In Brief

Simply Transformational Teaching: inspire a spark, endure the crucible, be the change

Rationale

Teaching and learning is central to our work as teachers: so that our students achieve excellent progress, are curious to learn more and increase their understanding of the world and how they have a part to play in it. Consequently, as teachers we never stop learning, unswerving in our drive to be masters at what we do.

The Great Teacher Rubric

We use the GTR as the core framework to structure our conversations and thinking about teaching, and our development as teachers. It is a delineation of the Teachers' Standards, as they apply to teachers at differing points in their progression.

It is divided into the following five strands:

- Climate for Learning
- Planning & Preparation
- Teaching & Learning
- Assessing & Responding
- Professionalism

The Expected Outcomes

1. Measurable student outcomes are improving for all groups, and the gaps between groups are reducing.
2. Observable teacher practice demonstrates all teachers are making progress with respect to the GTR over time, so that teachers confidently meet 'Advanced Proficiency' goals day-to-day.
3. Professional dialogue and critical reflection is increasing in quantity and quality.

Measuring Impact

1. Teachers and leaders regularly analyse student progress using data entries, setting 'right actions' and reviewing their impact.
2. Observations of lessons and parts of lessons as part of quality assurance processes, demonstrate teacher progression with respect to the GTR or other specific academy goals.
3. Scrutiny of student work demonstrates progress and learning of students.
4. 'Right actions' from Professional Learning (PL) sessions are high leverage, successful and sustained over time.
5. PL sessions are fully planned, aligned to whole academy drivers, faculty and/or teacher needs, led by quality assurance processes.

Note, Teaching and Learning at Ark Sixth Form has some differences to the other key stages. Refer to Appendix 1 for further detail.

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Climate for Learning

High Expectations for Behaviour: a Culture of Achievement

We use the 'Behaviour Management Cycle', Canter (2014), to develop a positive climate for learning in the academy. The cycle entails:

- Three-step instruction
- Narrating the positive
- Applying a consequence if necessary
- Repairing the relationship if a consequence was applied

It requires thoughtful planning around instructions and clarity around what it looks like when students are following instructions well, both in their behaviours and also the quality of their learning; in addition it requires the teacher to be confident and effective with attention-getting techniques,'100 Percent', routines e.g. 'Threshold' and 'Do it again', and also with the hierarchy of consequences (the B system).

To support mastery of these techniques, we use real-time coaching to provide rapid feedback and correction.

[Please also refer to PDBW documents regarding Behaviour for Learning systems.]

Student Work & Presentation

We highly value student work. It exemplifies the pride in which the students hold their learning. It shows the progress they have made over time, and their response to mistakes and misconceptions, through effective feedback. It provides further evidence that the data entries are a correct assessment of student knowledge and understanding. It tells the story of the learning that is taking place day in-day out for that student: powerful information for teachers and parents alike.

Exercise Books and Folders

Students in most subjects use exercise books for classwork. In the core subjects and humanities, their books are stored in document wallet folders. Assessments including homework, are stored in an orderly fashion in the folder. Tracking of progress data is completed on a data sticker attached to the folder.

Planning Student Work

As part of the collaborative planning cycle, teachers discuss the nature of what good progress looks like in student books, for their subject areas. Therefore, teachers plan tasks with the process and product in mind; also the tasks on which they will give feedback. They have a clear concept of the outcomes for students who are at different performance levels.

Presentation Expectations

1. The front of books and folders must state the: student name and surname, subject, class code and teacher(s) name(s). All exercise books in use have a plastic cover.
2. There must be no doodling or graffiti on or in exercise books or the student journal. No pages are torn out of books.
3. Worksheets must be glued into exercise books, close to the associated written work.
4. C/W (classwork); H/W (homework); C/L (cover lesson) is stated in the margin to the left of the title. If a margin needs to be drawn, it is a straight, vertical line drawn with a ruler.
5. All work is dated and is in the format: '9 September 2016'.
6. All titles and dates are underlined with a straight line, using a ruler.
7. Mistakes are struck through with a single ruled line.
8. At the end of the lesson or homework, work is ruled off with a straight line.
9. A pencil is always used for drawing diagrams, charts and graphs, though it may be labelled in pen. Some subjects require all writing to be in pencil.
10. Teachers' comments are in red or purple pen; student responses or peer assessment is made using a green pen.

Useful references:
Canter, L. (2014) *Classroom Management for Academic Success*. Solution Tree.
Lemov, D. (2010) *Teach Like a Champion*. Jossey-Bass. Ch 5 Creating a Strong Classroom Culture [Techniques 28-35], Ch 6 Setting and Maintaining High Behavioral Expectations [Techniques 36-42, Ch 7 Building Character and Trust [Techniques 43-49].

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Planning & Preparation

Medium-term Planning

This planning is normally carried out through a collaborative process between members of a faculty, during Wednesday PL sessions, as below:

Stage 1: WHAT to teach
- o Designing the end of unit assessment task (and other milestone assessments, including homework)
- o Defining the knowledge and skills needed to be successful in this checkpoint activity
- o Deciding which knowledge and skills need to develop to be successful in this checkpoint activity

Stage 2: WHEN to teach it
- o Sequencing the learning
- o Setting the learning objectives (according to the 4Ms)

Stage 3: HOW to teach it
- o Looking at your objectives (to lead into short-term planning).

The Scheme of Work (SoW) Overview when completed is held digitally in Faculty folders on the R drive. There is an available template for a full SoW, which may be adapted. Leaders of teaching in a faculty, monitor and plan which medium-planning needs to take place over time, providing opportunities to review SoW too. They carefully plan co-planning sessions to ensure high quality SoW are produced. Co-planning discussions regularly inquire into what student work should look like to demonstrate progress for individuals and groups of students. This further drives the medium-term planning. Teachers use medium-term plans to generate short-term planning.

Short-term Planning

Teachers are expected to plan their lessons; it is not an expectation that these are written down always, but it is expected that the process is followed, as below:

Stage 1: WHAT to teach
- o Designing the end of lesson assessment task
- o Defining the success criteria for the lesson
- o Deciding which success criteria will affect different bands of learners

Stage 2: WHEN to teach it
- o Sequencing the learning
- o Setting the mini-learning objectives

Stage 3: HOW to teach it
- o Planning the activities (keeping in mind 'Shortest Path',' Ratio', accessibility and engagement).

The short-term planning template can be found on the frontpage of the intranet. It may be modified, especially as it is often appropriate to use several cycles of I-We-You in order to chunk the learning for groups of students.

Teachers use student data (of all types) to draw up intervention sheets; they use them in planning, to modify activities and provide scaffolding, so that all students can access challenging learning objectives over time.

Leaders of teaching in a faculty use progress meetings and quality assurance processes to drive 'right action' steps and/or PL opportunities for teachers, to constantly work to improve the quality of teaching. These sessions may involve the planning of how to introduce key vocabulary, or probe into the nature of potential misconceptions. See the list of suggestions for Co-Planning Activities in the appendices.

Teacher Folder

Teachers maintain their teacher folder over the course of the year, having it available in their classroom, using it to inform planning and bringing to PL sessions and progress meetings, so that teaching and learning conversations can take place. It is a working document and is for the teacher.

The folder contains, for each teaching group:
- Student information:
  o Student photos
  o Seating plan
  o Ongoing summative and formative data
  o Intervention sheets
- Planning information:
  o Scheme of Work Overviews
  o Assessments

The best folders also include:
  o Mid-term plans (with annotations regarding questioning, differentiation, aspects of the scheme which need further reflection)
  o Short-term plans (with scripts for exposition, modelling, exemplar answers, questions etc.)
  o Timelines (of assessments, interim assessments, milestones, termly plans etc.)

Classroom Environment

Classrooms are spaces which create the conditions for teaching and learning. They are tidy and orderly, yet demonstrate they are places of vigorous learning where progress and achievement are celebrated.

Useful references:

Lemov, D. (2010) *Teach Like a Champion*. Jossey-Bass. Ch 2 Planning that ensures Academic Achievement [Techniques 6-11], Ch 3 Structuring and Delivering Your Lessons [Techniques 12-21].

Teaching & Learning

We have high expectations for student work, their progress and their engagement in the learning process and plan so that opportunities for this are increased. Understanding how one learning episode fits into the bigger picture means the teacher can be responsive in the moment.

We use the short-term planning model as above, the structure for lessons follows:

- o   Do now
- o   Hook
- o   I-We-You cycle interspersed with careful questioning to check for understanding.

This may be used flexibly, but always ensures the students do the heavy, cognitive work.

I [Teacher Exposition]
The teacher, plans, scripts and practises exposition so that it supports clarity, reinforcement and engagement. They consciously choose the structure to share given information and explain it, linking it explicitly to prior learning if appropriate. Expected misconceptions and pitfalls are exposed through demonstration; this alongside high quality modelling and exemplification allows for student metacognition.

We [Collaborative Learning]
We provide structured, focussed opportunities for talk, which is purposeful and directly related to the learning objective. It is framed through well-crafted questioning, using all levels of Bloom's Taxonomy. 'Talk' is so that students can apply understanding and deepen knowledge. It also allows the teacher to hear students thinking aloud such that they can decide whether to re-teach, extend, and challenge a misconception or to move on. Here, the cognitive load is placed squarely onto students, see 'Ratio'.

You [Independent Practice]
This is the stage of the lesson, where each student individually, often in silence, applies their assimilated knowledge and understanding to a planned task. The teacher circulates and gives positive reinforcement and feedback, where they see high quality thinking and ensures compliance [See BMC]; they also gather information to inform next planning.

Literacy
'Literacy' is teaching. We use reading, talking and writing in every lesson, hence it is an implicit part of our planning, classroom teaching and feedback. One definition of literacy is to "make the implicit, explicit", so with this in mind we teach strategies for:
- o   Close Reading, including the use of challenging texts.
- o   'Talk to Write' as, "if students can say it, they can write it".
- o   Questioning, including metacognition strategies so students can ask great questions too. The teacher pre-plans student responses so quick correction can take place, see 'Format Matters'.
- o   Scaffolding writing, so that all students produce high quality written work, of various lengths over time.
- o   Feedback ensuring students have quick, accurate feedback on the quality of their literacy, with time to respond correctly, see 'Right is Right' and the next section, *Assessing & Responding*.

In addition, through teaching the language of their subject and modelling thinking in it, teachers will be embedding core skills, in context.

Useful references:

Allison, S. & Tharby, A. (2015) *Making Every Lesson Count: Six princlipes to support great teaching and learning*. Crown House Publishing.

Barton, G. (2013) *Don't Call it Literacy! What every teacher needs to know about speaking, listening, reading and writing*. London: Routledge/David Fulton.

Didau, D. (2014) *The Secret of Literacy: Making the implicit, explicit*. Independent Thinking Press an imprint of Crown House Publishing.

Lemov, D. (2010) *Teach Like a Champion*. Jossey-Bass. Ch 3 Structuring and Delivering Your Lessons [Techniques 12-21].

Lemov, D. (2016) *Reading Reconsidered: A Practical Guide to Rigorous Literacy Instruction.* Jossey Bass; Pap/DVD edition.

Assessing & Responding

Assessment tasks

All assessment tasks are planned for thorough mid-term and short-term planning and also via moderation exercises. Hence, teachers have a clear understanding of the skills and knowledge a student needs to be able to demonstrate at the end of the teaching block and how to chunk this down lesson-by-lesson; how to scaffold, support and challenge different students and groups. They also have understood what high quality responses look like, so that all assessment is rigorous and trustworthy.

The tasks may be:

- Summative, end of unit assessments
- Formative, interim assessments, including quick tests and homework.

Checking for Understanding (CFU)

In lessons, we use a variety of strategies to find out what students have understood during the lesson, to inform next steps. These are planned and give specific information regarding each student and their engagement with and mastery of the learning objective, see TLAC, Technique 18.

Marking

Written feedback, see next page, is planned for, accurate, for a purpose and timely.

Analysis of data

Teachers gather data formally and informally throughout lessons, through student work, marking and assessment. They use it to make interventions and inform next planning, the 'right actions'. Some of this data and the reflections on it are recorded in the Teacher Folder, specifically on the intervention sheets. If this does not improve outcomes for students, new actions are set. Actions may include:

- Re-teach to groups or individuals of specific content or skill practice
- Differentiated texts
- Scaffolding to achieve the same learning objectives
- Specific planned questioning
- More regular checking-in
- Re-write for plans to adapt timings for different students
- Seeking specialist support
- Targetted support from the Inclusion Team
- Different grouping

Useful Reading

Elliott, Baird et al. (2016) *A marked improvement? A review of the evidence on written marking*. Education Endowment Foundation , Oxford University, Department of Education.
https://educationendowmentfoundation.org.uk/public/files/Publications/EEF_Marking_Review_April_2016.pdf

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Feedback

Research shows that best feedback is:

- Timely
- Sparing
- Focussed
- Comment-based

Planned Feedback

We use co-planning opportunities to plan specific tasks for which students can demonstrate their progress. These tasks are formative, interim assessments, driven by learning objectives.

We then provide timely feedback, so that students can close the gaps in their learning, prior to summative assessment.

PQR Feedback

Whether written or verbal, feedback follows the PQR structure:

Praise   Relate the 'P' to the specific learning objectives/outcomes

Question The 'Q' needs to allow the student to immediately respond using developed understanding to do so (it may clarify, consolidate or extend).

Response Provide space for the student to respond to the feedback, and also time, so that the response is well-considered and valuable to their learning.
Note the space for a parent / carer response too.

Date: _____ parent/carer sig.
P: Specific **Praise**

Q: **Question** or Instruction

R: Student **Response** - Date _____

Stickers can be used to provide written feedback; using the limited space for the 'P' and 'Q' keeps the information succinct and saves teacher time.

It is also acceptable for teachers to write directly on the work or use a typed slip which is stuck into the book;
Pen colours- Teachers mark in red or purple; students respond in green.

Marking for Literacy

Teachers indicate mistakes with a symbol as below, then models the correction; over time it is expected that students self-correct:

sp	spelling mistake
p	punctuation mistake
gr	grammar mistake
//	new paragraph
cl	capital letter
∧	missing word (placed at the point in the text)

Teachers use spelling stickers or the margin to ask students to repeat the spelling of high frequency words, with which they are struggling.
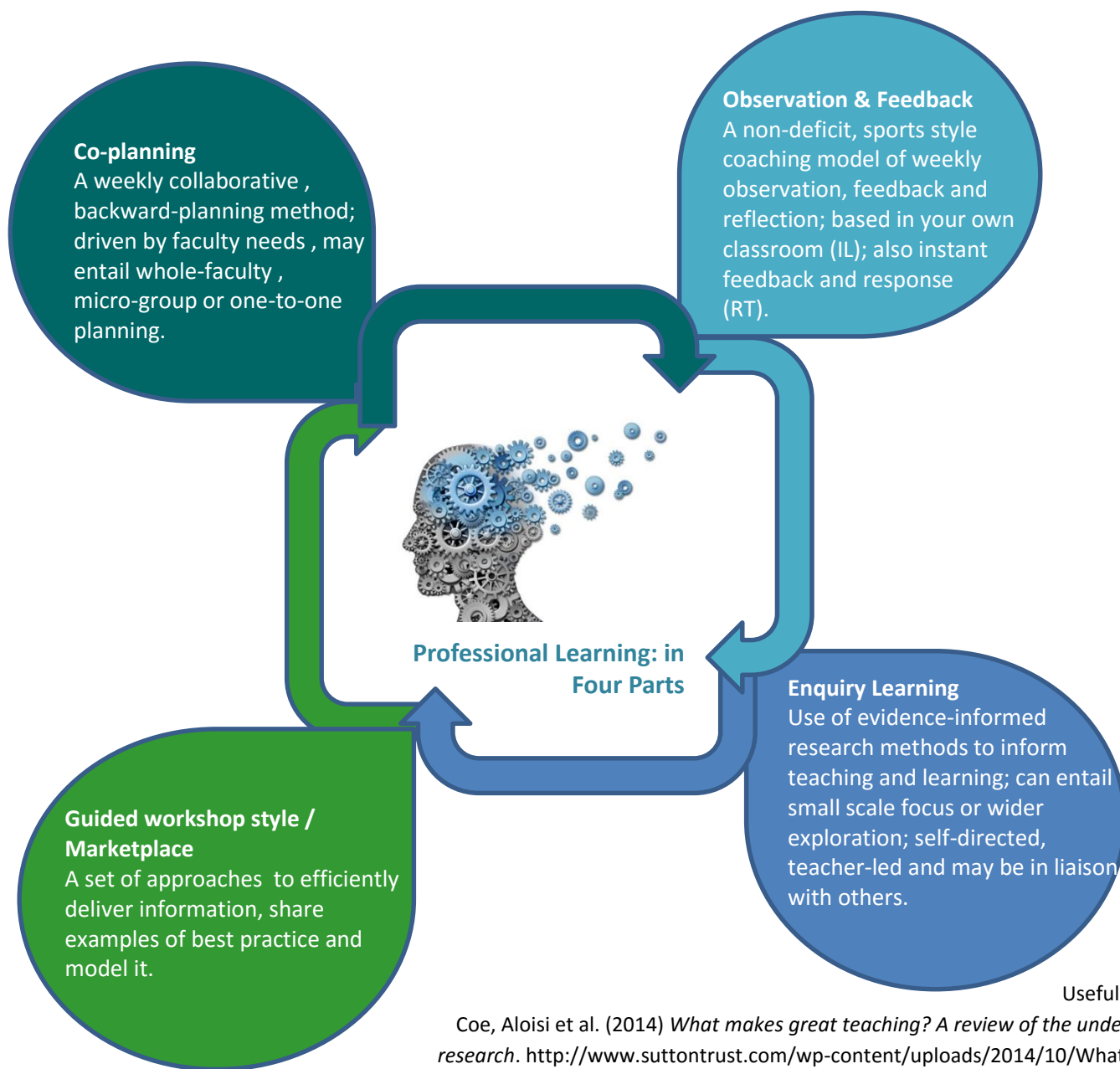
Spelling:
1
2
3

Verbal Feedback

It is expected that some subject areas give verbal feedback on which the students act. It may make it difficult to see student progression, hence the student's metacognition. Different faculties use agreed processes and tasks by which this can be observed effectively in their subject areas.

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Professionalism

At Ark Helenswood, we set out to support teachers in their growth and excellence. We use robust systems and collaborative networks both within and external to the academy, to support and challenge teachers as a Professional Learning (PL) package; much of this takes place on Wednesday afternoons, see Appendix 2 for info.

Co-planning
A weekly collaborative , backward-planning method; driven by faculty needs , may entail whole-faculty , micro-group or one-to-one planning.

Observation & Feedback
A non-deficit, sports style coaching model of weekly observation, feedback and reflection; based in your own classroom (IL); also instant feedback and response (RT).

Professional Learning: in Four Parts

Guided workshop style / Marketplace
A set of approaches to efficiently deliver information, share examples of best practice and model it.

Enquiry Learning
Use of evidence-informed research methods to inform teaching and learning; can entail small scale focus or wider exploration; self-directed, teacher-led and may be in liaison with others.

Useful Reading

Coe, Aloisi et al. (2014) *What makes great teaching? A review of the underpinning research*. http://www.suttontrust.com/wp-content/uploads/2014/10/What-makes-great-teaching-FINAL-4.11.14.pdf

Teachers keep a PL portfolio / journal to reflect on the impact of their learning and actions. Alongside the Teacher Folder, professional dialogue can unpick student data or the intervention sheets. The PL Portfolio is brought to all PL sessions and may form part of the collaborative discussions. It is a useful place to keep notes from professional reading and action research data too.

Specific Support Programmes are available for certain groups of teachers: Leadership (NPQML, NPQSL) and NQTs and trainee teachers.

There is a small additional budget for external CPD which may be requested through the AP: Teaching & Learning, with agreement from the line manager. In-house coaching can also be provided.

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Glossary of terms and abbreviations

'100 Percent'   TLAC Technique 36

AIP   Academy Improvement Plan; written tool to set goals for school improvement

Behaviour for Learning a catch-all term meaning routines, systems, rewards and hierarchy of consequences (sanctions) for the purpose of achieving high expectation culture of achievement

BMC   Behaviour Management Cycle developed by Lee Canter

CFU   Check for Understanding: TLAC Technique 18

Great Teacher Rubric a structure designed by Ark Schools, by which to observe and discuss teaching and learning

GTR   Great Teacher Rubric

IL   Instructional Leadership coaching; a six step, sports-style coaching model

Literacy a catch-all term meaning the method by which learning is made accessible through reading, speaking and writing

PDBW Personal Development Behaviour and Well-being

PL   Professional Learning, aka CPD, Continuing Professional Learning

PM   Performance Management

QA   Quality Assurance processes which include, learning walks (LW) and book looks

'Ratio' TLAC Technique 17

RTC   Real Time Coaching; instructional coaching which takes place in the moment, in context

'Shortest Path' TLAC Technique 9

T&L   Teaching and Learning; encompasses what teachers and students do to achieve progress

TLAC   'Teach Like a Champion'; book by Doug Lemov with a series of useful T&L techniques, see references

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APPENDIX 1

Teaching @Ark Sixth Form

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APPENDIX 2a Professional Learning Instructional Leadership: Observation & Feedback

APPENDIX 2a Professional Learning **Instructional Leadership: Observation & Feedback**

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APPENDIX 2b Professional Learning **PL Sessions Wednesdays**

Wednesdays PL Sessions run from 2.45pm -5.00pm each week for all staff who work in the classroom. They may be co-planning, coaching, facilitation and training, developmental research work or a meeting.

Co-Planning

Co-Planning is the process by which our professionals work together as subject teams, to develop their practice, knowledge and resources to improve Teaching and Learning at the Academy. It encompasses a range of aspects, to include (et al.):

- Preparation of schemes of work (mid-term planning) and assessments
- Moderation of student work to ensure high quality and rigorous assessment and to inform planning
- Scrutiny of student work to inform planning
- Development of wave-1 interventions and their impact to inform planning
- One-to-one short term planning
- Sharing of knowledge or pedagogy so teachers can unpick and plan further

Wednesday PL sessions allow time and space for co-planning to take place throughout the year; it appears to be the most effective way of improving teaching and learning over time.

Coaching

This time may be used to work with individuals either through instructional coaching (IL) feedback or more traditional-style coaching.

Facilitation & Training

Keeping in mind the AIP, QA actions and PM targets, these input sessions introduce or progress professional learning around a specific aspect of T&L practice in the Academy; especially when developing a whole-school focus.

Developmental Research

Individuals or groups of professionals investigate and build enquiries, to understand context, practice and pedagogy in areas of interest.

Meetings

Information-giving sessions, to ensure alignment and accountability; may include operational, data-sharing, vision-setting, progress meetings, performance management review and target-setting etc.

*Sessions are planned termly, whereby strategy is set by the AP for T&L, with guidance, support and collaboration from SLT and ML.

APPENDIX 2b Professional Learning **PL Sessions Wednesdays**

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APPENDIX 2c.1 Professional Learning **Specific Support Programmes for New Teachers to the Academy**

APPENDIX 2c.2 Professional Learning **Specific Support Programmes for Newly Qualified Teachers**

APPENDIX 2c.3 Professional Learning **Specific Support Programmes for Trainee Teachers**

APPENDIX 2c.1 Professional Learning **Specific Support Programmes for New Teachers to the Academy**

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APPENDIX 3a Quality Assurance **Processes & Action Planning**

The purpose of Quality Assurance processes (QA) is predominantly to identify strengths and areas for development, in order to support individuals and groups (professionals) to get better and better; though it has a role in compliance and holding others to account, this is in a supervisory aspect, to ensure competencies are met and students are experiencing a good quality education.

QA leaders need to be sensitive to the stresses these processes can stimulate, and keep encouraging an open-door culture of energy and growth, to support people in their development and the Academy in improving Teaching and Learning. Feedback on any QA activity needs to be timely, specific, ideally related to the GTR, be bite-sized and highest leverage.

Link meetings between leaders of teaching and others should always refer to the most recent QA data to identify themes or anomalies, suggest 'right actions' and also provide opportunities for cyclical review of the impact of actions.

In the first week of each term, leaders set up their QA timeline, with prior data driving the priorities. The data is formally recorded in the QA page of Link meetings, ensuring specific concerns and strengths are identified and responded to.

HOFs are responsible for ensuring QA activities take place each week for their faculties as set out on the timeline; that they have integrity, are recorded accurately and that the data are reviewed each week.

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APPENDIX 3b Quality Assurance Home Learning

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APPENDIX 4 **Roles & Responsibilities**

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