

St. Anthony's School

A BEHAVIOUR & LEARNING SCHOOL IN MARGATE, KENT



St Anthony's School

Teaching and Learning

Staff Handbook

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BASIC EXPECTATIONS FOR EVERY LESSON

- The teacher should always have available an up to date 'class folder' that contains all relevant SEND information for the class being taught. The folder should include an individual student summary sheet from Student Asset, section F of the student's provision plan, a BOXALL profile every other term, a termly Pupil Asset summary and student risk assessments.
- A lesson objective must be displayed and shared with the students. The lesson objective should start with 'To be able to' and then a measurable word should be used.
- Examples of measurable words include,

Knowledge Level:

list	record	underline
state	define	arrange
name	relate	describe
tell	recall	memorise
recall	repeat	recognise
label	select	reproduce

Comprehension Level:

explain	describe	report
translate	express	summarise
identify	classify	discuss
restate	locate	compare
discuss	review	illustrate
tell	critique	estimate
reference	interpret	reiterate

Application Level:

apply	sketch	perform
use	solve	respond
practice	construct	role-play
demonstrate	conduct	execute
complete	dramatise	employ

- 3 Steps to success (also known as success criteria) must relate to learning objective and are displayed as,
All must.....
Most should.....
Some could.....
- The lesson objective and success criteria should be referred to throughout the lesson.

- A minimum three part lesson to contain a Starter, a Main Part broken into a variety of activities, (which may include individual, paired and group activities) and finally a Plenary.
- An appropriate pace with challenging tasks.
- A variety of differentiated activities, taking into account the needs of all Students.
- Relevant use of ICT, where necessary
- Enthusiastic responses and student participation in high order questioning
- Assessment for Learning embedded in lessons
- A plenary that refers to the lesson objective and checks the steps to success

QUESTIONING IN LESSONS

Questioning is an essential tool to assess whether progress has taken place in your lesson. This should be used throughout each lesson. Below are examples of higher order questioning that can be used to support learning and determine the learning.

Language Level A

Find one that is...can...
What is happening?
Who is...?
When did...?
Where is the...?
Finish this sentence.
What is this for?
Tell me about this thing.
What does it do?
Find one that is X or Y.
What else could they?
Have you ever...

Language Level B

What will happen next?
What is...going to say?
How did he...?
How else could he do it?
How are these the same?
What's your favourite?
Tell me one that is not...
What is a...?
Which one is...?
How did he feel?
What have they done so far?
Why?
Talk about the picture using the word

Language Level C

What will happen if ...?
Why can't you use a spoon to row boat?
What made it happen?
What could you do?
How can we fix it?
How can you tell...?
What is the difference between...?

HIGHER ORDER QUESTIONING

**A correct answer
isn't enough...**

**CONVINCE
ME!**

**Can you
justify...**

**How does that
compare to...**

**How do
you know?**

Prove it!

**Describe
for me...**

Simplify that.

LESSON STRUCTURE

Start of the Lesson

- The teacher should be first in the classroom and stand at the door to meet the students (a welcoming word goes a long way).
- The register is taken with the minimum of fuss – maybe during the starter.
- If the start of the lesson is not organised then the rest of the lesson nearly always follows suit, an excellent start, however, ensures the foundations are laid.

Starter Activity

- The lesson objective should be clear, easy to understand and measurable.
- The lesson objective and steps to success should allow the teacher and student to measure their progress against it – Assessment for Learning.
- The starter should be clear and concise and always summarised at the end.
- The starter should not last too long – maximum 10 minutes.
- The starter should be appropriate for the students and lesson.
- A good starter helps with the pace of the lesson.
- The starter activity involve the use of Personal Improvement Time (PIT)

Lesson Content

- All tasks should be appropriately explained to the class (using a variety of methods) and modelled wherever possible.
- The teacher plans a variety of learning activities which engage all students, all of which should be related to the lesson objective.
- The teacher provides constructive and clear feedback to the class and individual students.
- The teacher always has high expectations of the class.
- Independent learning opportunities should be provided and build on the key skills of students. All of these strategies will help with the pace of the lesson.
- Hand-outs should always be of a high quality.
- The lesson should be well structured with a number of tasks.
- Tasks should link to previous and/or future learning.
- Teachers are not to just sit at their desk.

Plenary

- The plenary should use a variety of teaching techniques, not just question and answers.
- The plenary should always recap the steps to success.
- The plenary should allow the teacher to check progress, individual and class, measured against the learning objective and steps to success.

QUALITY ASSURANCE - LESSON OBSERVATIONS

	1	2	3	4
OUTCOMES	<ul style="list-style-type: none"> Students make substantial and sustained progress, developing excellent knowledge and understanding. Students acquire knowledge and understanding and are able to articulate this clearly within the lesson. Students are very well prepared for the next stage in their learning. 	<ul style="list-style-type: none"> Students make consistently strong progress and secure knowledge and understanding. Students acquire knowledge and develop understanding quickly and securely. Students are well prepared for the next stage in their learning. 	<ul style="list-style-type: none"> Students are progressing at expected levels There is evidence of some attainment and progress. Students have basic preparation for the next stage in their learning. 	<ul style="list-style-type: none"> Lack of progress. Limited development of skills and understanding. Students are not prepared for the next stage.
TEACHING, LEARNING AND ASSESSMENT	<ul style="list-style-type: none"> Teacher demonstrates deep subject knowledge. Teacher's lesson plan is very effective and all the student's needs are met. Teacher provides adequate time to ensure all students embed knowledge, understanding and skills securely. Teacher uses questioning highly effectively throughout the lesson. Teacher provides students with incisive feedback so that students can improve their knowledge, understanding and skills resulting in them using feedback to improve. Teacher is determined that students achieve well and have consistently high expectations of all students. Teacher demonstrates that they direct and use the LSA effectively. 	<ul style="list-style-type: none"> Teacher has secure subject knowledge. Teacher uses effective planning to help students learn well. Teacher develops, consolidates and deepen students' knowledge, understanding and skills. Teacher listens to and skilfully question students throughout the lesson. Teacher gives students feedback through marking and students know what they need to do to improve. Teacher encourages students to work with positive attitudes and reinforce expectation. LSA has obvious instructions to follow from the teacher. 	<ul style="list-style-type: none"> Teacher's subject knowledge allows little progress. Planning results in students learning throughout the lesson. Teacher provide an opportunity for learning. Basic questioning which does not allow explanation or deeper thinking. Feedback provides some opportunities on how to improve but is not consistent or fully developmental. Expectation results in most students being on task. LSA shows engagement with students. 	<ul style="list-style-type: none"> Subject knowledge is poor Planning is limited. Teaching fails to promote learning Questioning does not challenge and is limited. Weak assessment that does not meet student's needs. Low expectation results in weak learning. LSA has no direction from teacher.
MEETING NEEDS & COMMUNICATION	<ul style="list-style-type: none"> Special needs are met very effectively and consistently using a range of communication strategies. The classroom environment is developed to a high standard and uses supportive visual aids effectively. Students show excellent conduct and are self-disciplined. 	<ul style="list-style-type: none"> Special needs are met through a combination of communication strategies. The classroom environment includes visual resources that supports learning. Students are well prepared for lessons and low-level disruption is rare. 	<ul style="list-style-type: none"> Most of the special needs are met through the use of different strategies. The classroom environment has some evidence of visual support Students are generally compliant with some low-level disruption. 	<ul style="list-style-type: none"> Student's special needs are not met. There is little evidence of supportive communication. Poor behaviour and disengagement disrupts learning.

WHAT WENT WELL:

-
-
-

TARGETS FOR DEVELOPMENT:

-
-
-

Work sampled by _____ Role _____

QUALITY ASSURANCE- LEARNING WALKS

Focus	_____	Observer:
	_____	Date:
Teacher:	What Went Well:	
	•	
Class:	•	
Period:	•	
QA – Focus Check	Even Better If:	
Focus Satisfied		•
RI		•
Inadequate		•
Teacher:	What Went Well:	
	•	
Class:	•	
Period:	•	
QA – Focus Check	Even Better If:	
Focus Satisfied		•
RI		•
Inadequate		•
Teacher:	What Went Well:	
	•	
Class:	•	
Period:	•	
QA – Focus Check	Even Better If:	
Focus Satisfied		•
RI		•
Inadequate		•
Teacher:	What Went Well:	
	•	
Class:	•	
Period:	•	
QA – Focus Check	Even Better If:	
Focus Satisfied		•
RI		•
Inadequate		•

QUALITY ASSURANCE- WORK SAMPLING

Member of staff:		Date:	
Students/class:		Subject:	
		Y/N	COMMENT
1	Are target stickers displayed and completed appropriately on the front of books /work?		
2	Is marking regular?		
3	Are teacher comments developmental?		
4	Is student improvement work evident?		
5	Does presentation meet the school's expectations?		
6	Is there evidence that poor quality work is challenged?		
7	Is assessment evident?		

Please select one box only

Outstanding practice as evidenced by consistently high quality marking and constructive feedback ensures that students make significant and sustained gains in their learning.	
Good practice as evidenced by regular and accurate assessment of students' learning and progress. Students know how well they have done and what they need to do to improve.	
Marking meets minimum expectations.	
Marking does not meet minimum expectations. Improvement required.	

Targets for improvement	Deadline

Work sampled by _____ **Role** _____

PLANNING EXPECTATIONS

Long-Term Plans (LTP)

- Curriculum Mapping: Lead Practitioners are expected to develop a subject long term plan that shows the topic areas that are to be taught within the academic year for all Key Stage Groups.
- Specialist teacher are expected to develop a Long Term Plan that shows the topic areas that are to be taught within the academic year for all Key Stage Groups.
- Specialist teachers at KS4 are expected to complete assessment calendars in line with guidance from BTEC, Pearson.

Medium-Term Plans (MTP)

- Lead Practitioners are expected to develop Medium Term Plans that act as schemes of work for central class teachers.
- The MTP are devised for each given term in accordance with the curriculum map and are set for every Key Stage Group.
- The MTP should provide central class teachers with all relevant resources that allow for good or better lessons to be delivered.
- Specialist teachers are expected to complete MTP for all Key Stages Groups. At Key Stage 4 the content is expected to be in line with the awarding body and MTP formats may be varied.

Short-Term Plans (STP)

- Central class teachers are expected to complete a minimum of 5 short-term plans per week.
- The 5 short term plans should correspond to Maths, English, Environmental Studies, Global Studies and Preparation for Life lessons.
- KS4 Specialist teachers are expected to complete assignment briefs in line with BTEC, Pearson guidelines or awarding body. These assignment briefs are substitutes for STP.
- Specialist teachers are expected to complete a minimum of 3 short-term plans per week. These correspond to KS2, KS3 and KS4.

Lesson Plans

- Full lesson plans are fully recommended when a formal lesson observation takes place or there is an external visitor observing lessons.

CHARACTERISTICS OF A GOOD LESSON

These are not hard and fast rules, rather a template of the most effective aspects that make a good lesson.

General Characteristics

- Lessons should be well planned.
- A crisp start, which allows students to share experience and prior knowledge, sometimes achieved through a specific starter activity.
- Activities are structured.
- Whole school behaviour management rules are applied consistently, which is the responsibility of the class teacher in the first instance.
- Differentiated tasks are used to suit different learning styles and include all students in the lesson.
- Good relationships are built and respect is shown for teachers and students.
- Learning activities are stimulating, allowing students to process the new information, to identify patterns, rules and to develop understanding.
- The teacher is approachable – a smile goes a long way.
- The teacher is enthusiastic – if you don't enjoy it, why should the students?
- Learning objectives and steps for success are referred to during the lesson.
- The teacher has a high awareness of progression – Assessment for Learning.
- Praise is used to highlight good work and encourage students.
- Teacher talk is limited to short sharp bursts to highlight important areas and help the pace of the lesson.
- When questions are used, they should be appropriate for the students and they should be clearly directed. Non-directed questions should rarely be used. Questioning should develop learning and show progress.
- Plenaries at the end of a lesson to check on progress and for students to reflect on what they have learned and how they have learned it.
- Do not play safe, even when being observed. The best lessons are when teachers are not only challenging the students, but also challenging themselves.
- Students know their Target Grades and assessed grades for given lesson.

AN OUTSTANDING LESSON IS A GOOD LESSON PLUS...


- All students are challenged and make good progress, no stragglers are left by the wayside.
- The students are **enthusiastically** involved in the lesson and **all contribute in some positive form. Nobody 'hides'**.
- Teaching methods are very well matched to the content and to the learners - it may be original or innovative; for example, have content closely linked to students' experiences or to interesting practical situations.
- Students go out of their way to help each other; they provide mutual support. Cooperative learning.
- The learning environment is a lively and interesting place; it includes good displays of students' work (representing all abilities) and annotated examples of levelled work used to support learning.
- All students know how to improve as a result of regular and constructive feedback; where appropriate this is linked to national criteria or examination requirements.
- Students know their Target Grades and Assessed Grades for given lesson, furthermore students know how to improve to be able to get to the next level.

MONITORING TEACHING AND LEARNING


The following procedure will be followed on completion of a formal SLT lesson observation from relevant stakeholders.

If a lesson has no issues and good practice is identified then:

No issues arising and good practice identified
Teacher informed on day of formal observation.

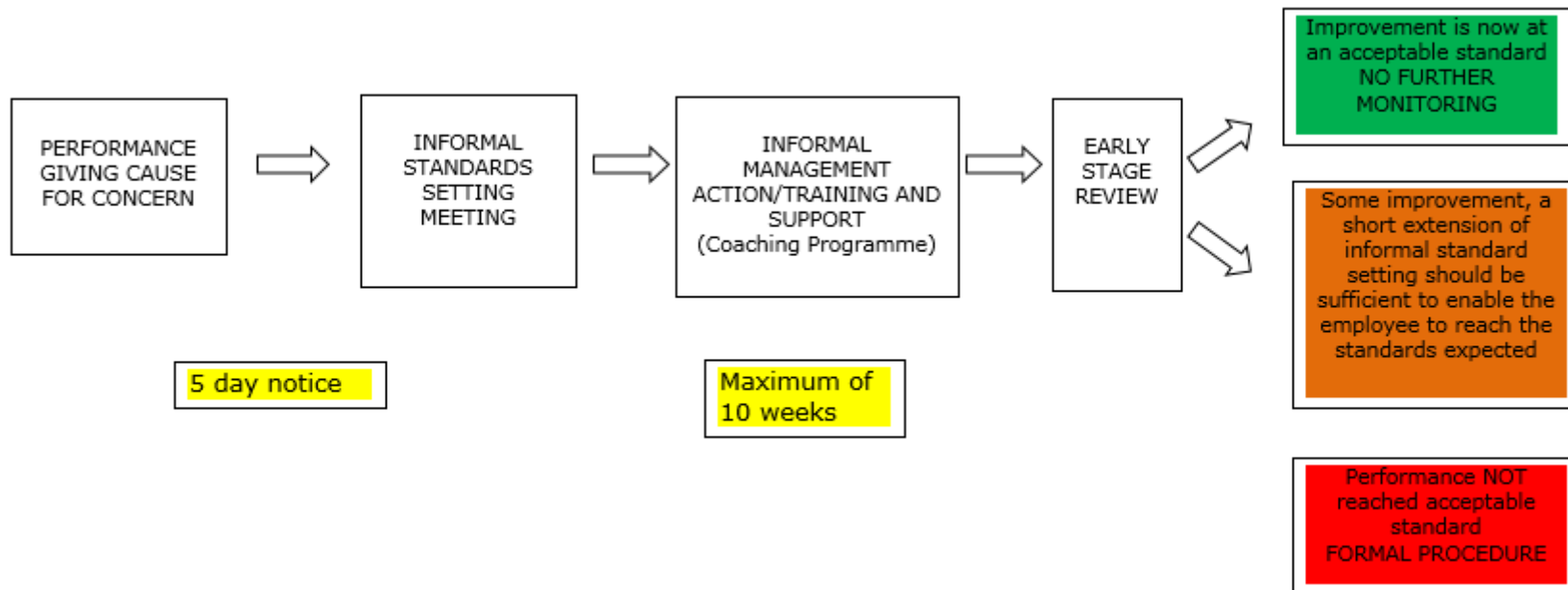


Good practice is recorded by AHT Paul Barrett and shared with other Senior Leaders and appropriate Lead Practitioners.

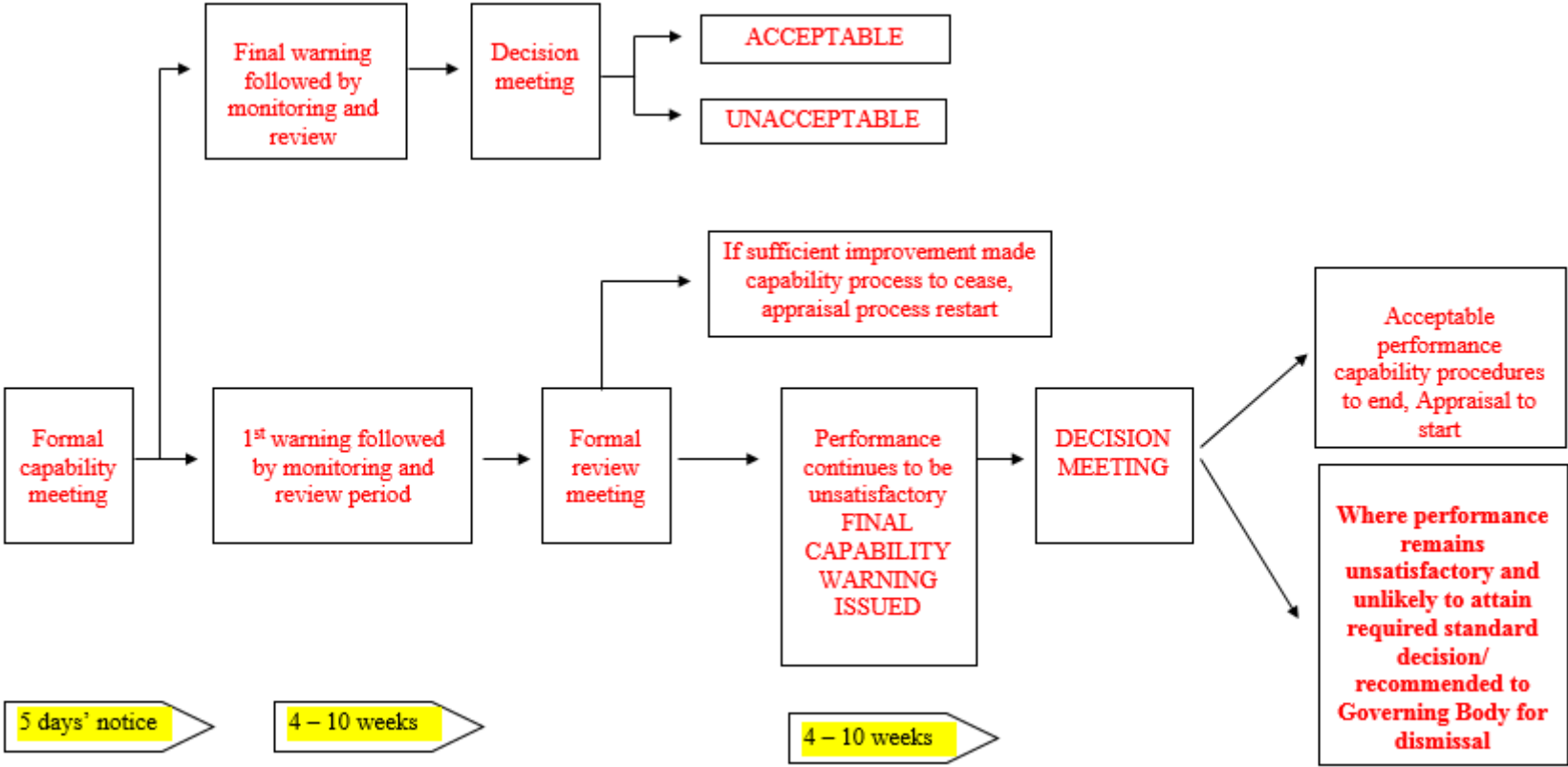


Good practice is shared with other teachers in the school during department meetings, CPD opportunities and coaching sessions.

SUPPORT PROCEDURE FOR PERFORMANCE CONCERNS



PROCEDURE FOR FORMAL CAPABILITY



St Anthony's School Teaching and Learning Expectations

LEARNING ENVIRONMENTS

It is each individual teacher's responsibility to keep their learning environments tidy, engaging and to display relevant information.

1. In all teaching and learning classrooms the following information should be displayed:

Class Display – focal point for Circle Time

- Targets
- House points
- Individual awards
- Photos of trips etc.

Total Communication Environment

- Visual timetable
- Labelled door
- Active listening resources

School Code

School Vision

Behaviour Flowchart

Uniform Flowchart

Marking Policy

Questioning Poster

School Story

Maths Display

English Display

Science Display

Foundation Subjects Display



Showing pupil work and key words and concepts.

2. All teaching and learning spaces should be safe, organised and conducive to learning at all times.
3. Student learning must be at the heart of every teaching and learning space.
4. BTEC students there should be a place for tracking to be displayed for use by the students- where possible.
5. Each member of staff is responsible for leaving their learning spaces in a safe and organised way.

MARKING POLICY

MINIMUM EXPECTATIONS- GENERAL

- Subject target and assessment sticker is up to date on the front of exercise books or on the inside of the front cover for all core, mandatory and specialist subjects.
- Marking should give praise (What Went Well) but more importantly give developmental comments on RAG stickers (Even Better If).
- Student work should be RAG stickered every 3rd piece of work for English and Maths. For all other subjects student's work should be RAG stickered once a week.
- Written feedback must be legible and written in language that the student can access and it should always be of quality rather than quantity.
- Marking of any coursework qualifications should follow the expectations as set out by the awarding examination body. It is still expected that any classwork related to KS4 studies is marked in the same manner as this policy states.
- Marking should always be carried out using a green pen. Black pen can be used on the green RAG sticker if deemed necessary.

PERSONAL IMPROVEMENT TIME (PIT):

- The opportunity to complete an improvement task must be provided for Students. It must relate directly to the EBI comments on the sticker to ensure students grasp what they need to improve. The improvement task is titled as 'PIT' for easy identification and can be completed as a starter activity.
- Using red boxes/ red pen when providing PIT is optional.

MARKING OF QUALIFICATIONS AT KS4

Our Marking Policy states,

'Marking of any coursework qualifications should follow the expectations as set out by the awarding examination body. It is still expected that any classwork related to KS4 studies is marked in the same manner as this policy states'

Therefore for BTEC's and TECH awards,

- Summative assessment sheets should be completed at the end of an assignment. Formative assessment should not occur during assignment tasks.
- There should be a folder set up for assignments and students should have an exercise book to complete classwork.
- This classwork is marked in the same manner as the marking policy states. For example, every 3rd piece of classwork a RAG sticker is implemented and as a result of this a PIT task is completed.
- At the front of the exercise book should be an assessment table which indicates levels. These levels must relate to grading from the vocational course i.e. L1P, L1M etc.

MINIMUM EXPECTATIONS- GENERAL

PRESENTATION:

- Any issues with presentation should be identified.
- All books and folders to be kept graffiti free.
- All student work to be presented correctly with a Learning Objective.
- L/O's can be typed and then stuck into exercise books. However, if a student writes their own L/O they should be encouraged to underline it. No squiggly lines should be used.
- Dates should be included within exercise books and students should be encouraged to write dates in full i.e. 'Thursday 13th December 2018'. However, Maths dates can be shortened.
- Students should be encouraged to write in blue or black ink only. Pencils can be used for writing tasks where it is deemed that the student is not ready to use ink.

PURPOSE OF MARKING:

- To show students that their work is valued.
- To recognise achievement, presentation and effort.
- To address misconceptions.
- To provide ongoing assessment to inform future lesson planning.
- To share expectations.
- To encourage students to reflect on their performance.
- To allow students to make amendments to work in order to improve and extend skills.
- To raise attainment and achievement by creating a climate of stretch and challenge in order to help students progress.
- To develop a dialogue between students and staff.

LITERACY ACROSS THE CURRICULUM

St. Anthony's School is committed to raising levels of literacy. A teacher must *'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.'* (**Teaching Standard 3.3**)

Literacy Expectations

- **There are a minimum of 5 Literacy lessons per week for all students. It is recommended that Literacy lessons occur during AM periods, taught in a single period and taught daily.**
- **There are 2 timetabled Guided Reading lessons for all central classes. Lesson 1 is timetable for the first 25 minutes of the Monday Literacy lesson and the 2nd Guided Reading lesson is timetabled for all central classes straight after the Friday morning assembly.**
- **The English Lead Practitioner will produce differentiated medium term plans that will be used by central class teachers to plan their own high quality lessons. The English Lead Practitioner has responsibility for the teaching and learning within the curriculum model.**
- **DEAR time to take place every day during afternoon registration for 10 minutes. Pupils to be given the opportunity to choose a book of their choice, that is not necessarily at their book band level.**
- **The Benchmark Support will work with pupils across the school, 1:1 for 15 minutes, in-line with the Benchmark reading programme. The Benchmark Support will be delivering high quality intervention whereby the impact and progress is measured.**

The purpose of developing literacy is to ensure:

- students develop and show an ability to speak articulately in a range of contexts for different purposes
- students are able to read and write

READING:

Opportunities to maximise reading across the curriculum will be provided by reading for pleasure and purpose every day. Reading skills will be enhanced by:

- teachers supporting students in the pronunciation of sounds and words
- teachers modelling and scaffolding good reading practice
- the use of 'DEAR' time to enable students to engage in independent and teacher lead reading
- timetabled Guided Reading within the central classes

Teachers will use the reading ages of all students to inform planning, provision and intervention.

WRITING:

The teaching of writing skills and strategies to raise the quality of writing will be enhanced by:

- sharing the purpose of a piece of writing by sharing expectations, such as punctuation, tense and choice of vocabulary
- using peer and self-assessment to assess subject content alongside the quality of the writing
- providing 'thinking time' to ensure students write clearly and concisely
- sharing standards of presentation in written and word processed work
- supporting students to use a wide range of vocabulary
- promoting the use of dictionaries
- identifying frequent spelling errors, incorporating correction and learning of spellings into lesson and homework activities
- extended pieces of written work
- Guest author to support the writings of character descriptions in KS4
- PopUp Literacy Funding, for KS2 and ASD classes, which involves an author coming into school to support pupils creative writing over 2 years.

SPEAKING AND LISTENING:

The promotion of speaking and listening will be developed across the curriculum to support progression.

SPEAKING:

A speaking environment will be developed by:

- staff modelling appropriate grammar within their own speech
- encouraging students to respond in full sentences
- teaching students to understand how the qualities of spoken answers improve written and practical work
- using subject specific vocabulary resources
- using questioning techniques to support students to correct and develop their own explanations
- the use of cooperative learning within lessons

LISTENING:

Students will be taught to listen effectively by:

- sharing the different purposes of listening
- Incorporating thinking time into lessons to allow students to process and contextualise information.
- the use of cooperative learning within lessons

MONITORING AND FEEDBACK:

The development of student levels of literacy will be improved by:

- providing feedback on the development of literacy to support progression
- a bespoke Literacy programme
- providing frequent opportunities for students to improve their work following feedback and marking