



## Protocol for Securing Consistent High Standards of Teaching

At the heart of our policy is the desire to pursue excellence by meeting the learning needs of every student, so that they are inspired to grow into independent learners and can make outstanding progress. Our vision is to ensure high standards of appropriate, stimulating and active learning for every learner. Staff will become reflective practitioners who are proactive in improving their own practice to maximise students learning, progress and achievement. Standards of teaching and learning are raised through rigorous monitoring, self-evaluation and Continuing Professional Development (CPD) which primarily involves Faculty development time, How2teach on-line support, academy coaching programmes, observing and action research, and numerous student voice activities.

**Expectations** All teachers are accountable for ensuring their students make progress. To ensure progress improves all teaching needs to be good or better. All inadequate and satisfactory teaching must be addressed and improvements made.

**Frederick Nattrass Primary Academy non-negotiable teaching, learning and assessment elements are:**

Teachers will...	Students will...
1. Follow the Academy differentiated planning for progression designs ensuring objectives and success criteria are clear and teaching is linked to progression through purposeful tasks and activities.	1. Have a clear understanding of the purpose of any particular task, how it follows on from their previous work, and how it will enable them to make progress.
2. Establish and model clear, high expectations of conduct, involvement, pace, challenge and presentation of work so that all students can make excellent progress.	2. Understand the reasons for the teacher's expectations of behaviour, involvement, pace of work and presentation and respond positively to them.
3. Follow the Academy Assessment Policy to ensure students receive and respond to regular verbal and written feedback which helps them make excellent progress.	3. Develop an understanding of levels of attainment and be actively involved in the setting of targets for improvement. See verbal or written feedback as an important part of their daily work to help them make progress.
4. Create a positive learning environment where students' self-esteem, confidence, and independence can be fostered and supported.	4. Respect the space and safety of others and recognise their own part in creating a positive learning environment where all can achieve.

5. Maintain an up to date Teaching file for their class which accurately tracks students' progress, intervention and plans their learning. *Ensure no student is left behind.(at least expected progress)*

5. Understand their own progress: where they are at, where they need to go and how they need to get there redrafting work (responding to teacher comment) to ensure standard of work is at least expected progress

**Teaching Files - all teachers are expected to maintain, to a good standard, a Teaching File for their class.**

**Teaching Files must contain:**

- Class list with key information
- Timetable
- Ability group information
- Assessment data
- Intervention information
- Medium term and weekly plans which are annotated and amended to meet student needs
- IEPS
- Seating plan to aid learning (including any setting arrangements)

Teaching files must be displayed in classrooms and be accessible to all leaders when they enter the class. Leaders regularly check files and good practice is shared.

### **Raising the Quality of Teaching & Learning**

**Teachers may improve practice through a selection of the following:**

The quality of teaching is improved when all work openly sharing good practice, developing practice and challenging underperformance.

Lessons and learning are regularly observed to secure standards and an open door policy is encouraged. Systems are in place to monitor and support teachers' practice. Teachers causing concern are additionally supported through a 6 weeks intensive bespoke support plan to aid improvement.

**Lesson Observations** – these are formally recorded and graded. The number and frequency of observations is outlined in para 9.1.3 of the appraisal policy. Teachers whose practice is causing concern may have increased observations.

**Diagnostic Lesson Observations** – these can be requested by staff, they are formally written up but not graded unless requested. The aim is to provide detailed feedback and ideas for improving practice offered in a coaching conversation. The teacher can request the diagnostic to provide in lesson coaching from the observer.

**Peer Observations** – these are encouraged and teachers can ask the leadership team who would be good for them to observe and why.

**Learner Reviews** – we regularly interview children on their experiences of learning both in and out of the classroom. Any areas for concern will be discussed with appropriate staff. Any positive examples will be shared and may lead to change of school policy.

**Learning Walks** – academy leaders perform daily learning walks visiting lessons, talking with students and staff, ensuring a high visibility to support staff and monitor standards. Visits last for no longer than 10 minutes. Leaders will look at files and students' work.

**Progress Walks** – the leadership team encourage all teachers to join them in progress walks, these involve teachers visiting all classes during a lesson period with the leadership team member and discussing what they are seeing. This gives teachers a clearer view of standards and strengths and weaknesses and allows them to see students at work in other classes.

## CPD

**Coaching** – all teachers are expected to be involved in a coaching group to share and improve practice. Coaching records can be used as evidence for performance management. These groups will be created for the purpose of Lesson Study.

**Professional Development Time** – training is offered to all staff as well as PPA time and staff meetings. In addition voluntary training sessions are offered for those keen to improve their practice. Training records can be used as performance management evidence.

**Key Stage Development and Meeting Time** – teaching groups can request training from the leadership team on specific areas for their Key Stage.

**Teaching & Learning Marketplaces** – regular shared practice marketplaces are held to encourage shared practice on specific areas the aim is to be open and honest and to learn from our strengths and weaknesses. This will be during staff meeting times.

**Work Scrutiny** – student's work is regularly checked by leaders and progress over time assessed and monitored. This occurs both in lessons and in book samples etc. Senior leaders conduct shared work scrutiny with their teams to offer shared practice and evaluate strengths and weaknesses.

**Student Interviews** – half termly student focus groups are held to discuss their learning experiences across the academy