practice and acquire new learning, including challenge/scaffolding.
- Challenge always starts by identifying the key knowledge to be learnt during that session.
- Challenge should deepen the knowledge not just move onto the next objective – appropriate challenge should secure a greater depth and understanding of that knowledge.

Build a culture of reading, develop reading fluency and deliberately develop vocabulary:

- Teach vocabulary explicitly and cumulatively, with precision.
- Teach tier 2/3 vocabulary systematically and expect students to respond with creative structures, demonstrating both tiers.
- Apply a model to teach vocabulary, e.g. the Hatton model, the Frayer model, know-use-link-analyse etc

- Model key words and promote reading fluency and enjoyment.
- Model & develop verbal confidence, providing scaffolds.

Provide feedback that moves forward using a range of AfL to check for understanding:

- Check understanding with a range of impactful AfL strategies.
- Use in-class assessment (questions, live/peer marking) to give immediate feedback.
- Check learning, using student elaboration and verbal confidence.
- Precise and succinct verbal feedback enables pupils to make decisive improvements or recognise success.
- Student reflection time from teacher feedback drives progress and learning - give students actionable feedback to guide their learning.

Employ No Opt Out and a range of questioning strategies to ensure all learners are active in their learning, challenging all passivity and support students to extend and connect learning:

- All students engaged and all passivity challenged
- Pitch and plan questions well and strategically, using questioning and dialogue for students to extend & connect learning.
- Use questions to elicit student thinking.
- Get responses from all students.
- Scaffold where needed for full answers.
- Use questioning and dialogue to promote elaboration, connection and flexibility of thought among learners.

Use modelling to set the standards; worked examples, live modelling and use exemplars to provide clarity and visibility of knowledge and plan for guided practice and building of fluency:

- Use precise full and partial models, that are broken down and that reduce cognitive load and information overload.
- Make new learning obvious and unmissable, using a variety of explanations and communicating new ideas clearly.
- Carry out live, verbalised modelling, with concrete examples.
- Give excellent explanations including high volume practice.
- Connect new ideas to what has been previously learnt.
- Teach well-structured lessons.
- Manage time effectively to maximise productivity, minimise wasted time with clear instructions so students understand what they should be doing with smooth transitions.
- Ensure a skillful and determined application of knowledge – embed and reinforce learning through tasks that require students to practice until they achieve fluency.
- Reinforce learning through practice until students are fluent.

Have high expectations of students by:

- Setting consistently applied high expectations through pitching content appropriately and teaching to the top:
  - Ensure expectations for behaviour and presentation are clear and committedly applied.
  - Prevent and respond to dysregulated behaviours.
  - Supervise actively, monitoring behaviours, high expectations for approach to learning and presentation.
  - Encourage learners to link their success or failure to things they can change, celebrating determination.
  - Have high expectations that are ambitious – high expectations with high trust; risk taking is celebrated.
  - Students try their very best to present high quality, well-written/designed/created work including precise labelled diagrams, sentences and explanations.

- Students show a thirst for knowledge and want to know and learn more than they previously did.
- Build positive relationships; develop strong social intelligence between students; use repair and rebuild and choices and consequences where needed:
  - Connect with students with mutual respect, warmth, care and empathy.
  - Avoiding negative emotions; be curious about individuals' needs, cultures and beliefs.
  - Develop strong student-student social intelligence.
  - Ensure that rules, expectations and consequences for behaviour are explicit, clear and consistently applied, following the Behaviour Policy.
  - Prevent, anticipate and respond to potentially disruptive student behaviours.

## **12. At the End of Lessons**

At the end of a lesson, teachers should follow the Principles of Pedagogy, and:

- Review what has been learnt against planned learning intention and respond to student progress.
  - Check for high standards of presentation.
  - Update future planning based on what has been learnt.
  - Reflect on teaching practice and adapt SOW to improve for next year.
- Plan homework and self-directed learning well to commit learning to long-term memory
  - Homework is well planned and completion rates are reviewed. Follow up with students and parents/carers is made as necessary.
  - Expect a variety of creative tasks.
- End lessons, concluding in a calm, organised manner to support students to transition to their next lesson in a self-regulated way.
  - Ensure students leave ready and dressed for excellence.
  - Support students and colleagues by being present in the corridor during transition points.

## **13. After the Lesson**

After the lesson, teachers should follow the SCHA Feedback Policy (Appendix 3) and the Principles of Pedagogy and:

- Provide precise, actionable, personalised, and responsive feedback to students that helps them take responsibility for the next learning steps and moves learning forward.
- Provide feedback time for student response to feedback (DIRT).
- Plan in reflection time from teacher feedback that drives progress and learning, developing resilience.

## **14. Learning Walks, Lesson Visits, Observations and Whole School Self Evaluation**

Teacher Pop Ins and Learning Walks are used to monitor and evaluate the effectiveness and quality of teaching and learning at Sir Christopher Hatton Academy. They also form an important part of the process of reviewing the performance of the Academy through self-evaluation. Departmental observations, Lead Practitioner lesson visits and new staff observations are also used as an important part of continuous professional development for teachers. Curriculum Leaders and SLT will also visit lessons during learning walks and general

monitoring within the academy. SLT learning walks are used to support the appraisal process in the Academy.

The process of classroom observation contributes to:

- The continued success of the academy
- Raising achievement and school improvement
- Improved classroom teaching
- Curriculum development
- Determining staff development needs
- Identifying the future development needs of the academy.

#### **14a. SLT Learning Walks**

Every teacher will receive six formal learning walks per academic year from a member of SLT or a Curriculum Leader to formally observe teaching and learning. Staff will receive feedback via their Bluesky portal on the SLT/CL Learning Walk form (appendix 2).

All new staff will receive an additional observation in the first term where a lesson plan will be required (appendix 4). This is to ensure that their areas of strength and development are identified as early as possible. Observations are carried out by a member of the Senior Leadership Team and feedback will be received via their Bluesky portal, on the New Staff Observation Proforma (appendix 5).

The information gathered during the learning walks will be shared with the SLT team by the Vice Principal (Teaching and Learning) who will monitor the areas of development in each subject. This information will lead to action plans and sharing of good practice in conjunction with curriculum leaders as part of the interdepartmental teaching and learning process.

If a teacher does not meet academy expectations and/or Teaching and Learning standards, SLT will conduct monitoring visits to ensure that feedback from Learning Walks is being used and that improvement is being shown. If standards continue to not be met, the member of SLT who oversees that particular department will have a face-to-face meeting with the colleague with their Head of Department, to complete a Support Plan (appendix 6). This will then begin an informal monitoring period that will usually be 8 working weeks but, with managerial discretion to shorten the timeframe to four weeks for a serious case where the safety, welfare and education of children is significantly at risk. At the end of the monitoring period, the employee will be informed either that:

- they have made satisfactory progress against the objectives set and the informal monitoring is at an end

or

- concerns around their performance remain and this will now be handled under the Capability Policy. This information should be read in line with the HAT Capability and Appraisal policies.

In the situation that a teacher does not consistently meet Teaching & Learning standards, capability measures may need to be triggered.

#### **14b. Lead Practitioner Lesson Visits**

The Academy's Lead Practitioners will carry out lesson visits throughout the year, to capture best practice to share across the academy, concentrating on the term's Principles of Pedagogy focus. Feedback will be received via the Bluesky portal on the Lead Practitioner lesson visit form (appendix 7). These lesson visits are purely developmental and are for teachers' own reflections on their pedagogical practice. They are not used for appraisal, but if a Lead Practitioner sees an area of serious concern in the quality of education during a lesson visit,

then they will refer this to their SLT links. The feedback for this is not used in Appraisal processes.

#### **14c. Developmental Observations**

All teachers are entitled to a formalised observation if they should wish, alongside the processes outlined in this policy. It is the teacher's responsibility to organise with their HOD or with a member of SLT. This is used to support ongoing professional learning, is low-stakes, supportive, and provides developmental feedback. The feedback for this is not used in Appraisal processes. Feedback will be provided via the Bluesky portal on the Departmental Observation form (appendix 7).

#### **15. Watch Others Work Weeks (WOW)**

These allow staff time to observe best practice across the academy and to provide explicit opportunities for staff to experiment with T&L. Teaching staff should devote their allocated TLC time during each WOW week in which they observe the teaching of as many or as few colleagues as they can see in the time this can be individual or paired observations and may be directed as part of the classroom practice process. Staff should complete the 'WOW Week' proforma (appendix 7) after each classroom observation on the Bluesky portal. The Vice Principal (Teaching and Learning), the Assistant Principal (Teaching and Learning) and the Research Lead will have access to these feedback forms and to make sure that they have been completed. Teachers have discretion not to allow staff to observe their lesson; for example, if students are completing a controlled assessment. Class teachers should use the designated hand signal to indicate this.

#### **16. Early Career Teachers**

The processes described in sections 15 and 16 above are not applicable to Early Career Teachers. These colleagues will complete all quality assurance and support processes as per the Early Career Framework, as led by the Professional Tutor.

## Appendix 1 | Cover Pro forma

Teacher's Name:	Date:	Class:	Room:	Period:
Context of lesson: (what have the pupils been learning recently?)				
Resources needed:				Seating plan attached?
Learning Intention: (WALT)				
Starter:				
Main body:				
Plenary:				
Homework:				
Any other information:				
Department contact name:	Department contact location:	Please return resources and books to:		
Classroom supervisor evaluation and feedback from lesson:				

**Appendix 2 | SLT/CL Learning Walk 2024-2025**

For: \_\_\_\_\_ Observation by: \_\_\_\_\_ Date: \_\_\_\_\_ Class: \_\_\_\_\_

Subject: \_\_\_\_\_ Lesson/Period: \_\_\_\_\_

Focus: \_\_\_\_\_

<b>WALT displayed, read and discussed?</b>	Y : Yes	N : No	NA : Not Applicable	
Comment				

<b>Students grouped well? Is there a seating plan?</b>	Y : Yes	N : No	NA : Not Applicable	
Comment				

<b>Students can navigate to and discuss how their learning fits together with their schema using their SLJs?</b>	Y : Yes	N : No	NA : Not Applicable	
Comment				

<b>High expectations of presentation evident and poor presentation challenged?</b>	Y : Yes	N : No	NA : Not Applicable	
Comment				

<b>Is the quality and amount of work in books appropriate for amount of lessons taught and ability of students?</b>	Y : Yes	N : No	NA : Not Applicable	
Comment				

--	--	--	--	--

<b>Is homework regular and appropriate? Check Edulink</b>	Y : Yes	N : No	NA : Not Applicable	
Comment				

<b>Students ready &amp; dressed for excellence?</b>	Y : Yes	N : No	NA : Not Applicable	
Comment				

<b>Are students supported to be actively engaged in their learning?</b>	Y : Yes	N : No	NA : Not Applicable	
Comment				

<b>Are students held to account through application of the Academy's behaviour processes?</b>	Y : Yes	N : No	NA : Not Applicable	
Comment				

<b>Is the feedback provided to students in line with academy policy?</b>	Y : Yes	N : No	NA : Not Applicable	
Comment				

### **Appendix 3 | SCHA Feedback Policy 2024-2025**

**Aims:** To support our students to aim for excellence in all that they do, through workload efficient, robustly designed and impactful assessment opportunities, in order for students to reduce discrepancies between current understanding and a learning goal.

This assessment policy has one main tenet: effective feedback moves students forward in their learning: it is a “recipe for future action”.

**Guiding principles:** Feedback practices in all subjects should:

- Be manageable for teachers to deliver
- Be meaningful and accurate with a direct impact on students’ learning
- Be delivered in a timely manner to maintain a learning cycle
- Be accessible to and accepted by all students, inclusive of all students’ individual needs
- Provide clear information on students’ understanding and knowledge
- Enable students to understand their achievement in relation to the learning intentions/WALT
- Be motivational and forward-focused, providing the opportunity for students to make specific improvements to deepen their learning, whilst reinforcing aspects of learning students should continue to do
- Continuously inform planning, teaching, learning and whole school development priorities
- Allow for the act of recalling knowledge and strengthening memory.
- Focus on models of success and embed high expectations for student progress and presentation of student work

**Planning** of formative or summative assessment is key: the cycle of learning and assessment should be planned to sharply focus on deepening **learning** towards a shared goal, not **performance**. What is the evidence you want to elicit from the assessment, in order to provide forward facing feedback? There should be a range of summative and formative assessment.

#### **Prioritisation:**

To support students in examination year groups, at certain points of the year, for example during Mock GCSE/A level exams, a teacher may prioritise providing feedback to students on exam work, to maintain a manageable workload. At these times in the year, support may be sought from your curriculum leader in how to plan your assessment points so as to manage your workload.

**Core Guidelines:** Clarity is given for each key stage below as to how to apply these guidelines.

- Students receive and engage with regular verbal feedback, self- assessment and peer-assessment throughout the term\*
- Teachers monitor progress towards learning intentions through regular checks that inform planning, challenge misconceptions and plan classroom interventions
- Students are encouraged to take responsibility for self-marking in lessons in red pen, and can immediately seek and access support where necessary
- Additional written feedback to what is set out below is **provided at the teacher’s discretion** and according to students’ tasks and needs.
- Students’ work and books should be monitored for progress at regular intervals.
- Books must be challenged for poor presentation and poor quality of work.

**All feedback should demonstrate evidence of student response and learning.**

#### **Key Stage 5:**

- Each teaching group\* receives personalised and individualised\* written feedback three times per term\* per subject

- Twice every half term books/folders are checked for student progress and quality of presentation

### **Key Stage 3 and 4:**

#### **3/4/5 lessons a week:**

- Each teaching group receives personalised and individualised written feedback twice a term and books checked for student progress and quality of presentation

#### **2 lessons a week:**

- Each teaching group receives personalised and individualised written feedback once a term and whole class feedback \* once a term, with evidence of student response and books checked for student progress and quality of presentation
- **BTEC:** written feedback is provided at the end of each completed BTEC assignment. Once every half term books are scrutinised for misconceptions, student progress, quality of presentation and diagnostic planning

#### **1 lesson a week:**

- Each teaching group receives personalised and individualised written feedback once every 2 half terms and books checked for student progress and quality of presentation
- In the alternate half terms, each teaching group receives whole class feedback once a term, with evidence of student response

**Core PE and practical units for all subjects:** Students receive and engage with personalised verbal feedback throughout the term which is evidenced in student progress.

**BTEC:** all feedback must be given in accordance with BTEC regulations.

Additional feedback is provided at the teacher's discretion and in response to students' individual needs.

### **Appendix:**

**Formative feedback** will focus on how well students are performing in relation to the learning goals and will take the form of qualitative comments. From this, students should understand how well they are meeting the learning goals; where they still need to improve; and, specifically, what they need to do to move their learning on further.

**Summative feedback** will indicate a level, mark or grade achieved by a student for a piece of work. Summative feedback gives limited information in isolation but can help to form a picture of a student's progress over time. Summative grades or marks should only be given once formative feedback has been given and students have had the chance to engage with this, in order to progress their understanding.

Examples of **whole class feedback** could include using the WCF sheet to give class-based feedback; sample marking; live marking; stratified marking.

### **Glossary:**

**Term** – refers to a half term block, 6 terms a year

**Teaching group** – these may be groups shared between teachers

**Personalised** – this feedback does not need to be written sentences of feedback, but needs to provide feedback that is individualised to that young person.

## Appendix 4 | Lesson Plan 2024-2025

Teacher:	Subject:	Date:	Period	Group:	No. in Class:
Prior learning and understanding relating to topic (including assessments and misconceptions):					
Learning intentions (We Are Learning To):					
Student literacy (reading, writing and communication) skills that will be developed (including key vocabulary):					
How will you respond and adapt your teaching to ensure that <u>all</u> pupils make accelerated progress?					
Diversity, Hatton Character Qualities and cultural capital contributions:					
Homework:					
	<u>Teacher Activity</u> to enhance pupil learning	<u>Pupil Activity</u> which demonstrates learning, develops understanding or applies knowledge)	AFL/Reviews/Possible Interventions/Differentiation/ Challenge (Evidence of pupil progress and strategies for interventions)		
Starter:					
Main:					
Plenary:					

**Appendix 5 | New Teaching Staff Observation 2024-2025**

For: \_\_\_\_\_ Observation by: \_\_\_\_\_ Date: \_\_\_\_\_ Class: \_\_\_\_\_

Subject: \_\_\_\_\_ Lesson/Period: \_\_\_\_\_ Focus: \_\_\_\_\_

<b>WALT displayed, read and discussed?</b>	Y : Yes	N : No	NA : Not Applicable	
Comment				

<b>Students grouped well? Is there a seating plan?</b>	Y : Yes	N : No	NA : Not Applicable	
Comment				

<b>Students can navigate to and discuss key topics/vocabulary on their Learning Journeys</b>	Y : Yes	N : No	NA : Not Applicable	
Comment				

<b>High expectations of presentation evident and poor presentation challenged?</b>	Y : Yes	N : No	NA : Not Applicable	
Comment				

<b>Is the quality and amount of work in books appropriate for amount of lessons taught and ability of students?</b>	Y : Yes	N : No	NA : Not Applicable	
Comment				

--	--	--	--	--

<b>Is homework regular and appropriate? Check Edulink</b>	Y : Yes	N : No	NA : Not Applicable	
Comment				

<b>Students ready &amp; dressed for excellence?</b>	Y : Yes	N : No	NA : Not Applicable	
Comment				

<b>Are students supported to be actively engaged in their learning?</b>	Y : Yes	N : No	NA : Not Applicable	
Comment				

<b>Are students held to account through application of the Academy's behaviour processes?</b>	Y : Yes	N : No	NA : Not Applicable	
Comment				

<b>Is the feedback provided to students in line with academy policy?</b>	Y : Yes	N : No	NA : Not Applicable	
Comment				

--	--	--	--	--

<b>Areas of Strength against the departmental Best Practice Grids</b> Please use the BPGs to comment on specific activities that support the students' learning in this class.
Comment

<b>Sources of further Professional Learning</b> Please use the BPGs and the Walkthru resources to identify an area from the Principles of Pedagogy which would further support the learning of the students
Comment

**Appendix 6 | Support Plan**

**Support Plan | Area of Support:** \_\_\_\_\_

Name of Colleague: \_\_\_\_\_

Date action plan written: \_\_\_\_\_ and date of review: \_\_\_\_\_ (max. 8 weeks)

Name of Support Colleague/HOD/LP: \_\_\_\_\_

Target – Please reference Teacher Standard	Action to be taken and by whom and when	Support activities provided where appropriate	Success Criteria	Evaluation/Next Steps

**Colleague signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Support Colleague signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Appendix 7 | Lead Practitioner / HOD Lesson Visit 2024-2025; Departmental Observation 2024-2025; WOW Pop-In 2024-2025**

For: \_\_\_\_\_ Observation by: \_\_\_\_\_ Date: \_\_\_\_\_ Class: \_\_\_\_\_

Subject: \_\_\_\_\_ Lesson/Period: \_\_\_\_\_

Focus: \_\_\_\_\_

<b>Strengths</b>
Comment

<b>Sources of further Professional Learning</b>
Comment