



respect resilience responsibility

Teaching and Learning Policy

Date: October 2018

Review Date: October 2019

1. POLICY STATEMENT

The teaching and learning strategy at Woodlands is designed to rapidly improve the quality of teaching and learning in order to:

- Improve the quality of teaching and learning to secure a consistently high provision in every classroom.
- To make rapid improvements in the rates of progress for students currently in KS4.
- Maximise the attainment of all students in relation to their KS2 starting points and individual needs, with a specific focus on disadvantaged and SEND students.

The whole school teaching and learning strategies are underpinned by The Woodlands Way. The eight elements of The Woodlands Way are what teachers are expected to demonstrate in their classrooms effectively and consistently. The Woodlands Way drives the tracking and monitoring of lesson quality and is the focus when analysing data of student progress. The Woodlands CPD programme is designed to support colleagues in being the most effective practitioners in each of the eight elements in order to maximise student outcomes.

2. ROLES AND RESPONSIBILITIES

Governors:

- It is the responsibility of the Governing Body to establish a policy and procedure for teaching and learning and to monitor the effects of the procedure.

SLT (In particular the AHT responsible for teaching and learning):

- To provide appropriate support, training and resources for departments and individuals through the CPD plan for 2018-19. **(See CPD menu in the T&L Handbook, appendix 1)**
- To monitor and evaluate the delivery and impact of the policy through teaching and learning review days.
- To modify and update the policy in the light of ongoing developments and the changing needs of the school.

Curriculum Leaders and Subject Teams:

- To be responsible for the coordination of long, medium and short term planning of schemes of work taking into consideration the aims and objectives of the policy.
- To monitor and evaluate consistent delivery of the policy at team level.
- To provide targeted support to team members by delivering and evaluating the impact of department CPD.

Teaching staff:

- To implement this policy by ensuring a consistent delivery of high quality learning experiences.
- To engage in CPD opportunities in order to improve personal practice and learning opportunities in the classroom.
- To be responsible for short term planning in line with whole school expectations.

All staff:

- To be aware of the principles of the policy and how they can contribute to it.

Students:

- To work positively within lessons to enable staff to implement the policy effectively.

- To extend the learning experience outside the classroom by ensuring completion of the learning tasks set as homework.

Those with parental responsibility:

- To support the policy of the school, in line with the Home-School Agreement, by providing support for students at home, allowing them to continue to develop their learning effectively

THE WOODLANDS WAY

The Woodlands Way underpins absolutely everything practitioners do in the classroom. The eight elements of The Woodlands Way are what observers will look for during learning walks and lesson drop-ins and will also inform leverage targets and CPD training.

By ensuring that the eight elements of The Woodlands Way are covered in every lesson, the quality of teaching and learning will be consistently embedded, robustly monitored, teachers supported and clarity and consistency guaranteed in terms of accountability. This will provide every opportunity for students to make good progress through rich, challenging and creative learning experiences.

The eight elements of The Woodlands Way

1. Engaging starts to lessons
2. Challenge
3. Clear learning journey
4. Differentiation by starting point, SEND and PPG
5. High quality questioning
6. Assessing misconceptions and intervening
7. Assessment and guidance
8. Progress for all students

Please refer to the Teaching and Learning Handbook in Appendix 1 for more detail on each element of The Woodlands Way.

Teaching and Learning Handbook (Appendix 1)

In order to ensure that key practices and protocols for teaching and learning are clear to all staff, the teaching and learning handbook is provided to all teachers and relevant support staff. This document provides an overview of:

- The teaching and learning objectives outlined in the school development plan
- The school expectations for teaching and learning, including tracking and monitoring of teaching and learning using The Woodlands Way
- Expectations for planning of lessons using The Woodlands Way
- Processes for seating plans and student barriers to learning information
- The CPD menu for 2018-19
- Teaching and learning support for teachers from Lead Practitioners and SLEs.

Behaviour for learning

At Woodlands, we believe that excellent behaviour is the foundation for effective teaching and learning. It is the responsibility of all teachers to ensure they are familiar with the Behaviour for Learning Policy at

Woodlands and ensure that our 'three Rs' (Appendix 2) are embedded within the ethos every day and in every lesson.

Lesson Planning

High quality planning underpins the foundation for high quality teaching and learning. We recognise the importance of students making good progress over time at Woodlands. It is crucial that lessons build on prior learning and that lessons are reflected upon and evaluated in order to maximise opportunities in future lessons. Planning should be completed prior to the start of every school day. Staff should be seeking support from Lead Practitioners to develop strategies to plan for the needs of all learners. Possible considerations for lesson reflections include:

- Students absent from the lesson
- Students that needed additional support
- Students that needed an extension activity
- Pastoral issues to investigate

For each lesson a clear learning objective should be evident; this should be explained to students and contextualised within the learning journey. In order to ensure that the learning journey is clearly contextualised for students, and to ensure that students understand how each lesson is relevant to a long term learning goal, staff are expected to use the language of "so that..." within each learning objective to ensure that lessons are clearly linked to a measurable outcome.

We also expect that lesson success is measurable through a clear and relevant criteria. Success criterion should be:

- Shared with students at the start of the lesson
- Referred to and used to assess students against at transitional points within the lesson
- Returned to at the end of the lesson as part of the final lesson assessment point to check the understanding of students.

Lessons should be based on the programme of learning outlined in schemes of work, but thoughtful consideration should be made to adapting pedagogical strategies to suit the learning needs of all students in the class in order to maximise progress for all learners.

Cover lessons

For planned absence, teachers should ensure that a fully resourced lesson with lesson plan is attached. It is the expectation that cover supervisors should be able to deliver a lesson to support students' learning and therefore detailed instructions with sufficient resources are crucial in supporting this.

The whole staff pro-forma for planned absence cover work (Appendix 4) should be used and displayed on the teacher's desk, alongside the relevant lesson resources and class portfolio.

Barriers to learning

As part of our commitment to maximise progress for all students, we expect all teachers to identify the specific barrier to learning for each student they teach. This should be demarcated on the printed SIMS photo sheet and should be contained within staff teaching and learning folders and used as a guide when

planning. We expect barriers to learning to be subject skill or content specific; they should not be pastoral or behavioural as we believe that great teaching seeks to overcome these barriers.

Marking

We recognise the importance of high quality marking as way of maximising students' progress. Our full expectations for assessment can be located in the Woodlands assessment policy but our key principles are:

- Teachers should provide written feedback with guidance for improvement in line with the department assessment policy.
- Key assessment pieces (as indicated on schemes of work) should be marked in line with department policies.
- Opportunities for directed improvement and reflection time (D.I.R.T) should be built into teaching cycles. Student reflections should always be written in green pen in line with the school assessment policy.
- Opportunities for students to redraft and improve extended written pieces based on teacher feedback should be built into teaching cycles.

Tracking and Monitoring Teaching and Learning

The primary purpose of observation should not be to judge the quality of teachers, but to find the most effective ways to coach them to improve student learning. During learning walks and lesson drop-ins, the key focus will be on The Woodlands Way. Line managers and appraisers will observe lessons with a focus on one or more of the eight elements of The Woodlands Way. Progress will be monitored using a tracking spreadsheet similar to the model below. This evidence is useful for colleagues to use to support their second performance management target (please refer to the Appraisal Handbook).

	The Woodlands Way	B	G	A	R	N/A	Comments
1.	Engaging starts to lessons						
2.	Challenge						
3.	Clear learning journey						
4.	Differentiation by starting point, SEND and PPG						
5.	High quality questioning						
6.	Assessing misconceptions and intervening						
7.	Assessment and guidance						
8.	Progress for <u>all</u> students						

All middle leaders have a spreadsheet for each member of their team. The expectation is that if a colleague being observed is red in any of the eight elements, the middle leader will support them to improve their practice in that particular area. If the colleague has not improved within two weeks, then a four week informal support programme will be implemented to assist the colleague in their practice. If, at the end of the informal process no improvement has been seen, then a more formal support programme may be recommended. Following a learning walk, staff should receive prompt feedback-ideally within 48 hours.

Data from most recent data collections will be used to inform particular areas of focus during learning walks, particularly SLT learning walks. Middle leaders are encouraged, however, to also adopt the method of informed enquiry.

The frequency of observation is as follows:

Monitoring Activity	Frequency	Person(s) responsible	Description of activity
Middle Leader drop-in process	Fortnightly	Middle Leaders	Monitoring teaching and learning using The Woodlands Way lesson observation pro forma (Appendix 3)
Middle Leader teaching and learning evaluation during line management meetings	Fortnightly	Middle Leaders and SLT line manager	As part of the standing agenda for fortnightly line management. Middle leaders are expected to drive discussions around the quality of teaching and learning within their departments. This should be based on evidence gathered from fortnightly lesson drop-in structure and should encompass actions to address any concerns identified. Minutes from these meetings will be circulated to all members of SLT and the AHT responsible for teaching and learning will intervene as appropriate.
Departmental SEFs	Termly	Middle leaders and SLT	Each term, middle leaders will formally report-through the SEF process-on the quality of teaching and learning within their department. Within this evaluation, reference should be made to the evidence gathered from lesson drop-ins and the actions necessary to drive up improvements.
SLT whole school learning walk review	2x per week	AHT responsible for teaching and learning	Twice weekly, SLT will conduct learning walks. The feedback from these will be shared with staff on a weekly basis during Monday morning briefing sessions.
Analysis of whole school teaching and learning	Weekly	AHT responsible for teaching and learning	Each week, the AHT responsible for teaching and learning will analyse the department teaching and learning tracking spreadsheets and will provide a summary to the senior team as a standard agenda item for SLT meetings.
Senior leadership teaching and learning evaluation	Half termly	AHT responsible for teaching and learning	The AHT responsible for teaching and learning will provide a half termly summary to the Governors regarding the quality of teaching and learning and a termly update against the targets outlined on the school's strategic development plan.
Teaching and Learning Review days	Half termly	SLT and external verifiers	SLT will be paired up with external verifiers to observe teaching colleagues to gauge where teaching and learning practice is in relations to the school development targets.

The Woodlands T&L Rewards Card

To recognise the effort and commitment of colleagues in initiative to develop their practice, who attend or deliver training sessions are able to collect stamps on their Woodlands T&L Reward Card. These stamps translate into rewards.



taking
CPD
prizes and



The Woodlands Teaching & Learning Handbook 2018-19

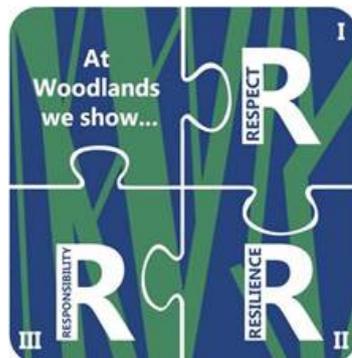


Table of Contents

• Purpose of T&L handbook	pg.3
• How does The Woodlands Way link to CPD?	pg.3
• The Woodlands Way	pg.3
• Morning briefings	pg.4
• After school meetings	pg.4
• Whole school T&L briefing plan	pg.4
• CPD	pg.6
• CPD for everyone	pg.6
• CPD menu for 2018-19	pg.6
1. Appraisal process	pg.6
2. INSET days	pg.6
3. Fortnightly teaching and learning walks with feedback	pg.6
4. Departmental CPD sessions	pg.7
5. Whole school CPD briefings	pg.7
6. Peer observations	pg.7
7. Co-observations	pg.7
8. Middle leadership development training	pg.7
9. NQT and RQT development programmes	pg.7
10. Live lesson coaching	pg.7
11. External learning walks	pg.8
12. T&L groups	pg.8
• Further T&L CPD opportunities	pg.8
• Twilight T&L CPD programme	pg.8
• Lead Practitioners and SLEs	pg.9
• Learning walks and lesson observations	pg.10
• Learning walks and lesson observations as part of appraisal	pg.11
• T&L review days	pg.11
• T&L Tracking	pg.12
• The Woodlands Way (more detail)	
1. Engaging starts to lessons	pg.13
2. Challenge	pg.15
3. Clear learning journey	pg.16
4. Differentiation by starting point, SEND and PPG	pg.17
5. High quality questioning	pg.18
6. Assessing misconceptions and intervening	pg.19
7. Assessment and guidance	pg.20
8. Progress for all students	pg.21
• Lesson planning – Top Tips	pg.22
○ Prior learning	
○ Intended learning outcomes	
○ Assessment opportunities and success criteria	
○ Key focus students and intended strategies	
○ Recording lesson planning	
○ Class portfolios	
• Marking	pg.23
• Literacy non-negotiables	pg.23

The purpose of the Woodlands T&L Handbook

This handbook is designed to support all practitioners to improve their practice and also to direct where further support is available. Improving the quality of teaching and learning is a necessity in order to meet three of the four key priorities of the school:

- Improve the quality of teaching and learning to secure a consistently high provision in every classroom.
- To make rapid improvements in the rates of progress for students currently in KS4.
- Maximise the attainment of all students in relation to their KS2 starting points and individual needs, with a specific focus on disadvantaged and SEND students.

It has long been known that teacher quality is one of the most significant school influences on student achievement (Sanders and Rivers, 1996). In fact, the single biggest influence on student academic growth is the quality of the teacher standing in front of the classroom.

Our whole school teaching and learning strategies are underpinned by The Woodlands Way. The eight elements of The Woodlands Way are what teachers are expected to demonstrate in their classrooms effectively and consistently. The Woodlands CPD programme is designed to support colleagues in being the most effective practitioners in each of the eight elements of The Woodlands Way. The Woodlands Way will also drive the tracking and monitoring of practice in lessons and will also be the focus when analysing data.

How does The Woodlands Way link to CPD?

For the 2018-19 academic year, every non-NQT teacher will have a performance management target for teaching and learning:

‘Explore a range of teaching and learning strategies to provide stretch and challenge in order to maximise outcomes for all learners.’

The eight elements of The Woodlands Way, if effectively incorporated into lessons, will allow every teacher to successfully meet this performance management target. Feedback from learning walks and lesson drop-ins will focus on one or more of the eight elements. This is to allow practitioners to be self-aware and engage in high quality teaching and learning discussions with their observer. The CPD programme will be reactive to the developmental needs that arise from these learning walks and observations so that rapid and sustained improvement in practice follows.

What are the 8 elements of The Woodlands Way?

The Woodlands Way

- | | |
|---|--------------|
| 9. Engaging starts to lessons | pg.13 |
| 10. Challenge | pg.15 |
| 11. Clear learning journey | pg.16 |
| 12. Differentiation by starting point, SEND and PPG | pg.17 |
| 13. High quality questioning | pg.18 |
| 14. Assessing misconceptions and intervening | pg.19 |
| 15. Assessment and guidance | pg.20 |
| 16. Progress for all students | pg.21 |

Morning briefings

Morning briefing times are 8:00 – 8:30.

Day	Type of briefing	Location
Monday	Whole school teaching and learning	Theatre
Tuesday	Department – operational / T&L	Subject areas
Wednesday	Pastoral	Year Leader classroom
Thursday	Department – T&L / second subject	Subject areas
Friday	T&L group (action research based)	Project leads to confirm

After school meetings

After school meetings tend to run from 15:00 – 16:00, unless otherwise detailed.

Day	Type of meeting	Location
Monday		
Tuesday	SLT Year 11 p6 (14:50 – 15:50)	Head Teacher's office Maths, English, Science
Wednesday	New staff induction / Teaching staff CPD / NQT	T&L Hub
Thursday	Middle Leaders / Year Leaders / NQT Parents evenings (17:00 – 19:30)	Conference room Theatre

Whole school teaching and learning briefing plan

The first half term is outlined below. The remainder of the briefings will be reactive to the needs of colleagues identified during learning walks and lesson drop-ins. **Please use the space below to record your training throughout the year. This can form a valuable piece of evidence for your appraisal folder.**

Date	Title of session
3 Sept	INSET 1
10 Sept	Year 11 mentoring (MP)
17 Sept	Differentiation to challenge appropriately, checking for understanding and misconceptions (MKO, HOL)
24 Sept	Retrieval for exam practice (AW)
1 Oct	Closing the gap for vulnerable boys 1 (NP)
8 Oct	Closing the gap for vulnerable boys 2 (NP)
15 Oct	Communication for learning (JAE)
22 Oct	HALF TERM
29 Oct	Review of The Woodlands Way
5 Nov	INSET 2
12 Nov	SEND – T&L
19 Nov	Communication for learning (JAE)
26 Nov	
3 Dec	
10 Dec	SEND – T&L
17 Dec	Communication for learning (JAE)

24 Dec	CHRISTMAS
31 Dec	
7 Jan	Review of The Woodlands Way
14 Jan	SEND – T&L
21 Jan	Communication for learning (JAE)
28 Jan	
4 Feb	
11 Feb	SEND – T&L
18 Feb	HALF TERM
25 Feb	Review of The Woodlands Way
4 March	Communication for learning (JAE)
11 March	
18 March	SEND – T&L
25 March	INSET 4
1 April	Communication for learning (JAE)
8 April	EASTER
15 April	
22 April	BANK HOLIDAY
29 April	Review of The Woodlands Way
6 May	BANK HOLIDAY
13 May	Communication for learning (JAE)
20 May	SEND – T&L
27 May	HALF TERM
3 June	Review of The Woodlands Way
10 June	
17 June	Communication for learning (JAE)
24 June	SEND – T&L
1 July	
8 July	Communication for learning (JAE)
15 July	
22 July	No briefing
24 July	SUMMER HOLIDAY

CPD

CPD for everyone

At Woodlands we are passionate about life-long learning and are committed to the continuous professional development of every member of staff. There is a clear and rigorous CPD programme for colleagues at all stages of their careers:

- Undergraduate Ambassadors
- STEM interns
- SCITT, PGCE, Schools Direct trainee teachers
- NQTs
- RQTs
- Main pay scale teachers
- Upper pay scale teachers
- Leadership

CPD menu for 2018-19

1. The appraisal process

At Woodlands we recognise the importance of the appraisal process as an essential part of professional development. It is important that the process is undertaken as a developmental rather than judgemental exercise.

The dates for the appraisal cycle of 2018-19 are:

- 12 October, 2018 – Appraisal reviews of 2017-18 to be completed **and** appraisal Objectives for 2018-19 to have been set
- 8 February, 2019 – Interim review meetings to be completed
- October, 2019 – Final review meetings

Please refer to the Appraisal Handbook for further details.

2. INSET days

In order to provide staff with quality training opportunities, Woodlands operate CPD training via INSET sessions timetabled throughout the academic year. INSET days for the academic year of 2018-19 will fall on the following dates:

- Monday 3rd September
- Monday 5th November
- Friday 18th January
- Monday 25th March
- Tuesday 25th June

Agendas for each INSET day will be sent out in advance of each of these days.

3. Fortnightly teaching and learning walks with feedback

As part of our drive to promote a holistic 'open-door' culture within the school, observations of teaching and learning take the form of a fortnightly 'drop in' as opposed to a graded lesson observation. Following a learning walk, staff will receive non-judgemental feedback and a leverage target. Each learning walk will focus on the leverage target of the member of staff being observed to allow staff to build a portfolio of evidence of continued improvement.

4. Departmental CPD sessions

Departments will have two half hour morning briefing sessions from 8:00 – 8:30 each week dedicated to the CPD priorities of the team. The content of these will be determined by the Subject Leader in advance of each session and will be based on the needs of the team as outlined in the department development plan or in response to curriculum changes.

Thursday department briefing sessions are dedicated to providing CPD opportunities for staff teaching within a second subject area. It is expected that all staff teaching in more than one department attend their second subject on a Thursday.

Please refer to the 'Morning briefing' section on pg.4 for more detail.

5. Whole school CPD briefings

Whole school CPD sessions will take place during whole staff morning briefings. These sessions will focus on essential training linked to our whole school priorities.

All staff will be expected to attend these sessions from 8:00 – 8:30 in the morning.

6. Peer observations

Woodlands recognise the value and importance of peer observation of teaching and learning as an activity that is both collegial and developmental. It is an integral part of the sharing of good practice between individual staff and between departments in our efforts to drive up standards.

All staff are expected to observe another colleague to see best practice in teaching and learning. Where possible, the focus of this should be the leverage target as identified by the fortnightly learning walk structure.

7. Co-observations

As part of our priority to ensure that all staff have a secure understanding of what high quality teaching and learning looks like at Woodlands, we expect all staff to conduct a learning walk in collaboration with their subject line manager or a member of the senior leadership team. Learning walk slots are published weekly to staff and are open to all staff to attend.

8. Middle leadership development training

In order to build our portfolio of strong middle leaders, the Middle Leadership Development Programme has been designed to provide a training platform for newly appointed and aspiring middle leaders. The sessions focus on key aspects of middle leadership from creating a department vision, managing the appraisal process, analysing data to judging teaching and learning.

9. NQT and RQT development programmes

Woodlands have collaborated with Regents Park Community College to create a cross-school CPD opportunity for NQTs and RQTs. The programme involves a range of observation opportunities as well as subject enhancement training. All NQTs and RQTs are expected to attend all sessions outlined within the programme schedule.

10. Live lesson coaching

For staff seeking immediate feedback and coaching, we offer 'parrot-on-the-shoulder' lesson coaching. Staff can select a specific area of teaching and learning and a member of the leadership team will provide coaching tips during the lesson to give immediate feedback and steps for improvement.

11. External learning walks

We recognise the importance of sharing excellent practice and it is a valuable CPD opportunity to identify excellent practice within other schools. Staff are invited to request a visit to another school to undertake a learning walk and to then feedback excellent practice to their department.

12. T&L groups

Each Lead Practitioner will run a teaching and learning group focusing on one of the strands of the Woodlands T&L strategy. One briefing every week is dedicated to meet as a group and develop effective practice. Each Lead Practitioner will be leading a T&L group who meet weekly to share ideas, discuss pedagogy and action research, share best practice and present findings to all colleagues. Each teaching member of staff will belong to one of these groups. This is to support colleagues in achieving their appraisal target, but more importantly to improve personal teaching practice and the outcomes of our young people.

Please contact your line manager or Maria Olschner if you would like further information on any of these CPD opportunities.

Further T&L CPD opportunities

Opportunities for staff to attend additional CPD will take place fortnightly, after school on a Thursday initially for the first five weeks of the school year, and then Wednesdays. These sessions will focus on key aspects of The Woodlands Way. This provides excellent opportunities for colleagues to gain extra CPD in areas of pedagogy that they would like further training in to help improve their practice, and therefore outcomes for students.

Twilight T&L CPD programme

The first half term is outlined below. The remainder of the CPD sessions will be reactive to the needs of colleagues identified during learning walks and lesson drop-ins. The CPD sessions will focus on key areas of The Woodlands Way. **Please use the space below to record your training throughout the year. This can form a valuable piece of evidence for your appraisal folder.**

Date	Title of session
13 Sept	Communication in learning in the context of Challenge
27 Sept	Communication in learning in the context of Closing the gap for vulnerable students
11 Oct	Areas of development in The Woodlands Way identified from learning walks
22 Oct	HALF TERM
31 Oct	CPD session based on areas of improvement from T&L Review Day 1
14 Nov	
28 Nov	
12 Dec	CPD session based on areas of improvement from T&L Review Day 2
24 Dec	CHRISTMAS
31 Dec	
9 Jan	

23 Jan	
6 Feb	CPD session based on areas of improvement from the Ops group learning walk on 30 January
18 Feb	HALF TERM
27 Feb	
13 March	CPD session based on areas of improvement from T&L Review Day 3
27 March	
8 April	EASTER
15 April	
24 April	
8 May	
22 May	
27 May	HALF TERM
12 June	
26 June	
10 July	
24 July	SUMMER HOLIDAY

Lead Practitioners and SLEs

Lead Practitioners form part of the extended leadership team and are responsible for driving two strands of the Woodlands T&L strategy. These strands are:

- Stretch and challenge – Helen O’Leary
- Closing the gap for vulnerable students – Neil Pearce

Underpinning these two strands is a further focus on ‘Communication in Learning’, which refers to all language use in every aspects of learning across the school through reading, writing and oracy. Jack Eiles will be working with the Lead Practitioners to develop strategies to improve the quality of our students’ communication in the context of each one of their foci.

In addition to driving forward the action research within their T&L groups, the Lead Practitioners and the Assistant Head Teacher responsible for teaching and learning, will also hold integral coaching and mentoring roles, supporting colleagues over specified periods of time informally or more formally. Lead Practitioners also mentor trainee teachers as subject or professional mentors. Helen O’Leary will be working with NQTs and Neil Pearce with RQTs.

Alongside the Lead Practitioners are two SLEs (specialist leaders in education) who support colleagues at Woodlands and across the city in areas of their specialisms. The Woodlands SLEs are:

- Maria Olschner
- Michelle Pearce

Learning Walks & Lesson Observations

The primary purpose of observation should not be to judge the quality of teachers, but to find the most effective ways to coach them to improve student learning.

- Schedule the drop-in and feedback – frequent and regular
- Leverage targets – one or two very specific and precise points
- Effective feedback – six steps
- Accountability – tracking to ensure feedback translates to action
- Next observation needs to be scheduled so action steps can be demonstrated

1. **Schedule observations together** – Teachers are like tennis players – we need frequent precise feedback to improve.
2. **Management strategies:** Shorter time; more observations possible; focused feedback which can be combined with other meetings; distribution of observation load.
3. **Identify key leverage targets** – We learn best when we can focus on one piece of feedback at a time. More frequent observations mean you can coach teachers not only based on general teaching and learning needs but on specific learning needs of the students to ensure high impact on progress.
4. **Skill:** Identify leverage target(s) which has most impact on students' progress – with practice it becomes easier. An effective leverage target is:
 - Measurable
 - Observable
 - Bite sized
 - Data and goal driven – they are linked to a larger personal learning goal and or data driven goal for the teacher
 - Very specific
 - Refers to The Woodlands Way

5. Effective feedback

Observer brings completed observation notes and has planned for feedback:

1. Provide specific praise – linked to the previous leverage target.
2. Probe – ask a targeted open question about the core issue.
3. Identify the problem and state a clear, measureable, observable leverage target that will address this issue.
4. Practice – role play or simulate how the teacher could have improved the class (surreal!).
5. Plan ahead – design or revise upcoming lesson plan(s).
6. Set timeline – determine a time by which the action will be accomplished.

Step 3 is where the feedback can move from mentoring to coaching:

There are 4 levels of questioning:

- L1: 100% teacher driven – Teacher identifies the problem
- L2: 50% - Teacher can identify the problem when leader prompts with appropriate scaffold questions

- L3: Leader guided – Leader presents class room data (examples form observation) for the teacher to understand problem
- L4: Leader driven (when all fails tell)

6. Accountability – tools for keeping track of all

The Leverage Target Trackers can be used to identify:

- Patterns across time for individual teachers
- Patterns across teachers
- Patterns of visits
- Patterns of effectiveness

Leverage Target Tracker:

- Leverage targets (1 or 2)
- Evidence of change from previous observation
- Summary of observation (things I am impressed with, things I have noticed)

Learning walks and lesson observations as part of appraisal:

During learning walks and lesson drop-ins, the key focus will be on The Woodlands Way. Line managers and appraisers will observe lessons with a focus on one or more of the eight elements of The Woodlands Way. Progress will be monitored using a tracking spreadsheet similar to the model below. This evidence is useful for colleagues to use to support their second performance management target.

T&L review days

The aim of teaching and learning review days is to gauge where we are in regards to our school development targets for teaching and learning. External visitors and governors will be invited to help provide an unbiased perspective as well as objective developmental points for improvement. Essentially these 'Mocksteds' are excellent, high quality opportunities for us as a school to be able to celebrate the hard work being done and rapidly address the areas for improvement prior to our imminent Ofsted visit.

The T&L and learning review days will be planned around INSET days so that we are able to address any points for improvement as a collective and embed best practice straight away. T&L review days will consist of whole school learning walks, student panels and meeting with specific colleagues from the senior leadership and middle leadership teams. Reviewers may, however, wish to speak to other colleagues as well. Feedback from T&L review days will be non-grade and be provided in written and verbal formats with the focus being that these days and feedback form part of a comprehensive package of developmental coaching sessions for rapid improvement in teaching and learning and student outcomes.

Dates of T&L review days:

- Tuesday and Wednesday 16 + 17 October
- Thursday and Friday 29 + 30 November
- Monday and Tuesday 11 + 12 March

Other planned external learning walks include visits from Allan Taylor-Bennet (Southampton Schools Improvement Officer) and the Ops Groups (a group of senior school leader). These visits will follow a similar format to the teaching and learning review days. The dates of these visits will be shared throughout the school year.

T&L Tracking

All middle leaders will have a spreadsheet for each member of their team. The expectation is that if a colleague being observed in red in any of the eight elements, the middle leader will support them to improve their practice in that particular area. If the colleague has not improved within two weeks, then a four week informal support programme will be implemented to assist the colleague in their practice. If, at the end of the informal process no improvement has been seen, then a more formal support programme may be recommended.

Data from most recent data collections will be used to inform particular areas of focus during learning walks, particularly SLT learning walks. Middle leaders are encouraged, however, to also adopt the method of informed enquiry.

	The Woodlands Way	B	G	A	R	N/A	Comments
1.	Engaging starts to lessons						
2.	Challenge						
3.	Clear learning journey						
4.	Differentiation by starting point, SEND and PPG						
5.	High quality questioning						
6.	Assessing misconceptions and intervening						
7.	Assessment and guidance						
8.	Progress for <u>all</u> students						

The next eight pages detail what observers will be looking for during lessons. Included are top tips for practitioners to improve their practice in any of the eight elements of The Woodlands Way. If you would like further support in developing any of the eight TWW elements, please contact Maria Olschner.

1. Engaging starts to lessons

Description

Research tells us that the start of a lesson is the best time to engage students. A weak starter can destroy a lesson. A great starter can make every student think and hook them into the learning that is about to take place as well and ensure positive behaviour for learning.

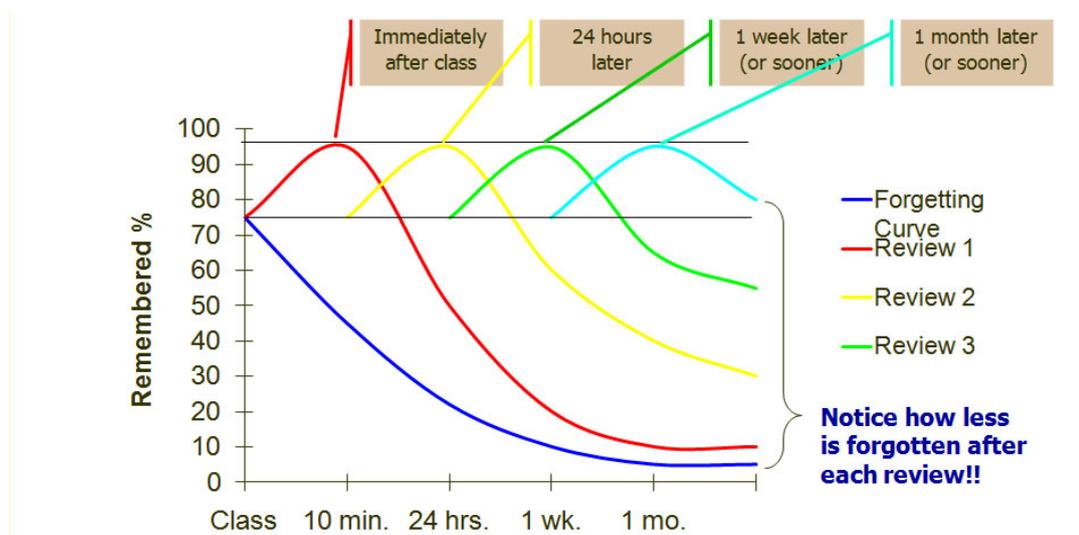
Why is it important?

The starter sets the tone of the lesson. Activities which engage students, get them thinking and provide a clear focus on learning create a purposeful atmosphere in which the teacher is in charge and students are ready and willing to work.

Reviewing previous work through retrieval practice while interleaving topics and ideas throughout the curriculum will allow students to gain a deeper understanding and better engrain and recall the information from their memory. Interleaving is a process where information, topics or subjects are mixed up, interleaved, to improve learning and knowledge retention (long term memory).

Ebbinghaus' forgetting curve describes the decrease in ability of a brain to retain memory over time. The theory is that humans start losing the memory of learned knowledge over time, in a matter of days, weeks or even less, unless the learned knowledge is consciously reviewed time and again. The blue line below is the Ebbinghaus' forgetting curve.

Overcoming the curve:



Top tips for a clear learning journey

1. You should **know what you want to achieve from the starter**. Share with the students how the starter connects the learning either to the previous lesson(s) or to today's learning – this should be the link between starter and the first activity.
2. **Starters should be short** – no more than 10 minutes.
3. Starters should get students thinking and engage their brains. Have starters on white boards or on a table as students come in so that they can begin straight away. **Interleaving – revisit old topics regularly** e.g. frequent low stakes quizzes, high quality homework – Relearning and remembering information will help better engrain it into the memory of students.

Judgements

Grade	Description
R	<p>Activity – The activity is closed. There is no clear link between the starter and either prior learning or learning that is about to take place. ‘I don’t know’ responses are frequent and not challenged.</p> <p>Linking learning – The purpose of the starter is unclear. Prior learning is not checked nor is the task</p> <p>Pace – The start to the lesson is slow, unfocused and confused.</p>
A	<p>Activity – The activity is closed and completed with some teacher input. ‘I don’t know’ responses are sometimes challenged and misconceptions are identified but not necessarily addressed.</p> <p>Linking learning – The purpose of the starter is not clearly linked to prior or future learning.</p> <p>Pace – The start of the lesson is jumbled with some confusion by students about what to do. Routines are not yet clear or embedded.</p>
G	<p>Activity – The activity is open, and there is completed in silence and with minimal teacher input. ‘I don’t know’ answers are challenged and misconceptions addressed.</p> <p>Linking learning – The purpose of the starter is clear and linked to prior learning and / or upcoming learning.</p> <p>Pace – Timings are sharp and the start of the lesson is well-structured and organised. Routines are embedded.</p>
B	<p>Activity – The activity is open, and there is minimal teacher input and the activity is completed in silence. ‘I don’t know’ answers, if given, are always challenged and misconceptions addressed.</p> <p>Linking learning – The purpose of the starter is clear, clearly articulated and linked to previous lesson(s) and / or upcoming learning.</p> <p>Pace – Timings are succinct leading to a purposeful atmosphere. A well-structured and organised start to the lesson. Routines are embedded.</p>

2. Challenge

Description

Challenge is not something that should be saved for the most able students or tacked onto the end of lessons. **All** students must be challenged to achieve the very best of which they are capable of in each and every lesson. To achieve this teachers must set challenging objectives, include differentiation which extends all learners and use a variety of techniques to encourage independent and student-led learning.

Why is it important?

Having the correct level of challenge in the classroom will ensure that we get the best from every student. Challenge improves motivation, confidence and engagement in lessons while deepening understanding. Passive students will not achieve what they are capable of.

Top tips to for embedding challenge

1. **Modelling high expectations.** The behaviour we model towards students often dictates the environment of our classroom. Great teachers model what they want to see in their students. Use the behaviour processes of the school to help you, but be aware that sometimes you will need to go above and beyond with a tricky student or class in order to get them back on track.
2. **Independent practice** – When expert teachers are confident that students are ready to apply themselves independently to a question/concept they will be given independent time to do so. Most often during the demonstration phase of a lesson, students are given accessible and yet challenging work.

Judgements

Grade	Description
R	Challenge – Few students are motivated to learn and welcome challenge. Essential practice is not consistent. Independent Practice – Students are given inadequate time to undertake independent practice. Modelling behaviours. There are a number of areas where the teacher could model better behaviours towards the students.
A	Challenge – Some students are motivated to learn and welcome challenge, however limited freedom or choice in learning exists for most students. Essential practice is used but to varying affect. Independent Practice – Students are given some time for independent practice (usually in the demonstration phase of the lesson), although the accessibility and challenge of the work is variable. Modelling behaviours. The teacher models a number of good behaviours towards the students, although there may be a clear area to focus on.
G	Challenge – Students are motivated to learn and welcome challenge. Some freedom or choice in their learning may exist for some students (as appropriate). Essential practice is consistently applied. Independent Practice – Students are given an appropriate amount of time for independent practice (usually in the demonstration phase of the lesson). Most students are given work that is both accessible but also challenging. Modelling behaviours. The teacher models a number of good behaviours towards the students.
B	Challenge – Students are highly motivated to learn and embrace challenge. They may be given freedom or choice in their learning as trust has been built between the class and teacher. Essential practice is fully embedded in the culture of learning. Independent Practice – Students are given an appropriate amount of time for independent practice (usually in the demonstration phase of the lesson). All students are given work that is both accessible but also challenging. Modelling behaviours. The teacher personifies the qualities we would expect to see in students: on time, well organised, engaging, polite, supportive and inquisitive.

3. Clear learning journey

Description

A clear learning journey provides clarity and context for students to address why they are learning particular concepts. Thoughtful lesson planning scaffolds the learning of students towards more complicated tasks and activities. They ensure a consistent theme in the lesson (underpinned by a fertile question) and link students to the bigger picture so that they understand how the lesson fits in with prior lessons, thus building a sense of mastery within the subject.

Why is it important?

Having a clear learning journey facilitates extended interest and engagement from students to focus on a topic or a sequence of lessons. Engaged students will not only experience deeper learning, better resilience and increased confidence, but discipline issues will also significantly reduce in the classroom.

Top tips for a clear learning journey

1. Does your lesson fit within the **Medium Term Plan**, helping to solve a **Fertile / Big Question** that helps build knowledge and mastery of the subject?
2. Do you have an effective **lesson narrative**, such that tasks build upon one another? (NOTE: If the lesson is clearly part of a series of lessons which fit the four-part model this is fine.)
3. Is the **pace of the lesson** effective, with appropriate amounts of time spent on the starter activity, new knowledge, application and consolidation of this new knowledge?

Judgements

Grade	Description
R	<p>MTP/FQ – Any medium term plan provided isn't clearly linked to the lesson taught, nor to previous lessons which have been taught. There may be a fertile question, however it does not guide the planning of the lesson.</p> <p>Lesson Narrative – The flow of the lesson, or series of lessons, does not adequately fit with the principles of the four-part lesson.</p> <p>Lesson Pace – If lesson progresses as planned it is often at the cost of some student comprehension. For a number of students, much lesson time is wasted.</p>
A	<p>MTP/FQ – A good MTP is provided which links to the lesson, although the MTP could be improved. The lesson has been posed as a problem to be solved, although not all are aligned to this question.</p> <p>Lesson Narrative – The flow of the lesson fits aspects of the four-part model, with most of the four parts of the lesson being well planned.</p> <p>Lesson Pace – The teacher attempts to balance progressing with the lesson and supporting students with misconceptions, although some lesson time is wasted.</p>
G	<p>MTP/FQ – A good MTP is provided showing that students are using skills/content in this lesson which they have learnt in previous lessons. The lesson has been posed as a problem to be solved.</p> <p>Lesson Narrative – The flow of the lesson largely fits the four-part model, with most of the four parts of the lesson being well planned to maximise learning. As a result, most students are able to access more challenging work.</p> <p>Lesson Pace – The teacher has a good balance between progressing with the lesson and supporting students with misconceptions. Little lesson time is wasted.</p>
B	<p>MTP/FQ – A comprehensive MTP is provided showing that students are using skills/content in this lesson which they have learnt in previous lessons, helping to build subject mastery. The lesson has been posed as a problem to be solved.</p> <p>Lesson Narrative – The flow of the lesson fits the four-part model, with each part of the lesson being well planned to maximise learning. As a result, students are able to access more challenging work.</p> <p>Lesson Pace – The teacher has an excellent balance between progressing with the lesson and supporting students with misconceptions. No lesson time is wasted.</p>

4. Differentiation by starting point, SEND and PP

Description

Differentiation means understanding students' current achievement and needs and planning lessons with these factors in mind. This does not mean that teachers must strive to teach '25 different lessons to their 25 different students', but rather they must think logically about what in-class support and interventions can enable students to achieve their potential.

Why is it important?

Think of a course you have attended when you knew all the answers, or a time when you went to a meeting and were wholly confused by the jargon being used. This is what it can be like for students whose teachers fail to differentiate. Over time students may lose their focus and motivation.

Top tips for a clear learning journey

1. **At Risk.** Are the most 'at risk' students being recognised by the teacher and being supported to achieve? These may be SEND students or even HA students who have fallen behind. Identify these students using data and plan to support them.
2. **Lower Attainers.** Do you have the basics in place to support LA students to access the lesson? For example... Is the font size accessible? Are key words displayed? Is teacher talk minimised and concise during modelling? Are LSAs deployed effectively? Are LA's targeted with appropriate questions?
3. **High Attainers.** Are HA students being stretched? For example... Have you added challenge? Do you pose challenging questions for HA students? Do you call upon HA students to lead or model to the class?

Judgements

Grade	Description
R	At Risk. 'At risk' students are insufficiently identified by the teacher and in-class support is largely inappropriate Lower Attainers. The teacher uses few tools/techniques to support LA students. Progress is therefore poor for LA students. High Attainers. The teacher uses few tools/techniques to support HA students. Progress is therefore poor for LA students.
A	At Risk. Some 'at risk' students are identified by the teacher and in-class support has been put in place, however this may not be the most appropriate. Lower Attainers. The teacher uses some tools/techniques to support LA students to make some progress. High Attainers. The teacher uses some tools/techniques to support HA students to make some progress.
G	At Risk. The most 'at risk' students are identified by the teacher and appropriate in-class support has been put in place. Lower Attainers. The teacher utilises appropriate tools to ensure that LA students are able to access the learning and make progress. High Attainers. The teacher utilises appropriate tools to ensure that HA students make progress.
B	At Risk. The most 'at risk' students are clearly identified by the teacher and highly appropriate in-class support has been put in place. Lower Attainers. The teacher utilises the most appropriate tools for this specific lesson to ensure that LA students are able to access the learning and make rapid progress. High Attainers. The teacher utilises the most appropriate tools for this specific lesson to ensure that HA students are stretched and make rapid progress.

5. High quality questioning

Description

Questioning is an essential skill used by teachers to check student understanding and probe misconceptions. Questioning is the most important tool a teacher can use to check the learning of a class.

Why is it important?

At the very heart of teaching is ensuring that students can *understand* and then *use* a new idea or concept. Questioning, when done effectively, is essential in achieving this. Great questioning can also drive and shape the direction of a lesson as the teacher gauges the understanding of the class and responds to student needs accordingly.

Top tips for a clear learning journey

- 1. How teachers question.** There are various techniques to questioning including 'Cold Call', 'Wait Time', 'No opt out' and 'Think, pair, share'. In addition, some questions may be open or closed, some may be to probe, whilst others are to clarify. Great teachers use the most appropriate technique in each situation.
- 2. Who teachers question.** The types of questions teachers ask will depend upon who you are questioning. Knowing the current attainment of students will influence the type of question a teacher may ask them, ensuring that students are encouraged to venture into their Zone of Proximal Development (Vygotsky).
- 3. When teachers question.** Great lessons will invariably have logical segments planned into them for questioning. This will frequently be when the teacher is modelling/explaining the new learning and when misconceptions arise.

Judgements

Grade	Description
R	<p>How teachers question. Questioning is used, although the impact on learning is limited.</p> <p>Who teachers question. Knowledge of student(s) current understanding and attainment does not seem to influence who is questioned.</p> <p>When teachers question. Questioning is unplanned and ad-hoc. Questioning fails to strike a balance between probing for deeper understanding, exploring misconceptions and maintaining pace.</p>
A	<p>How teachers question. Some appropriate questioning techniques are deployed during the lesson, although there is an over-reliance on a couple of techniques, thus limiting the progress of students.</p> <p>Who teachers question. Knowledge of student(s) current understanding and attainment in part influences the questions which are asked and to whom.</p> <p>When teachers question. Questioning appears slightly unplanned and ad-hoc. Questioning only partly strikes a balance between probing for deeper understanding, exploring misconceptions and maintaining the pace of the lesson.</p>
G	<p>How teachers question. Appropriate questioning techniques are deployed during the lesson, although this may be slightly limited.</p> <p>Who teachers question. Knowledge of student(s) current understanding and attainment influences the questions which are asked and to whom with students usually being asked questions within the ZPD.</p> <p>When teachers question. Questioning is largely built around well planned segments of the lesson (e.g. when modelling). Questioning largely strikes a balance between probing for deeper understanding, exploring misconceptions and maintaining the pace of the lesson.</p>
B	<p>How teachers question. A variety of appropriate questioning techniques, expertly implemented, are deployed in the lesson.</p> <p>Who teachers question. Knowledge of student(s) current understanding and attainment directly influences the questions which are asked and to whom, with students consistently being asked questions within their ZPD.</p> <p>When teachers question. Questioning is ostensibly built around well planned segments of the lesson (e.g. when modelling). Questioning consistently strikes a balance between probing for deeper understanding, exploring misconceptions and maintaining the pace of the lesson.</p>

6. Assessing misconceptions and intervening

Description

When teaching particular concepts in various subjects, students often already have some pre-instructional knowledge about the topic. Alternative conceptions (misconceptions) are not unusual. In fact, they are a normal part of the learning process. If left unaddressed, these misconceptions will lead students to have an inaccurate knowledge bank.

Why is it important?

Ascertaining the accuracy of how well students understand key concepts and ideas and their ability to apply these are vital for teachers to be able to intervene at key moments. Checking for misconceptions allows for these to be addressed, and a certain level of flexibility must be planned to allow for effective intervention strategies to be implemented. Effective intervention results in gains in progress leading to higher attainment and ultimately improved outcomes for students.

Top tips for embedding accurate subject knowledge

1. **Regularly check for misconceptions** – Expert teachers check for student misconceptions at key points of the lesson. After the starter, after new learning has taken place and at the mid-point of the application of this new learning.
2. **Check thoroughly** – Does the teacher use the most appropriate type of ‘check’ for the situation? Are all students involved? E.g. closed questioning vs. whiteboards, class debate vs. RAG cards. When students show misconceptions how does the teacher react? Peer support? Front table? Whole class re-teach? Guided practice?
3. **Intervention** – Academic intervention teaches new skills, builds fluency in a skill, or encourages the application of a new skill to new situations or contexts. If misconceptions show that these skills are not understood or correctly applied, have the confidence to deviate from the lesson plan e.g. small group intervention, peer-to-peer intervention, think-pair-share.

Judgements

Grade	Description
R	Checking misconceptions – Checking for misconceptions is infrequent and often not at key times in the lesson. Intervention – No intervention takes place in response to identified misconception(s).
A	Checking misconceptions – The teacher checks for student misconceptions, although this is not always at the most appropriate times of the lesson. Intervention – Some basic intervention is implemented, but it isn’t always effective at tackling the misconception.
G	Checking misconceptions – The teacher checks for student misconceptions at most key points of the lesson. Intervention – The teacher responds to identified misconceptions with timely intervention(s) so that most students understand the key concept(s) / skill(s).
B	Checking misconceptions – The teacher consistently checks for student misconceptions at key points of the lesson. Intervention – The teacher responds to identified misconceptions with timely and effective intervention(s) so that the misconception is clarified for all students.

7. Assessment and guidance

Description

The most effective teaching responds to the needs of students through constant assessing. This is about how well a teacher ascertains the understanding of the students in the class and then responds appropriately. As a concept it is closely linked to what is traditionally called *formative assessment* (or assessment for learning, AfL).

Why is it important?

Without any real-time feedback in terms of student understanding teachers cannot be responsive to any misconceptions that remain. The end result of this is that teaching is rigid and unable to take into account the variability in students' learning. The responsive classroom is one where a teacher knows how their students are doing and is not afraid to change the direction and planning of a lesson to respond to this.

Top tips for a clear learning journey

4. **Regularly check for misconceptions** – Expert teachers check for student misconceptions at key points of the lesson. After the Do Now, throughout the Activation phase, at the mid-point of the Demonstration phase.
5. **Check Thoroughly** – Does the teacher use the most appropriate type of 'check' for the situation? Are all students involved? E.g. Closed questioning vs. Whiteboards, Class debate vs. WRAG cards
6. **Be responsive** – When students show misconceptions how does the teacher react? Peer-support? Front Table? Whole Class re-teach? Guided Practice?

Judgements

Grade	Description
R	<p>Regularly check for misconceptions – Checking for misconceptions is infrequent and often not at key times in the lesson.</p> <p>Check Thoroughly – The teacher must explore alternative ways to check for student understanding. There may be an over-reliance on questioning.</p> <p>Be responsive – The teacher does not respond appropriately to student misconceptions.</p>
A	<p>Regularly check for misconceptions – The teacher checks for student misconceptions, although this is not always at the most appropriate times of the lesson.</p> <p>Check Thoroughly – The teacher would benefit from exploring alternative ways to check for student understanding. There may be an over-reliance on questioning.</p> <p>Be responsive – The teacher may try to respond to identified misconceptions, however the intervention may not have a significant impact.</p>
G	<p>Regularly check for misconceptions – The teacher checks for student misconceptions at most key points of the lesson: including (where relevant) after the Do Now, throughout the Activation phase, and at the mid-point of the Demonstration phase.</p> <p>Check Thoroughly – The teacher often uses appropriate 'checks' for the situation ensuring most students are involved in the process.</p> <p>Be responsive – The teacher mostly responds to identified misconceptions with appropriate interventions, whether these be real-time or amendments to future lessons.</p>
B	<p>Regularly check for misconceptions – The teacher consistently checks for student misconceptions at key points of the lesson: including (where relevant) after the Do Now, throughout the Activation phase, and at the mid-point of the Demonstration phase.</p> <p>Check Thoroughly – The teacher consistently uses the most appropriate type of 'check' for the situation ensuring all relevant students are involved in the process.</p> <p>Be responsive – The teacher consistently responds to identified misconceptions with highly appropriate interventions, whether these be real-time or amendments to future lessons.</p>

8. Progress for all students

Description

Rapid progress does not always have to be measured in terms of grades. It can be as simple as accumulating knowledge; demonstrating understanding, and of course applying skill and technique in a classroom activity. Evidencing progress over time is not a one-off snapshot judgement, but evidence of progress over a series of lessons throughout the year. In its simplest form, progress can be measured by student engagement, resilience and confidence.

Why is it important?

Rapid progress for **all** students means that several gaps will close. Whether the gap is between disadvantaged and SEND students to their peers in their cohort, or to national for entire cohorts, it is our moral obligation as practitioners to ensure that every student leaving Woodlands has the best possible grades that will allow them to choose their futures.

Top tips for rapid student progress

1. Know your students. Who are the SEND, PP, LAC, low literacy, high ability etc. students in your class? Organise your seating plan to maximise the effect of targeted questioning to check understanding and work completion.
2. High quality marking and feedback – this can be in the form of ‘live marking’ or verbal feedback that students can act on immediately.
3. Have high expectations of every single student in every single class. Model what your expectations are in terms of the language and behaviours you use and the resources you utilise in your lessons.

Judgements

Grade	Description
R	Progress - A significant number of students do not make the expected progress given their starting points. Students’ acquisition and ability to practise in order to refine skills are inadequate. Tracking data shows inadequate progress over time.
A	Progress - Progress is as expected for all students given their starting points. It may be good for some but inadequate for a small number of students. Students acquire and practise skills satisfactorily. Tracking data shows satisfactory progress over time.
G	Progress - Progress is at least good for the majority of students, outstanding for some but inadequate for none. Students develop understanding and practise skills well. Tracking data shows good progress over time.
B	Progress - Progress is at least good for all students and is exemplary for some. Students show high levels of understanding and practise skills exceptionally well. Tracking data shows rapid progress over time.

Lesson planning – Top Tips

High quality planning underpins the foundation for high quality teaching and learning. At Woodlands, we encourage staff to plan lessons thoughtfully, with direct consideration for the following:

Prior learning

All lessons should follow a sequence of learning opportunities as part of our commitment to ensure students master skills and content through an interleaved curriculum. Lessons within a unit of study should therefore explicitly build on skills and information acquired in previous lessons.

Intended learning outcomes

These should show what skill/content students will acquire during the lesson and how this will be applied within the lesson. We expect all learning objectives to include the phrase 'so that' in order to ensure students are clear of how they will apply their learning. An example of this is below:

To recall the information we know about global warming so that we can write an explanation about this concept at our target grade.

Assessment opportunities and success criteria

When planning, there should be careful consideration of the success criteria created for the lesson. This should not be a list of tasks, but rather a criterion to show students how they will achieve well in the lesson. As part of our RAG card strategy, a suggested, but not compulsory, way to demarcate your success criteria is to use the RAG template so that students can clearly identify where they are and how to improve.

Key focus students and intended strategies

When planning, it is crucial to consider who the focus students are within the lesson. Focus students are identified through data analysis discussions as part of a strategic raising standards plan but can also be selected based on your evaluations from the previous lesson. Absent students, students finding the work too challenging/too easy are also justified reasons for students being a focus for the lesson. Once the focus students have been identified, it is then crucial to plan for the strategies you will use to ensure their needs are met; this can be through a range of strategies, for example: adapting lesson resources, targeting questioning, or strategic grouping.

Recording lesson planning

All teachers are provided with a teacher planner. There is no mandatory expectation that the lesson planning pro forma is used, but some method of recording planning is expected by all teachers.

Class Portfolios

For each class, teachers are expected to include a range of documents to support planning and to assist the successful delivery of a lesson by cover supervisors in the event of teacher absence. These should be available at all times and should always include:

- Class photographs
- Annotated seating plans

Seating plans are a key strategy in our behaviour for learning policy and should be employed by all teachers. The seating plan should include:

- A layout of the classroom and the students' seat (as chosen by the class teacher)
- Identification of vulnerable students i.e. PP, SEND, EAL, LAC
- Students' target grade
- Students' reading age

We appreciate that seating plans are often an evolving process in the early stages of an academic year, we therefore ask that seating plans are in place and recorded by the end of the third week of an academic year and updated with any relevant changes as they arise.

Class barriers to learning sheets

As part of the raising standards strategic plan and the requirements for appraisal objective 1, all departments will have a process for identifying students' barriers to learning and the strategies used to close learning gaps. These should be created in line with your department policy and updated after every data collection. The barrier to learning sheets should include:

- Photographs of students
- Identification of vulnerable students i.e. PP, SEND, EAL, LAC
- Key SEND information
- Target grade
- Key strategies being used to close gaps for students

Marking

All departments at Woodlands have a specific marking policy outlining the expectations for teacher feedback to students.

Alongside marking for subject specific content, we also expect all teachers to uphold our high expectations of written communication and therefore expect the literacy marking codes to be used when marking key pieces of work:

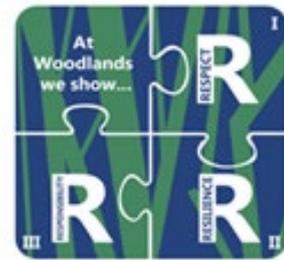
- Sp – spelling error
- // – new paragraph needed
- P – punctuation missing
- CL – capital letter
- Vo – incorrect vocabulary

Literacy non-negotiables

All classrooms should have the literacy non-negotiables displayed in order to ensure that our standards for written and spoken communication are prominent at all times. Teachers should continuously refer to these and ensure that students check all work against the literacy non-negotiables in order to develop students' skills in self-regulation.

Appendix 2

Positive behaviour for learning at Woodlands means that we show ‘respect’, ‘resilience’ and ‘responsibility’ at all times.



To show ‘respect’ we...

- listen actively and follow instructions first time
- respect other peoples’ right to learn in a safe environment
- switch off all electronic devices including mobile phones whilst on school site

To show ‘resilience’ we...

- participate actively in all class tasks, offering ideas and answers
- persevere and have high expectations of our progress
- embrace challenges positively

To show ‘responsibility’ we...

- arrive on time
- start the lesson quickly with our planner on the desk
- come equipped including planner, homework and dear book

Woodlands

Teaching & Learning Observation Form

Key Principles

The learning walks will allow us to focus, in depth, on the experiences of students at Woodlands, paying particular attention to the 8 elements of The Woodlands Way:

- 1. Engaging starts to lessons**
- 2. Challenge**
- 3. Clear learning journey**
- 4. Differentiation by starting point, SEND and PPG**
- 5. High quality questioning**
- 6. Assessing misconceptions and intervening**
- 7. Assessment and guidance**
- 8. Progress for all students**

Logistics

- *SLT learning walks – MKO will email the learning walk schedule*
- *Lesson drop-ins – Subject Leaders will arrange fortnightly drop-ins, albeit not on the days of scheduled SLT learning walks*
- *At least **20 minutes** will be spent in each lesson*
- *When looking at **assessment**, observe both what is happening in the lesson and in books – check books and speak to students. What are the ‘normal’ procedures / routines / expectations?*
 - *Use triangulation to identify the most effective leverage targets*
 - *What can you **observe**?*
 - *What do the **students** say?*
 - *What to the **books** show?*
- ***Feedback** will be given to the teacher within **48 hours***
- *Feedback to follow a review of The Woodlands Way:*
 - *‘what went well’ – specific positives*
 - *‘areas for development’ – precise leverage targets (SMART)*
 - *Practice / role play / plan ahead – joint planning of how to incorporate the leverage target(s) into the next sequence of lessons*
 - *Timeline – schedule in the next lesson drop-in*

Teacher:		Learning Question:		
Date:		Reviewer:		
Year group:		Student number:		
Class:		Male:		
Subject:		Female:		
Place an 'X' in the box for:				
1. Engaging starts to lessons				
B	G	A	R	N/A
Comments				
2. Challenge				
B	G	A	R	
Comments				
3. Clear learning journey				
B	G	A	R	
Comments				
4. Differentiation by starting point, SEND and PPG				
B	G	A	R	
Comments				
5. High quality questioning				
B	G	A	R	
Comments				

6. Assessing misconceptions and intervening			
B	G	A	R
Comments			
7. Assessment and guidance			
B	G	A	R
Comments			
8. Progress for all students			
B	G	A	R
Comments			
Specific examples of good practice			
Areas for professional development			

Appendix 4

COVER LESSON PLAN

<u>COVER LESSON PLAN</u>	
Date: Year/Teaching group:	Learning Objective (with 'so that'):
Resources Needed: <ul style="list-style-type: none">•••• Seating plan is on the teacher desk	
Learning Activities:	
THANK YOU VERY MUCH FOR COVERING! 😊	
Teacher's notes:	
Cover Teacher: _____	
Comments:	

