Teaching and Learning Protocol 2019/20

'Whitworth Community High School aims to equip all learners with the skills needed to succeed in a changing world. We aim to encourage all our students to achieve their potential through a culture of high expectations for everyone. Learning is at the centre of all that we do and we aim to encourage a commitment to learning that is not based solely on the acquisition of knowledge but on the development of the skills, attributes and values needed to encourage lifelong learning.'
WCHS Vision Statement

The following protocol is designed with our school vision in mind along with the following principles of teaching and learning which guide the work in the school:
- To Promote Learning and Raise Progress

'The most important role of teaching is to promote learning and to raise pupils' achievement.'
- To Develop Young People

'*It is also important in promoting students' spiritual, moral, social and cultural development.'* OFSTED

The aims of this document are to set out a clear set of high expectations and a common approach to teaching and learning at Whitworth Community High School so that teachers, parents/carers and students are all aware of and can work towards the highest possible standards of education. It is designed in such a way that Whilst teaching staff are encouraged to adopt a style of their own and are not expected to teach in any specific way, regular monitoring of teaching and learning takes place at Whitworth Community High School to ensure that high standards are always met and therefore, the best outcomes for the students.

This protocol document is structured into three sections which are based on the four key areas which teaching should be understood to include, plus an additional section designed to enhance literacy throughout the school so that skills can be used throughout the curriculum:
- Planning and implementation of learning activities (part 1);
- Setting of appropriate home learning across the whole curriculum (part 2);
- Marking, assessment and feedback (part 3);
- Reading, Writing and Communication (part 4).

Section 1 - Planning and implementation of learning activities

Rationale

It is important that teachers plan schemes of work and deliver lessons that enable students to work towards the learning objectives and make progress towards the success criteria. It is acknowledged that different teachers have their own preferred styles of teaching but it is imperative that the agreed criteria are followed to ensure the best outcomes for all students in all lessons. The ultimate aim is to ensure that thorough planning and focussed lesson implementation aids students in their quest to make progress over time.

Schemes of Learning

This template available (see appendix 8) is the preferred format at WCHS. However, medium and long term plans can be presented in a way that best suits the faculty to which they belong but it is expected that the scheme of work will meet all of the criteria set out below.

- Clarify objectives, including success criteria based on assessment outcomes from level 2 qualifications; include reference to what we want students to remember long after finishing the unit, (knowledge and/or skills);
- Identify prior learning to ensure clear progression;
- Include reference, if applicable, to where or how learning will be re-visited to ensure we are developing the long term retention of our students;
- Identify clearly the subject knowledge to be taught;
- Include suggested learning activities that can be adapted by teachers to suit their teaching style and the learning preferences of their students;
- Include references to differentiated work to ensure all students are challenged in line with their ability;
- Provide opportunities for developing independent and collaborative learning;
- Detail literacy, numeracy and communication opportunities and how they will be taught;
- Detail how the unit will be assessed and include opportunities for a variety of assessment for learning strategies throughout;
- Include SMSC considerations and opportunities to develop student aspiration;
- Identify relevant and challenging opportunities for home learning;
- Include links to real life contexts when appropriate.

Lessons

When initially devising a new lesson, teachers are reminded to keep the lesson focussed on the learning objectives and intended outcomes so that students move forward and make progress in their learning every lesson relative to their starting points. The following diagram is intended as a tool to ensure that initial planning remains clearly focussed.
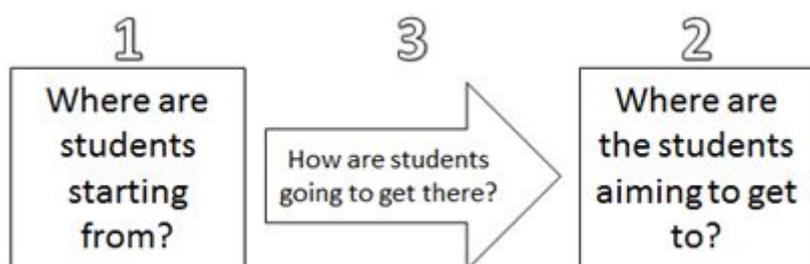
Teachers at Whitworth Community High School should strive to ensure that their planning allows for the following criteria to be met each lesson:

- **1. Set high expectations which inspire, motivate and challenge pupils -** Progress data should be used to set tasks that are matched to students' prior attainment. Students should be highly challenged

and may have a range of starting points as a result.

- **2a. Promote good progress and outcomes by pupils WITHIN LESSON -** Lessons should be designed so that students make at least good progress in their learning relative to their ability and starting points, and demonstrate full understanding of this.
- **2a. Promote good progress and outcomes by pupils OVER TIME -** Evidence should be available to show that progress is sustained over a period of time e.g. pupil voice, student work, data etc.
- **3. Demonstrate good subject and curriculum knowledge -** Teachers must draw upon their subject knowledge and keep up to date with curriculum changes and phase expertise so that they can address misunderstandings and maintain students' interest shown.
- **4a. Plan and teach well- structured lessons -** Planned and structured lessons should lead to optimised pace and depth of learning, thus allowing students to make rapid and sustained progress.
- **4b. Use of home learning as part of a well-structured lesson/scheme of work -** Home learning should be an integral part of the lesson that extends or consolidates learning or re-visits prior learning.
- **5. Adapt teaching to respond to the strengths and needs of all pupils -** Work for individual students should be adapted in the light of any misconceptions that are brought to light through questioning or checks on pupils' work.
- **6. Make accurate and productive use of assessment -** Marking should be regular and follow guidance from the T&L protocol so as to provide pupils with very clear guidance on how work can be improved. Students should be engaged in the process.
- **7. Manage behaviour effectively to ensure a good and safe learning -** Strategies and tasks should be designed to enthuse students so that they persevere when faced with difficult problems and are keen to succeed and to learn more.
- **8. Fulfil Wider Professional Responsibilities (lesson observation focus on communication with and effective use of TAs) -** See teacher standards document for further details.

The prompt sheet (appendix 1) and lesson plan (appendix 2) act as tools to remind teachers to strive to include all the criteria mentioned above.

Planning

It is acceptable for teachers at Whitworth Community High School to use a variety of methods to plan their teaching on a day-to-day basis. The planning prompt sheet is provided in appendix 1 to assist teachers. These methods could include the use of powerpoint, use of a generic teacher planner or another structured plan of their choice. The reason for this freedom of choice is to allow teachers to develop their own styles and to give them the freedom to be creative in their planning so that they may feel empowered to offer deep learning experiences and un-restricted by a set lesson plan.

However, whilst teaching staff are encouraged to adopt a style of their own and are not expected to teach in any specific way, regular monitoring of teaching and learning takes place at Whitworth Community High School to ensure the highest standards and therefore, outcomes for the students. Teachers are strongly advised to use the agreed lesson plan (appendix 2) for observations along with a set of progress data for their class. The use of the lesson plan for observed lessons is particularly useful for the teacher being observed as it allows their observer to understand the thought process behind the planning and the rationale behind strategies such as consideration for students in contextual groups. A detailed plan is particularly useful for observations where only part of a lesson is seen so as to give the observer an overall picture of the lesson.

Monitoring

The annual model for monitoring of teaching and learning is as follows:

- Regular learning walks – this may include a variety of formats such as 'drop-ins' with a shared focus, tours of the school or support calls;
- Faculty review – triggered by T&L issues or examination results. These are to be used to guide support and direct challenge;
- Mini observation – one or two per year (appendix 3);
- Full observation – one per year (appendix 3);
- Work scrutiny, 'marking marketplace' or 'book looks' – up to five per year (appendix 5 and 8);
- There may be instances where additional monitoring is required such as where a teacher is identified as requiring additional support or where a teacher is newly qualified.

- Monitoring of teaching and learning is quality assured through a model of paired observation and scrutinisation wherever possible.

The monitoring of quality of teaching also includes a comparison to outcomes so as to give a broader picture of the success of teaching over time.

Support for Teachers

Staff are supported in improving their teaching in the following ways:

- Tours of strength (observing good practice from colleagues)
- Coaching triangles (teachers working in small groups to enhance their own practice)
- Development time targeted continuing professional development (CPD) sessions
- Observing good practice at partner schools
- External courses when necessary

Student and Parent Involvement

The views of students about lessons will also be sought as part of a student voice subject review. Parents have a considerable contribution to make to students' success in school. They are strongly encouraged to review their child's school books, support them in responding to their teachers' feedback and create the right environment and routines at home to enable homework to be completed. Liaison with the school is encouraged through the use of student planner.

Section 2 - Setting of appropriate home learning across the whole curriculum

Rationale

Home learning is an essential part of a successful education and helps support students' ability to learn in a variety of contexts. Home learning not only reinforces classroom learning, it also helps students to develop skills and attitudes they need for successful lifelong learning. It promotes independent learning skills, including the habits of inquiry and investigation.

Nature of home learning

At Whitworth Community High School, we believe that home learning tasks should not prevent pupils taking part in other after-school activities such as music, sports and clubs. It should be flexible so it can be completed at the family's convenience. Homework should be enjoyable for students, parents and carers. The home learning booklets for key stage three students are particularly designed with this in mind as the students have a week to complete the booklet at a time of their convenience. At key stage four, students are expected to take on an increased level of a personal responsibility for their own time management and organisation of their work so that whilst keeping up with the home learning demands, they can pursue other beneficial hobbies and activities.

Effectiveness of home learning:

Faculty leaders and teachers must ensure that home learning is purposeful and that it enhances the students' learning journey. Home learning is most effective when:

- Tasks are structured, linked to the scheme of work and their purpose is clearly explained to students;
- That Home Learning will include re-visiting prior learning to ensure we are developing the long term retention of our students.
- There is consistent practice across the faculties;
- Home learning is regular so that everyone knows what to expect each week;
- Home learning expectations are recorded in the planner provided;
- Students and their parents or carers are clear about what they need to do and what the outcome will be;
- There are high expectations;
- Feedback is clear, focussed and constructive.

Regularity of home learning

- In years 7 and 8 students will complete home learning booklets for all of the subjects on the curriculum on a weekly rotation. Additional home learning tasks may also be set.
- In years 9, 10 and 11, home learning will be less structured in its nature to allow students to take more ownership of their own learning journey and to allow teachers to respond to the needs of the students throughout their courses. **Weekly home learning tasks will be set.** Some faculties may choose to set a Home Learning booklet which may contain revision-type tasks for students to work through. Whilst these booklets may have a much longer deadline than the KS3 booklets, students will be guided as to what needs to be completed on a weekly basis.

Rewards and sanctions

Home learning will be rewarded through the points system. Additionally, students will be rewarded at the commendation assemblies or awards evening for their efforts.

On the occasions where students fail to complete their home learning, students will be set a subject/faculty detention, followed by additional progress leader/SLT detentions for regular offenders.

Student and Parent Involvement

The views of students about home learning will be sought as part of a student voice subject review. Parents have a considerable contribution to make to students' success in school. They are strongly encouraged to support their children with their home learning by creating the right environment and routines at home to enable home learning to be completed. Liaison with the school is encouraged through the use of the student planner. Parent views are regularly sought and acted upon. The home learning booklets have been extended to all key stage three students as a result of a parent questionnaire. Parents will be contacted if students regularly do not engage with home learning.

Section 3 - Marking, assessment and feedback

Rationale

It is important to provide constructive feedback to students, focusing on success and improvement needs against learning intentions. This enables students to become reflective learners and helps them to close the gap between what they can currently do and what we would like them to be able to do. The ultimate aim is to ensure that the marking and assessment process aids students in their quest to make progress over time.

What are the principles that guide the school's approach to marking?

Marking and feedback should:
- be manageable for teachers and accessible to students;
- relate to the learning objectives and success criteria;
- give recognition, praise and rewards for achievement, effort and presentation
- offer clear strategies for improvement;
- be regular and returned to students promptly in order for the feedback to be relevant;
- allow specific time for students to read, reflect and respond to marking;
- inform future planning;
- be consistent across a faculty in line with the faculties' marking vision.
- use consistent codes across the school, particularly for literacy and numeracy where appropriate;
- ultimately be seen by students as a positive approach to improving their learning.

Student books should provide valuable evidence about the organisation of the curriculum to promote student progress and about the pace that pupils are working through schemes of learning.

Editing Codes

The following abbreviations and codes are used by teachers when marking (appendix 7A and B). In addition to the editing codes, a marking sticker is available to staff (appendix 5). It includes effort grade, number of achievement points earned, grade (if appropriate), what went well, even better if, and a space for students to make a response. Another general progress sticker is placed on the front of the students' work books (appendix 5). It includes their target levels for each term, a space to fill in if they are on track to achieve their targets and most importantly, a space to write down a focussed target for improvement.

General Codes			
HL	Home learning	**WWW**	What went well
SA or PA	Self-assessed or Peer-assessed	**EBI**	Even better if…
DIRT	Dedicated Improvement and Reflection Time (or task)	**VF**	Verbal Feedback
Pres.	Presentation issues e.g. underlining		
Literacy Codes			
Sp.	Spelling	**//**	New paragraph
P	Punctuation	**?**	Not clear
CL	Misuse of capital letter	**^**	Something is missing.
SS	Sentence structure	**Gr.**	Grammar (e.g. tense)
Numeracy Codes			
Acc.	Accuracy (e.g. rounding numbers)	**Units**	When units are not shown
SW	Show working		

How do we mark students' work?
Students' work needs to be marked in a colour that can be clearly seen, preferably green.
Student involvement in the marking process e.g. during DIRT activities must be in purple.

The school makes use of three forms of marking/feedback:

1. Formative feedback / marking – Not all work needs to be graded. Formative marking is marking that helps students to improve. Assessment for learning best practice recommends comment only marking as one of the best ways to encourage students to engage with the assessment dialogue between teacher and student.

When 'quality marking' teachers should: highlight examples of where the student has met the learning intention; highlight areas of the work which could be improved; provide a focused comment which should help the student to 'close the gap' between what they have achieved and what they could have achieved. In order for the marking to be formative, the information must be used and acted on by the students. When work has been 'quality marked', time should be given during the following lesson for students to read and then make focused improvement(s) based on the improvement suggestion (**D**irected **I**mprovement and **R**eflection **T**ime/**T**ask).

2. **Summative feedback / marking –** is associated with work where grades can be given linked to the numbered GCSEs. Students should be provided with information on their progress following summative assessments in order that they can learn from the experience and make progress in future. See frequency, below.

What other styles of marking do teachers use?
- **Self-assessment (code SA)** - students are sometimes encouraged to self-evaluate by identifying their own successes and looking for an improvement point based on the objectives and success criteria.
- **Peer-assessment (code = PA)** - once a marking process has been modelled with the class students sometimes mark the work of their peers. This allows them to develop their own critical capacity.
- **Verbal feedback (code – VF) -** It is important for students to have verbal feedback from the teacher working with them. The member of staff might initially talk to the student about how they have met the learning intention and then question the student about a specific part of the work. This may be to correct a student's understanding or to extend the student's learning.

Literacy and numeracy
Literacy and numeracy should be corrected in a way which is appropriate to the needs of the student enabling them to become confident and articulate communicators. However, when a student's work contains a considerable number of errors, it is good practice to focus on a limited number of mistakes so as to maintain a focussed and positive marking process. Each half term, there is a specific literacy focus and this should be the area addressed first. (See Appendix 7 A and B). Students should be given time to complete corrections during DIRT time, which should be approached consistently across a faculty. The editing *codes* are designed to standardise our approach to highlighting literacy and numeracy issues across the curriculum. (Appendix 7A and B). See section 5 for further guidance.

Presentation of work
It is important that students are encouraged to present their work in an acceptable and professional manner. All students must have the school's presentation sticker on the inside cover of their exercise book or folder. (Appendix 7A and B).

Pen and pencil	Use a black pen to write, purple pen to edit and a pencil to draw diagrams and tables.	
Ruler	Use a ruler to draw tables and graphs.	
Orderly	Ensure that your work is neat and legible. E.g. neat writing; capital letters used in titles, for proper nouns and I; and use a ruler to cross out mistakes.	
Underline	Use a ruler to underline the title and any sub-headings.	
Date	Write down and underline the date in full e.g. 1st September 2018.	

Work that falls below the agreed standard of presentation should be challenged by the teacher and re-done if it is deemed necessary. If issues with presentation are not resolved, teachers should refer students to the Director of Learning for further action. Equally, rewards for excellent presentation should be given where appropriate.

Marking frequency
Formative – Teachers are expected to use their own professional judgement when deciding on the regularity of their marking, depending on the number of lessons and nature of subject. However, the following guidance will be insisted on when marking is identified as an issue for a particular teacher or department.
- Subjects where students have three or more lessons per week: at least one example of formative assessment every two weeks.
- Subjects where students have less than three lessons per week: at least one example of formative assessment every three weeks.

Summative – For each year group, there are 4 interim points where students will be summatively assessed. The summative assessments must be clearly displayed in student books/files and should be consistent with the working grades on the front cover target stickers. Subject areas may choose to summatively assess more regularly if necessary.
Home learning – Feedback from home learning must be prominent in student files/books.

Monitoring
Approximately five monitoring sessions will take place each school year. These sessions may take the form of formal work scrutiny using the agreed form (appendix 6) which highlights how judgements were arrived at. Alternatively, monitoring may take the form of a 'marking marketplace' or 'book looks' (appendix 9), both of which are designed to be more collaborative strategies which promote self and peer reflection.

Student and Parent Involvement
The views of students about marking and assessment will also be sought as part of a student voice subject review. Parents have a considerable contribution to make to students' success in school. They are strongly encouraged to review their children's school books, support students in responding to their teachers' feedback and create the right environment and routines at home to enable homework to be completed. Liaison with the school is encouraged through the use of journals and the home learning planner.

Section 4 – Reading, Writing and Communication

At WCHS, we believe that literate students will ultimately emerge as confident and articulate communicators, fully prepared to enter the adult world, whether to continue their academic studies or to enter the world of work. As such, we recognise that this is a shared responsibility and that all teachers are teachers of literacy. Our aims are:

- To ensure that all teachers share the responsibility for developing and supporting literacy and feel confident to do so within their subject area.
- To ensure systematic, whole-school approaches to learning through talk, learning from text and learning through writing.
- To support the development of literacy through the deployment of a range of resources in the school.
- To foster a school ethos and climate for learning that gives high status to literacy-related activities, particularly reading for pleasure.
- To ensure we have a shared understanding of the importance of closing the vocabulary gap for all students, including our disadvantaged learners, and for faculties to have their own coherent approach to this.
- To foster engagement and enjoyment for our students through our teaching of vocabulary, with the shared understanding that knowledge of the etymology and morphology of words can increase students' 'word consciousness' and 'word depth'.
- To ensure clear procedures for monitoring literacy across the curriculum.

Strategies for ensuring progress against these aims:
- Teachers across the curriculum contribute to students' development of language, since speaking, listening, writing and reading are, to varying degrees, integral to all lessons. (See appendix).
- Discussion within faculties will lead to the sharing of good practice as well as the identification of training needs and opportunities. Dissemination of successful strategies across departments will help to build the necessary shared sense of purpose and direction.
- The AHT (Literacy), in conjunction with the SENCO and SLT, will lead and support literacy development through:
  - o Collation and dissemination of information and data related to literacy development.
  - o Planning, organising and leading relevant professional development to ensure literacy supportive classrooms and teaching.
  - o Involvement in decision-making processes that will directly affect the development of literacy, e.g. developing Assessment for Learning, whole school marking policy, literacy intervention for appropriate students.
  - o Organising and encouraging activities that will foster a school ethos and climate for learning that gives high status to literacy-related activities, particularly reading for pleasure.
  - o A Literacy 'catch-up' programme will be provided to support those students who were low attainers at Key Stage 2.

Monitoring and Evaluation
- Literacy development occupies a central place in the school's monitoring and evaluation procedures. Books are monitored for their marking of spelling, punctuation and grammar by Middle Leaders and the Senior Leadership Team during book scrutinies, learning walks and lesson observations. Literacy is a central focus during lesson observations. In all curriculum planning, the positive promotion of literacy needs to be an essential criterion for success.
- Measuring success in literacy will be possible through a variety of indicators. English assessments as well as external test results in different subjects will reveal the extent to which students have developed competency. However, we will also make use of reading age data gathered in Y7 and revisited, as well as the Accelerated Reading programme.

Speaking and listening

Talk is our main means of communication in everyday life and is fundamental to the development of understanding. We want our students to develop increasing confidence and competence in speaking and listening so that they are able to:

- clarify and express their ideas and explain their thinking, speaking in full sentences when appropriate;
- adapt their speech to a widening range of circumstances including paired and group discussions and speaking to a larger audience;
- use varied and specialised vocabulary;
- speak for a range of purposes e.g. to narrate, to analyse, to explain, to reflect and evaluate;
- listen with understanding and respond sensitively and appropriately.

In our teaching we should provide planned opportunities across the curriculum for students to engage in purposeful talk, both formally and informally.

In planning for talk we should consider pace and timing so that purposeful talk is maintained.

Whilst teacher exposition is essential we should take account of demands on concentration to ensure that students are required to listen for realistic lengths of time.
We should give students regular opportunities to speak and listen in the following contexts:
- in pairs;
- in small groups with opportunities to take on the role of chair or scribe;
- with the teacher or another adult;
- in whole class discussions;
- presentations to a wider audience.

In these contexts some of the following activities should take place:
- exploring and describing events, activities and problems, exploring and developing ideas with others;
- reporting back to a wider audience in order to consolidate ideas and understanding;
- asking questions as well as answering them;
- speculating, hypothesising and imagining;
- planning, organising and reviewing activities;
- investigating and solving problems collaboratively;
- evaluating experiences and reflecting on learning;
- talking at length and adopting the 'expert' role.

Reading

We want our students to enjoy reading, to be able to use their reading to help them learn and to develop increasing confidence and competence in reading so that they are able to:
- read fluently, accurately and with understanding;
- become independent and critical readers and make informed and appropriate choices;
- select information from a wide range of texts and sources including print, media and ICT and to evaluate those sources;
- apply techniques such as skimming, scanning, and text-marking effectively in order to research and appraise texts.

We should use the available data on students' reading levels in order to make informed choices about appropriate texts and to plan appropriate support for students in order that they may successfully access texts. SMOG is a useful tool for checking reading ages.

Planned opportunities across the curriculum should be provided for students to:
- read and follow written instructions;
- read and engage with narratives of events or activities;

- read out loud;
- follow up their interests and read texts of varying lengths;
- question and challenge printed information and views;
- read with understanding descriptions of processes, structures and mechanisms;
- read and explore ideas and theories;
- learn how to sift and select, and take notes from text and read to locate and relocate information;
- learn how to skim for overall meaning and scan for key points, words and phrases;
- use reading to research and investigate from printed words, moving images, ICT texts.
- read for pleasure including in form time when we 'Drop Everything and Read'.

Writing

Many lessons include and depend on written communication. We want our students to develop increasing confidence and competence in writing so that they are able to:

- write in a widening variety of forms for different purposes e.g. to interpret, evaluate, explain, analyse and explore;
- develop ideas and communicate meaning to a reader using wide-ranging and technical vocabulary and an effective style, organising and structuring sentences grammatically and whole texts coherently;
- present their writing clearly, using accurate punctuation, correct spelling and legible handwriting.

Planned opportunities across the curriculum should be provided for students to:

- make notes from a variety of sources - printed word, moving images and ICT texts;
- use writing to plan, organise and record;
- write logs and journals in order to clarify thoughts and develop new understanding;
- plan, draft, discuss and reflect on their writing;
- learn the conventions of different forms of writing in different subject areas e.g. by using writing frames and providing clear models for writing ;
- write at appropriate length, sometimes briefly;
- write collaboratively with other students;
- present some writing for display or publication.

We should:

- expect a high standard of presentation in most students' finished writing;
- provide good models of particular kinds of writing;
- provide dictionaries, learning mats, glossaries and lists of appropriate subject vocabulary and encourage students to use them;
- encourage students to proof-read and edit their work before peer assessment or marking
- help students to use a range of strategies to learn spellings, including:
    - o look – say – cover – write – check; use of the Wordwall
    - o making connections between words with the same visual spelling pattern.

APPENDIX 1

	Lesson Planning Prompt Sheet 2019/20	
Teacher:	**Class:**	**Date and time:**

Objectives: What will the students be learning?	**Outcomes:** What will their learning look like?

1. Set high expectations which inspire, motivate and challenge pupils - How will you use progress data to set tasks that are matched to students' prior attainment. How will students be challenged as a result?

2a. Promote good progress and outcomes by pupils WITHIN LESSON - How will your lessons be designed so that students can make at least good progress in their learning relative to their ability and starting points, and demonstrate full understanding of this?

2a. Promote good progress and outcomes by pupils OVER TIME - What evidence is available to show that progress is sustained over a period of time e.g. pupil voice, student work, data etc.?

3. Demonstrate good subject and curriculum knowledge - How will you draw upon your subject knowledge and keep up to date with curriculum changes and phase expertise so that you can address misunderstandings and maintain students' interest?

4a. Plan and teach well- structured lessons - How will you planned and structured lessons that lead to optimised pace and depth of learning, thus allowing students to make rapid and sustained progress?

4b. Use of home learning as part of a well-structured lesson/scheme of work - How will home learning be an integral part of the lesson that extends the learning?

5. Adapt teaching to respond to the strengths and needs of all pupils - How will work for individual student should be adapted in the light of any misconceptions that are brought to light through questioning or checks on pupils' work?

6. Make accurate and productive use of assessment - How have you planned to ensure that marking is regular and follows guidance from the T&L protocol so as to provide pupils with very clear guidance on how work can be improved? How will students should be engaged in the process?

7. Manage behaviour effectively to ensure a good and safe learning - How are strategies and tasks designed to enthuse students so that they persevere when faced with difficult problems and are keen to succeed and to learn more?

8. Fulfil Wider Professional Responsibilities (lesson observation focus on communication with and effective use of TAs) - See teacher standards document for further details.

APPENDIX 2

Whitworth Community High School 2019/20	Teacher Name: Date/period:	Subject: Class:	Ability Range (attach data sheet):
Learning Objectives:		**Learning Outcomes (linked to assessment criteria):**	

Links to previous learning and assessments (how does this lesson fit into your current scheme of work?):

Support for specific students (including use of TA): E.g. SAM Identify on **S**eating plan, **A**sk a question, **M**ark their work	**Opportunities for contextualised literacy, numeracy and communication teaching:**

Approx. Timings:	**Teaching Strategies (including methods of assessment to demonstrate progress):** **Starter:** **Learning activities** (underline or highlight any new learning) and AfL opportunities**:** **Plenary:**	**Challenge and differentiation (the focus for 2018/19 is stretch and challenge, especially for the most able):**
		SMSC Considerations (the SMSC foci for 2018/19 continues to be aspirations and resilience (growth mindset):
		Use of resilience time:
		Presentation of work:

Home Learning:	**Resources:**

Checklist – Are the following in place in your lesson?	Yes, No, N/A
1. Set high expectations which inspire, motivate and challenge pupils - Is progress data used to set tasks that are matched to students' prior attainment? How will students be challenged as a result?	
2a. Promote good progress and outcomes by pupils WITHIN LESSON - Is your lessons designed so that students can make at least good progress in their learning relative to their ability and starting points, and demonstrate full understanding of this?	
2a. Promote good progress and outcomes by pupils OVER TIME - Is evidence available to show that progress is sustained over a period of time e.g. pupil voice, student work, data etc.?	
3. Demonstrate good subject and curriculum knowledge - Have you draw upon your subject knowledge and kept up to date with curriculum changes and phase expertise so that you can address misunderstandings and maintain students' interest?	
4a. Plan and teach well- structured lessons - Have you planned and structured the lesson so that it leads to optimised pace and depth of learning, thus allowing students to make rapid and sustained progress?	
4b. Use of home learning as part of a well-structured lesson/scheme of work - Is home learning an integral part of the lesson that extends the learning?	
5. Adapt teaching to respond to the strengths and needs of all pupils - Are plans in place so that work for individual students can be adapted in the light of any misconceptions that are brought to light?	
6. Make accurate and productive use of assessment - Have you planned to ensure that marking is regular and follows guidance from the T&L protocol so as to provide pupils with very clear guidance on how work can be improved? Are students engaged in the process?	
7. Manage behaviour effectively to ensure a good and safe learning - Are strategies and tasks designed to enthuse students so that they persevere when faced with difficult problems and are keen to succeed and to learn more?	
8. Fulfil Wider Professional Responsibilities (lesson observation focus on communication with and effective use of TAs) - Have you planned for the effective use of teaching assistants? See teacher standards document for further details.	

APPENDIX 3

Lesson Observation 2019/20

Teacher:	Observer:	Date and time:
Year group and set:	Subject:	Number of students:
Support staff or teaching assistants:		
Lesson Focus:		

Pre-observation coaching meeting (approx. 2 days prior to observation)
Areas for development identified during previous observation
T&L appraisal objective
Issues identified on lesson plan and potential ways to improve the lesson
Other

The Basics	**Evidence/Comments**
Prompt start to lesson e.g. meet and greet, settler task etc.	
Evidence of praise and rewards	
Use of a range of questioning strategies	
Opportunities to incorporate reading and writing skills	
Opportunities to incorporate numeracy	
Use of resilience time	
Aspirational focus	
Differentiation e.g. starting points	
Presentation of work	

Student voice
How do the students feel about their learning experience in this lesson? Do they feel challenged? Is this a typical lesson? Etc.

Teacher Standards	Outstanding	Good	Requires Improvement	Inadequate
1. Set high expectations which inspire, motivate and challenge pupils	Progress data is used to set tasks that are perfectly matched to students' prior attainment. Students are highly challenged and may have a range of starting points as a result.	Progress data is used to set tasks that are well matched to students' prior attainment. Students are suitably challenged and may have a range of starting points as a result.	Progress data is used to set tasks that are well matched to the needs of the class. There is sufficient challenge as a result.	Progress data is not used in planning. Students are not challenged in line with their ability.
2a. Promote good progress and outcomes by pupils WITHIN LESSON	All students make at least good progress in their learning relative to their ability and starting points, and demonstrate full understanding of this. For many, this is better than might be expected. Some may demonstrate exceptional achievement.	All students make progress in their learning, and for most this is at least good. They demonstrate that they have achieved well relative to their ability and starting points.	Most students make at least the progress in their learning that should be expected for their ability and starting points. Satisfactory achievement is demonstrated. Some may make good progress.	Students generally, or particular groups of them make limited progress and underachieve relative to what they are capable of. This may be due to poor attitudes/behaviour and/or unsatisfactory teaching.
2b. Promote good progress and outcomes by pupils OVER TIME	Evidence is available supporting that this level of progress is sustained over a period of time.	Evidence is available supporting that this level of progress is sustained over a period of time.	Evidence is available supporting that this level of progress is sustained over a period of time.	No evidence is available supporting sustained progress over a period of time.
3. Demonstrate good subject and curriculum knowledge	Strong subject / curriculum knowledge and phase expertise demonstrated. Excellent ability to address misunderstandings and maintain students' interest shown.	Good subject / curriculum knowledge and phase expertise. Good ability to address misunderstandings and maintain students' interest shown.	Secure knowledge of the relevant subject and curriculum areas demonstrated. Ability to foster and maintain pupils' interest in the subject, and address misunderstandings shown.	Does not have a secure knowledge of the relevant subject and curriculum area. Ability to foster and maintain pupils' interest and address misunderstandings not shown.
4a. Plan and teach well-structured lessons	A very well planned and structured lesson leads to optimise pace and depth of learning. As a result, almost all students make rapid and sustained progress.	A well planned and structured lesson leads to optimise pace and depth of learning. As a result, most students make better that expected progress.	The lesson is planned and structured leading to an adequate pace and depth of learning. As a result, students make the progress expected of them but few do better than this.	The lesson is poorly planned leading to slow pace and limited depth of learning. As a result, progress is inadequate for pupils or groups of pupils.
4b. Use of home learning as part of a well-structured lesson/scheme of work	Home learning is an integral part of the lesson. It extends the learning and is treated as being as important as the lesson.	Home learning is used effectively to extend the learning.	Home learning is used to extend the learning.	Home learning is not set or is seen as a 'bolt on' with little relevance to the lesson.
5. Adapt teaching to respond to the strengths and needs of all pupils	The work for each individual student is adapted in the light of any misconceptions that are brought to light through questioning or checks on pupils' work.	Lessons are adapted in response to misconceptions that are brought to light through questioning or checks on students' work.	In-class assessment identifies general misconceptions, but is not always acted upon straight away with either individuals or the class as a whole.	The teacher does not assess the students during the lesson to find out what they have learnt and how secure they are in their learning and/or understanding.
6. Make accurate and productive use of assessment	Marking is frequent and in line with the T&L protocol providing pupils with very clear guidance on how work can be improved. Students are engaged in the process.	Marking is frequent and in line with the T&L protocol, providing pupils with guidance on how work can be improved. Students are involved in the process.	Marking is encouraging and provides students with some guidance on how work can be improved. There is some student involvement in the process.	Marking is infrequent and/or fails to provide students with some guidance on how work can be improved. Students are not involved in the process.

7. Manage behaviour effectively to ensure a good and safe learning	Strategies and tasks enthuse students so that they persevere when faced with difficult problems and are keen to succeed and to learn more. As a result, students behave well and learn in a secure environment.	Students find the strategies and tasks interesting and enjoyable. They concentrate well and pay full attention to the teacher. As a result, students behave well and learn in a secure environment.	Students find the strategies and tasks interesting. Most concentrate well and pay full attention to the teacher. However, some may lose interest and need to be reminded to concentrate by the teacher.	Students are bored by the strategies and tasks, and may become disruptive and misbehave.
8. Fulfil Wider Professional Responsibilities (focus on communication with and effective use of TAs)	Teaching assistants (TAs) are highly effective in promoting rapid learning for groups of students regardless of their aptitudes and needs.	TAs are well deployed to support learning for groups of students regardless of their aptitudes and needs so that all such groups make at least good progress.	TAs provide suitable support for groups of students regardless of their aptitudes and needs. Such support helps them to achieve the objective of the lesson, but may miss opportunities to promote wider skills.	TAs do not meet the needs of groups of students so that their learning is limited either by too much being done for them, rather than helping them to do the work for themselves, or too little support is provided.
Overall grade	When selecting an overall grade, a best fit approach should be adopted. However, if any of the areas of focus are identified to be inadequate, the overall grade can be no more than Requires Improvement. Additionally, if two or more standards are identified to be requiring improvement (or less), then the overall grade is limited to be Requires Improvement.			
	Outstanding	**Good**	**Requires Improvement**	**Inadequate**

Post observation discussion
Progress on area for development set during previous observation
Progress towards T&L appraisal objective
Good practice identified that can be shared with colleagues
Areas identified for further development
Where the overall judgement or any of the areas of focus are marked as RI or Inadequate, please detail below improvement strategies that have been agreed and a clear timescale for review.

Appendix 4

Programme of Support 2019/20	
Teacher receiving support	
Teacher/Leader coordinating support	
Date agreed	
Planned date of review	

In light of the following events, support will be provided for _____ to ensure that he/she is meeting the core teacher standards on a day-to-day basis:
- _____
- _____
- _____

Focus	Teacher standards	Expected outcomes	Timescales
1			
2			
3			

Support to take place	When?	By whom?

Monitoring meeting (part way through support plan)	Progress made	Further support to be offered or suggested actions
Focus 1		
Focus 2		
Focus 3		

Review meeting (at end of support plan)	Progress made	Further support to be offered or suggested actions
Focus 1		
Focus 2		
Focus 3		

Outcome of support plan

APPENDIX 5
Copies of this marking sticker is available from the T&L office.

Marking sticker
This sticker is designed to assist teachers in keeping their marking in line with the outcomes described in the work scrutiny proforma. The size of the sticker is designed in order to help teachers focus their marking and manage workload. It is acceptable for departments to create their own marking stickers/systems. However, where there are issues identified with the marking of a teacher/department, this sticker may be made mandatory as a way of supporting the teacher/department.

Whitworth Community High School	Effort Grade (A-D)	No. of Achievement points earned	Grade (if applicable)
Literacy Target met			
WWW – What went well?		EBI – Even Better If....	
DIRT – Directed Improvement and Reflection Task			

Progress/target sticker
Every student should have a progress/target stickers on the front of their books/files in every subject that they study, and they should be kept up to date.

| Whitworth Community High School | End of year target
Aspirational end of year target
(to be set if target is too low or already achieved)
End of Y11 target | | | TARGET |
|---|---|---|---|---|
| Starting point or Base line | Working grade 1 | Working grade 2 | Working grade 3 | Working grade 4 |
| | | | | |

Your working grade is a combination of all or some of the following: work in class, exam/test grades, home learning. It shows you your current average or best fit grade.

Subject specific ways to improve (incl. date set)	Progress made (incl. date)

Exam Window 1 (years 10/11 only) [ ]   Exam Window 2 (all year groups) [ ]

Appendix 6

Work Scrutiny 2019/20

Teacher	Year/Set/Class	Date
Reviewer	Subject	

The Basics

- Are the agreed general, literacy and numeracy codes used to ensure that marking is manageable?
- Is there evidence of praise and rewards to motivate students?
- Is the target sticker on front of student book/file in place an up to date?
- Are the literacy targets regularly checked?

Yes to all	**Partly**	**None**
Strengths and/or areas for development (including immediate actions and timetable for review)		

Presentation of Work

- Is work marked in a colour that can be
- clearly seen, preferably green?
- Is student involvement in the marking process completed in purple?
- Are students challenged over poor presentation?
- Is there evidence of students being required to re-draft poorly presented or below standard work?

Yes to all	**Partly**	**None**
Strengths and/or areas for development (including immediate actions and timetable for review)		

Regularity of Formative Marking - Teachers are expected to use their own *professional judgement* when deciding on the regularity of their formative marking, depending on the number of lessons and nature of subject. However, the following *guidance* will be insisted on when marking is identified as an issue for a particular teacher or department:

- Subjects where students have three or more lessons per week: at least one example of formative assessment every two weeks.
- Subjects where students have less than three lessons per week: at least one example of formative assessment every three weeks.

Regularity of marking is appropriate	**Regularity is adequate**	**Regularity of marking is a concern**
Strengths and/or areas for development (including immediate actions and timetable for review)		

Summative Marking - For each year group, there are 4 interim points where students will be summatively assessed. Note - some subject areas may choose to summatively assess more regularly if necessary.

- The summative assessments must be clearly displayed in student books/files and should be consistent with the working grades on the front cover target stickers.

Yes to all	**Partly**	**None**
Strengths and/or areas for development (including immediate actions and timetable for review)		

Curriculum and Consistency

- Is the scheme of learning being followed?
- Does the student work demonstrate a coherent and challenging programme of study?
- Does the marking follow the agreed faculty style/vision?

Yes to all	**Partly**	**None**
Strengths and/or areas for development (including immediate actions and timetable for review)		

	Outstanding	Good	Requires Improvement	Inadequate
Challenge	It is possible to see that there is a consistently high level of challenge and that students make progress at least in line with their ability over a period of time.	It is possible to see that there is usually a high level of challenge and that students make progress in line with their ability over a period of time.	It is usually possible to see appropriate levels of challenge in line with student ability.	It is clear to see that students are insufficiently challenged on a regular basis and that they have not progressed in line with their ability.
	Strengths and/or areas for development (including immediate actions and timetable for review)			
Focussed Marking	Systematic and effective checking of student work identifies misconceptions and leads to personalised targets that are clearly linked to the assessment focus / success criteria.	Checking of student work identifies some misconceptions and leads to personalised targets that are linked to the assessment focus / success criteria.	Students work is checked on a regular basis but there is a limited use of assessment focus and/or success criteria.	Students work is checked on a regular basis but there is a no use of assessment focus and/or success criteria.
	Strengths and/or areas for development (including immediate actions and timetable for review)			
Student Engagement	Students are engaged in their learning through the marking process, demonstrating high levels of commitment to their own learning. There is clear evidence of DIRT which maximises progress.	Students are engaged in their learning through the marking process. There is clear evidence of DIRT which enhances student progress.	There is some evidence that students engage in the marking process. There is some evidence of DIRT which enhances student progress.	There is some evidence that students engage in the marking process. There is some/no evidence of DIRT.
	Strengths and/or areas for development (including immediate actions and timetable for review)			
Home Learning	There is regular evidence of imaginative and appropriate home-learning that supports learning.	There is regular evidence of appropriate home-learning that supports learning.	There is some evidence of home learning.	There is little or no evidence of home learning.
	Strengths and/or areas for development (including immediate actions and timetable for review)			
Overall Grade	**Outstanding**	**Good**	**Requires Improvement**	**Inadequate**
	● When selecting an overall grade, a best fit approach should be adopted. However, if any of the 4 areas for focus are identified to be inadequate, or if any two are RI, the overall grade can be no more than RI. ● Additionally, if any of the right hand boxes are ticked or two or more of the middle boxes are ticked on the first page, then the overall grade should be limited to Requires Improvement or Inadequate based on the professional judgement of the scrutineer. ● If a scrutineer has any issues deciding upon an overall grade, advice should be sought from a member of SLT.			

Please detail below any significant concerns, immediate actions or support that has been put in place as a result of this work scrutiny.

Appendix 7A - KS3 Presentation/Literacy/Editing Target Sticker

Presentation Focus 2019/20 - Be PROUD of your Learning

Pen and pencil	Use a black pen to write, purple pen to edit and a pencil to draw diagrams and tables.	
Ruler	Use a ruler to draw tables and graphs.	
Orderly	Ensure that your work is neat and legible. E.g. neat writing; capital letters used in titles, for proper nouns and I; and use a ruler to cross out mistakes.	
Underline	Use a ruler to underline the title and any sub-headings.	
Date	Write down and underline the date in full e.g. 1st September 2018.	

Literacy Targets 2019/20   Years 7, 8 and 9   My English set is: ☐

Autumn 1	Punctuation	**Set 1:** Use a range of punctuation for example . , ! ? "..." ' with increasing accuracy. **Sets 2 and 3:** Use commas accurately in lists and to divide clauses. **Sets 4 and 5:** Use full stops accurately to signal the end of a sentence.
Autumn 2	Sentences	**Set 1:** Use a wider range of connectives to extend sentences and join ideas together to develop explanations. Avoid over using: 'and'; 'then'; 'so; 'but'; 'also'. **Sets 2 and 3:** Use long and short sentences to add variety to my work. **Sets 4 and 5:** Make sure my sentences make sense and words are in the right order.
Spring 1 Spring 2	Grammar	- Use the correct homophone: their/they're; your/you're; where/were; off/of. - Use the correct tense throughout eg. look<u>ed</u> if in past tense. - Use the correct form of verb e.g. I was (NOT were); They were (NOT was); We are; Could have (NOT of).
Summer 1	Paragraphs	**Set 1:** Use topic sentences and connectives to start sentences and to guide your reader. **Sets 2 and 3:** Start a new paragraph when there is change of topic, time or place. **Sets 4 and 5:** Use paragraphs by grouping similar ideas together.
Summer 2	Spelling	**Set 1:** Spell more complex words and subject terminology correctly. Eg. timbre. **Sets 2 and 3:** Spell with increasing accuracy using the correct suffixes like ies, ed, ing and trickier subject words. Eg. rhythm. **Sets 4 and 5:** Spell simple words and subject terminology correctly. Eg. would/could/should; dynamics.

Editing Codes 2019/20

General Codes			
HL	Home learning	**WWW**	What went well
SA or PA	Self-assessed or Peer-assessed	**EBI**	Even better if…
DIRT	Dedicated Improvement and Reflection Time (or task)	**VF**	Verbal Feedback
Pres	Presentation issues e.g. underlining		
Literacy Codes			
Sp	Spelling	**//**	New paragraph
P	Punctuation	**?**	Not clear
CL	Misuse of capital letter	**^**	Something is missing
SS	Sentence structure	**Gr**	Grammar (e.g. tense)
Numeracy Codes			
Acc	Accuracy (e.g. rounding numbers)	**Units**	When units are not shown
SW	Show working		

Appendix 7B - KS4 Presentation/Literacy/Editing Target Sticker

Presentation Focus 2019/20 - Be PROUD of your Learning

Pen and pencil	Use a black pen to write, purple pen to edit and a pencil to draw diagrams and tables.	
Ruler	Use a ruler to draw tables and graphs.	
Orderly	Ensure that your work is neat and legible. E.g. neat writing; capital letters used in titles, for proper nouns and I; and use a ruler to cross out mistakes.	
Underline	Use a ruler to underline the title and any sub-headings.	
Date	Write down and underline the date in full e.g. 1st September 2018.	

Literacy Targets 2019/20   Years 10 and 11   My English set is:

Autumn 1	**Punctuation**	● **Sets 1 and 2:** Use a full range of punctuation . , ! ? : ; " ' () - with increasing accuracy. ● **Sets 3:** Use commas accurately in lists and to divide clauses. ● **Sets 4 and 5:** Use full stops accurately to signal the end of a sentence.
Autumn 2	**Sentences**	● **Set 1 and 2:** Vary sentence openers and use a full range of sentence types. ● **Set 3:** Use a wider range of connectives to extend sentences and join ideas together. Avoid over using: 'and'; 'then'; 'so; 'but'; 'also'. ● **Sets 4 and 5:** Use long and short sentences to add variety to my work.
Spring 1 **Spring 2**	**Grammar**	● Use the correct homophone: their/they're; your/you're; where/were ● Use the correct tense throughout eg. looked if in past tense. ● Use the correct form of verb e.g. I was (NOT were); They were (NOT was); We are; Could have (NOT of).
Summer 1	**Paragraphs**	● **Sets 1 and 2:** Organise paragraphs in a way that creates cohesion and include evidence, explanation or description. ● **Set 3:** Use topic sentences and connectives to start sentences and to guide my reader. ● **Sets 4 and 5:** Start a new paragraph when there is change of topic, time or place.
Summer 2	**Spelling**	● **Set 1 and 2:** Spell more complex words and subject terminology correctly. ● **Set 3:** Spell with increasing accuracy words using the correct suffixes like ies, ed, ing. ● **Sets 4 and 5:** Spell simple words and regular subject terminology correctly correctly eg. would/could/should.

Editing Codes 2019/20

General Codes				
HL	Home learning	**WWW**	What went well	
SA or PA	Self-assessed or Peer-assessed	**EBI**	Even better if…	
DIRT	Dedicated Improvement and Reflection Time (or task)	**VF**	Verbal Feedback	
Pres	Presentation issues e.g. underlining			
Literacy Codes				
Sp	Spelling	**//**	New paragraph	
P	Punctuation	**?**	Not clear	
CL	Misuse of capital letter	**^**	Something is missing	
SS	Sentence structure	**Gr**	Grammar (e.g. tense)	
Numeracy Codes				
Acc	Accuracy (e.g. rounding numbers)	**Units**	When units are not shown	
SW	Show working			

APPENDIX 8 – Scheme of work template

Scheme of Work Template - This template is the preferred format at WCHS. However, medium and long term plans can be presented in a way that best suits the faculty to which they belong but it is expected that the scheme of work meets all of the criteria set out in the T&L Protocol.

	Subject	Duration (no. of lessons)
	Year Group	Topic
Overview		Prior Learning Re-visiting - where or how learning will be re-visited to ensure we are developing the long term retention?
Objectives Subject knowledge/skills to be taught		Outcomes - success criteria based on assessment outcomes from level 2 qualifications; include reference to what we want students to remember long after finishing the unit, (knowledge and/or skills);
SMSC considerations and opportunities to develop student aspiration and British values		Opportunities to include or explicitly teach literacy, numeracy or communication skills
Assessment strategy		Links to real life (context)

Lesson-by-lesson breakdown

	Lesson objectives	Suggested learning activities including opportunities for independent and collaborative learning	Lesson outcomes	Differentiation and challenge	AfL opportunities	Home Learning
1						
2						
3						
4						
5						
6						
7						
8						

Appendix 9 – Book looks

Book Looks

- The 'book looks' will be undertaken in the same style as an unscheduled 'learning walk'.
- Observers will stay in a lesson for only a short time (approximately 10 minutes).
- Verbal feedback will not be given, nor will a grade. However, a copy of this completed form must be given to the teacher.

Teacher/Year Group/Class:	
Reviewed by:	
Subject/Faculty:	
Date:	

Presentation of Work	All	Some	None
Title and date at the start of each new piece of work underlined (or challenged by teacher if not).			
Black (preferably) or blue ink to be used by students (or challenged by teacher if not).			
Purple pen should be used to indicate student involvement in marking.			
Mistakes should be crossed out using one single line with a ruler (or challenged by teacher if not).			
Work that falls below the agreed standard of presentation should be challenged by the teacher and re-done if it is deemed necessary.			
Rewards/praise for excellent presentation should be given where appropriate.			
PROUD stickers are evident in books and teachers are commenting on student progress with the specific targets.			

Focus	Strengths/Progress	Areas for development/questions to ask
Regularity and quality of teacher marking.		
Opportunities for students to respond to marking and make progress as a result		
Home learning		
Use of agreed general codes to address literacy or numeracy issues		
Use of target/progress sticker on front of book/folder		
Other areas identified / general comments		

APPENDIX 10 – Form Tutor Checklist

At the start of tutor time
- Meet and greet your form group promptly at the door in the morning.

Form time activities
- Notices from the Form Slides should be read out on a daily basis: they will be displayed on the big screen in the hall on assembly days so that students do not miss any important notices.
- Students should be engaged in the Form Slides activity of the day.
- The learning that has taken place in form time should be recorded in the student planner.

Uniform
- Students should leave their coats and outer garments in lockers before entering their form room. Coats are not to be left in form rooms.
- Behaviour points should be recorded for students not dressed in the correct uniform, as described in the planner. Any student dressed incorrectly should be challenged. If it is not possible to resolve a uniform issue in class, the student should be referred to the pastoral staff.
- Make up is not permitted and students who wear it should be asked to remove it.
- Hoodies and jewellery, other than one pair of small, plain stud earrings in the lobe should be confiscated and handed in to the main office in a labelled envelope to be collected by the student at 3pm on Friday.

Planners
- All students should have a planner which should be kept out on desks for the duration of form time.
- Form tutors and parents must sign planners on a weekly basis.
- A break time detention should be allocated to students who fail to bring in their planners and/or if the planner is not kept up to date. This should also be recorded on SIMS.

General equipment
- All students should have a black pen, purple pen, pencil, rubber and ruler which should be kept on desks for the duration of form time.
- A break time detention should be allocated to students who fail to bring in any of their basic equipment. This should also be recorded on SIMS.
- Students should bring a reading book to school. A supply of spare reading books is available in form rooms for those who do not have one.

Home learning booklets (Year 7 and 8 only)
- Students should be given their new home learning booklet(s) on a Monday morning.
- Home learning from the previous week should be collected on a Monday morning. A tick list should be completed and the work sent with a responsible student to the main office.
- Form tutors must only collect home learning on a Monday morning. Any late home learning should be given directly to subject teachers because they have the responsibility for setting sanctions for incomplete or late home learning.

Achievement and Behaviour
- Form tutors must keep track of the achievement and behaviour incidents recorded for their tutor group.
- Students should be positively praised for their achievements whilst any negative points should be challenged and discussed appropriately.

Support
- The support system is fully operational during form time.

Advice for new form tutors
- A good form tutor makes a huge difference to a student's school experience. Be caring and professional. Aim to create a positive, cooperative and assertive relationship with your form.
- If a student wants to confide in you, never promise a student total confidentiality – follow all safeguarding procedures. Put all safeguarding incidents in writing on CPOMS. This evidence could be crucial at a later date.
- Follow incidents up - do not ignore/turn a 'blind eye' to issues or this will merely store up problems in the future.
- Reply to parental concerns ASAP or pass to Progress Leader/Faculty Leader/SLT as appropriate.
- Reward and recognise good behaviour, extra effort, success and achievement from all students.
- Do not use student nicknames - it can either be patronising or give out the wrong message - you are a role model and not a friend to your students.
- Be consistent in your use of the form tutor checklist.

APPENDIX 11 – Class Teacher Checklist

Please note, this is a brief checklist. Further detail is available in the body of the Teaching and Learning Protocol, and the behaviour for learning policy, both of which are available on the school website.

At the start of lessons • Wherever possible, meet and greet your group at the classroom door. • Have a starter task ready for students that they can be getting on with when they enter the room.
Uniform • Behaviour points should be recorded for students not dressed in the correct uniform, as described in the planner. Any student dressed incorrectly should be challenged. If it is not possible to resolve a uniform issue in class, the student should be referred to the pastoral staff. • Hoodies or jewellery, other than one pair of small, plain stud earrings in the lobe, should be confiscated and handed in to the main office in a labelled envelope to be collected by the student at 3pm on Friday. • Teachers may give permission for students to take off their blazers in lessons as long as shirts are tucked in.
Planners • Planners should be kept out on desks for the duration of each lesson. • Please allow a few minutes at the end of each lesson for students to log their home learning tasks and to keep a note of their learning in their planners.
Presentation of work • Title and date at the start of each new piece of work. • Black ink to be used by students; another colour ink or pencil may be used to indicate where students have been involved in the marking or assessment process with the SA or PA codes if necessary. Pencil should be used for drawings and graph work. • Mistakes that occur during a piece of work should be crossed out using one single line with a ruler: correction fluid should not be used in school. • Work that falls below the agreed standard of presentation should be challenged by the teacher and re-done if it is deemed necessary. Equally, rewards for excellent presentation should be given where appropriate. A Sims point can be given in both cases.
Progress stickers • All students should have an up-to-date progress sticker on the front of their current workbook or file.
Home learning • Students in Years 7 and 8 have home learning booklets on a weekly basis. However, additional shorter home learning tasks such as revision exercises may be set if necessary. • Students in Years 9, 10 and 11 should have a weekly home learning task for each subject. • Home learning that is completed in work books should be highlighted using the *code HL.*
Sanctions and rewards • Support is available when student behaviour falls below the expected standard. Complete the Support sticker provided and send a reliable student to the Attendance Officer, who will ensure that the designated supporting member of staff will visit your classroom. Use the system of name and two ticks on the board so that students realise that they are not behaving as they should be and have the chance to change their ways. Record negative behaviours on SIMS/CPOMS. • Equally, when a student has contributed particularly well, recognise and reward by giving achievement points on SIMS/CPOMS.
Respects • Keep in mind the school respect agenda and display in your classroom. • When another adult enters the room students should stand respectfully.
Marking and assessment • Agreed marking and assessment guidelines can be found in the teaching and learning protocol. • Please use the agreed marking codes from the T&L protocol.