



**ST MARY'S  
COLLEGE**

# **Teaching and Learning Policy**

**Last updated:**  
**Next review:**

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## **i. The Mission of St Mary's College**

"Love God with all your heart, with all your soul, with all your mind and with all your strength and love your neighbour as you love yourself" (Mk 12:30-31)

St Mary's College exists to help parents and carers to educate young people spiritually, morally, physically and academically as well as possible. We aim to be a truly Christian community, where our relationships are built on encouragement, concern, respect, forgiveness and reconciliation. Our religious life is rooted in the faith, practice and moral teaching of the Roman Catholic Church. Each person in our community is specially valued and has an important part to play in making sure that we live out our mission.

## **ii. Philosophy**

At St Mary's College we believe that potential is never fixed and that through hard work, learning from experiences and purposeful practice there are no limits on what can be achieved. In this spirit, our learning culture is characterised by high levels of challenge and support where staff and students alike have high expectations of themselves and of each other. We aim to establish a clear sense of mutual accountability where we actively encourage colleagues to seek support for improvement and constantly review and refine our approach in response to available evidence. Through a relentless pursuit of excellence in all that we do, we aim to develop learners with the knowledge, skills and attributes they will require to succeed in an ever-changing world.

*Please note: This policy will be reviewed with greater frequency during the current period of educational change. Teachers should consider how they will incorporate within their practice, opportunities to develop skills that best prepare students for the rigors of terminal assessments but also for their lives beyond secondary school. There should be a focus on supporting students to develop resilience and self esteem to place them well to respond to challenge.*

## **iii. Key elements highlighted in this document:**

This document is not intended to be prescriptive or to stifle the autonomy of professionals within the organisation. We actively encourage colleagues to respond to the needs of learners as they arise and seek out opportunities to promote and highlight effective learning behaviours. Likewise, we understand that teaching methods should be selected based on their merit in relation to what it is we want students to know, remember and do. However, we also recognise the importance of consistencies in practice particularly around key, research-based approaches that we believe are the core drivers in implementing our curriculum most effectively and promoting outstanding progress.

### **We highlight 5 key elements:**

1. Lesson planning and implementation
2. Ensuring effective behaviour for learning
3. Feedback and assessment
4. Home learning
5. SMSC

**Evaluation and monitoring:** An outline of the key tools that will be used to monitor and evaluate teaching, learning and assessment at St Mary's College.

# 1. Lesson planning and implementation

## SMC Learning Cycle:

We believe that the implementation of the curriculum is most effective when teachers prioritise knowledge retention, high quality modelling and consistent opportunities for independent application of developing knowledge and disciplinary skills. As such, all teaching staff at St Mary's College will ensure that lessons, and sequences of lessons, are planned in accordance with the principles set out below and those underpinning the SMC learning cycle. This approach also places emphasis on high frequency questioning and checking of students' understanding – with teachers continually using the information gained through these approaches to reshape teaching and offer appropriate levels of challenge

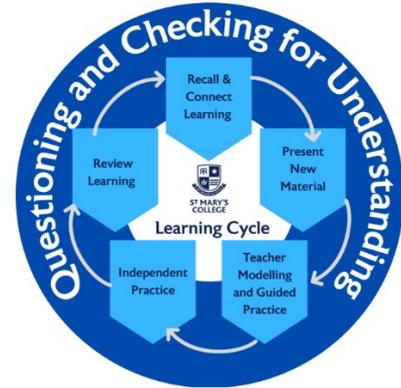


Fig 1.1 SMC Learning Cycle  
(Appendix a)

## Additional Guiding Principles

**Learning outcomes:** All learning outcomes should be written following the guidance outlined in the SMC Learning Objectives and Outcomes checklist – Appendix b) and should align with the curriculum intent for the unit/sequence of learning.

**Subject knowledge:** Teachers should demonstrate a secure knowledge of the relevant subject and curriculum areas they teach, fostering and maintaining pupils' interest in the subject and addressing misunderstandings as they arise. They must promote the value of scholarship and show an acute awareness not only of the substantive knowledge in their subject area but the disciplinary skills that pupils need to understand and develop. There should be a critical understanding of developments in subject and curriculum areas and assessment implications. Teachers should secure an in depth understanding of terminal assessments and ensure students are very well prepared to represent their knowledge and skills effectively and so achieve well.

**Differentiation:** Teachers have a clear understanding of the needs of all pupils - including those with special educational needs and employ appropriate strategies to ensure ambition and access for all. Teachers recognise that the most effective forms of differentiation are often responding to needs as they arise within the lesson and a range of formative assessment strategies – including effective questioning – should be employed to ensure that appropriate support or challenge is provided in a timely manner.

**Engagement:** A range of strategies and tasks to engage pupils are evident in their learning over time, maximum use is made of available lesson time and lesson resources are coordinated well.

**Assessment:** Formative assessment should be an effective element of all lessons with a range of strategies available for the teacher to deploy (questioning, peer and self-assessment etc). Teachers should respond quickly to feedback, adapting their approach to ensure sustained progress.

**RWCM:** Teachers must demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teachers' specialist subject. Opportunities to develop reading, writing, communication and numeracy should be planned for effectively with a particular focus on the development of students' reading skills across all subject areas in line with the whole-school approach.

## It is expected that all teachers:

1. Plan lessons in accordance with the SMC learning cycle and the guiding principles outlined above.
2. Ensure that all lessons/sequences of lessons allow students to build on prior learning and develop the skills and knowledge outlined in the departmental intent.

3. Plan lessons based on a clear overall objective, supported by SMART learning outcomes which are on display for the duration of the lesson along with an underlined title and date. Students should not be requested to write the learning outcomes down in their exercise books.
4. Ensure clear progress is made in all lessons.
5. Must have access to key documents in their teaching rooms including:  
Class profile / Seating plan / SEN profile / Reward and sanction stickers / Red slips / Medical slips

## 2. Behaviour for Learning

At St Mary's College, we recognise that relationships between students and their teachers are fundamental to effective behaviour for learning. If a student does not feel confident as a learner and does not feel able to succeed, they will fail to fully engage with their curriculum and realise their potential. A clear behaviour system has been established to make low level disruption an exception in classrooms, ensuring staff and students are able to focus on learning and progress.

### In response to any behaviour which distracts from the learning of the group:

1. **First warning.** Write the student's name on the whiteboard.
2. **Second warning.** Place a tick on the whiteboard next to the name **and** move the student.
3. **Yellow card.** Give the student a yellow card and ask them to wait outside the lesson **with their planner**. A senior member of staff will collect the student and take them to the pastoral centre for the remainder of the lesson.

### Guiding principles

**Ready for learning:** Teachers should provide a stimulating, professional and welcoming environment that sets high expectations. Learning spaces should be organised. Wherever possible any exercise books, textbooks, glue, work sheets etc. should be ready, available on student arrival.

**Positive reinforcement:** Student self-esteem should be promoted through positive reinforcement, celebrating achievements and positive learner behaviours. This is a key factor in building student resilience. Pupils should feel safe and able to take risks, ask and answer questions or ask for help. Students should be encouraged to learn from others' ideas and should never be 'put down' or dismissed when attempting to volunteer a relevant contribution to the group. Rewards systems in the school should be utilised when appropriate.

**Relationships:** Teachers should maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary. They should engage fully with any required reconciliation and value the importance of a 'clean slate' and opportunity for students to learn from mistakes.

**High expectations:** Teachers must demonstrate high expectations of behaviour, acting to respond quickly to low level disruption using the 1-2-3 established system. Teachers convey that all pupils can achieve to the highest standard (teachers are determined that pupils can achieve).

**Responsibility:** Using the classroom code, sixth form protocol and wider behaviour policy as reference points, teachers should take responsibility for promoting good and courteous behaviour both in classrooms and around the school. Teaching Assistants may give pupils a warning.

**Engagement/motivation:** Teachers should manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them. Teachers' knowledge and passion for their subject effectively engages students.

### It is expected that all teachers:

1. Ensure 1, 2, 3, behaviour system is consistently administered.
2. Ensure the classroom code and sixth form protocol are followed in all lessons.
3. Make sure that their classroom is fit and ready for learning, for them or any visiting colleague.
4. Form effective and positive relationships by:
  - having high expectations

- putting children first
  - welcoming and making pupils feel valued and safe
  - encouraging and seeking out opportunities to provide meaningful praise (incl. merits/commendations)
5. Are aware of the specific needs of pupils and plan accordingly.
  6. Have boy / girl seating plans in place for all KS3 and KS4 classes.

### **3. Assessment & Feedback**

Assessment for learning, checking and feedback should be part of daily practice in classrooms, enabling teaching to accurately respond to the needs of learners and sustain their on-going progress. In all subject areas, students must complete a minimum of 4 formal assessments per year and department/faculty leads must organise these to provide regular formal feedback to students and to support accurate data entry. Written formative feedback must be provided prior to each formal assessment point (in line with the guidance below) to ensure that students have absolute clarity around what it is they need to do to make progress in their learning. (Where students are only taught once per week in a subject area, other forms of formative feedback must be used to ensure that students have clear targets to respond to prior to the summative assessment points.)

#### **Guiding Principles**

##### **Feedback**

###### **Meaningful:**

- Written feedback should only be one form of feedback used and should follow a regular process of checking, verbal feedback, whole class feedback and peer and self –assessment (as detailed in the table below.) Teachers' checking of work should be prioritised and used to continuously inform planning.
- Feedback should be regular and personalised and should provide students with the clear and specific information they need to make progress. Written teacher comments should make it clear where students have achieved success and should provide a clear target for improvement. (The SMC marking sticker can be used to frame this – in line with department policies).
- Targets set should be revisited prior to students completing subsequent pieces of similar work and students should continue to make improvements against previous targets.
- In schemes of learning, tasks to be given written feedback should be chosen carefully to ensure that students have effective feedback prior to summative assessment points.
- Literacy errors (particularly misconceptions) should also be addressed.

###### **Motivating:**

- Pupils value the opportunity to respond to feedback and dedicated time should be provided in class for students to complete 'red for reflection' tasks. The response to feedback may involve students redrafting, responding to a modelling activity or applying feedback in a new scenario but the work must be completed in red pen.
- The initial response to feedback should not be the end point. Students should return to the targets set/improvements made when completing subsequent pieces of work and continue to use the feedback provided.
- Feedback should be provided in a timely manner and improvements made against previous targets clearly acknowledged/commended.
- Formal assessments should be marked in line with school policy and these results input on the tracking systems as detailed below.

###### **Manageable:**

- The ways in which written feedback will be given in each department will be based on the principles above; however, there may be slight variations in subject areas to ensure that feedback is as meaningful as possible.

- There will be no requirement for acknowledgement marking that is not meaningful/does not further the learning of students. However, work must be checked regularly to inform planning and ensure that misconceptions are addressed. This should involve checking and addressing misconceptions within the lesson and also between lessons to constantly inform planning.

**It is expected that teachers provide written feedback broadly in line with the following guidelines (There may be some agreed amendments to this at department level to better suit department needs):**

Curriculum hours per week	Minimum requirement for written feedback
5	Twice per half term – including the 4 formal assessments
4	Twice per half term – including the 4 formal assessments
3	Twice per half term – including the 4 formal assessments
2	3 times per term – including the 4 formal assessments
1	Once per half term

**In addition, it is expected that teachers are continuously providing other forms of formative feedback as detailed below:**

Additional forms of feedback
<p><b>Verbal feedback within lessons</b> Teachers should circulate and address misconceptions or provide guidance for students to reflect on their own work.</p>
<p><b>Whole class checking and feedback</b> Teachers should check students' work/a sample of students' work following a lesson and should use this information to adapt their planning. Verbal feedback can be provided to students alongside modelled responses, scaffolded tasks etc. Support /challenge for individuals should also be adjusted and misconceptions addressed. Students can re-draft or improve their work in response to whole class feedback and this can also be completed in green pen where relevant.</p>
<p><b>Self-assessment</b> Students should be given clear success criteria against which they can assess their own work and progress. One of the most useful examples is to ask students to return to the targets set during the formative stage (or for a similar piece of work) and to identify where in their work they have responded to these targets.</p>
<p><b>Peer -assessment</b> Again, clear success criteria must be provided for students and peer assessment tasks must be framed to ensure that students have clear guidance on how to assess another student's work. This can be modelled by the teacher.</p>

## **Formal Assessment**

The learning journey in each subject area sets out clearly the key concepts, skills and knowledge that students need to understand, retain and apply at each stage in order to meet the intended aims and the use of formal assessment supports progress towards these.

## **Guiding Principles**

**The use of formal assessment at SMC aims to:**

- Support children's progress towards learning of knowledge, concepts and skills.
- Provide teachers with meaningful, useful insight about a child's learning to adapt teaching and support moving forwards.

- Enable dependable claims to be made about a child's learning and show where a student is on the continuum from emerging foundations through to working at or exceeding in a particular subject.
- Promote efficient use of effective assessment.
- Support student engagement and motivation.

## **Formal Assessment Structure**

**All students in years 7-9 to sit 4 formal assessments** in each subject area each academic year - two in Term 1 - to allow for early identification of gaps and areas for development and one at the end of the Spring and Summer terms. These assessments will be categorised as:

- **Baseline Assessment (HT1)**
- **Interim Assessment 1 (HT2)**
- **Interim Assessment 2 (HT4)**
- **Mastery Assessment (HT6)**

The assessments across all subject areas will be designed to closely ascertain students' progress in relation to the core skills and knowledge set out in the curriculum maps and will include three distinct elements:

- **Prior knowledge**
- **Knowledge from current unit**
- **Application of knowledge and skills**

The assessments will be designed to allow students to apply their knowledge and skills in a range of contexts and to deepen their understanding of previously taught content.

**All students in year 10-11 to sit at least one formal assessment each half-term** in each subject area. These should follow the principles outlined above but adopt a format most appropriate to the subject area concerned and using materials from the specification. (This will also apply to year 9 subjects where terminal examinations are sat in year 10)

## **Feedback & Tracking**

- Written feedback should be provided on all formal assessments in line with the guidance provided above.
- Outcomes for each section of the assessment (including at question/AO level where relevant) will be input onto department spreadsheets by the class teacher.
- This information will then be used by class teachers to identify both the common areas for development across a teaching group and the specific weaknesses of individuals. This information will be used to inform teaching and support/challenge moving forwards.
- HODs will also be provided with an overview of the strengths and weaknesses across each year group to be considered in terms of general trends, cohorts and classes and curriculum plans/CPD will be adapted to ensure that these areas are addressed.

### **It is expected that all teachers:**

1. Provide feedback regularly as part of their daily practice and adapt teaching in light of this.
2. Provide written feedback in line with the guiding principles and frequency outlined above.
3. Complete formal assessments in line with the policy outlined.
4. Record outcomes for all sections of the assessments on the internal department trackers.
5. Provide meaningful feedback to the pupils in line with the marking and feedback policy.
6. Adjust curriculum planning to ensure misconceptions and gaps in knowledge are addressed.

## **Vocational Course Marking**

### **It is expected that all departments ensure:**

1. That there is a consistent approach to Vocational marking that is used across the department.
2. Folders should display a progress tracker that informs grade entry / assignments which is updated regularly to show student progress.
3. Marking must be in line with the exam board guidelines for each individual course.
4. Classwork should not be marked and the focus on marking should be on assessed pieces of work.
5. Redrafting should be in line with the criteria set out by the exam board.
6. Marking templates can be developed departmentally and signed off by the Teaching and Learning Team.

## 4. Home Learning

Home learning is any work or activity which students are asked to do outside lesson time, either on their own or with parents and carers. It is an essential part of the learning process and we place a strong emphasis on it at St Mary's College. Staff are required to set and assess appropriate home work on a regular basis. All students across the age and ability range are expected to complete home learning tasks. Parents and carers are encouraged to take an active role in the process.

### Guiding Principles

**Appropriately challenging:** Teachers must set challenging home learning which is appropriate for the age and stage of students, that consolidates learning, deepens and prepares students very well for work to come.

**Extends school learning:** Home learning should encourage and help students to develop skills, confidence and self-discipline to work independently. It should be well considered and engaging, encouraging enthusiasm and a passion for the subject and allowing children to apply the skills they have learned in the classroom.

**Frequency:** We recognise that the amount of home learning set should not prevent students from enjoying quality family time or participating in activities after school such as sport, music or clubs. A considered framework for the frequency of home learning is detailed in this section of the policy.

**Setting/Recording:** Teachers must ensure they keep an accurate record of when home learning is set and due in. It is essential that home learning is planned for and is set in the first 5 minutes of the lesson wherever possible. Students should have their planners out on desks and write clear details of the tasks set along with the teacher's initials and the due date; time must be allocated.

**Missed deadlines:** When a deadline is missed, students will be issued with a Friday lunchtime detention. These are held in year areas and staffed by colleagues according to a published rota. Teachers must ensure that parents are notified of this detention using a sticker (or note) in the student's planner. Teachers will log students on SIMS through their register by **Thursday 1:30pm** in order for the student to be entered for detention on the Friday of that week. Failure to attend the detention results in a Thursday (7 days later) after-school detention under the direction of SLG.

### It is expected that all teachers:

1. Set home learning which is in line with the frequency guidance given for each key stage, is purposeful, structured and linked to the schemes of work.
2. Provide a form of feedback for all home learning tasks within a reasonable timescale.
3. Make records of home learning set and follow up missed deadlines in line with guidance (above).
4. Ensure that tasks are accessible by differentiating where necessary, providing enough time for completion and enabling access to internet/printing etc.
5. Set home learning at the start of the lesson and ensure it is recorded by the student in their planner. Time must be allocated to do this.
6. Log detentions for missed deadlines in line with guidance. Teachers must discuss reasons and take responsibility for supporting students in improving their home learning approach in their subject.

## 4.1 Frequency and duration of home learning tasks

Teachers must follow the guidelines set out below for their department in order to set **regular** home learning. Students will need to manage their time so that they do some home learning each evening. The time we expect students to spend on tasks increases as they progress through the school.

- Students in Years 7 and 8 are expected to have about **4 hours** of home learning per week.
- Students in Years 9 and 10 are expected to have about **6 hours** of home learning per week.
- Students in Year 11 are expected to have about **8 hours** per week
- Students in Years 12 & 13 are expected to devote about **10-12 hours** independent study per week (including 'study periods' /free lessons).

**How long should each home learning task take?** There will inevitably be variation in the time it takes different students to complete work. However, as a guide, teachers expect that their home learning tasks should be completed to a good standard in the following time-scales:

- In Years 7 & 8 each subject's home learning should be achievable in **45 minutes**.
- In Years 9, 10 & 11 each subject's home learning should be achievable in **1 hour**

### **How often should teachers set home learning?**

#### **Key Stage 3: Years 7 & 8**

<b>Subject</b>	<b>Frequency</b>	<b>Average weekly amount</b>
Maths	2 home learning tasks per week (each 20-25 mins)	45 minutes
English*	1 home learning task per week (45 mins)	45 minutes
Science, RE, History, Geography, MFL, Art & Design.	1 home learning task per fortnight (45 mins)	157.5 minutes (7 x 45 mins divided by 2)
PE, Music, Drama.	Very occasional / No home learning	
<b>Approximately total weekly amount</b>		<b>4 hours</b>

*\*The English department also has an expectation that all Year 7 and 8 should be reading a book for pleasure at home (either from the LRC, public library or a book from home) for at least 1 hour a week outside school.*

#### **Key Stage 4**

- **Year 9/10:** English, Maths and Science should set (on average) 1 hour of home learning per week\*. Other subjects should set 1 hour of home learning per fortnight. Approximate total: **6 hours**
- **Year 11:** Each core and option subject should set (on average) 1 hour of home learning per week\*. Approximate weekly total = **8 hours**.

*\*Some subjects, such as Art or English, may set extended home learning tasks requiring 2-3 hours of home learning and provide students with 2-3 weeks to complete it instead.*

#### **Key Stage 5: Years 12 & 13**

- Each AS/A2/BTec subject should set / expect 2-3 hours of home learning / independent study per week. Approximate weekly total = **10-12 hours**
- Sixth form students retaking GCSE subjects, e.g. Maths, should receive weekly home learning in line with Y11 expectations for that subject.

## 5. Spiritual, Moral, Social, Cultural

St Mary's College exists to help parents and carers to educate young people spiritually, morally, physically and academically as well as possible. We aim to be a truly Christian community, where our relationships are built on encouragement, concern, respect, forgiveness and reconciliation. Students should demonstrate an interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity. This will be evident by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in our local, national and global communities. Whilst our curricular and extracurricular offers are designed to accommodate explicit opportunities to develop SMSC, teachers should at all times be ready to explore opportunities in their lessons.

### Guiding Principles

**Reflective learners:** A sense of awe and wonder is instilled in students about themselves, others and the world around them. Students should be willing to reflect on their experiences and teachers should identify opportunities for them to do so. A safe and secure learning environment must be established to support this.

**Views and opinions:** Students should demonstrate an interest in investigating and offering reasoned views about moral and ethical issues and show the ability to understand and appreciate the viewpoints of others. Opportunities around the curriculum must be taken by teachers to enable exposure to relevant issues within their subject. Where possible teachers should promote structured discussion and reflection around these.

**Participation:** Staff and students have the desire to participate in lessons, including by volunteering, co-operating well with others and taking opportunities to share their views. Students should be able to resolve conflicts effectively; for example, reconciliation following any relevant behaviour event should be swift to reengage learners in lessons/activities and teachers must effectively model appropriate attitudes and actions. Tutors and teachers must actively encourage students and foster a willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities in school and beyond.

**British Values:** Teachers should be confident in the articulation of British Values and alive to opportunities to include in lessons and schemes of work relevant experiences for students. We aim to ensure that students develop and are able to demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain. In addition to the guiding principles above:

- Teachers should explicitly foster acceptance and engagement with the fundamental British values of democracy with students, including the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.
- Teachers must take opportunities for students to show an understanding and appreciation of the range of different cultures within school and beyond as essential preparation for life in modern Britain.
- Students should have a knowledge and understanding of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain.

### It is expected that all teachers explore opportunities for:

- The **spirituality** of students to be demonstrated through their ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values.
- Students' **moral** development to be shown through their ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, understanding the consequences of their actions and being able to respect the civil and criminal law of England.
- Students' **social** development to be demonstrated through using a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds and engaging with British Values.

- Students' **cultural** development to be shown through the understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others.

## Evaluation and monitoring

The core purpose of evaluation and monitoring of teaching and learning at St Mary's College is to promote and support continuous professional development and ensure that all colleagues feel supported in implementing the curriculum and supporting all learners as effectively as possible.

### All QA practices will aim to:

- Support professional development
- Inform CPD
- Drive Improvement in the quality of learning across the school
- Create a culture of support and transparency around QA processes

### What does evaluation and monitoring of teaching and learning involve?

#### Lesson Observations:

- Colleagues can expect to be observed twice per year with all colleagues having their first observation between September and February half term. This will be carried out by a subject leader and senior colleague.
- All colleagues will then have a second observation – targeted around identified areas for development, in the second half of the PM cycle. This will be carried out by HOD/TLR holder.
- All observations will be recorded on Sisra and, whilst these will be given an overall judgement, the focus will be on the strengths seen and areas for development.
- Where a colleague's practice is identified as requiring significant improvement – this will be discussed with T & L team and appropriate support put in place.

#### Work Scrutiny:

- All colleagues will have 2 work scrutinies carried out with their HOD/TLR holder over the course of the year. One will take place during the first PM cycle and one in the second – focused around the identified areas for development. These will be recorded on Sisra and will allow the colleague to talk through the learning journey evidenced.
- Half-termly SLT work scrutinies will be timetabled on the SLT agenda to gain an overview of the general quality of learning across the school and feedback will be provided to departments. This will allow a response through CPD and sharing of best practice across the school.
- All departmental CDMs will include a standing agenda item of work sampling to share best practice and all senior link meetings with HODs will include work sampling to focus on how the curriculum is being implemented.

#### Department Reviews:

All departments will be involved in a scheduled departmental review during the course of the year. This will involve the following:

- **Discussion of assessment data with senior link** – including assessment question level analysis and curriculum adaptations in response to this.
- **Learning walk and work sampling** completed by senior link and HOD to look at the general quality of learning across the department.
- **Senior link to meet with a cross section of colleagues** from department to discuss curriculum intent and implementation.

- **Impact analysis document to be completed by HOD** taking account of all of the above and any additional QA information etc. to clearly outline next steps around curriculum, assessment & CPD.

**Other Approaches:**

- Weekly learning walks completed by members of the T & L team to ascertain general quality of provision, identify general areas for development and provide support where needed.
- Subject leaders to complete learning walks in their subject area.
- Half termly pupil voice completed to ascertain pupil views on their experience of learning and progress. Where concerns are identified it is likely that further pupil voice will be captured to assess the impact of necessary developments and interventions.

**Appendix a:** TEEP Cycle

All teaching staff will receive professional development based around the SMC learning cycle and the principles and research that this underpin this approach. Regular opportunities will also be provided for sharing of best practice within, and beyond, departments and colleagues will use this to develop a shared language across the school.



**Appendix b: Objectives and Outcomes Checklist**



# Teacher Checklist

Have I...?	Check
1. An overall objective?	
2. Considered how this will be articulated to the class – including how it fits into the 'big picture'?	
3. Learning outcomes or success criteria that are measurable and challenging for all?	

**An example of an objective and outcomes from a mixed ability key stage 4 lesson:**

Overall objective: All lessons should be planned around this and may be shared with students. This should be displayed throughout the lesson.

How does Footsteps Eco Lodge in The Gambia protect the environment and benefit the local people?

Not strictly 'measurable', but this is an overall objective rather than a set of success criteria. This is ultimately what the teacher wants the class to be able to achieve by the end of the lesson, to a greater or lesser extent.

Learning outcomes: These must be displayed on the board

All measurable words

**Recall** the principles of ecotourism and **identify** and **modify** SPaG errors.

**Organise** features of the Footsteps Eco Lodge and **explain** how they uphold the values of eco-tourism

**Explain** 3 ways in which Footsteps protects the environment and/or benefits the local people

Outcomes which increase in challenge and show progress through the lesson.

1. Re-write and correct all 4 sentences
2. Underline/annotate corrections you have made
3. Write down 2 other key principles of eco-tourism

An example of how you could differentiate the second outcome and challenge the more able.

