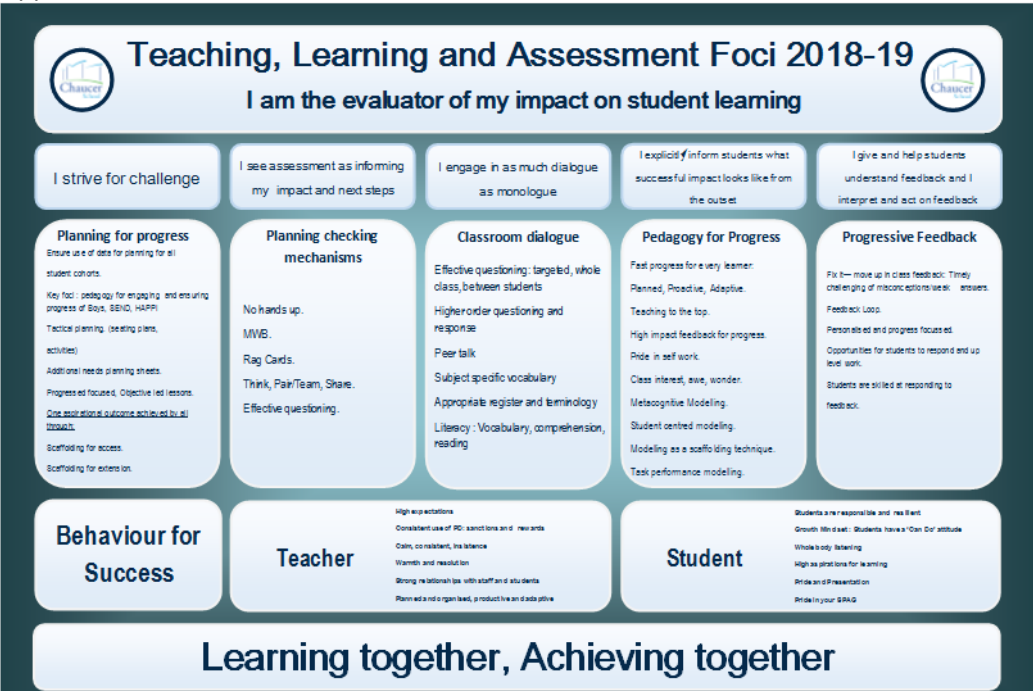
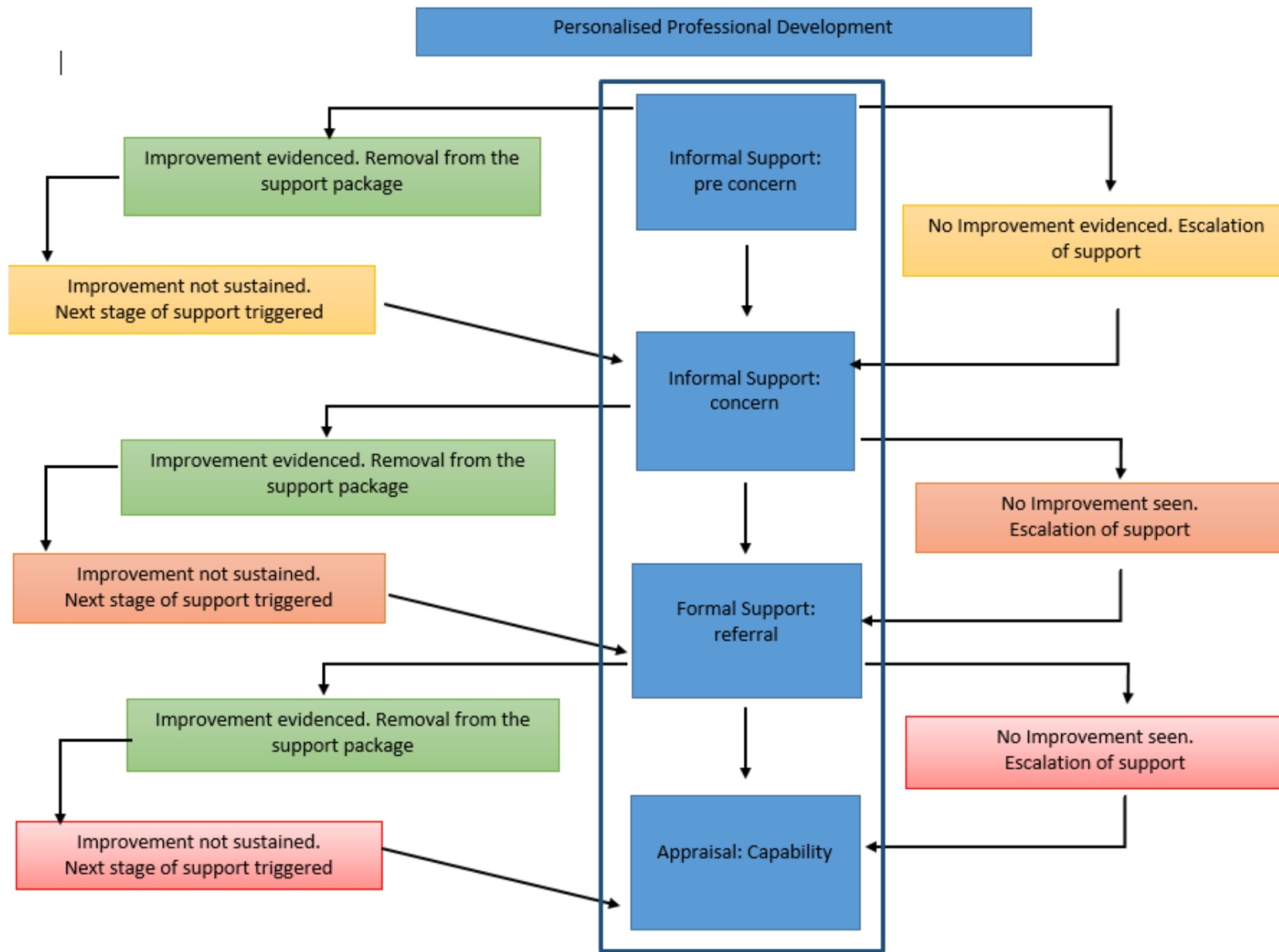


## Teaching, Learning and Assessment Continuum

<b>Development : Pedagogy for Progress and Behaviour for Success</b>		<b>Informal Support : AH – Line management</b>	<b>Formal Support : AH TLA</b>	<b>Appraisal : HT</b>
<b>Personalised Professional Development</b> Teaching staff On going		<b>Pre Concern</b> Teacher : Coach 2 weeks	<b>Concern</b> Teacher : SL 4 weeks	<b>Referral</b> Teacher : SLT Agreed Buddy Union Rep 4 weeks
Support  <p><b>Teaching, Learning and Assessment Foci 2018-19</b> I am the evaluator of my impact on student learning</p> <p><b>I strive for challenge</b></p> <p><b>Planning for progress</b> Ensure use of data for planning for all student cohorts. Key foci : pedagogy for engaging and ensuring progress of Boys, SEND, HAPPI Tactical planning (seating plans, activities) Additional needs planning sheets Progressed focused, Objective led lessons. Clear, measurable outcomes achieved by all students. Scaffolding for access. Scaffolding for extension.</p> <p><b>Planning checking mechanisms</b> No hands up. MWB. Rag Cards. Think, Pair/Team, Share. Effective questioning.</p> <p><b>Classroom dialogue</b> Effective questioning: targeted, whole class, between students Higher order questioning and response Peer talk Subject specific vocabulary Appropriate register and terminology Literacy: Vocabulary, comprehension, reading</p> <p><b>Pedagogy for Progress</b> Fast progress for every learner. Planned, Proactive, Adaptive. Teaching to the top. High impact feedback for progress. Pride in self work. Class interest, awe, wonder. Metacognitive Modelling. Student centred modelling. Modelling as a scaffolding technique. Task performance modelling.</p> <p><b>Progressive Feedback</b> Fix it – move up in class feedback. Truly challenging of misconceptions/weak answers. Feedback Loop. Personalised and progress focused. Opportunities for students to respond and up level work. Students are skilled at responding to feedback.</p> <p><b>Behaviour for Success</b></p> <p><b>Teacher</b> High expectations Consistent use of P.O. sanctions and rewards Calm, consistent, no tolerance Warmth and resilience Strong relationships with staff and students Planned and organised, productive and supportive</p> <p><b>Student</b> Students are responsible and resilient Growth Mindset: Students have a 'Can Do' attitude Whole body listening High aspirations for learning Pride in presentation Pride in your SPAG</p> <p><b>Learning together, Achieving together</b></p>	<b>Trigger concern</b> Learning walks – pedagogy/book looks Behaviour data Blinks Progress Data TMV and Deep Dive	<b>Monitoring</b> Learning walks – pedagogy/book looks Behaviour data Blinks Progress data	<b>Support</b> Structured & personalised professional development activity Developmental feedback through LWs Developmental feedback through book looks CPD e.g. whole school, personalised CPD, lesson observations, joint learning walks, book looks, planning opportunities and delivery, IRIS.	

**TLA support plan process flow chart**



If a member of staff has entered a pre concern support package twice within the academic year, there is an escalation of support to the next level of support from where the staff member left the process previously.

Staff must not go through this process more than twice in two academic years. If this is the case, this will trigger capability proceedings.

If a significant concern arises, staff can be taken straight to the capability phase of the process, linked to the appraisal process.

**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 attainment, progress and outcomes of the pupils
- plan teaching to build on pupils' capabilities and prior knowledge
- 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

**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 2: Personal and Professional Conduct :Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:**

- treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
- showing tolerance of, and respect for, the rights of others
- 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
- 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 of attendance and punctuality.

Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

## Teaching, Learning and Assessment Self Audit Tool

I am an evaluator of my impact on student learning : RAG RATING : Red / Amber / Green

### I strive for challenge

Planning for progress

Ensure use of data for planning for all student cohorts

Key Foci: pedagogy for engaging and ensuring progress of Boys, SEND, HAPPI

Tactical planning (seating plans and activities)

Additional needs planning sheets

Progressed focussed, objective led lessons

One aspirational outcome achieved by all through scaffolding for access and extension.

#### RAG rating

Red / Amber /Green

### I see assessment as informing my impact and next steps

No hands up

MWB

RAG cards

Think/Pair/Share

Effective questioning

#### RAG rating

Red / Amber /Green

### Classroom Dialogue

Effective questioning: targeted, whole class, between students

Higher order questioning and response

Peer talk

Subject specific vocabulary

Appropriate register and terminology

Literacy: Vocabulary, Comprehension and reading.

#### RAG rating

Red / Amber /Green

### I explicitly inform students what successful impact looks like from the outset

Fast progress for every learner

Planned, Proactive, adaptive.

Teaching to the top

High impact feedback for progress

Pride in self and work

Class interest, awe, wonder.

Student centred modelling

Metacognitive modelling

Modelling as a scaffolding technique

Task performance modelling.

#### RAG rating

Red / Amber /Green

### Progressive Feedback

Fix it, move up feedback: timely, challenging misconceptions/weak answers

Feedback loop

Personalised and progress focussed

Opportunities for students to respond and up level work.

Students are skilled at responding to feedback

#### RAG rating

Red / Amber /Green

## Behaviour for success

### Teacher

High expectations

Consistent use of PD: sanctions and rewards

Calm, consistent, insistence

Warmth and resolution

Strong relationships with staff and student

#### RAG rating

Red / Amber /Green

### Student

Students are responsible and resilient

Growth Mind set: students have a `can do` attitude

Whole body listening

High aspirations for learning

Pride and presentation/ SPAG

#### RAG rating

Red / Amber /Green

**Support : Informal Pre Concern / Informal Concern/Formal Referral / Appraisal Capability**

Teacher Maxine Carrick		Coach : Gemma Furness	Subject Leader : Melissa Maddison	Senior Leader: Gemma Furness
Support period: 2 weeks / 4 weeks		Date : 09/05/2018	Review Date : 24/05/2018 / 07/06/2018	
	<b>Teachers' Standard</b>	<b>Summary of improvement area</b> (please identify learning targets and give brief details)	<b>Summary of proposed action and dates</b>	
1	Set high expectations which inspire, motivate and challenge pupils			
2	Promote good progress and outcomes by pupils:			
3	Demonstrate good subject and curriculum knowledge:			
4	Plan and teach well-structured lessons:			
5	Adapt teaching to respond to the strengths and needs of all pupils:			
6	Make accurate and productive use of assessment			
7	Manage behaviour effectively to ensure a good and safe learning environment:			
8	Fulfil wider professional responsibilities:			
Part 2	Personal and Professional Conduct			
Date:	Teacher Signature:	Coach Signature:	Subject Leader signature:	SLT signature:



