

Teaching and Learning Policy (incl Cover Supervision)

Believing in Excellence means that the school has key values that all members of our school community live by. These are:

- Respect;
- Resilience;
- Responsibility.

These values apply to three important spheres of life:

- Believing in Excellence for ourselves;
- Believing in Excellence for others;
- Believing in Excellence for our environment.

Date of Policy	October 2020
Date agreed by Lead Governors	December 2020
Date of next review	September 2021
Lead Member of Staff	Emma Howarth / Kyra Siddall-Ward

Introduction

Teaching and Learning at The Cavendish School is based around the Four Pillars of Learning: Engagement, Feedback, Learning and Challenge. This is designed to ensure that all lessons enable pupils to reach their full potential and to get the most out of their learning experience.

Aims of Cavendish School

- To provide a personalised learning experience for every pupil that takes full account of their individual needs, interests and aspirations.
- To ensure that our pupils are active and independent learners who strive to achieve their best in every learning situation and will continue to do so throughout their lives.
- To ensure that pupils are highly literate and numerate, able to apply their skills and knowledge to new and different situations, to achieve well in school and beyond. To make links with the learning that pupils do outside the classroom.
- To focus upon continual raising standards of teaching and learning in the school, to inspire and motivate pupils and staff.
- To identify and share good practice in teaching and learning across all curriculum areas.
- To provide guidelines for teaching and learning and establish clear criteria for best practice and consistency.
- To improve levels of achievement and attainment as a consequence.

Objectives of policy

This policy exists to clarify what we see as best practice and to clarify the expectations the school has for staff and pupils to ensure that all our pupils learn well in every lesson. Guidance for cover supervision is detailed in Appendix 1.

Principles of policy

Staff will:

- Support and **challenge** pupils to achieve their best
- Provide high quality, dynamic and **engaging** lessons
- Provide high quality **feedback**
- Encourage **independent learning**

Pupils will:

- Rise to **challenges**, working collaboratively and supportively.
- Participate and **engage** fully in lessons
- Respond positively to **feedback** and improve their work as a result of effective feedback
- Take an **independent** and active part in learning within and beyond the classroom

Teaching:

The aim of everything we do is to ensure that pupils make progress in our lessons. There is no 'expected' way to deliver lessons; however, please find below details that would expect to be seen in lessons.

Consistency is essential to improve standards. Together we will agree fundamental rituals and expectations which all staff will together implement.

Shared understanding with shared commitment = **Consistency**

Staff Rituals	Pupil Expectations
<p>Check pupils are correctly prepared for learning (uniform and equipment) during tutor time in Secondary Phase and registration in Primary Phase</p> <p><i>Why- ensure colleagues are supported by eradicating lost learning time in lessons.</i></p>	<p>Pupils arrive prepared for learning with correct equipment (PPPRB)</p> <p><i>Why- Pupils show a positive attitude to learning</i></p>
<p>Meet and greet pupils at the door, reinforcing positive language and behaviour.</p> <p><i>Why- Manage corridors, check uniform and a positive start to the lesson, "Fresh start".</i></p>	<p>Pupils wear correct school uniform throughout the day</p> <p><i>Why- Pupils show a pride in the school and a positive approach to learning</i></p>
<p>Seating plan for every class which promotes learning for every pupil, using Classcharts.</p> <p><i>Why- help planning for differentiation and pupil engagement within the lesson</i></p>	<p>Respect- Pupils show respect by listening to others and using appropriate language.</p> <p><i>Why- Allow all pupils to learn and develop pupils social skills</i></p>
<p>Set homework frequently, in accordance with Homework policy and track frequency using Class Charts</p> <p><i>Why- Enhance learning and develop independent learning skills</i></p>	<p>Complete homework on time to best of ability</p> <p><i>Why- Enhance learning and develop independent learning skills</i></p>
<p>Finish lessons in an orderly manner with Secondary Phase pupils standing behind desks, in silence, before being dismissed.</p> <p><i>Why- Preparing pupils for next lesson by leaving in a calm, and staggered manner.</i></p>	<p>Pupils will follow corridor expectations with regard to walking on the left, correct uniform and appropriate positive language.</p> <p><i>Why- Pupils show a pride in the school and a positive approach to learning and respect for others</i></p>

Planning and Preparation:

- The lesson should have a structure which will typically be based around the Four Pillars of Learning (Engagement, Challenge, Independent Learning and Feedback).
- Data and information on Classcharts (such as PP/SEND status, current performance, targets levels, etc.) should inform planning.
- All teachers should plan lessons that allow all pupils to progress in their learning.
- The use of resources, including ICT, must be carefully planned to enhance learning.
- All teachers should have an in depth knowledge and understanding of the scheme of work/exam specification they are teaching.
- Teachers should encourage individual, small group and whole class activities; all of which promote independent learning
- Positive behaviour for learning strategies should be used with a classroom ethos of praise and encouragement. 3-5 pillar points per lesson should be awarded and the C System should be used appropriately.
- Learning objective and success criteria shared with pupils.
- High expectations for the level, quality and quantity of work, including presentation in their learning and to improve through the activities and through reflection.

All support staff aware of what they are doing and how they are contributing to student progress.

Homework

In Secondary Phase, homework should be logged on Classcharts, in accordance with departmental policy.

In Primary Phase, homework is logged on Class Charts, in accordance with the homework policy.

Literacy, Numeracy and ICT

The Cavendish School is committed to raising the standards of literacy, numeracy and ICT for all pupils. Pupils should develop their literacy and numeracy skills effectively in all areas of the curriculum.

Assessment & marking

- Teachers should assess pupils' work regularly, according to the school's marking and feedback policy.
- Staff should use analysis of assessments and tracking data to inform their teaching and to structure intervention strategies
- Effective use of data is critical to inform pupils, parents and other staff of pupil progress towards targets.

Tracking student progress

All staff have the responsibility to regularly and accurately assess each pupil's achievement and to track their progress made against individual target grades. This is reported to parents

every two terms. All teachers will identify pupils in their class in need of additional support, including vulnerable groups such as pupil premium pupils, SEN pupils and the most able.

All subject leaders and pastoral leaders have the responsibility to monitor assessment across their department or year group, to analyse data using 4Matrix, to identify individuals or groups who are making less progress than expected and to intervene where necessary to ensure pupils get back on track.

In Primary Phase, interventions put in place will be identified in class pupil progress meeting trackers which will consist of:

- List of all pupils including their relevant groups, prior attainment, current targets and end of key stage targets
- Termly data snapshot
- Barriers to learning both individual and whole class
- Targeted intervention both individual and whole class

Review of teaching and learning is on-going and regular, and will involve:

- Appraisals
- Learning observations
- Drops ins
- Work scrutiny
- Pupil voice
- Data

Monitoring and Evaluation of Teaching and Learning

Aims:

- To make secure judgements of teaching and learning across the school
- To monitor and evaluate the progress of pupils during a lesson and over time
- To judge and evaluate the performance of individual teachers against the Teacher Standards and check that high standards of professional performance are established and maintained
- To identify group and individual training needs across the teaching and support staff.

Teachers are responsible for the progress of all pupils in their classes and for evaluating their own performance and professional development.

This can be achieved by:

- Self-evaluation of their own subject knowledge and understanding of changing educational initiatives
- Self-evaluation of the quality and effectiveness of their own teaching and classroom management
- Monitoring pupil progress to ensure they achieve well against prior achievement and similar groups nationally.

Reviews of T&L will take place on an on-going basis and will involve:

- Management of performance overtime in line with the Teacher Standards, by their Line Manager.
- Learning observations conducted by members of the Senior Leadership Team and/or line manager/performance reviewer
- Drop ins on a regular basis
- Work scrutiny within lessons, samples requested for monitoring within the guidance of the work scrutiny criteria.
- Pupil voice within lessons or as part of a sub group to capture voice and provide evidence for T&L audit.

Protocols

At The Cavendish School, we have an agreed format for monitoring and evaluating teaching and learning for the **management of performance** over time, in line with the Teacher Standards. This will consist of the following classroom visits per academic year:

- Three formal learning observations
- Regular drops, with a focus on the Four Pillars of Learning, conducted by senior leaders and the OLT (not linked to appraisals)

The purpose of these drop ins is to identify specific and departmental CPD needs which will inform FIT planning.

Observations can be extended to cover responsibilities outside the classroom where appropriate to the teacher concerned.

**Teachers on a CPD Support Plan or an Intervention Plan will be observed more than three times in the academic year. Please see the flowcharts in the Teaching and Learning Handbook for further information. Drop ins will be used for accountability in this circumstance.*

Protocols for Learning Observations (including joint observations)

During the lesson:

1. Teachers may expect to be observed for part of, or a whole lesson. Lessons **will not** be graded but will be measured against the Teachers Standards. If teachers do not meet all of the standards, they will likely be placed on a CPD Support Plan.
2. The observer may need to talk to student or look at their work as part of the self-evaluation process.
3. Observers will use the information on Classcharts to inform their observations.

Feedback:

1. Feedback will be given as soon as possible, within 5 working days. Feedback will be provided via lessons learned.
2. Feedback will be honest and clear, setting out strengths and areas for development.

3. Learning observation forms will be stored on lessons learned so that teachers can access their information easily. Targets set from the previous observation will be carried forward for review. If the observation is linked to a specific objective from your appraisal, the teacher should be reminded of this by the observer. The purpose is twofold – to review progress and to identify areas for support for coming year.

4. Measuring progress in the lesson and overtime – work scrutiny, tracking data, homework, pupil voice. Learning observations will take into account progress over time.

5. Areas for improvement that have been identified in observations should be supported through effective CPD, directed by the HoF/line manager.

Drop ins

Protocol for drop ins (including senior leadership drop ins, joint drop ins and middle leadership drop ins)

The purpose of the classroom visit is to obtain a brief snapshot of the classroom in order to collect evidence based on the specific T&L focus (Four Pillars of Learning). Drop ins are a powerful tool to observe and develop common trends in classrooms and to audit typicality. The purpose of drop ins are to inform appropriate and effective CPD and are not used for appraisals or accountability. They will be recorded and updated in lessons learned.

Drop ins may be used for accountability if a teacher is on a CPD Support Plan, An Intervention Plan or formal capability.

Work Scrutiny

The purpose of the work scrutiny is to monitor and evaluate the progress of student cohorts within lessons or as part of a sub group, and capture evidence of typicality of teaching and learning across the school community. Work scrutiny is a powerful tool to observe and develop common trends around The Four Pillars of Learning.

In Secondary Phase, work scrutinies will focus on:

- Engagement
- Feedback
- Independent Learning
- Challenge

In Primary Phase, work scrutiny will focus on:

- Four pillars of learning, with a grading linked to the descriptors in each of these
- Work scrutinies are undertaken across all areas of the curriculum

Feedback:

1. Feedback will be given as soon as possible, within 5 working days.

2. Work scrutiny feedback will be stored on lessons learned. The purpose is twofold – to review progress and to identify areas for support for coming year.

3. Judgements made about the quality of the teaching and learning will be based partly on the work scrutiny criteria.

CPD Support Plans

CPD support will be given to staff who have a key area for development. This can be identified through data, learning observations, homework setting and work scrutiny. Staff who are on a CPD support plan can expect weekly mentor meetings, two drop ins a week, weekly achievable targets, an observation and work scrutiny review Week 4 and then either a final two weeks on a CPD Support Plan or, if sufficient progress hasn't been made, a transition to an Intervention Plan.

Mainscale teachers have two CPD Support Plan opportunities in a calendar year (January-January, etc.)

UPS teachers have one CPD Support Plan opportunity in a calendar year (January-January, etc.)

Intervention Plan

Teachers who have not made clear progress through the CPD Support Plan will move on to an Intervention Plan.

Teaching and Learning team

The Teaching and Learning team are available to offer CPD support. They offer:

- Various CPD training (INSET, T&L twilights, PDSM support, etc.)
- The Believing in Excellence Programme, focusing on strategies for underachieving pupils.
- Support with the implementation of the Four Pillars of Learning
- Resources and ideas through Teaching Technique of the Week.

Responsibility of Teaching and Learning:

The Heads of Secondary & Primary Phases and Assistant Headteacher of Teaching and Learning are responsible for leading the development teaching and learning across the school.

The Teaching and Learning Leadership Team is responsible for the development of teaching and learning across the school.

The Senior Leadership Team is responsible for the implementation and day-to-day management of the policy and procedures. They will monitor the quality of teaching and learning in the whole school and offer support and training to maintain high standards.

Subject Leaders are responsible for ensuring the curriculum meets learner needs, standard operating procedures are implemented across the department, monitoring and evaluating the quality of teaching and learning, providing support and training to develop teaching and learning across their department, and tracking the progress of pupils.

All staff are responsible for applying the school's teaching and learning policy and procedures to provide high quality learning experiences for all pupils.

Evaluation and development of policy

The policy will be developed through consultation with staff, pupils and governors.

Cover Supervision

1 Introduction

'Cover supervision' occurs when there is no active teaching taking place. Pupils will continue their learning by carrying out a pre-prepared exercise under supervision.

The governing body recognises the importance of cover supervision to ensure the effective deployment of staff providing cover. It outlines:

- the circumstances in which cover supervision will be appropriate,;
- what the role of the staff providing cover supervision will be;
- the skills and knowledge required to carry out that role effectively.

When devising strategies to implement 'rarely cover' the school should bear in mind that 'rarely' does not mean 'never'. (WAMG)

Rarely cover applies to all teachers at the school, including teachers on the leadership spine whether on permanent, fixed-term or temporary contracts and pro-rata to teachers on part-time contracts.

The Cover Manager will keep a record of the amount of cover undertaken by each teacher

2 Context

The term 'cover' refers to any occasion when the teacher normally responsible for teaching a particular class is absent from the classroom during the time they have been timetabled to teach. The aim of the school is that teachers will rarely be used for cover except in circumstances that are not foreseeable. However, if a member of staff is teaching less than the expected number of lessons due to timetabling constraints they can be used for cover to make up the hours.

3 Principles for the deployment of cover supervision

The Headteacher/Head of Phases will use their professional judgement to determine the precise responsibilities of staff carrying out cover supervision duties. Needs may differ depending on particular classes and the need to take individual circumstances into account. In all situations, cover supervision will include some core elements;

- supervising work that has been set in accordance with the school policy;
- managing the behaviour of pupils whilst they are undertaking this work to ensure a constructive environment;

- dealing with any immediate problems or emergencies according to the school's policies and procedures;
- collecting any completed work after the lesson and returning it to the appropriate teacher;
- reporting back as appropriate using the school's procedures on the behaviour of pupils during the class and any issues arising.

Cover supervision will only be used for short term absences. These might be known in advance (for example where a teacher has a medical appointment or is undergoing professional development) or unexpected (for example absence due to illness). Longer term absence e.g. due to long term sick or maternity leave will be covered by a teacher or Cover Supervisors where appropriate.

The use of cover supervision over a longer period of time may be appropriate where pupils are only timetabled for occasional lessons which are affected by teacher absence.

The Headteacher/Head of Phases will take the following factors into account when deciding whether the use of cover supervision is appropriate or not. The key factors are the:

- extent to which continuity of learning can be maintained;
- length of time a particular group of pupils would be working without a teacher;
- proportion of the total curriculum time affected in a specific subject over the course of a term.

4 Cover Supervisors

Cover Supervisors that are employed might be attached to particular subjects, faculties or phases. Cover Supervisors can be required to spend all of their contracted hours providing cover, although there may be occasions where they are asked to undertake other teaching assistant or administrative duties.

Cover supervision is a responsible role involving sole charge of a group of pupils. The governing body, through the Headteacher, will ensure that any staff deployed to undertake cover supervision will have the necessary skills and knowledge before being given charge of a class. The Headteacher will ensure that staff undertaking cover supervision:

- are familiar with the full range of school policies, particularly those regarding health and safety, safe guarding and special educational needs (SEN)
- have the necessary skills to manage safely classroom activities, the physical learning space and resources for which they are responsible
- understand and are able to use a range of strategies to deal with classroom behaviour as a whole and also individual behavioural needs

5 Work to be undertaken during periods of cover supervision

Work will be set in accordance with the school's procedures and will include the development of a bank of suitable material that can be drawn upon. Heads of Faculties / Subject Leaders will be required to ensure that such banks of material are readily available. It is not intended to place additional burdens of planning, preparation and assessment on teachers providing cover supervision. Work set will be relevant to the age group and the point the pupils have reached in the curriculum to assist with continuity.

6 Accountability

The Headteacher/Head of Phases will retain responsibility for the effective use of cover supervision in respect of outcomes and impact on standards.

Statement Policy for cover supervisors covering PE lessons:

- The cover supervisor must be willing to do the cover
- The cover supervisors must be fully briefed by the head of faculty on health and safety issues. It is good practice to see them before lessons start
- It is not technical, e.g. rugby/ trampoline/gymnastics
- Where possible the cover supervisor should be in the same hall or field as a qualified member of the PE staff
- If the cover supervisor has a strength or background in a particular sport then all the better.

In practical terms some examples for a cover supervisor:

- team teach with PE teacher and referee games, e.g football, netball, basketball
- be left doing badminton ladders or similar competition as long as pupils were aware of health and safety issues
- Cover supervisors and non specialists have taught rounders or stoolball as long as they know what they are doing