



## Curriculum, Quality of Teaching, Learning and Assessment Policy

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<b>Does this policy need to be agreed by Trustees? If yes, which committee?</b>	Yes Engagement & Achievement Committee
<b>Agreed by Trustees on</b>	30 <sup>th</sup> November 2022
<b>This policy is communicated by the following means:</b>	
<b>Trustees</b>	Trustee consultation by e-mail when policy reviewed & agreement
<b>Staff</b>	Policy folders on staff SharePoint and in-house training
<b>Parents</b>	Academy website, Parent Information Meetings
<b>Students</b>	Academy website, Assemblies, Lessons

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## 1. Aim

The aim of this policy is to offer clarity and guidance to **all** teaching staff, support staff, students, parents and governors about the curriculum, teaching for learning and assessment expectations at Clapton Girls' Academy. It is the responsibility of **all** teaching and classroom based staff to use this policy guidance to:

- Understand the academy's curriculum vision
- Have high expectations for all students and staff
- Support and challenge all students through effective teaching for learning and assessment practice.
- Provide regular incisive feedback to students to support with progress for all.
- Be reflective practitioners who constantly seek to improve their teaching for learning through innovative practice.
- Demonstrate the academy's teaching for learning and assessment expectations in their planning and delivery of lessons.

This policy ensures that through our curriculum and the planning and delivery of outstanding teaching for learning and assessment, **all** students will:

- Develop and retain the knowledge (*declarative* i.e. knowledge you can think about and say and *procedural* i.e. knowledge you can do) and cultural capital (including relevant tier two and tier three vocabulary) that will enrich their experience and empower them to access the next stage of their education, find suitable employment and participate in a democratic society.
- Value learning for its own sake and develop a range of skills, aptitudes and personal qualities to take into life. These will include non-cognitive skills (such as those skills that encompass the academy's core values of compassion, ambition, integrity and resilience, metacognitive skills (comprehension, connection, strategy and reflection) and study skills (retrieval practice, spaced practice and dual coding).

## 2. Our Curriculum Vision

**Arrive with a dream, leave with a future** The curriculum at Clapton Girls' Academy rests on our core values of compassion, ambition, integrity and resilience. Our students are empowered with the knowledge, skills and independence to meet their potential to thrive in the next stage of their learning and beyond, regardless of starting point. We want our students to have a deep, broad and powerful foundation of knowledge that prepares them to fully engage as global citizens and agents of change.

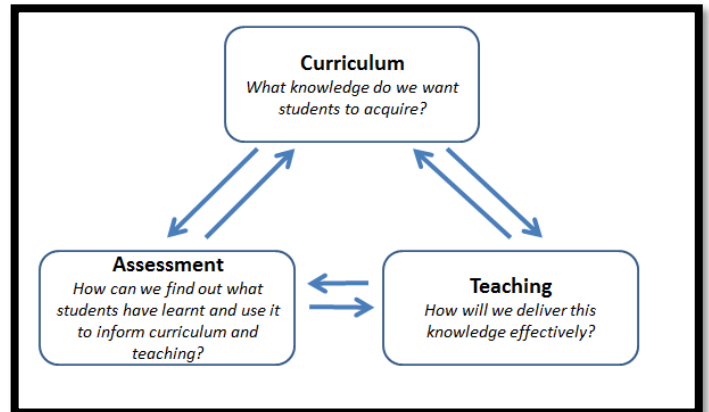
Alongside the traditional curriculum, we equip students to become confident, informed members of society through enriching Careers and PSHCE programmes. We promote personal development across the curriculum in conjunction with learning about British Values, which are monitored and reviewed during lesson observation cycles.



## 2.1 Curriculum, Teaching and Assessment:

At CGA we believe there are three essential parts to effective curriculum planning and delivery:

1. **Curriculum:** the knowledge we want students to acquire.
2. **Teaching:** the teaching we expect teachers to plan and deliver.
3. **Assessment:** the monitoring of student knowledge to inform teaching.



## 2.2 At CGA the curriculum must:

- Be mapped out with clear end points so that teachers understand what knowledge should be taught, and when it should be taught (allowing for some flexibility for teachers to respond to the differing needs of their class).
- Be taught in a coherent and step-by-step sequence that allows for the incremental development of knowledge within each subject/topic. For example, when possible each new unit of topic should build upon the previous unit.
- Ensure that broad and deep factual knowledge is carefully planned to support skills such as critical thinking, creative thinking, evaluation and analysis.
- Support real learning which requires durable changes to long term memory.
- Incorporate and revisit new tier two and tier three vocabulary into curriculum planning.
- Incorporate points of formative and summative assessment, including STAIR time (see below).

## 3. Learning at CGA

At Clapton Girls' Academy, when we talk about learning, we mean the retention and recall of knowledge so that it can be applied in different contexts. Learning should be **durable** and **flexible**. For this to happen, a deep understanding of the 'active ingredients' of learning and teaching is required. CGA's principles of learning help support teachers to know how to effectively support learning for all students. The infographic below illustrates our approach and is explained below.



### **CGA's Principles of Learning**

1. **Core Knowledge and skills**
2. **Academic Vocabulary**
3. **Cultural Capital**
4. **Metacognition**
5. **Memory**

(See [Appendix 2](#): *CGA's Principles of Learning*)

### **4. Teaching**

To ensure a consistent, high-quality approach to teaching, we have targeted six interrelated pedagogical principles taken from the whole school reading of Making Every Lesson Count. This text provides all teachers and classroom based staff with a teaching principles that support excellence in teaching for learning and assessment. Teachers at CGA carefully plan, deliver and connect these teaching principles as they see fit to deliver the curriculum, assess students' knowledge and support progress for all.

### **CGA's Principles of Teaching**

1. **Challenge**
2. **Explanation**
3. **Modelling**
4. **Deliberate practice**
5. **Questioning**
6. **Feedback**

(See [Appendix 1](#): *Lesson observation proformas* and [Appendix 3](#): *CGA's Principles of Teaching for Learning*)



### Assessment and feedback

Feedback has a significant impact on student progress. Teachers at Clapton Girls' Academy use assessment and feedback as a means of checking understanding, identifying gaps in knowledge, addressing misconceptions and supporting student progress. Feedback includes verbal and written feedback.

Assessment operates on two levels:

- **Formative assessment:** ongoing assessment of small chunks of the curriculum to find out what students know and understand to inform teaching and planning.
- **Summative assessment:** Less frequent assessment of larger chunks of the curriculum to provide reliable information about student learning and performance.

At CGA assessment must:

- Be principally formative in nature as this will have greater impact on learning. Where summative assessment is used, the outcome must be used to inform teaching, feedback and learning.
- Support and inform teaching, including regular testing to support learning. Students will learn more when they are regularly tested.
- Support and inform the cumulative and sequential mastery of the curriculum
- Be tailored to the subject and carried out with fidelity by all teaching staff in the department.
- Ensure both knowledge and skills are assessed.
- Provide useful and timely data in order to inform effective intervention.

### Written Feedback

At CGA **all** teachers are expected to:

- Provide written feedback (using red pen) on agreed assessments **as outlined in faculty handbooks**.
- Share assessment criteria with students before starting tasks.
- Use written feedback to inform future planning and teaching.
- Plan and incorporate formative and summative assessment tasks into schemes of learning.
- Provide meaningful feedback to students through what went well (WWW) comments that identify how the student has met assessment criteria and what they are doing well and what even better if (EBI) comments that specifically explain how to improve their work.
- Provide opportunities for students to respond and act on feedback through the use of Student Time to Assess, Improve and Respond (STAIR) time. All student responses or self/peer assessment will be completed using **green pen**.
- Monitor the presentation of students' work through the Pride in Presentation rules.
- Use the academy's SPAG codes when correcting specific sections of students' work.

*(See Appendix 4: STAIR time and Appendix 5: Pride in Presentation and SPAG marking Code)*



Heads of Faculty will ensure:

- All schemes of learning include identified assessments.
- All staff are clear about the success criteria for assessments.
- Teachers in their faculty provide clear and precise written feedback (using red pen) on identified assessments through WWW and EBI comments.
- Monitor the quality of written feedback in their faculties through regular book looks and student voice activities.

## 5. Non Negotiables

To ensure effective teaching for learning in every lesson and to establish clear routines in every class, **all** teachers and learning support assistants are expected to ensure they follow the teaching for learning and behaviour for learning **non-negotiables** in every lesson.

Non-Negotiables			
Teaching for Learning		Behaviour for Learning	
Do now activity visible as student enter the classroom		Greet students at the door at the beginning of every lesson to ensure a calm start	
1 high challenge learning objective set		Student planners on the desk and bags on the floor	
Students work demonstrates pride in presentation		Praise student achievement in public and reprimand student behaviour in private (PIP and RIP)	
Essential differentiation/scaffolding strategies are being used		Follow the academy's Behaviour for Learning routines including the Behaviour Thermometer and Behaviour Code (3 Golden Rules)	
Satchel:one is used to share homework		Adopt a restorative approach to resolving conflict	

## 6. CGA's 5 Essential Differentiation/ Scaffolding Strategies

At CGA, every teacher is a teacher of SEND and quality-first teaching benefits all students. To ensure that every student is supported in every lesson CGA has 5 essential differentiation/scaffolding strategies that teachers incorporate into their lesson planning and delivery. These strategies are essential to support the learning of all students including Special Educational Needs (SEND) and English as an Additional Language (EAL) students.

1. Use multi-sensory cues to support key ideas, e.g. images and sounds
2. Differentiate questions
3. Use simple language for instructions and record instructions in writing for students to refer back to
4. Give and display clear definitions for key words
5. Create time for students to process information before asking questions e.g. think-pair-share or talk partners

All staff receive training in dyslexia-friendly presentation to support students access class materials.

(See Appendix 6: BDA Dyslexia Friendly Style Guide, Appendix 7: The 5 Essential Differentiation and Appendix 8 Scaffolding Strategies)



## 7. Monitoring and evaluating the curriculum, teaching for learning and assessment

Each term the Leadership Team, Heads of Faculty and governors, are provided with a clear evaluation of the quality of teaching for learning and assessment via whole school and faculty-based lesson observation reports. Monday teaching for learning briefings, faculty meetings and governor meetings are used to share whole school evaluations on the strengths and areas for development identified in teaching for learning. It is the responsibility of the Leadership Team and Heads of Faculty to use this data to review the quality of teaching, learning and assessment to inform future planning.

Monitoring the quality of teaching helps to support with:

- Strategic whole school and faculty-based action planning
- Peer-to-peer learning and sharing of best practice
- Identifying and supporting underperforming teachers through the use of coaching and support plans
- Planning the academy's Professional Learning Days (PLDs)

## 8. Lesson Observation Cycles

A climate of mutual classroom observation is encouraged within the academy where colleagues are encouraged to observe other teachers and share good practice as often as possible. All lesson observations are ungraded. Lesson observation feedback and evidence is uploaded onto Bluesky.

**Autumn term:** The 1 hour, formal lesson observation supports improvement in the Making Every Lesson Count, teaching principles: Challenge, Explanation, Modelling, Deliberate Practice, Questioning and Feedback. Thorough analysis of areas of strength, development and review in each teaching principle, provides teaching and classroom-based staff with clear teaching for learning targets that support professional development.

The autumn term lesson observation cycles also support faculties to identify areas of strength and development in teaching practice, to help with action planning and sharing of best practice. Teaching for learning targets set in the autumn term lesson observation cycle help to create the teaching for learning appraisal objective 1.

**Spring Term:** The faculty-based learning walks provide opportunities for faculties to identify strengths and areas for development for quality of teaching for learning. Learning walks help to share and develop best practice and provide opportunities for staff to provide feedback and coaching. All faculty-based teaching staff are involved in the learning walk cycle, supporting professional development in teaching practice. In 2021-22, the focus of these learning walks will include metacognition, to support AIP C3.

**Summer Term:** Peer lesson observations are cross curricular and are used to identify strengths and areas for development and share good practice. Peer observations are an opportunity for staff to share and develop best practice and learn from each other. All staff



are trained in conducting lesson observations and providing feedback to colleagues. Peer observations are ungraded.

(see *Appendix 1: Lesson Observation Pro-formas*)

All new members of teaching staff and learning support assistants will be observed by the Leadership Team at the start of the autumn term to establish strengths and areas for development. All ECTs will be observed by the Assistant Headteacher responsible for teaching, learning and assessment.

(See *Appendix 9: Monitoring the Quality of Teaching for Learning 2021-11*).

## 9. Expectation of teaching staff at CGA

To ensure all students achieve or exceed their academic and personal targets, **teaching staff and classroom based support staff will:**

- Read the whole school teaching for learning texts 'Making Every Lesson Count' and 'The Metacognition Handbook'
- Support and challenge all students through the use of one single learning objective.
- Scaffold learning from the top down to ensure that learning is challenging and differentiated appropriately.
- Have high expectations for all, using class data and student information to plan challenging, stimulating lessons.
- Provide regular incisive feedback to students to support with progress for all.
- Model oracy and literacy skills through the use of subject specific terminology, literacy skills and Standard English.
- Be reflective practitioners who constantly seek to improve their teaching for learning through innovative practice.
- Provide high levels of interaction for all students through effective questioning, explanation and modelling strategies.

## 10. Expectations of students at CGA

We encourage students to be active learners who love the challenge of learning and are resilient to failure. With the support of excellent teaching, learners are supported to seek out and use new information to develop, consolidate and deepen their knowledge, understanding and skills.

**Students will:**

- Have high expectations of, and aspirations for, themselves.
- Attend lessons on time and be well prepared with appropriate uniform, books, planner and equipment
- Participate fully in lessons.
- Support each other and their teacher so that everyone learns effectively
- Aim to develop a growth mind-set and strive for continual improvement
- Be enthusiastic, resilient and responsible for their learning and skills
- Meet deadlines for completing work.





- Respond positively to feedback and use it to improve their work.
- Follow the Academy Behaviour Code at all time.

## 11. Responsibilities

### All staff

- To apply the academy's Curriculum, Quality of Teaching, learning and Assessment policy and procedures to provide high quality learning experiences for all students.

### Governors

- To ensure the effective and rigorous implementation and monitoring of the policy.

### Leadership Team

- To provide appropriate support, training and resources for faculties, subject areas and individual staff.
- To monitor and evaluate the delivery and impact of the policy.
- To modify and update the policy in the light of ongoing developments and the changing needs of the academy and its priorities.

### Heads of Faculty/Subject

- To be responsible for the co-ordination of long, medium and short term planning of schemes of learning, taking into consideration the aims and objectives of the policy.
- To monitor and evaluate consistent delivery of the policy at faculty/subject level.
- To provide appropriate support to team members by providing training materials or advice and guidance.
- Support staff to take risks in new teaching methods.

### Evaluation

The policy is developed through consultation with staff, students and governors.

### Review cycle of policy

This policy will be reviewed by Governors (Achievement Committee) annually in accordance with the academy's review cycle.

### Appendix 1a: Lesson Observation Proforma for Teaching Staff

Teacher	Observer	Class	Date
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#### Non Negotiables

Teaching for Learning		Behaviour for Learning	
Do now activity visible as students enter the classroom		Greet students at the door at the beginning of every lesson to ensure a calm start	
1 high challenge learning objective set		Student planners on the desk and bags on the floor	
Students' work demonstrates pride in presentation		Praise student achievement in public and reprimand student behaviour in private (PIP and RIP)	
Essential differentiation/scaffolding strategies are being used		Follow the academy's Behaviour for Learning routines including the Behaviour Thermometer and Behaviour Code (3 Golden Rules)	
Satchel:one is used to share homework		Adopt a restorative approach to resolving conflict	

Key Indicators	Name of students who will be monitored closely during the lesson observation	Target Grade	Working Grade
HAP			
SEND			
PP			

Teaching for learning Principles

Aspects of T&L	Strength	Developing	Review
<p><b>Challenge</b></p>	<ul style="list-style-type: none"> <li>• Learning objectives are single and challenging for all.</li> <li>• Student data is used effectively to plan challenging lessons, supporting progress for all.</li> <li>• The teacher demonstrates deep subject knowledge and understanding. Formal subject specific language is used and expected.</li> <li>• Students' prior knowledge has been assessed.</li> <li>• Teacher plans very effectively, making maximum use of lesson time.</li> <li>• Support and scaffolding is in place to help all students achieve.</li> <li>• Teaching consolidates learning, deepens understanding and prepares students very well for next steps.</li> <li>• Students are encouraged to read and critique own work.</li> <li>• Students persevere when faced with difficult work. <input type="checkbox"/></li> </ul>	<ul style="list-style-type: none"> <li>• Information from class assessment is used to plan lessons and tasks are matched to the students' prior attainment.</li> <li>• Teacher sets tasks that are suitable for groups of learners of similar abilities.</li> <li>• Differentiation is evident.</li> <li>• Students that complete the work are provided with more difficult tasks to ensure progress is not hindered.</li> <li>• Subject content challenges students intermittently throughout the lesson.</li> <li>• Learning is consolidated at the end of the lesson.</li> <li>• Students can explain and evaluate key ideas.</li> <li>• Most students make good progress.</li> </ul> <input type="checkbox"/>	<ul style="list-style-type: none"> <li>• Tasks are not yet suitably matched to the students' prior attainment/learning needs.</li> <li>• Differentiation is an area to review as a number of students find the work too easy.</li> <li>• The whole class are completing the same tasks at the same level throughout the lesson regardless of prior attainment or knowledge.</li> <li>• Students identified as SEND, PP or HAP are not appropriately supported .</li> <li>• Information from assessment is not used effectively, consequently students are not challenged appropriately.</li> <li>• Students disengage when faced with challenge. Limited progress is made. <input type="checkbox"/></li> </ul>
<p><b>Evidence and comments</b></p>			

Aspects of T&L	Strength	Developing	Review
<b>Explanation</b>	<ul style="list-style-type: none"> <li>The teacher establishes / revisits prior knowledge.</li> <li>The teacher demonstrates deep subject knowledge and understanding of topics.</li> <li>Teacher explanations are clear and high quality.</li> <li>Teacher talk and instruction is used effectively.</li> <li>The teacher has the ability to make complex ideas clear and simple through their approach to explanation.</li> <li>Explanation is clear and concise and supports progress.</li> <li>Strategies and tasks are well understood by all students.</li> <li>Due to thorough explanation, students are focused and keen to learn. <input type="checkbox"/></li> </ul>	<ul style="list-style-type: none"> <li>The teacher demonstrates secure subject knowledge and understanding of topics.</li> <li>Instructions and teacher talk are clear and support learning.</li> <li>Subject specific terminology is used by the teacher and students throughout the lesson.</li> <li>Students' prior knowledge of the topic is checked.</li> <li>Due to the teacher's approach to explaining tasks, students concentrate and complete tasks. <input type="checkbox"/></li> </ul>	<ul style="list-style-type: none"> <li>Demonstration of the teacher's subject knowledge and understanding is limited resulting in lack of clarity and confusion.</li> <li>Teacher talk and instructions are ambiguous and do not support learning for all students.</li> <li>Subject specific terminology is not constantly expected.</li> <li>Students' prior knowledge is not assessed.</li> <li>Students find some tasks engaging but due to lack of clarity, some students are off task.</li> <li>Teacher talk is overly lengthy. <input type="checkbox"/></li> </ul>
<b>Evidence and comments</b>			

Aspects of T&L	Strength	Developing	Review
<b>Modelling</b>	<ul style="list-style-type: none"> <li>Practical work and other activities are carefully modelled to students.</li> <li>Students are then able to accurately follow the model or develop a similarly accurate approach themselves.</li> <li>Examples of excellent work are shared and explained.</li> <li>Subject specific content is modelled by the teacher and co-constructed with the students to maximise impact.</li> <li>Students are encouraged to critique models.</li> <li>'I do, we do, you do' approach to modelling is demonstrated.</li> <li>Standard English is used and expected at all times by the teacher.</li> <li>Expert thinking is modelled by teacher verbalising their thoughts. <input type="checkbox"/></li> </ul>	<ul style="list-style-type: none"> <li>The teacher uses some modelling during the lesson to support learning and understanding.</li> <li>Excellent work is shared with the students, but clarity about exactly why the work is excellent is not understood by all.</li> <li>Scaffolding is used by the teacher to model the task and supports learners to understand what is being asked. <input type="checkbox"/></li> </ul>	<ul style="list-style-type: none"> <li>Limited use of modelling is used to support learning and understand.</li> <li>The teacher does not provide excellent work for students to see what excellence looks like.</li> <li>Students are confused by the task at hand and are not able to access the learning, hindering their progress.</li> <li>The teacher is unable to adapt their teaching to suit the needs of the learners.</li> <li>The teacher's approach to modelling tasks is unclear and confusing. <input type="checkbox"/></li> </ul>
<b>Evidence and comments</b>			

Aspects of T&L	Strength	Developing	Review
<b>Deliberate Practice</b>	<ul style="list-style-type: none"> <li>Once the students have had input from the teacher, they are given sufficient time to practise their new knowledge and skills, helping to embed learning.</li> <li>Mistakes observed lead the teacher to intervene quickly and utilise errors as aspects of learning.</li> <li>Practice of the tasks are scaffolded but support is removed at the right time to allow for student independence.</li> <li>Explanations, models, questions, discussions and writing are used as opportunities to expose students to key concepts more than once.</li> <li>Knowledge is revisited and tested to test whether students have retained the learning. <input type="checkbox"/></li> </ul>	<ul style="list-style-type: none"> <li>The teacher provides opportunities for students to practise their knowledge.</li> <li>Students are encouraged to learn from their mistakes and are given time to correct their errors.</li> <li>The teacher provides scaffolding for students to practise the task, differentiation of this could be developed further to promote independence.</li> <li>The teacher identifies when students struggle and supports them where necessary.</li> </ul> <input type="checkbox"/>	<ul style="list-style-type: none"> <li>Students are given limited opportunities to practise their knowledge and skills if at all.</li> <li>When students have misconceptions, the teacher does not intervene promptly, learning time is therefore lost.</li> <li>Student independence is not evident.</li> <li>Students do not understand how tasks link to prior learning or next steps.</li> <li>The teacher does not use different techniques to expose students to the concepts being discussed.</li> <li>Breadth and depth of learning is not apparent and progress is limited. <input type="checkbox"/></li> </ul>
<b>Evidence and comments</b>			

Aspects of T&L	Strength	Developing	Review
Questioning	<ul style="list-style-type: none"> <li>The teacher involves a wide range of students when questioning the class to check understanding of all.</li> <li>Effective questioning techniques both deepen and develop students' thinking.</li> <li>Misconceptions are identified and acted upon.</li> <li>Further questions are used to probe and challenge.</li> <li>Questions are carefully scaffolded to encourage reluctant respondents to answer and engage in learning.</li> <li>Students are encouraged to ask questions.</li> <li>Standard English is used and expected at all times by the teacher.</li> <li>Effective questioning ensures that the teacher is aware of how secure in their knowledge the students are. <input type="checkbox"/></li> </ul>	<ul style="list-style-type: none"> <li>The teacher uses a variety of approaches to question students and the teacher is aware of the degree to which most students are secure in their learning.</li> <li>Questioning techniques check understanding of the tasks set and the extent of students' understanding.</li> <li>The teacher asks the majority of questions during the lesson, some students ask their peers questions. <input type="checkbox"/></li> </ul>	<ul style="list-style-type: none"> <li>A mix of open and closed questions are evidenced but are not always challenging or probing, therefore the depth and breadth of learning is difficult to assess.</li> <li>Questioning techniques are not always effectively or consistently deployed, resulting in lack of clarity and understanding.</li> <li>When misconceptions are presented by the students, the teacher is unable to adapt the task.</li> <li>Students are passive and are not inquisitive in their learning.</li> <li>The teacher does not allow sufficient time for students to think about the answer. <input type="checkbox"/></li> </ul>
Evidence and comments			

Aspects of T&L	Strength	Developing	Review
Feedback	<ul style="list-style-type: none"> <li>The teacher's verbal feedback is constructive, specific and helpful.</li> <li>Verbal feedback encourages students to think rather than providing the answer.</li> <li>Written feedback is regular, in line with faculty policy and provides clear guidance on the strengths of student work and areas for improvement.</li> <li>Students respond to teacher comments and improve their work.</li> <li>Students are encouraged to critique the work of their peers with the support of well understood assessment criteria.</li> <li>Self-assessment strategies, such as proofreading, editing and redrafting are employed to support progress.</li> <li><input type="checkbox"/> The teacher adapts their approach based on feedback from students.</li> </ul>	<ul style="list-style-type: none"> <li>Students rely on teacher feedback to understand next steps.</li> <li>Some students are able to self-assess their work.</li> <li>Feedback, both written and verbal, is evident and in line with the faculty's feedback policy.</li> <li>Written feedback aids progress and is regular and in line with faculty policy.</li> <li>Written feedback provides students with guidelines on how to improve but does not challenge students' knowledge and understanding beyond the task set.</li> <li>Self-assessment is used at times by students but clarity on assessment criteria needs further development.</li> </ul> <input type="checkbox"/>	<ul style="list-style-type: none"> <li>Verbal feedback is not constructive and does not ensure progress is made.</li> <li>Written feedback is infrequent and not in line with the faculty's feedback policy.</li> <li>There are inconsistencies and lack of clarity about how students need to improve their work, resulting in limited progress being made.</li> <li>Students do not use the feedback to move their learning forward and are unclear about the next steps.</li> <li><input type="checkbox"/> Students are unclear about what they have to do to achieve.</li> </ul>
Evidence and comments			



<p><b>TYPICALITY</b> Do students describe this lesson as typical?      <b>Yes</b>      <b>No</b> <b>Comment (optional):</b></p>	
<p><b>HEALTH and SAFETY</b> Are there any health and safety or safeguarding concerns in this lesson? If yes, please explain in comments below.      <b>Yes</b>      <b>No</b> <b>Comment:</b></p>	
<p><b>Overall summary of student progress</b> – detail here any observations made regarding the overall impact of Teaching for Learning on student progress.</p>	<p><b>Observer overview comment</b> – any additional comments can be added here. Observers please use this section to thank the observee for the lesson and their impact on student outcomes.</p>
<p><b>Reflection (including agreed targets (Maximum 2) between observer and observee.</b></p>	

**Appendix 1b: Lesson Observation Proforma for Learning Support Assistants**

LSA	Observer	Class	Date
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Non Negotiables: LSAs	
Presentation of student work	
Scaffolding	
Behaviour for learning processes	

Name of students supported by LSA:	
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Lesson Narrative:
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Teaching for learning Principles

Aspects of T&L	Strength	Developing	Review
<b>Challenge</b>	<ul style="list-style-type: none"> <li>The Learning Support Assistant has an obvious knowledge of the students' <b>starting points</b> and adapts to suit their learning needs.</li> <li>The Learning Support Assistant demonstrates good <b>subject knowledge</b> and formal subject specific language is used and expected.</li> <li>The Learning Support Assistant ensures support and <b>scaffolding</b> is in place to help the students achieve.</li> </ul> <input data-bbox="264 810 315 847" type="checkbox"/>	<ul style="list-style-type: none"> <li>The Learning Support Assistant shows some understanding of the students' starting points and makes some attempt to adapt to support their learning.</li> <li>The Learning Support Assistant attempts to scaffold work to support learning.</li> <li>The Learning Support Assistant displays some subject knowledge.</li> </ul> <input data-bbox="896 770 947 807" type="checkbox"/>	<ul style="list-style-type: none"> <li>The Learning Support Assistant does not have sufficient knowledge of the students' starting points and is therefore unable to suitably adapt to support their learning.</li> <li>Limited progress is made when working with the Learning Support Assistant.</li> <li><input data-bbox="1574 671 1626 708" type="checkbox"/> The subject knowledge of the Learning Support Assistant is limited.</li> </ul>
<b>Evidence and comments</b>			

Aspects of T&L	Strength	Developing	Review
<b>Explanation</b>	<ul style="list-style-type: none"> <li>The Learning Support Assistant establishes/ revisits <b>prior knowledge</b> when supporting the students.</li> <li>The Learning Support Assistant's <b>explanation is clear and concise</b> and supports progress.</li> <li><b>Subject specific terminology</b> is used by the Learning Support Assistant and the students they are supporting throughout the lesson. <input type="checkbox"/></li> </ul>	<ul style="list-style-type: none"> <li>The Learning Support Assistant's instructions are clear and support learning.</li> <li>The Learning Support Assistant attempts to use subject specific terminology.</li> <li>Due to the Learning Support Assistant's approach to explaining tasks, students concentrate and complete tasks. <input type="checkbox"/></li> </ul>	<ul style="list-style-type: none"> <li>Instructions given by the Learning Support Assistant are ambiguous and do not support learning for the students being supported.</li> <li>Subject specific terminology is not constantly expected.</li> <li>Students working with the Learning Support Assistant are off task &amp; unfocused due to lack of clarity. <input type="checkbox"/></li> </ul>
<b>Evidence and comments</b>			
<b>Modelling</b>	<ul style="list-style-type: none"> <li>Practical work and other activities are <b>carefully modelled</b> by the Learning Support Assistant to support students.</li> <li><b>Standard English</b> is used and expected at all times by the Learning Support Assistant. <input type="checkbox"/></li> </ul>	<ul style="list-style-type: none"> <li>Scaffolding is used by the Learning Support Assistant to model the task and supports learners to understand what is being asked. <input type="checkbox"/></li> </ul>	<ul style="list-style-type: none"> <li>Limited use of modelling is made to support learning and understanding. <input type="checkbox"/></li> </ul>
<b>Evidence and comments</b>			

Aspects of T&L	Strength	Developing	Review
Deliberate Practice	<ul style="list-style-type: none"> <li>Practice of the tasks is <b>scaffolded but support is removed at the right</b> time to allow for student independence.</li> <li><b>Support tools</b> available are utilised effectively by the Learning Support Assistant and aid progress (e.g. whiteboards).</li> <li>Learning Support Assistant works effectively in <b>partnership with the teacher.</b> <input type="checkbox"/></li> </ul>	<ul style="list-style-type: none"> <li>The Learning Support Assistant provides scaffolding for students to practise the task.</li> <li>The Learning Support Assistant identifies when students struggle and supports them where necessary.</li> <li>Some attempt is made to work in conjunction with the teacher.</li> </ul> <input type="checkbox"/>	<ul style="list-style-type: none"> <li>The Learning Support Assistant uses limited resources to support the students' learning.</li> <li>The Learning Support Assistant gives too much direction or completes the task for the students.</li> <li>Learning Support Assistant works independently of the teacher.</li> </ul> <input type="checkbox"/>
Evidence and comments			
Questioning	<ul style="list-style-type: none"> <li><b>Effective questioning</b> techniques both deepen and develop thinking in students.</li> <li><b>Questions are carefully scaffolded</b> to encourage reluctant respondents to answer and engage in the learning. <input type="checkbox"/></li> </ul>	<ul style="list-style-type: none"> <li>Questioning techniques check understanding of the tasks set and the understanding of the students' learning.</li> <li>A mix of open and closed questions are evidenced but are not always probing. <input type="checkbox"/></li> </ul>	<ul style="list-style-type: none"> <li>Questioning techniques are not always effectively or consistently deployed.</li> <li>The Learning Support Assistant uses mainly closed questioning and/or answers the questions they are asking themselves. <input type="checkbox"/></li> </ul>
Evidence and comments			

Aspects of T&L	Strength	Developing	Review
Feedback	<ul style="list-style-type: none"> <li>The Learning Support Assistant's <b>verbal feedback</b> is constructive, specific and helpful.</li> <li>Verbal feedback <b>encourages students to think</b> rather than providing the answer. <input type="checkbox"/></li> </ul>	<ul style="list-style-type: none"> <li>The students rely on the Learning Support Assistant's feedback to understand next steps. <input type="checkbox"/></li> </ul>	<ul style="list-style-type: none"> <li>Students supported by the Learning Support Assistant are unclear about the next steps.</li> <li>Students working with the Learning Support Assistant are unclear about what they have to do to achieve.</li> <li>The Learning Support Assistant completes work for the student. <input type="checkbox"/></li> </ul>
Evidence and comments			

**Overall summary of supported students' progress:**

<b>Observer overview comment:</b>	<b>Reflection:</b> <i>(including agreed targets [maximum 2] between the observer and observee)</i>
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## Appendix 2: CGA's Principles of Learning

### 1. Core knowledge and skills

We need to define the key knowledge (e.g. information, date lines, quotations, terminology) and skills (e.g. sketching in charcoal, bounce passing, map-reading) for a topic. This could be presented in knowledge organisers given to students. This is the minimum that needs to be known, rehearsed and stored in long-term memory in order for students to master the topic.



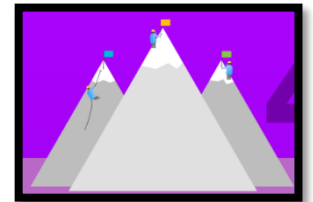
### 2. Academic vocabulary

Wide vocabulary is closely related to good reading comprehension; a lack of vocabulary can hinder students' ability to think, speak, read, comprehend and write about a topic or concept. All SoLs should identify the general academic (Tier 2) and subject specific (Tier 3) words students need to access the content and these need to be explicitly taught by teachers and stored in students' long-term memory. This is how we can close the gap between those pupils who come from language-rich backgrounds and those who do not – this usually directly correlates with the attainment gap between advantaged and disadvantaged students.



### 3. Cultural capital

A breadth of cultural knowledge and awareness is an important part of success in academic study and later life. This could be described as the essential, assumed prior knowledge that is needed to illuminate or fully understand a topic or concept. We need to remember that our students come from a range of backgrounds and therefore some of this knowledge will need to be explicitly taught.



### 4. Metacognition

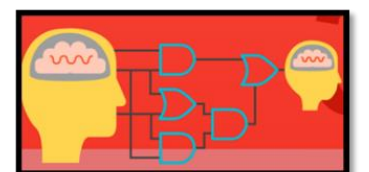
Metacognition and self-regulation approaches aim to help pupils think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring and evaluating their learning. Self-regulated learning can be broken into three essential components:

- cognition - the mental process involved in knowing, understanding, and learning;
- metacognition - often defined as 'learning to learn'; and
- Motivation - willingness to engage our metacognitive and cognitive skills.



### 5. Memory

Learning occurs when changes take place in our long-term memory. Therefore, our curriculum needs to provide students with the opportunities to ensure knowledge has been retained. Students need to be given time to return to previously studied topics for 'retrieval practice' and be given strategies to support them to remember key information



### Appendix 3: Principles of Teaching for Learning

Learning happens when students connect new knowledge to what they already know. To achieve this teaching must involve:

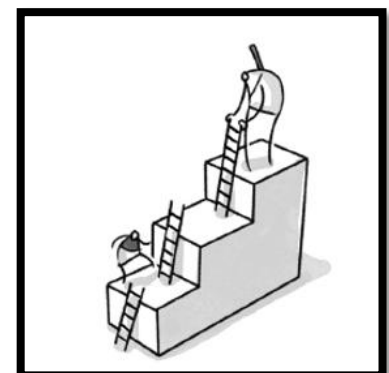
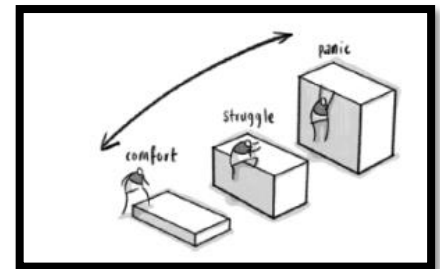
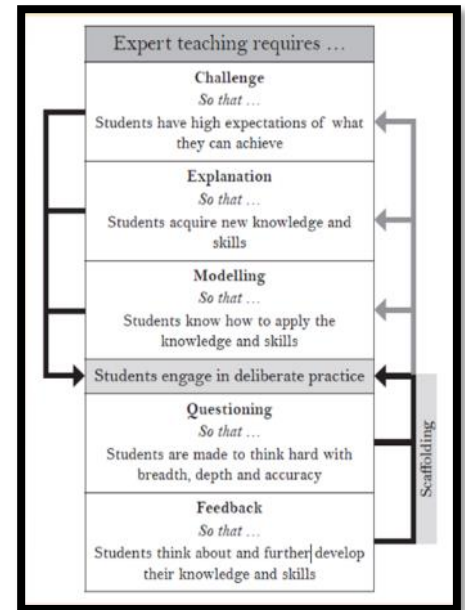
- 1) Challenge
- 2) Explanation
- 3) Modelling
- 4) Deliberate practice
- 5) Questioning
- 6) Feedback

**Challenge: so that students have high expectations of what they can achieve**

Challenge in the classroom is the careful planning and delivery of difficult work that causes students to think deeply about what they are learning and engage in healthy struggle. It is not just about challenging the 'most able.' Challenge is having high expectations for all students, all the time. Challenge causes students to struggle just outside of their comfort zone. This is where students are likely to learn the most. For challenge to be embedded into teaching for learning practices, the learning objective of the lesson will be single and challenging for all and every student in the class is expected to develop their knowledge and skills during the lesson. Formal subject specific vocabulary will be modelled by the teacher and encouraged from students. Appropriate scaffolding during lessons will challenge and support all students to achieve the high levels of expectations set by teachers.

**Explanation: so that students acquire new knowledge and skill.**

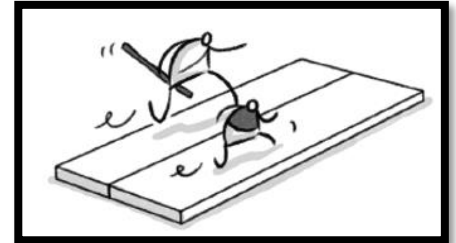
A key element of effective explanation is to tether new knowledge to what is already known. Ways to do this in the classroom include making comparisons, using analogies and using concrete examples. When introducing new ideas and topics, explanations should be short and introduce new information in manageable increments to ensure that students are not overloaded with information. Successful explanation aims to transform abstract ideas into concrete ones, by making complex ideas seem simple, without losing any inherent complexity. The clarity and concision of the language used to explain concepts and topics is vital in helping students understand and remember. Excellent explanation focuses on key learning points and explicit success criteria and should be supported by demonstration, modelling and appropriate use of analogy. Factors such as the students' background knowledge, depth and breadth of vocabulary can hugely influence the efficacy of a teacher's explanation, therefore teachers must have strong subject knowledge, know common misconceptions students may have about the subject and be responsive to the learning needs of all.





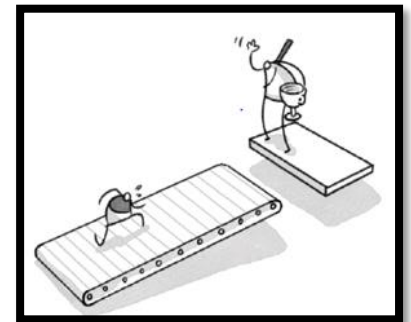
**Modelling: so that students know how to apply the knowledge and skills.**

Modelling involves the deconstruction and co-construction of excellent work. For effective learning to take place, students need to watch and listen to experts in their subject as they guide them through the step by step process of creating excellent work, before supporting students make an attempt themselves. Good modelling is often supported by clear explanation, strong questioning and timely feedback. It is important to share model examples of excellent work with students for comparison and critique. The 'I do, we do, you do' approach to modelling ensures scaffolding is in place to maximise the learning for all students before they attempt to complete the task.



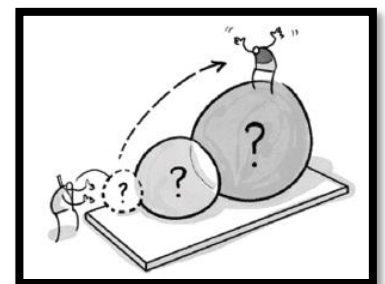
**Deliberate practice: so that students have the time they need to practice new material.**

Once students have had input from their teacher, time to practice the new knowledge and skills is essential to embed their learning. The aim of deliberate practice is to create autonomous learners, who are able to fluently manipulate knowledge and skills independently, by applying them to new contexts. Through deliberate practice, mistakes can be observed by the teacher leading to swift intervention. Through deliberate practice, mistakes are utilised by the teacher and students as a key aspect of learning. STAIR time (Student Time to Assess Improve and Respond) during lessons will support students to reflect on their learning, address any misconceptions and allow for redrafting or further challenge.



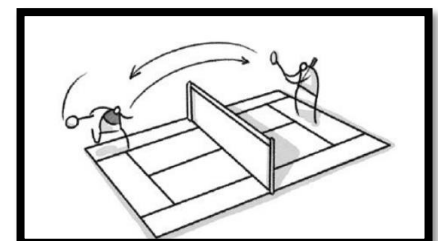
**Questioning: so that students are make to think hard with breath, depth and accuracy.**

Good questioning allows teachers and students to deepen and develop understanding. Good questioning involves a wide range of students that supports both the development of thinking and checking for common misconceptions. Effective questioning causes students to clarify thinking, challenges and probes students' assumptions about topics or ways of thinking. Questioning explores implications and consequences of students' thinking and encourages challenge, alternative view points and constructive criticism.



**Feedback: so students think about and further develop their knowledge and skills.**

Feedback is a reciprocal process. Feedback should be aimed at closing a specific learning gap. It can be written, or verbal, from teachers, peers or self-generated. Feedback from the performance of the students should then inform future teaching and planning. Feedback should be provided to students using What When Well (WWW) and Even Better If (EBI) comments that are specific and make students think further about their work instead of providing them the answer. Students are expected to close the learning gap by responding to feedback using STAIR time (Student Time to Assess Improve and Respond). Teaching in the classroom should be responsive and based on the feedback from the performance of students, by finding out what students can and can't do, what they do and don't know.





## Appendix 4: STAIR Time

### STAIR

Students should respond to marking and improve work in GREEN pen

**S**tudent  
**T**ime to  
**A**ssess  
**I**mprove  
and  
**R**espond



## Appendix 5: Pride in Presentation and SPAG marking code

### Taking Pride in Presentation

The presentation of your work is very important. Your book reflects the standard of your work and your attitude to learning. We want you to be very proud of your book.

Pride in Presentation Rules	Feedback on Spelling & Grammar Rules
<ol style="list-style-type: none"> <li>1. Write in blue or black pen.</li> <li>2. Use a green pen for peer assessment and for improving your work.</li> <li>3. Write the date as a number in the margin eg. 29.9.2022.</li> <li>4. <u>Underline</u> the title with a ruler</li> <li>5. Draw all diagrams and graphs in pencil, using a ruler.</li> <li>6. Use a highlighter to underline key words or terms.</li> <li>7. Write the learning objectives for each lesson under the title.</li> <li>8. Mistakes should be crossed out neatly with one line.</li> <li>9. Do not waste space or tear out pages in your book.</li> <li>10. Your book cover should <b>only</b> have your full name, class, subject and teacher's name</li> </ol>	<p><b>SP:</b> write the word again with the correct spelling</p> <p><b>KV:</b> replace the word with key vocabulary</p> <p><b>VF:</b> write down what the teacher told you to do to improve</p> <p><b>//:</b> start a new paragraph</p> <p><b>Eg:</b> give a specific example to illustrate this point</p> <p><b>SE:</b> write in standard English</p> <p><b>P:</b> add correct punctuation</p> <p><b>G:</b> rewrite this sentence using the correct grammar by writing the words in the right order</p> <p><b>Codes for editing your work:</b></p> <p>✓ This is correct</p> <p>✓✓ This is correct and detailed</p> <p>😊 Great effort</p> <p>X this is wrong</p>

**Teachers will mark your work in red pen and tell you HOW to improve. STAIR time will be used in lessons to help you do this**



## Appendix 6: BDA Dyslexia Friendly Style Guide

This Style Guide provides principles that can help ensure that written material considers the difficulties experienced by some dyslexic people and allows for the use of text to speech to facilitate ease of reading. Adopting best practice for dyslexic readers has the advantage of making all written communication easier on the eye for everyone. The key rules when presenting text in resources for students, including Powerpoints and worksheets:

- **Use sans serif fonts**, such as Arial and Comic Sans, as letters can appear less crowded. Alternatives include Verdana, Tahoma, Century Gothic, Trebuchet, Calibri, Open Sans.
- Consider alternatives to white backgrounds for paper, computer and visual aids such as whiteboards. White can appear too dazzling. **Use cream or a soft pastel colour as a background.**
- Avoid underlining and italics as this can make the text appear to run together and cause crowding. **Use bold for emphasis.**
- **Avoid green and red/pink**, as these colours are difficult for those who have colour vision deficiencies (colour blindness).
- **Use font size 22+ on Powerpoints and 14+ on documents**
- **Left align text, without justification.**
- Larger line spacing improves readability and should be proportional to inter-word spacing; **use 1.5 spacing.**

More information can be found here: [Dyslexia friendly style guide - British Dyslexia Association \(bdadyslexia.org.uk\)](http://bdadyslexia.org.uk)



## Appendix 7: The 5 Essential Differentiation

### 1. Use multi-sensory cues to support key ideas, e.g. images and sounds

- Presentations should not be too text heavy. All slides should have a strong visual approach.
- Reinforce ideas and keywords with a variety of multi-sensory support cues (videos/sounds and animations).
- Make sure keywords have a graphical or pictorial representation if possible. Display these regularly.

### 2. Differentiate questions

- Make sure questions are clear and concise.
- Questions should be differentiated based on students' reading ability.
- Make sure any common misconceptions are noted beforehand. It may be worth giving students questions before comprehension activities to support their learning and identifying key ideas.
- Questions should be scaffolded and there should always be an open challenge question with opportunity for students to give their ideas.
- Ask a range of questions from 'describe' to 'evaluate' using Bloom's Taxonomy for higher order thinking skills.

### 3. Use simple language for instructions and record instructions in writing for students to refer back to

- Make sure the correct subject specific terminology is used but do not assume students understand new keywords.
- Make sure you provide visual examples to support instructions where possible.
- You should keep the lesson objective visible throughout the lesson and refer back to it when appropriate to demonstrate progress.
- Some students will benefit from a list of instructions on the board, particularly if there are more than 2-3 instructions in a sequence.

### 4. Give and display clear definitions for key words

- Use the correct subject specific terminology as appropriate.
- Make sure students write down any new terminology and can link it to a definition.
- You should revisit the new key words from the previous lesson and check for understanding before moving on to new content.
- Use classroom display to reinforce definitions of key words.

### 5. Create time for students to process information before asking questions e.g. think-pair-share or talk partners

- Make sure enough time is given to students giving verbal answers to questions asked in the lesson. Teachers sometimes jump in to try and answer questions too quickly. Allow a good amount of wait time – more than 2-3 seconds.
- Give students specific time to work in pairs, working through a question together before giving feedback to the class. Model the think-pair-share strategy.
- Give questions to students in advance of a lesson so students can prepare responses.
- Provide sentence starters for discussions to help students construct full sentence responses. Speak well, write well.

**Appendix 8: Five Strategies to Support SEND**



**1. Scaffolding - Support could be visual, verbal, or written**



**2. Explicit instruction – teacher modelling, opportunity to practise the skill visual aids and concrete examples**



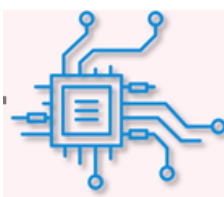
**3. Cognitive and metacognitive strategies - chunking the task\*<sup>1</sup>**



**checklists, instructions on a whiteboard**



**4. Flexible grouping – smaller groups based on individual needs and pre-teaching key vocabulary**



**5. Use technology – use a visualizer to model worked examples**



**Appendix 9: Monitoring the quality of teaching for learning 2022-23**

	<b>Staffing</b>	<b>Aim</b>	<b>Outcomes</b>
<b>Lesson Observations</b>	Leadership Team, Middle Leaders, Teaching staff, Learning assistants	<ul style="list-style-type: none"> <li>To establish a clear baseline and identify strengths/areas for development in the 6 MELC principles</li> <li>To share and develop best practice</li> <li>Support school level evaluation of quality of curriculum, teaching for learning and assessment.</li> </ul>	<ul style="list-style-type: none"> <li>Identify areas of strength and aspects of teaching that need developing across the academy</li> <li>Informs appropriate professional development for all staff to improve their classroom practice.</li> </ul>
<b>Learning Walks</b>	Leadership Team, Middle Leaders, HOYs, Teaching staff, Governors, Students	<ul style="list-style-type: none"> <li>To identify strengths/areas for development for quality of education through learning walks during the Spring term</li> <li>To share and develop best practice and provide opportunities for developing feedback and coaching through involving all staff in learning walks</li> <li>To evaluate students' experience of the curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>Identification of faculty strengths and areas for development</li> <li>Identify focus areas and appropriate pairings for Summer term peer observations</li> <li>Identify quality of the curriculum across all key stages.</li> </ul>
<b>Faculty Review</b>	Deputy Headteacher, Head of Faculty, LT Line Manager, Teaching staff, External	<ul style="list-style-type: none"> <li>To identify strengths in quality of curriculum, teaching for learning and assessment and areas for development and key actions to raise achievement and improve student outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>Development of action plan.</li> </ul>
<b>Student Voice</b>	Middle Leaders, Head of Faculty, Head of Year, Teaching staff	<ul style="list-style-type: none"> <li>To gather data and information of students' experience of the curriculum, teaching for learning and assessment.</li> </ul>	<ul style="list-style-type: none"> <li>Focus specific data on one aspect of curriculum QT – differentiation, literacy</li> <li>Actions to develop practice and improve student experience.</li> </ul>
<b>Professional Development for all staff</b>	All staff	<ul style="list-style-type: none"> <li>To complete appraisal reviews in order to provide a range of personalised professional development for all staff to improve quality of teaching.</li> </ul>	<ul style="list-style-type: none"> <li>Informs professional development for all</li> <li>Improved quality of teaching.</li> </ul>
<b>Book Looks</b>	Leadership Team, All staff	<ul style="list-style-type: none"> <li>To review students' books and work to monitor the impact of feedback and differentiation on student progress</li> <li>To use evidence collected to share best practice and identify areas for improvement</li> <li>To review the sequencing of the curriculum and monitor the quality of revisiting key concepts to support long term memory.</li> </ul>	<ul style="list-style-type: none"> <li>Informs professional development for staff</li> <li>Improved evidence of quality of written feedback and impact on progress.</li> </ul>
<b>Lesson Observations</b>		<ul style="list-style-type: none"> <li>Support with school level analysis of the quality of curriculum, teaching for learning and assessment</li> <li>Establish a clear baseline and identify strengths and areas for development in the 6 MELC principles</li> <li>Support with professional development.</li> </ul>	