

Teaching and Learning Policy

Written by	Approved by	Status	Last Review	Next Review
Headteacher	Trustees	Under Review	Sep 2024	Sep 2025

Caistor Yarborough Academy Teaching and Learning Policy.

Vision –Excellence for All

At Caistor Yarborough Academy we provide a personalised and inclusive learning environment which nurtures and values every student through an ethos of *Excellence for All*.

We begin by valuing our learning, our experiences and all of the opportunities available to us.

As part of this we respect each other, our learning journeys and environment.

Above all, the whole community is committed to making sure that everyone achieves their best.

To achieve our vision of “*Excellence for all*” we will focus on the following areas: -

- 1. Quality of Education to be consistently outstanding for all students, including literacy.
- 2. Care and conduct to promote exceptional learning outcomes and inclusion.
- 3. Leadership to be outstanding at all levels.
- 4. Cultural capital to be embedded through Academy life

Teaching and Learning vision.

The aspiration is that all lessons are good and we aspire to be outstanding.

There is an expectation that all lessons and outcomes will be good or better and operate at a national benchmark. Teachers are expected to plan lessons appropriately for each lesson that are challenging, use appropriate pace and differentiate to allow all to access their learning through the use of data.

Knowledge of SEND, pupil premium, high, middle and low attainers and EAL is expected for each group and should be accounted for in each lesson. Assessment for learning should be an integral part of every lesson through questioning, peer and self-assessment and teacher feedback.

To raise expectations of staff and students we are aspiring to all be outstanding each and every lesson. We appreciate this is not possible, but if we aim for outstanding and don't quite make it, we will be at least good.

Quality of education	
OFSTED Good and Outstanding criteria	The CYA way. This is how we meet the criteria.
Implementation	

Teachers have good knowledge of the subject(s) and courses they teach. Leaders provide effective support for those teaching outside their main areas of expertise.	All lessons ensure students are challenged with learning that is either embedded, developed or new learning taking place as part of a sequence of learning to prepare students for future learning and employment.
Teachers present subject matter clearly, promoting appropriate discussion about the subject matter being taught. They check pupils' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In so doing, they respond and adapt their teaching as necessary without unnecessarily elaborate or individualised approaches.	3 outcomes are used to challenge students and show clear aims for the lesson, ensuring progress. To allow students to apply knowledge into larger ideas. Purple zone activities are implemented effectively to challenge students, build resilience and address misconceptions and provide live feedback to rapidly move learning forward. Assessment for learning practices are effective and clearly embedded through lessons and schemes, demonstrating progress and addressing misconceptions. Metacognitive processes are used where appropriate, this could be displayed visually, or the learning steps narrated during the modelling of the task. All students, including disadvantaged and those with SEND are planned for, supported, engaged and challenged. Consistently high expectations of students attitude to learning and work ethic, with the BFL policy followed consistently when expectations are not being met. Students presentation is good- well presented, organised and clear pride in their work. The learning environment and attitudes demonstrated relationships among students and staff are positive and respectful. EEF 5 part lesson to be used as a guide where support is needed.
Over the course of study, teaching is designed to help pupils to remember long term the content they have been taught and to integrate new knowledge into larger ideas The work given to pupils is demanding and matches the aims of the curriculum in being coherently planned and sequenced towards cumulatively sufficient knowledge. Pupils develop detailed knowledge and skills across the curriculum and, as a result, achieve well. This is reflected in the work that pupils produce.	
Teachers and leaders use assessment well, for example to help pupils embed and use knowledge fluently, or to check understanding and inform teaching. Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens on staff or pupils. Reading is prioritised to allow pupils to access the full curriculum offer. Teachers ensure that their own speaking, listening, writing and reading of English support pupils in developing their language and vocabulary well.	Use of data (where students are with work, SOL and level of progress through assessments) and high level of subject knowledge used to inform planning, ensuring gaps are being closed. Live marking will be used to identify misconceptions with students acting on feedback to move learning forward. Opportunities to develop reading are used where appropriate within lessons to broaden student's curriculum offer, ensuring they read widely and often. Teachers model high levels of literacy and oracy throughout lessons.

Our expectations ensure all lessons are good or better!

The CYA way is aspirational, but there are non negotiables that are requirements of all staff at all times.

CYA non negotiables for all lessons.

BE RESPECTFUL, RESILIENT, RESOURCEFUL and RESPONSIBLE.

A3 Seating plan must include for each student full name, yr 11 target, PP, FSM, SEN, PA, annotations on behaviour/ issues, interventions in or out of lessons, with a particular focus on SEND, demonstrating

knowledge of EHCP targets. These should be used as a communication aid between LSAs and teaching staff. These must be at the front of each class and available to be checked.

Feedback policy with WWW, EBI and tasks to improve either via stamper or written and acted on, alongside purple zone activities.

Assessment sheets are in books and students are made explicitly aware of their target and how to achieve it.

All lessons to be focussed around 3 outcomes which are linked into the learning throughout the lesson or term. There will be a starter activity as students walk in, which is linked to memory recall of previously taught material or new learning. KS4 to focus on exam question practice.

Assessment for learning is clearly embedded through lessons and schemes, demonstrating progress, with use of RAG cards or whiteboards where possible to check wider understanding.

Students will be challenged through differentiated activities which are targeted by the teacher using PA data with extension challenges available.

Sequencing of learning is clear in books and SOL showing thorough planning which builds on learning and fills any gaps, using lesson data to plan interventions and address misconceptions.

Staff and students demonstrate respect through positive relationships and learning environments, creating an atmosphere for learning.

Staff model high levels of literacy and oracy, with opportunities to develop students reading in lessons used.

EEF 5 part lesson to be used as a guide to develop consistency of implementation.

1. Explicit instructions- Teacher-led approaches with a focus on clear explanations, modelling, and frequent checks for understanding. This is then followed by guided practice, before independent practice.
2. Cognitive and metacognitive strategies- Managing cognitive load is crucial if new content is to be transferred into pupils' long-term memory. Provide opportunities for pupils to plan, monitor, and evaluate their own learning.
3. Scaffolding- When pupils are working on a written task, provide a supportive tool or resource such as a writing frame or a partially completed example. Aim to provide less support of this nature throughout the course of the lesson, week, or term
4. Flexible grouping- Allocate groups temporarily, based on current level of attainment. This could, for example, be a group that comes together to get some additional spelling instruction based on current need, before re-joining the main class.
5. Using technology- Technology can be used by a teacher to model worked examples: it can be used by a pupil to help them to learn. To practice, and to record their learning. For instance, you might use a class visualiser to share pupils work or to jointly rework an incorrect model.

Seating plans

To be based on data and used to support learning. Use examples on S drive/ Quality of Education.

Seating plans and information can be easily created on Bromcom, with background information and data able to be attached. The seating plan must be A3 and available on the clipboard at the front of each class so that it can be used as a teaching aid between teacher and LSAs.

Lessons planning

All lessons will be focussed on 3 outcomes linked into the learning throughout the lesson, a starter activity as students walked in, which is linked to memory recall of previously taught material or new learning. KS4 to focus on exam question practice.

Students will be challenged through differentiated activities which are targeted by the teacher using PA data with extension challenges available.

Assessment sheets are in books and students are made explicitly aware of their target and how to achieve it. Students complete the appropriate tiered activities to achieve outcomes, with teacher instruction.

Teachers plan questions and target them to extend students understanding based on effective use of progress data from students. Seating plans used to target questions based on PA.

Purple Zone activities will be used regularly to expose the students to challenging exam style questions in order to test knowledge as well as build resilience within the students.

Work is regularly marked using the marking policy (Stamper or WWW, EBI and a task) and acted on through purple zone tasks to demonstrate understanding and allowing staff to address misconceptions, with students responding to feedback.

Sequencing of learning is clear in books and SOL showing thorough planning which builds on learning and addresses any gaps, using lesson data to plan interventions.

KS4 homework to be based on exam question practice and retrieval which is reviewed or tested during the lesson to improve student's retention of knowledge.

All staff will consistently apply the BFL policy through positives and negatives.

Students take pride in their work and have basic equipment to complete tasks or are challenged in line with the BFL policy if not.

Clear class routines that inspire a positive learning environment.

Planning for teaching and learning **PROGRESS, PROGRESS, PROGRESS, PROGRESS, PROGRESS**

Your planning for your lesson must **start** with how much progress you want the pupils to make.

The **progress data** on the class – how are you using it to inform planning? Who is underachieving? How will you plan for this in the lesson?

What progress will be made in today's lesson? Have you planned for pupils to make rapid progress?

Who are the key cohorts within this group? (FSM, high ability, low ability, LAC, SEN)

What will you do differently to ensure that these pupils make progress?

For pupils who are underachieving, what will you plan for them?

How will you monitor the progress of pupils during the lesson?

What interventions have you planned?

What will lead to significant progress being made within this lesson? There are many elements that make up a successful lesson; "relationships" and behaviour are part of a bigger picture.

Preparing for Learning

- How will the physical environment support learning?
 - How will you set the emotional climate in the room?
 - What will you do to welcome the pupils?
 - How will your seating plan be organised?
 - What routes and expectations will you set up to ensure that the pupils are ready to learn?
How well will pupils follow routines/expectations?
 - How will you ensure that learning begins immediately on entry?
 - Will you ensure that you have a prompt start?
-

Agree Learning Outcomes

What will the intended learning outcomes for the lesson be? Will they have explicit reference to content, skills and thinking?

Will you share the criteria by which success would be judged?

How will you ensure the work is differentiated?

How will you **structure the lesson**, and why?

Will the activities be **presenting new information, constructing or applying**? What has taken place in previous lessons to lead up to these activities? N.B. the whole cycle does not have to take place in one lesson.

Presenting New Information

- How will you “hook” the learners? (Engagement)
- Will you use memory aides?

Construct

- How will pupils be actively learning?
- Why have you chosen these activities within the lesson? How will they lead to learning?
- What consideration will you make in the planning of the lesson of the underpinning elements?
 - Collaborative learning
 - Effective use of ICT
 - Thinking for learning
 - Assessment for learning

Apply

- How will pupils be able to demonstrate their learning? What form will this take? What form did it take last time? Is there a variety within your scheme of lessons?
 - Will there be opportunities for higher order thinking and for the pupils to demonstrate understanding as well as recall?
-

Review

- How will you review progress within the lesson?
 - How will you review the learning outcomes? Written, oral, pictorial?
 - How have you planned for the pupils to be able to talk about how they learn? Will you teach this skill? (metacognition) Will you focus on the **how** they learn as well as what they learn?
 - How have you planned for the quality and/or quantity of the work you expect to be produced?
-

Effective pupil behaviour

What will you do, to develop **effective pupil behaviour**?

- How much responsibility will the pupils take for their own learning?
- How do you ensure that pupils have a growth mind set?
- What habits of learning will the pupils demonstrate?

Effective teacher behaviour

How **effective** is your **teacher behaviour**? e.g.

- How will you create the climate in your classroom?
- How effective is your classroom management?
- How varied are your teaching strategies?
- How effective is your questioning? Is it planned?
- How engaged are the pupils? Why?
- Will you ask the pupils for their opinion on what worked, went well?

Appraisal / Performance Management

2023/24 review date & 2024/25 target setting:	Interim Review of PM Targets	2024/25 review date & 2025/2026 target setting:
By End of October 2024	By end of February 2025	October 2025

Performance management is a statutory and contractual obligation, as set out in paragraph 76.4 of the School Teachers’ Pay and Conditions Document 2006. The Education (School Teacher Performance Management) (England) Regulations 2006 stipulate that the total period of classroom observation arranged for any teacher under the regulations should not exceed three hours per performance management cycle and that this time should be reduced on a pro rata basis where the teacher works part-time. The regulations state, “

“Where evidence emerges which gives rise to concern about the reviewee’s teaching performance, classroom observations may be arranged in addition”.

“Evaluating the standards of teaching and learning in the school and ensuring that proper standards of professional performance are established and maintained” (paragraph 63.7 of the School Teachers’ Pay and Conditions Document 2006).

Effective appraisal goes well beyond ‘ticking off’ objectives to secure pay progression. It is a mechanism through which you can develop the culture of professional accountability in your area. It is a supportive process that enables you to ensure staff deliver key improvements as defined in the School Improvement Plan. It enables you to recognise and reward good performance. It is the vehicle by which you can identify and address underperformance, in a timely manner.

Setting Objectives.

Each member of staff must meet with each member of staff for whom they are an appraiser to review past performance and set objectives for the next academic year, in **September**.

You will set 3 performance objectives with each member of staff.

The first objective will be for teachers to achieve their pupil performance targets.

You will be given these targets in advance of your Target Setting and Review Meetings in September, by the AHT responsible for Achievement.

Pupil and class targets will be set so that your department and the school can achieve their targets as defined in the School Improvement Plan.

Targets will be based on national conversion rates in each subject.

Subject and class targets will also be set for important groups of pupils, such as disadvantaged pupils, pupils with SEND and high ability pupils.

The second objective will relate to achieving consistently good teaching through the QA cycle.

Further objectives must contribute directly to the successful delivery of the School and /or Department Improvement Plan.

Objectives must be

- Rigorous
- Challenging

- Measurable
- Achievable
- Time Bound
- Fair and equitable
- Contribute to successful delivery of the School Improvement Plan

Reviewing past performance.

When reviewing past performance, the reviewer will judge each teacher's performance against his / her objectives from the last appraisal cycle and also against all the teacher standards.

It is the responsibility of each teacher to attend your initial appraisal meeting in September, with clear evidence of meeting each objective. (You will be provided with an analysis of each teacher's performance against his / her class targets in advance of your performance management meeting.

If a teacher has failed to meet an objective it is his / her responsibility to provide mitigating evidence, if they wish to.

Based on the evidence provided the appraisal will make a recommendation, not a final decision, as to whether each individual has a) passed his /her appraisal targets and b) whether they should be considered for pay progression.

A meeting can be adjourned so that further evidence can be gathered if the reviewee wishes, although all pay decisions should be made before the end of October.

If necessary, you should seek the advice and support of the SLT line manager during this process. Further guidance will be provided in September, before you conduct the initial meeting.

Ongoing performance management.

Effective performance management takes place throughout each appraisal cycle and not just at the beginning and end. This is important, as it allows for early identification of issues that need to be addressed in order that the School Improvement Plan successfully delivers its aims by the end of the academic year. This will be conducted via the QA cycle and focussed mid-cycle review.

This process enables leaders to motivate, support and challenge staff in a timely manner, so that they can continue on their unswerving journey towards raising standards.

If a member of staff is at risk of failing to meet the required standards, despite timely intervention, consult your line manager, so that a more intensive level of support can be implemented, through a rapid support plan.

Middle leaders should meet with those staff whose performance management they are responsible for at a minimum of every term. For those staff that Middle Leaders have concerns regarding their performance, a more frequent meeting schedule may be appropriate.

These meetings should be evidence based, and focus on 4 key areas:

- Observations / Learning Walks
- Marking, Feedback & Assessment
- Progress of Students
- Student Voice.

The information collated from the departments QA and Data Analysis will provide the basis of this discussion. The attached Learning and Teaching Review will need to be completed following each meeting and a copy sent to the relevant member of staff. The same form can be amended and added to in each of the meetings. It is important that any actions are recorded and the impact of these is discussed in the next meeting, or sooner if appropriate.

Any CPD needs required to enable staff to meet targets should be recorded. Please be aware that these may not necessarily be external courses and may be internal support or suggested reading.

Appraisers – teachers 2024-25

3 targets based on progress, outcomes and a personal target.

Target 1-

- How is the target going to be achieved?
- Will the target impact on progress?
- What evidence is to be collected to show the impact?
- What support is required to achieve the target?

Name_____ Date_____ Signed_____

Approved and signed by Lof_____

Agreed and signed by SLT_____

Individual Teacher Action Plan 2024-25

A maximum of three areas of development should be prioritised in the action plan in addition to any Improvements needed in terms of progress over time, ie, quality of student work, standard of marking, the amount of measurable progress that pupils are making. Key actions will be recorded in response to the findings from the QA process.

Teacher name:

The quality of the teaching

QA Cycle	Areas for development:	Key actions	Timescale	Support from?	Impact / Outcome

Behaviour for learning:

QA Cycle	Areas for development:	Key actions	Timescale	Support from?	Impact / Outcome

The quality of the student work over time

QA Cycle	Areas for development:	Key actions	Timescale	Support from?	Impact / Outcome

The quality of planning

QA Cycle	Areas for development:	Key actions	Timescale	Support from?	Impact / Outcome

The quality of marking and feedback

QA Cycle	Areas for development:	Key actions	Timescale	Support from?	Impact / Outcome

Progress made by pupils in relation to their targets:

QA Cycle	Areas for development:	Key actions	Timescale	Support from?	Impact / Outcome



Quality Assurance of Quality Teaching and Learning

A comprehensive review of teaching and learning takes place throughout the year as calendared below.

The aim is to:

- ☐ identify and share good practice through discussion and observation
- ☐ evaluate the quality of teaching in line with OFSTED criteria and set targets for improvement
- ☐ track progress on teaching and learning issues identified in the School Improvement Plan
- ☐ identify key aspects of teaching for development by departments and for the whole school
- ☐ identify and support teachers by interventions from the Teaching and Learning Team; and
- ☐ standardise monitoring procedures including lesson observations and work scrutiny, through paired observations.

Protocols for Monitoring Teaching and Learning

All leaders (SLT, Middle Leaders and Year Leaders) within the school are accountable for the quality assurance of teaching in their specific area and have a responsibility to ensure that regular monitoring, evaluation and review of teaching takes place. Subject leaders are responsible in the first instance for addressing any areas for development in their teams.

These protocols are provided to ensure that all monitoring of teaching at CYA are conducted in an effective and efficient professional manner. The underlying purpose of monitoring teaching is school improvement; it is about celebrating and informing others about existing strengths and about recognising areas that require development and improvement. Subject leaders are responsible in the first instance for addressing any areas for development within their teams.

Methods for monitoring teaching and learning over time include for example:

- ☐ Learning walks
- ☐ Lesson observations
- ☐ Department Review reports (twice a year)
- ☐ External Reviews
- ☐ Student outcomes and progress
- ☐ Work scrutiny evidence
- ☐ Student voice
- ☐ Student shadowing

Lesson Observation Protocol

To ensure that the experience of monitoring teaching is consistent, the following protocols need to be followed when conducting lesson observations as part of monitoring teaching over time.

- ☐ All new staff will be observed within the first two weeks.



- ☐ All staff will be observed at least twice a year during the QA cycle (more if necessary – needs to be clear we do this depending upon judgments made about the quality of teaching over time).
- ☐ Lesson observations and learning walks may be conducted by a maximum of two staff and where possible a subject specialist will be included.
- ☐ Staff are not required to provide any documentation prior to their observation although a contextualised seating plan provided to an observer is encouraged as good practice. Lesson Plan/ overviews are encouraged also when being observed by external advisors.
- ☐ Lesson observation will be a minimum of 20 minutes.
- ☐ Staff observed in a formal observation will receive verbal feedback within one working day on their strengths and areas for development in their observed lesson, with written feedback received in 5 days. Feedback is also linked to the DfE teaching standards.
- ☐ A standard lesson observation template will be completed by an observer and feedback will be provided to staff within three working days of an observation.

Learning Walk Protocol

‘Learning walks’ may take place in order to collect evidence about teaching and learning, evidence of progress and areas for development. They are intended to be developmental and constructive rather than judgemental and are a whole-school and department improvement activity.

Learning walks will take place each full term and will be completed by joint SLT members or by subject leaders. Learning walks will have set proformas to be completed by observers however not all criteria may be applicable or observed during the time period.

- ☐ 1 formalised learning walk must be completed by an appropriate middle leader for every member of department staff each full term.
- ☐ Joint SLT learning walks will also be conducted randomly to provide further standardisation of teaching and learning across the whole school.
- ☐ Learning walk template should be used however middle leaders are encouraged to address their own department development in their respective learning walks
- ☐ On occasions the learning walks may have a specific focus eg *effective questioning*. A learning focus for a learning walk may be decided by the subject leader at department level or via SLT as a whole school priority.
- ☐ Middle leaders should address any areas for development seen during learning walks on individual basis with staff or during departmental CPD time.

The observer is to record the observation of the 20 minutes using the CYA faculty review document and pass a copy to Assistant Headteacher Teaching and Learning.

Work Scrutiny Protocol

Work Scrutiny is a very useful and essential strategy for monitoring learning and progress of students within the classroom environment. The purpose of performing a work scrutiny is to ensure we have a consistent approach to marking and accurate assessments and ultimately raise standards

Objectives

- ☐ To monitor the quality of marking and assessments within the classroom.
- ☐ To monitor the quality of written/verbal dialogue between the teacher and student.
- ☐ To raise standards of classroom marking and quality feedback.



- ☐ To promote a culture of sharing work scrutiny examples of good and outstanding practices.
- ☐ To inform the QA cycle and ensure consistency across the academy.

Work Scrutiny takes place in three different ways:

- ☐ By subject leaders in their own departments
- ☐ By SLT led work scrutiny on selected students
- ☐ By cross faculty reviews.
- ☐ QA mid cycle review will involve moderation of LOF judgements by SCha

Faculty Reviews:

Reviews of departments take place twice annually led by middle leaders and SLT, and where appropriate external specialist support. These evaluations occur in January and June each academic year and middle leaders are required to build areas for development in to department action plans.

Continuous Professional Development

At CYA we strive to provide excellent continuous professional development for all staff. Teachers should:

- ☐ continuously update their subject knowledge and teaching practice in line with current developments and initiatives
- ☐ discuss teaching and learning with colleagues at both formal and informally held meetings in order to share good practice
- ☐ plan their own CPD needs in conjunction with their Reviewer as a result of the Appraisal process
- ☐ be encouraged to access the voluntary Teaching and learning CPD activities when appropriate during the school year.
- ☐ during the following 2 years 2024-2026 we will follow the Embedding Formative Assessment program to enhance the teaching and learning within the Academy.



Performance management structure – CYA Teaching and Learning flow chart

