



Vision for Teaching and Learning

Learning for life

Welland Park Academy is committed to providing the highest levels of teaching and learning. Over 90% of lessons are Good or Outstanding and “teaching is consistently strong in many subjects” (Ofsted 2019).

Our core purpose is to:

- To ensure the best quality teaching and learning so that each student can achieve the highest standards possible. Each of us is a part of a successful learning community, with a high quality, enthusiastic staff who continue to learn and develop throughout their time in the academy.
- To ensure progress continues to be substantial and sustained between Key Stage 2 and Key Stage 4 for all educational groups. “Progress in English and Maths was in the top 20% nationally” (Ofsted 2019).
- To ensure that learning over time is commensurate with the Outstanding Teaching and Learning status.
- To embed a robust assessment structure to ensure rigour, consistency and challenge in tracking students towards outstanding progress between Key stage 2 and Key Stage 4.
- To ensure that students are exceptionally well prepared for Level 3 qualifications, apprenticeships or training post 16.

Expectations

- To establish a culture of high expectations within all lessons.
- To ensure consistency in teaching and practice across the academy.
- To establish a learning community in which all students are enthused by the teaching they receive, are fully engaged in their learning and are supported and encouraged to fulfil their potential.
- To consistently monitor standards of teaching and learning across the academy and effectively address any concerns.
- To ensure that all staff have access to high quality professional learning and development to allow them to teach effectively and develop their own practice.
- To create a collaborative learning community where all members can learn effectively from each other and from outside expertise.

Teaching

- Lessons must be planned in accordance with departmental curricula to ensure the progress and engagement of students, and should reflect students’ abilities and prior learning.
- Each lesson’s learning objectives, and the broader learning context into which it fits, must be communicated to students, recognising the preceding and following stages.
- Lessons should be characterised by challenge; the structure, activities, and pace of each lesson should be used to motivate students and promote learning and progress for all abilities, matching curriculum to need. “Disadvantaged pupils achieve well across many areas of the curriculum” (Ofsted 2019)
- The balance of direct instruction and activities designed to allow students’ independent learning should be carefully considered; students should be given opportunities to demonstrate their learning.

- Teachers must use the academy's rewards and sanctions systems in order to remedy situations in which behaviour is not as expected, and to recognise achievement.
- Teachers should create a supportive, respectful and stimulating learning environment, ensuring that relationships are positive and the physical space is engaging and encouraging.
- Teachers demonstrate good subject and curriculum knowledge including statutory assessment requirements.
- Relevant data is used to monitor progress, set targets and plan subsequent lessons.
- Teachers give students regular formative feedback to which they are expected to respond.
- Homework must be set in accordance with academy and department policies. Tasks should be meaningful and communicated to students and to parents.

Monitoring and Evaluation of Teaching and Learning

Teaching and Learning within the academy is underpinned by a coordinated QA process including:

- Performance Management including Teacher Standards (2012) monitored on Bluesky
- Line Management structure with SLT/MLT link meetings with a QA process to review T&L
- Data Tracking and ongoing analysis and review of student progress
- Department Meetings
- Learning Walks
- Lesson Observations
- Departmental Scrutinies
- Work Scrutiny
- CPD for classroom and support staff

In conclusion

Every student in the academy has the right to receive the highest quality education. It is our collective responsibility to ensure that the educational needs of all students are met. This may include working with relevant partners and bodies external to the academy.

- Every student is entitled to a positive and meaningful learning experience.
- Every teacher and all support staff have the responsibility to meet the educational needs of all students and support them in their learning.
- SEN/PP/G&T information must be readily available, recorded and used by teachers to inform and enhance learning and teaching.
- Every teacher is responsible for promoting Literacy, Numeracy, Citizenship, Life Skills and ICT skills to enhance learning and life chances.

This policy should be read in conjunction with the Assessment, Literacy, and Behaviour policies.

June 2020 – CBO

Appendices:

1. Teacher Standards
2. QA documents for Focus Weeks, work scrutiny, learning walks, peer observations, lesson observations
3. Strategies for Effective Teaching (Also in Section 3 of the Staff Handbook)
4. Marking and Feedback guidelines
5. Literacy Protocol

Strategies for Effective Teaching

- The use of strong subject knowledge to inspire confidence in students and to guide their learning.
- The ability to communicate effectively, including motivating students to engage with their learning.
- The identification of learning objectives for short, medium and long term planning.
- An understanding and use of performance data to inform planning.
- Good knowledge of each student, including prior achievement, strengths, weaknesses, targets and target levels and individual circumstances.
- Consistently high expectations of learners of all abilities both behaviour and progress.
- A thorough understanding of formal assessment through key stages 3 and 4.
- Well-structured lesson plans and schemes of work (and routes through exam specifications as appropriate).
- Differentiation of work appropriate to the needs of the students.
- Use of a variety of teaching methods and activities to stimulate learning through questioning, explaining and modelling.
- Students are provided with a variety of experiences which encourage research, enquiry, reflection, activity and practical application of knowledge and which reflect student interests and ability – both inside and outside the classroom.
- High quality continued professional learning and development which focuses on learning and teaching.
- The opportunity to reflect on practice including co-coaching and peer observation with feedback.
- Involve all stakeholders in students' learning.

Effective learners should be able to:-

- Identify their own strengths and weaknesses.
- Be confident in their own learning environment.
- Have an awareness of their and know how to reach them through effective marking, feedback and assessment.
- Have the ability to organise learning; the recording of tasks set and the organisation of work are vital.
- Feel valued within the teaching group.
- Value the importance of independent learning.
- Have well-developed thinking skills.
- Be aware of learning objectives for a lesson or unit of work.

Learning Environment

- Displays should have a learning outcome, be well maintained and pertinent to teaching and learning e.g. examples of high quality student work (annotated as appropriate), assessment criteria and key words.
- Learning objectives should be shared and clear to all students.
- Classrooms should provide a good learning environment – leave it as you would expect to find it!
- Any health and safety concerns should be reported at the earliest opportunity.

Lesson Observation

Appendix 2a

Observer:

Teacher:

Date:

Subject:	Class/set:	Period: 4
Number in class:	PP:	SEND: Boys: Girls:
<p>Strengths (consider: matching curriculum to need; questioning; marking & feedback – including dialogue with student in books; year group/ set; routines & expectations; behaviour for learning; attitudes & engagement; <i>what</i> is being taught & learnt; homework, use of other adults):</p>		
<p>Areas for development:</p>		
<p>Revisit recommendations (areas for development and suggested areas for support before revisit such as peer observations/ academic texts/ CPD/ informal peer support/ peer marking example etc.):</p>		
<p>Revisit notes:</p>		
<p>Signed (observer):</p>		



Monitoring and Evaluation of T & L summary for Department:

Focus: *To include at least one of the teachers' standards*

Number of lessons observed –

Paired observations -

Lesson Observations:

Number with outstanding learning over time - % -

Number with good learning over time - % -

Number needs improving - % -

Observers:

Judgement of teaching, learning & progress over time with evidence:

Action points:

Area	Judgement	Evidence
Achievement		
Teaching		
Leadership and Management		
Behaviour and Safety		
SMSC		

Agreed areas for development and possible CPD requirements:



Marking and Feedback Policy and Guidance.

Overview

We will ensure that our students get the maximum benefit from their education through an entitlement to regular feedback from staff. This will enable them to understand their progress and achievement and advise them of what they need to do to improve. We aim to ensure methods of marking work will be applied consistently.

This mark scheme is applied within the context of our work to support students with Dyslexia and specific learning difficulties. (Refer to guidance)

Purposes:

- To celebrate and reward students' achievement and progress.
- To monitor, evaluate and review students' current stages of progress, and identify their next steps.
- To give students accurate feedback on their progress and achievement.
- To make sure that students' progress is on track and identify where interventions may be appropriate.
- To agree and set challenging targets for improvement.
- To provide evidence for assessment, recording and reporting.
- To promote a positive self-image and growth mind-set for students, in accordance with our aims, and, through this, encourage them to value and take pride in their work.
- To enable students to self-evaluate their work and take responsibility for setting their own targets.
- To standardise the marking procedures throughout the academy.
- To assess and record student progress.

Principles of marking and feedback

- Marking will be set against the learning objectives and individual targets.
- Any learning points / misconceptions will be addressed.
- Students will have the opportunity to reflect on their feedback and question comments.
- There will be opportunities for the student to participate in the process so that there is a shared perspective on feedback, marking and target setting.
- The following pens will be used as follows:

Stationery used:	Tasks undertaken:
Blue or black ink or pencil	Students' work
Pink pen	Teacher feedback
Green pen	Student response to teacher feedback

Types of feedback to students

- Quality Marking
- Summative feedback
- Literacy feedback
- Verbal Feedback – use of personalized stamp
- Peer/Self-Assessment

Quality Marking

This should be formative in nature and focus on how well the learning objectives are being met by the student using the “WWW, EBI and Next Steps” framework across all Key Stages. This should be written **in pink pen** as follows;

WWW - What went well - positive comment which relates to the learning objectives;

EBI – Even better if – improvements which could be made and relates to the learning objectives; a suitable task or question to student.

Student response

Time will be built into subsequent lessons / homework to allow students to review their strengths and targets and respond to the feedback they have been given. The use of Department stamps or stickers may be used to recognise that students have acted upon their target. Where appropriate, Quality Marking should contain a summative feedback on effort and attainment.

Literacy Feedback

It is not necessarily expected that staff correct every punctuation and grammatical error in every piece of writing. Neither will every spelling mistake need to be corrected. It may be necessary, on occasion to write the correct version for the student. In addition, Departments may complement these with further subject specific codes.

Code	
sp	spelling
gr	grammar
cap	capital letter
^	omission – missing word(s) / letter(s)
p	punctuation
circle	identifies the problem
//	new paragraph
vb	verb
acc	Accent

Verbal Feedback

Verbal feedback is a valuable form of formative feedback. Some Departments may use this type of feedback more frequently because of the nature of their subject. In written work, the personalised stamp should be used with the student writing down the verbal feedback. The importance of individual and whole

class oral feedback is recognised but learners themselves should record what feedback they have been given.

Peer and Self-Assessment

This is a useful activity in an environment where students have been taught to do it effectively.

Student Acting on Teacher Feedback

When students spend time improving their work following teacher feedback, they should **make any improvements in green pen** so that there is clear evidence that students are engaged in their learning and acting on feedback.

Student response

As well as providing students with the feedback on the work they have completed and targets for improvements it is also vital that teachers build into their lesson, opportunities for students to act upon this information and advice.

Reflection time allows students to reflect/act upon the comments that have been written as feedback. Therefore, ensuring the feedback is being put to use and is supporting the progress of students.

The time allotted for student response will vary, they can form the starter or for longer pieces of work take the whole lesson.

Examples of student response during this review time:

- Reflection and responding to precise feedback - students use teacher feedback to analyse their own work question by question, improving methodology and accuracy of their answers.
- Feedback in the form of questions to extend students understanding - this scaffolds student understanding step by step with the expectation that students act upon their feedback.
- Drafting and proof reading their books with a clear signal that improving their writing and literacy is a crucial expectation of their learning.

Outcomes

Marking and feedback will be carried out professionally and students will benefit from its high quality. It will be used to encourage and celebrate students' achievements and progress. It will be used to underpin clear and accurate feedback to students and parents/carers.

Presentation

High levels of presentation, both inside and on the cover of exercise books and folders should be expected at all times from students' work.

Where appropriate, depending on the subject, student work should be annotated with the date and there should be a title.

Learning objectives should be shared during the lesson, not necessarily written down into exercise books.

Frequency

Effective marking and feedback should be readily evident when visiting any lesson. Within the context of a lesson, students and teachers should be able to direct a visitor quickly to evidence effective feedback. Students will receive individual recorded formative feedback in a subject regularly (subject to curriculum time on timetable).

Work Scrutiny

The scrutiny of marking and feedback will be dependent upon the phase in which the work is generated. There will be a formal work scrutiny for all staff twice a year completed by the Head of Department and their team / SLT link. Furthermore, each teacher will take a random sample of their marked books/folders to Department meetings throughout the year to share good practice and moderate. In addition, SLT will carry out regular book trawls to consider whether the policy is being effectively implemented, with action taken to support areas of less effective practice.

Teacher Guidance on marking for Next Steps:

- **Keep it focused.**

Students are to be provided with specific support and targeted improvements to their work.

- **Model and scaffold.**

Models of work, with specific strengths or weaknesses, are crucially effective towards increasing student understanding. Seeing an outstanding exemplar helps lessen the load and gives students a high standard to reach for with their work. Reviewing a poor example and improving upon a weak example of work also helps scaffold their understanding about what is required to improve their own work. **Student reflection and response** time may seem to be about independent work, but in actuality there is still a need for guidance from teacher expertise.

- **Targeted feedback.**

If students are receiving regular high quality feedback that is targeted and precise in each of their subject areas, then cumulatively they should learn clear patterns regarding how they need to improve in specific subject areas as well as recognising common patterns. Marking is therefore crucial – it determines teacher planning and it can be a defining factor for successful progress.

- **Conclusion**

If we establish a really clear focus for **student response time** with good quality models, scaffolds and targets for improvement, then students should be sufficiently focused to allow the teacher to undertake good quality 'one to one feedback' where appropriate.

What are Specific Learning Difficulties (SpLDs)? (Dyslexia)

The British Dyslexia Association, BDA defines dyslexia as a specific learning difficulty mainly affecting the development of literacy and language related skills. It exists across the whole spectrum of intellectual ability.

Some common characteristics of SpLDs are difficulties with:

Memory; organisation; visual processing; auditory processing; reading; writing (spelling and getting ideas down onto paper); time management; sequencing; motor skills – all these can affect confidence and self-esteem.

Guidelines for Marking (SpLDs)

- Be positive – highlight what has been done well.

- Be constructive – explain what is needed
- Read the work looking for ideas, understanding and knowledge.
- Be very clear about the marking criteria in terms of the student meeting the learning outcome.
- Certain symbols used for marking can be perceived as critical and can confuse students with dyslexia, for example crosses, question marks and exclamation marks when used without sufficient explanations to establish reason for their use.
- Students with dyslexia often have difficulty reading cursive script, so aim to write legibly and explain your comments in a straightforward way. You could also word process feedback if possible
- If you decide to mark for spelling, grammar and punctuation avoid marking every error - select a sample section or select and indicate about 3 or 4 types of error rather than correcting the entire work.
- Use the Welland Park Academy coding system for grammatical errors.
- You could use one colour pen to comment on ideas, understanding and knowledge and a different colour for spelling, punctuation and grammar. Anything which aids differentiation of text is helpful such as highlighter pens.
- If there is poor spelling or issues with grammar and poor sentence construction, ask yourself does this affect the knowledge being shown? Check the marking criteria but if not a student should not be penalised for this.

Feedback

- Offer verbal feedback in addition to written comments.
- Sometimes an oral assessment can also be an appropriate checking mechanism. This could help ascertain if it is the grasp of the subject itself or it is the effects of SpLD.

Policy Review

This policy will be reviewed every 3 years by all staff. Changes will be made to ensure that this policy reflects best practice and is up to date

June 2020

Appendix 5

WPA Literacy Protocol

How to present your work: -?

- Use blue or black pens for writing.
- Use green pens to respond to feedback, self/peer mark.
- Write the date and title in full.
- Underline the date and title with a ruler.
- Cross out mistakes using one neat line – not correcting fluid.
- Draw diagrams and illustrations in pencil.
- Use a ruler for drawing any straight lines in your work.
- Avoid scribbling and graffiti on the covers of or in your exercise books.
- Punctuate work accurately.

Literacy Code – to be stuck into all exercise books and/or folders

sp	spelling
gr	grammar
cap	capital letter
∧	omission – missing word(s) / letter(s)
p	punctuation
circle	identifies the problem
//	new paragraph
vb	verb
acc	accent

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

PART ONE: TEACHING

A teacher must:

1 Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2 Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

3 Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4 Plan and teach well-structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5 Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these

- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6 Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

7 Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8 Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
 - o treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
 - o having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
 - o showing tolerance of and respect for the rights of others

o not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
o ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.

- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

The Teachers' Standards can be found on the GOV.UK website:
<https://www.gov.uk/government/publications/teachers-standards>

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