

EXCELLENCE IN TEACHING

2016-17



PRENTON
High School for Girls

Contents:

- **Policy Aims | Page 2**
- **The National Teachers' Standards | Page 3-7**
- **Expectations of teaching staff at Prenton High School | Page 8-16**
- **Securing accountability, performance management and appraisal | Page 17-18**
- **Professional development and support for teachers | Page 19**
- **Governance | Page 20**

Linked Documents:

1. **The National Teachers' Standards**
2. **Teacher Appraisal and Capability Policy**
3. **SEND Policy**
4. **Ofsted: School Inspection Handbook (Quality of Teaching | Personal Development, behaviour and welfare)**
5. **BfL Policy**
6. **Schedule for Departmental Self-Evaluation**
7. **Supporting Excellence in Teaching Checklist**
8. **Supporting Excellence in Teaching Action Plan**

Aims:

The Teaching Policy will provide a framework for all teaching staff to promote the highest standards of teaching in every classroom at Prenton High School.

The policy will promote:

- Excellence in teaching
- A climate of continuous improvement and self-evaluation
- A culture of aspiration for all members of the school community
- An awareness and understanding of the spiritual, moral, social and cultural needs of our school community
- British values within a global community.

The National Teachers' Standards:

The Prenton High School Community promotes and expects all teaching staff to uphold the expected National Teachers' Standards at all times and without exception in their daily teaching practice:

Preamble

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

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- 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

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- 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

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- 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:
- 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 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.

Expectations of teaching staff at Prenton High School:

The Senior Leaders, Middle Leaders and Governors of Prenton High School have consistently high expectations of teaching staff as described below. The expectations relate directly and specifically to:

- **Planning for excellence in teaching and learning**
- **Upholding behaviour and standards**
- **The provision of an exciting learning environment**
- **High quality written and verbal feedback**
- **High quality conversations between all members of the school community**
- **The setting of purposeful and meaningful home learning to support students to make progress**
- **High standards of presentation in students' books/folders**
- **Embedded teaching of literacy and numeracy across all subjects**
- **Management of the calendar and planned staff absence.**

Planning for excellence in teaching and learning:

In order to plan for excellence then all teaching staff should have the following information:

- The relevant Learning Plan, resources, lesson plan, specification
- Information about students: E6, SEND, EAL, LAC, Medical, other eg Student Services
- SEND Learner Profiles with any relevant strategies
- Class Photos from SIMs
- Class level data: SISRA Analytics class level data

Upholding behaviour and standards:

To uphold and maintain standards of conduct and behaviour and in accordance with school policies staff should:

- Be punctual when meeting students; meet and greet at the door at the start of each lesson
- Check uniform as a matter of routine; deal with any issues as appropriate
- Reinforce the expectation that mobile devices are not allowed and that students are not allowed to play music during a lesson unless part of the learning or lesson plan
- Start the lesson with some level of urgency so that students are engaged with learning promptly
- Start each lesson with some form of review: previous lesson, previous unit of work, previous skill, link to current affairs etc
- Establish a supportive atmosphere where students listen to the teacher and to other students
- Tackle behaviour issues with immediacy and in accordance with the BfL Policy
- Ensure that students remain in the classroom unless they have an appointment card, pass-out or medical reason. Any student who leaves a lesson must carry a Permission Pass from the teacher or member of staff.
- Ensure excellence in the presentation of work from all students; reinforcing expectations and levels of literacy required
- Ensure accurate timing of lessons to cover all required content
- End each lesson with relevant reflection or reinforcement of learning
- Use hands up to request silence

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- Expect students to stand behind their chairs in silence before being dismissed
 - Guide students onto the corridor upholding the one-way system where appropriate.

The provision of an exciting learning environment:

Subject Leaders will ensure that teachers take responsibility for the learning environment to ensure that:

- The environment is stimulating: related to the subject, providing learning opportunities, developing literacy of keywords, promoting learning methods
- BfL posters are clearly displayed
- Boards and displays are well maintained and updated
- The room (including the teacher's desk) is tidy, organised and ready for learning to take place
- Celebration of achievement and excellence is evident; this could be examples of students' work.

High quality written and verbal feedback:

Feedback, whether written or verbal, should be of a consistently high standard and should contribute to students making progress. Verbal feedback or other conversations with students should model excellence and should demonstrate mutual respect. Feedback for students should:

- Be specific and enable the student to learn and make progress. It is not a requirement to mark every piece of work with WWW|EBI|Target|Verbal Feedback|IRIS Reward – these should be used as required and as appropriate. It would be reasonable to expect that every piece of work would have at least one of the feedback stamps to enable a student to make progress; further direction will be outlined by the Subject Leader. However, there are cases where a stamp may not be required; professional judgement is key.
- Show the student *how* to improve
- Identify any aspects of literacy as well as strategies to correct and improve; literacy marking symbols should be in evidence
- Be given in accordance with the requirements of the subject area. The frequency and depth of marking will be dependent on contact time and the type of work set; this will be detailed by each Subject Leader or through the Learning Plans
- Engage students with learning; the use of questions, whether written or verbal, will contribute to this process
- Reinforce expectations about the presentation of work; refer to classroom wall display
- Written feedback must be legible and written in purple ink
- Self and peer-evaluation must be written in green ink
- Time should be built in when planning lessons to provide students with time to respond to feedback so that they can actively demonstrate progress
- Rewards should be in evidence for excellent work and progress; further guidance from the Subject Leader will be provided.

High quality conversations between all members of the school community:

Whether speaking to professionals or students there should be a clear promotion of mutual respect and empathy. Teachers and other staff are directly responsible for the promotion and modelling of excellence and students should be able to see this in their daily experience at school.

Where students are challenging and where they do not display appropriate behaviour or respect then the BfL policy will apply.

The setting of purposeful and meaningful home learning to support students to make progress:

Home Learning should enable students to build on learning in the lesson, provide reflection and review time or prepare for the next lesson. Home Learning must be clear and well understood by all students. To promote high expectations and standards of Home Learning it is essential to:

- Ensure that students record home learning in the Home Learning Planner; it may be appropriate to issue stickers detailing the home learning task
- Issue Home Learning at the required frequency; this will be as directed by the Subject Leader. As a guide the core subjects will set weekly home learning tasks/activities
- Provide students with adequate time to complete Home Learning activities
- Check that Home Learning has been completed and provide feedback in accordance with the guidance listed above
- Adhere to the guidelines for students who fail to complete Home Learning activities: students who do not complete six Home Learning activities will be required to attend compulsory support sessions for a period of six weeks
- Keep a record of Home Learning and record any incomplete work on IRIS.

High standards of presentation in students' books/folders:

Presentation of work demonstrates that students are proud of their work and that they are applying themselves to learning. Work that is clearly presented will also act as a useful resource when preparing for assessments or examinations.

Each classroom should have a wall display making the expectations explicit; these expectations are:

- Books and folders should be neat and free from graffiti. Damaged books should be covered by students.
- Books should be clearly labelled with the child's name, their form group, the name of their teacher, the subject and, where appropriate or possible, the classroom number
- The date should be written on the right hand side and abbreviations should not be used; this is an opportunity to develop literacy. The title should be underneath and in the centre of the page and C/W or H/W should be written in the margin. A ruler should be used to underline date, title and C/W or H/W
- Students should use an appropriate pen and handwriting should be neat and legible
- Diagrams should be in pencil and clearly labelled as appropriate for the subject
- Tippex and felt pens should not be used.

Embedded teaching of literacy and numeracy across all subjects:

Literacy and numeracy should be embedded within Learning Plans and through the teaching of each subject. All teaching staff have a responsibility for the promotion of these aspects and for the provision of appropriate strategies to reinforce. Further guidance will be issued as required.

Management of the calendar and staff absence:

A teacher teaching their timetabled lessons is the ideal situation to secure excellence in teaching and learning. Clearly, additional opportunities are also valuable and can contribute to a wider learning experience for students. Getting the balance right is key.

To uphold excellence in the classroom and to minimise disruption:

- Planned staff absence should be agreed by the direct Line Manager and the link member of SLT. It should be checked with the HR Manager. This checking should occur well in advance of the date; as a guide, a two week notice period would be the minimum unless in exceptional circumstances
- Additional activities or events must be arranged alongside the school calendar and should take into account any other disruption to the class or year group across the academic year
- It is best practice, in cases of planned absence, for the teacher to set appropriate work; the quality of delivery will be overseen by the Subject Leader
- The Subject Leader must oversee disruption to their subject area and seek to minimise this for all groups across the academic year; they should avoid using the same members of staff wherever possible
- Cover should not be requested without prior agreement from the link member of SLT
- Planning events, activities or trips must follow the usual school procedures eg Evolve

Securing accountability, performance management and appraisal:

The quality of teaching will be evaluated through:

- Performance management observation/s
- Subject Leader self-evaluation procedures as per the Schedule for Departmental Self-Evaluation
- Book monitoring activities
- Informal drop-in observations by the Subject Leader or a member of the SLT/Governance
- Student / Parent voice activity
- Data and results
- Reference to the National Teachers' Standards

Progress over time can be evidenced through:

- Evidence of improvement in students' work
- Progress data analysis and results
- Student / Parental voice

Where teaching is requiring improvement or unsatisfactory then the member of staff will be supported (refer to Supporting Excellence in Teaching Checklist) and will be:

- Given specific written and verbal feedback highlighting strengths and areas for improvement

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- Given a time period over which to improve their teaching or aspects of their teaching
 - Provided with an opportunity to meet to discuss strategies for improvement
 - Offered relevant support as appropriate to the situation and the needs of the member of staff eg mentoring, coaching, observation of other colleagues etc
 - Required to provide a further opportunity for lesson observation / book monitoring / drop-in as appropriate and in conjunction with the member of staff and the Line Manager.

If teaching continues to require improvement or is unsatisfactory after the support package has been in place, then the member of staff will meet with the Line Manager and link SLT to discuss moving to formal capability procedure.

Subject Leaders are responsible for the implementation of the Schedule for Department Self-Evaluation and should identify any areas for development and take appropriate steps to secure continuous improvement. Through line management meetings with the link member of SLT aspects of self-evaluation will be discussed.

With the Subject Leader the Deputy Head will ensure that a full picture of teaching performance over time is known and that relevant support is in place to secure continuous improvement. On-going support within subject areas will be discussed and reviewed as part of the line management meeting cycle.

Professional Development:

CPD:

All staff will be supported through the provision of a whole school CPD programme; including INSET, coaching development and through the Teacher Learning Communities.

Staff are responsible for seeking any other CPD opportunities and these should be discussed with the direct Line Manger and the link member of SLT. CPD should enhance the development of the individual as well as contribute to the department and/or school development plans. When considering external CPD it is essential to consider impact to teaching and cost implications.

Staff may seek to share good practice within the school. The TLCs provide this forum, the TLC briefing sessions further support this; additionally, staff may seek to establish other links to draw on excellence across our team of teachers.

NQTs will be supported by a member of their subject area, usually the Subject Leader, as well as by the Deputy Head and the lead teacher in charge of NQT provision. A full schedule of their CPD for their first year in post will be distributed. Any concerns with regard to teaching will be communicated following any relevant procedure.

New Staff will be provided with CPD opportunities and this will be overseen by the Deputy Head.

ITTs will be mentored by the ITT Mentor and appropriate support given. Any concerns with regard to teaching will be communicated following the required procedure.

Governance:

A link Governor will work closely with key members of staff to evaluate the quality of teaching and to quality assure the self-evaluation procedures at Prenton High School. They will report directly to the relevant committees as per the Governing Body meeting schedule.