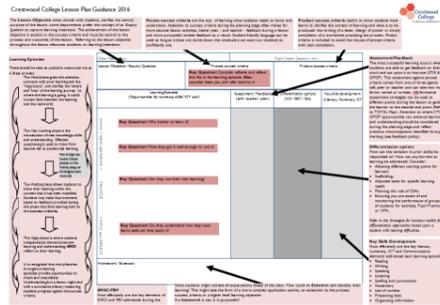


## Ethos

- At Crestwood we are committed to developing our teachers into highly effective and competent practitioners supported through our Professional Learning Community. Our ethos is that in a successful school the most important factor is the quality of learning and that what we do affects students' life chances. There are to be no limits placed on student progress and "high expectations" and a "can do" approach are expected as the norm.
- Staff developing and sharing best practice are integral to the development of our three CPD themes for 2016 –17: Challenge, clarity of success criteria and consistency across both campuses.

## Making learning the core activity involves:

Annotated guide to lesson plan pro forma



- Focusing on students and their learning.
- Encouraging the adults in the school to be continual learners themselves and to take a keen interest in their own professional development and how it impacts the classroom. This involves seeking feedback from students and peers which is then used to adapt and improve the learning process.
- A collaborative approach to ensuring that teaching is always at least Good through the CTLC, POTS, TOTAL (AFL), coaching and the Lead Practitioners so that staff can learn with and from each other to ensure a consistency of approach.
- A commitment to ensuring that GOP and STIR are embedded into lessons.
- A commitment to take risks and try new ideas in order to develop their own practice.
- A commitment to keep up to date with new initiatives aimed at improving outcomes for our students.
- Taking part in Teaching and Learning briefings.
- Providing and sharing a common language and understanding of what constitutes progress over time.
- Ensuring deliberate attention is given to reinforcing literacy across the curriculum.

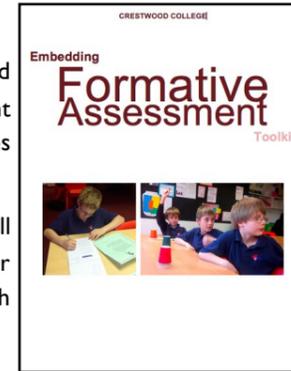
## Support

- Crestwood College is committed to providing continuing professional development to teaching staff. Priorities for in-service training will be determined by the monitoring of classroom practices and models of best practice highlighted by educational research.
- Teaching staff are expected to participate fully with the Professional Learning Group initiative, both to develop their own practice and support the development of colleagues.
- Student Observation Teams, as part of our commitment to Student Voice, observe staff regularly and offer developmental feedback.
- Teachers requiring additional support will be given this through department Line Managers and the CTLC.

## Planning

There is a whole school approach to the planning of lessons in accordance with agreed pedagogical principles.

- All teachers will follow the short term lesson plan which has been designed for 75 minute lessons (refer to the new guidance for lesson planning).
- Planning must take account of prior knowledge and be based on accurate assessment of student progress. Process success criteria and activities should be differentiated accordingly.
- Staff have the option of planning lessons on a full A4 pro-forma which should be kept in a folder or in a TOTAL Crestwood Teacher Planner which contains the same pro-forma reduced in size.
- When being formally observed teachers should have an A4 version of their plan available for the observer, along with seating plans, photographs, the class SEF and data for that particular class. In an informal 'drop in' situation the teacher could show their planner or A4 folder as an alternative to this.
- All lessons must make the **Learning Objective/Enquiry question** clear to the students and be intrinsically linked to the **Process and Product Success Criteria**.
- The sharing and creation of success criteria is essential for students to make progress, and approaching this must be carefully considered in the planning of lessons **and** linked to the learning objective/question.
- In the creation of success criteria, **samples of work** at various standards are essential in helping students recognise poor and good features in any given piece of work so that they can understand their own current standard and how to improve.
- Questioning to achieve higher order thinking should be given a high priority when planning lessons.
- Formative assessment has been proven to accelerate student progress and should, therefore, be at the heart of our planning and teaching.
- Curriculum Support Assistants (CSAs) are made aware of student targets and how to best support in lessons. Teachers share their plans with their CSAs prior to the lessons and can be involved in the preparation of differentiated materials.
- The Strategies for Inclusion Toolkit provides further guidance for staff in planning lessons that cater for students across a full range of abilities.
- Marking should inform planning and adhere to the Feedback Policy and the 7 non-negotiables.



## Accountability

- Subject Leaders are responsible for the standard of teaching in their departments, always ensuring that teachers are being given the time and support they need in order to develop pedagogy. Subject Leaders will regularly observe their teachers and provide detailed feedback – copies of the observations must be handed to Line Managers.
- Subject Leaders will review the quality of teaching with each member of their department in order to develop and improve practice.
- Any teacher who is seen to teach an inadequate or requiring improvement lesson will be given the additional support of a member of SLT or Lead Practitioner.
- The quality of teaching will be high on the agenda in department and Line Management meetings.
- SLT will conduct regular Learning Walks across the school and give feedback to Subject Leaders. Where necessary, concerns will be followed up with support.
- The Classroom Observation Policy provides an overview of the Quality Assurance approach of the college. The college calendar sets a clear timeframe for when SLT QA will take place.
- An annual cycle of performance management is in place to ensure that staff practices meet the criteria laid out in the *Teachers Standards* document. Specific performance management targets must also be set annually, with at least one action related to classroom practice.

