INTRODUCTION

Our aim at Furze Platt Junior School is to provide the best possible opportunities for pupil’s achievement, progress and learning. We also believe that the promotion of excellence in learning gives pupils the best opportunities to grow as individuals, to make positive contributions to communities, and to find success in their lives. Furthermore, we recognise that the quality of teaching and learning in the classroom is one of the most influential factors in student success and achievement. As a result, we constantly aim to improve our practice in the classroom and are open to feedback, and to learning new approaches and adopting new techniques.

THE CORE ELEMENTS OF GREAT TEACHING

We value the fact that teachers are unique individuals, all of whom bring their own strengths, skills, creativity and preferred approaches to the classroom. We acknowledge the fact that there is no preferred methodology demanded of teachers. There are also some features of practice which research and experience suggest make the most difference to our pupils’ learning. Therefore, it is important that, as individuals and as a team, we give prominence to these features in our thinking, planning and practice. The high expectations we have of our teaching at Furze Platt Junior School have been developed by our teaching staff and are outlined as our ten expectations. These guiding principles and features of evidence-based practice represent the framework within which teachers at Furze Platt Junior School are encouraged to plan, teach and evaluate their impact on learning.

- High expectations and aspirations
- Positive classroom ethos and relationships
- Purposeful learning
- Varied and appropriate teaching strategies
- Inclusive teaching with high levels of challenge
- Responsive teaching
- Specific and clear feedback
- Effective intervention
- Pupils take responsibility for their own learning
- Good subject knowledge
- Effective and creative resources

IMPLEMENTATION OF THESE PRINCIPLES

There is an infinite variety of practical ways in which the above principles can be implemented in our teaching. Choice, creativity and individuality in teaching are important. There is also great value in sharing practice and working together. Therefore, we will work to share practice and practical approaches frequently, through team meetings, whole school and subject specific development as well as during meeting time and through coaching conversations.
LEARNING IS A RESULT OF GREAT TEACHING AT FURZE PLATT JUNIOR SCHOOL

A framework for exceptional teaching (See Teaching & Learning grids for details, linked to career expectations):

HIGH EXPECTATIONS AND ASPIRATIONS

Teachers throughout our School have consistently high expectations of all our pupils both in terms of behaviour and achievement. Our enthusiastic teachers plan and teach lessons that enable all our pupils to make excellent progress across the whole curriculum. Our teachers consistently demonstrate the positive attitudes and values which are expected of all our pupils and promote a love of learning.

POSITIVE CLASSROOM ETHOS AND RELATIONSHIPS

Our teachers establish a safe, well-ordered and stimulating environment for our pupils rooted in mutual respect. Our pupils learn to manage their own behaviour and are supported by consistently applied approaches to classroom management. Our teachers ensure a calm, orderly and purposeful atmosphere with clear and established routines enabling our pupils to learn in classrooms where it is acceptable to get it wrong. Consequently, our pupils show high levels of engagement, collaboration and cooperation in lessons and have enthusiastic attitudes to learning, enabling lessons to proceed without interruption. Frequent praise is given, focusing primarily on effort and engagement.

PURPOSEFUL LEARNING

In our classrooms, pupils have a clear sense of what is being learnt and how it relates to prior learning. Teachers’ explanations of new topics and the skills pupils will learn are very clear.

Teachers and pupils are able to demonstrate the links with previous learning and, if appropriate, make links to other areas of the curriculum as well as real-life situations. Learning objectives are shared, discussed with our pupils and referred to throughout the lesson to enable pupils to understand their learning. Challenging outcomes and success criteria enable the pupils to be clear about how they will demonstrate their new learning. Consequently, everyone is aware of what is being learnt, how they will be learning, why they are learning and how to make progress.

VARIED AND APPROPRIATE TEACHING STRATEGIES

Our teachers use effective strategies to support and promote learning, drawing on a wide repertoire to ensure engagement. Our pupils are enthused by the learning tasks, persevere when faced with difficulties and are keen to succeed and learn more. Lessons move along at an appropriate and purposeful pace. The learning tasks, where appropriate, include opportunities to develop literacy, skills for learning, skills for life and skills for work.
INCLUSIVE TEACHING WITH HIGH LEVELS OF CHALLENGE

Our teachers use relevant data to monitor progress, set targets and inform lesson planning. Cold tasks/drafts are used effectively to plan from and provide personalised and appropriate challenge for the pupils.

Well-chosen teaching strategies enhance our pupils’ learning. Our teachers know when and how to differentiate appropriately, using approaches which enable pupils to learn effectively. Our teachers have a clear understanding of the needs and abilities of all pupils and are able to use teaching approaches to engage and support them. Our teachers have a secure understanding of how a range of factors can inhibit pupils’ ability to learn, and how best to overcome these. Where appropriate, homework is set to consolidate and extend our pupils’ learning.

RESPONSIVE TEACHING

Our teachers effectively check pupils’ understanding throughout the lesson and are quick to recognise when any pupils are struggling or not challenged by the work, responding and intervening where appropriate. Our teachers use targeted questions and discussion to assess the effectiveness of their teaching, to check pupils’ level of understanding and to promote pupils’ learning, thinking and progress. Contributions from all are expected, with pupils being given time to think and reflect before responding.

SPECIFIC AND CLEAR FEEDBACK

Accurate assessment and feedback is frequent, regular and formative, with a focus on improvement.

Our teaching enables all pupils to demonstrate significant gains in their knowledge, skills and understanding. Our teachers monitor pupils’ progress in lessons and use the information and feedback gathered to adapt their teaching accordingly. Our pupils receive regular and frequent high quality feedback, which enables them to take the next step in their learning. Opportunities for improvement are provided to encourage the pursuit of excellence.

EFFECTIVE INTERVENTION

Daily Intervention time focuses on pupil’s objective specific achievement; providing small group/1:1 extra support for the child. Teams deploy staff to run catch up Interventions through the week; focusing on gaps in pupil’s understanding and linked to the pupil’s achievement.

Staff at FPJS recognise though that the most effective form of Intervention is in class and immediate. Using cold tasks/drafts to gauge pupil’s prior knowledge and understanding and building the learning around effective challenge for all.

PUPILS TAKE RESPONSIBILITY FOR THEIR OWN LEARNING

Our pupils need to develop the skills, strategies and confidence to accept increasing responsibility for their own learning and progress (Growth Mindset – Power of YET!). Our teachers encourage
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pupils’ independence and self-reliance, allowing them to develop the habits of good learning. Our teaching promotes high levels of resilience, confidence and independence particularly when our pupils tackle challenging activities.

Pupils, as well as teachers, ask questions. Our pupils are given the opportunity to find and analyse a range of information from a variety of sources and are aware of, and use, a range of appropriate strategies and tools to solve problems. Our pupils can reflect on their own learning, understand their targets and are also able to assess their own and others learning.

**GOOD SUBJECT KNOWLEDGE**

Our teachers use a good knowledge of the relevant subject(s) and curriculum areas to foster and maintain pupils’ interest in their learning and address misunderstandings. Our teachers demonstrate this high degree of knowledge when framing and answering questions, modelling, explaining and providing feedback. Our teachers have a good understanding of what progress looks like and also take responsibility for promoting, integrating and developing key skills, especially Maths, reading and writing.

**EFFECTIVE AND CREATIVE RESOURCES**

Teaching assistants and resources are highly effective in promoting learning (see Appendix 1.1). Our teaching assistants are deployed effectively to help pupils develop their understanding and independence. Pupils have easy access to, and make use of, additional resources which they use independently to support or further enhance their learning. Our classrooms are welcoming, lively and interesting places; they include good displays of pupils’ work (representing all abilities) and resources to support learning.

**HOME LEARNING**

**Homework**
Parents are encouraged to be part of their child’s learning and to do this we must support parents with engaging and relevant homework tasks for their child.
Children receive weekly Spelling, Maths and Literacy homework (alternate weeks in years 3 & 4) that are linked to their learning, on top of a daily reading expectation.
Children also have topic related homework grids every long term. Children are encouraged to self-select tasks in order to achieve extra rewards in class. All homework is valued and all homework is acknowledged by a member of staff. Homework must always be the child’s best quality and the child is engaged in discussions regarding their homework and which piece should be displayed in class.

**PARTNERSHIP WITH PARENTS**
At FPJS we recognise the importance of parents as children’s first educators and the important role the home learning environment plays in the development and education of the child. We develop our partnership through:
- Parent workshops focussed on curriculum and assessment
- Regular parents meetings
- Whole school celebrations of in school and out of school achievements

March 2018
Section 2:

Assessment at FPJS:

Formative vs Summative Assessment

Both forms of assessment are essential teaching practice.

At FPJS, we use TrAIL (our assessment tool) to record judgments against National Curriculum and School objectives. Although this information does track progress against these expectations, it is mainly used as formative assessment; to target effective challenge through planning and form discussions in team meetings and PPMs.

To track overall progress, we use nationally recognised assessments (NFER) to provide age standardised scores for each pupil.

See Assessment policy for details on Formative & Summative Assessment

Section 3:

Monitoring, ‘Judging’ and Supporting Teaching & Learning at FPJS:

The purpose of lesson observation at our school:

- To stimulate professional reflection and dialogue.
- To inform the coaching/mentoring process and future developments both as an individual and at whole school level.
- To help us to deepen our understanding of learning and how we can, and do, make an impact upon it.
- To make us even better teachers.

The main purpose of lesson observation at FPJS is NOT to judge the quality of teachers but to help teachers, through support and coaching, to become even better at improving children’s learning.

At FPJS, we have moved away from solely using lesson observation as a method of evaluating teachers and now more typically use:

Outcomes (not just assessment scores).

March 2018
Data tracking of children’s progress & impact of interventions (PPMs)
Typicality (not show boating or show casing) evidenced in ‘drop ins’ and ‘Learning Walks’.
Evidence in books.
Behaviour log patterns.
Pupil voice; understanding of their next steps.
Full or part lesson observations focused on specific targets (appraisal or self driven)

TEACHERS RESPONSIBLE FOR THEIR OWN CPD AND CREATING THEIR OWN PDP:

At the start of every school year, every teacher is required to reflect on their practice and agree with their line manager their T&L target(s) for the Appraisal cycle.

The SLT line manager ensures that the targets are focused on the right development areas (linked to Appraisal grids) and constitute a good level of challenge.

Teachers are formally observed up to three times a year –September/October (before Appraisal), February and June. The observations in September/October helps evidence to the PDP target and Appraisal discussions (Against FPJS Teaching & Learning grid, Non-Negotiables and Appraisal expectations). February and June are undertaken by the teacher’s line manager and/or another colleague e.g. one of the lead teachers/team leaders and the focus is solely on the priority established in the teacher’s PDP. Many of our observations are completed in pairs so staff can learn from each other.

The majority of our teachers still welcome evaluative statements though but no individual lesson grade is given. Follow up meetings therefore report back what was seen and discuss the next steps in the colleague’s professional development and revisit their personal development plan, adapting where appropriate.

At the end of this professional dialogue the teacher and observer are asked to agree on...

Next goal: What do you want?
Reality: Current situation? What happened?
Options: What could you do?
What, who and by when: What will you do?
Success Criteria: How will you know you’ve been successful?
Support: Who is going to support me with this and how?
Share: How am I going to share my successes with others?

Staff record evidence in their files to share in Appraisal reviews and formal meetings.

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TEACHING FOR LEARNING POLICY

If the personal development plan is adapted and refined the new copy is sent to the Headteacher and Deputy Headteacher who keep an overview of the whole process and various focuses with the specific intention of pairing people up in order to facilitate further sharing and learning.

Staff are also encouraged to research new ideas. Staff meetings include opportunities to share best practice and discuss recent research topics.

Teachers are ‘buddied up’ with a colleague to create learning pairs. Each teacher discusses with their buddy what they want to develop and they agree a plan to support each other. This includes, meetings, joint planning, observing each other, team teaching or signposting to other staff.

**LINKING TO CAREER PAY EXPECTATIONS:**

Following the introduction of performance related pay at a national level, the school recognises that it is very difficult to measure individual teacher performance given the vast array of variables which impact on pupil outcomes over time. Indeed, measuring individual teacher performance in terms of outcomes accurately is impossible and research suggests that performance related pay has no impact on improving student progress or attainment at all when it is implemented in a crude and quantitative manner. Our school has agreed that they will implement a form of performance related pay which has followed a review of our current appraisal and capability processes. ‘Performance’ for the sake of pay issues and in light of this policy will be defined as the progress an individual teacher makes in improving their professional practice as outlined in their PDP against our Pay Expectations criteria (table). Performance will be measured in a qualitative manner.

There will be at least two targets in the Appraisal process, which will include:

- A target linked to current pay grade that the teacher is yet to achieve/evidence or a target at a higher pay grade that the teacher is striving to achieve.
- A requirement to achieve the PDP ‘target’. Therefore staff must actively engage in professional development throughout the year in order to improve or disseminate effective teaching practice. In effect, teachers are required to proactively seek to continually develop their professional practice.

An additional target might be required if a teacher/Line manager have identified an additional area for development (related to pay expectations OR additional staff development e.g. subject leadership).

Progression up the School pay scale will therefore be determined in the annual Appraisal meeting in the autumn term against a teacher’s success in meeting these targets. Progression will not be restricted should a teacher not achieve the numerical target as these will be demanding and stretching and the outcomes being measured in these targets is at times subject to factors beyond an individual teachers control. However; the expectation is that all teachers will work towards achieving these targets.

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TEACHING FOR LEARNING POLICY

Progression through the pay scale will be restricted in the following cases:

1) The member of staff is failing to meet the agreed teacher standards and concerns about their performance have been raised with this colleague. They are likely to be in capability proceedings or have been warned that their performance is weak and are likely soon to be subject to capability proceedings should performance not improve. See Pay, Appraisal & Capability policies

2) They fail to make sufficient progress in meeting the objectives outlined in their PDP or they have failed to actively engage in developing their professional practice.

There is an obligation therefore on teachers to be able to evidence throughout the year how they have actively sought to address these objectives. Teaching staff should not assume that progression up the pay spine is automatic following one year of service and if no concerns have been raised. Progression is based on the Appraisal process alone.

Staff are encouraged to challenge themselves and it is a truism that the only way to guarantee success is to have low expectations. If a challenging PDP is set but not fully achieved, then this will not affect the Appraisal process.

Although we do not judge lessons we do give teaching at our school a grade in our SEF and this is a result of the triangulation of lesson observations, progress made as evidenced in books and results.

ADDITIONAL MONITORING AND SUPPORT:

BUDDY SYSTEM

All teachers have a fellow teacher as a Buddy. The Buddies are responsible for arranging meeting times to discuss their own PDP and gain support from the buddy. Support may include; planning, team teaching, demo teaching, observation & feedback, book reviews, planning reviews etc

TEAM LEADER MONITORING

Team Leaders will also monitor the consistency within their team to ensure that all pupils get the same high expectations and standards of education. Evidence from this monitoring will go towards Appraisal evidence and also inform Team leaders of their team’s priorities.

ADDITIONAL OBSERVATIONS

Additional observations (to the 3 planned) can be requested by staff for QA or evidence of progress. Additional observations are also necessary if a member of staff is not matched to their Pay Career Expectations to ensure that progress towards expected is being made. NQTs should have additional observations to ensure progress against the Teaching Standards and to quantify progress made.

March 2018
WHOLE SCHOOL CHALLENGE MONITORING

The SMT/SLT will conduct additional monitoring focusing on pupil progress and challenge. This will add evidence for Appraisals but also short term development areas needed to ensure pupils are challenged to make required progress.

APPENDIX:

1.0

LESSON FEEDBACK QUESTIONS:

GOAL

- Thanks for letting me come to see your lesson
- You chose...as the focus. Tell me about the reason you chose this focus
- What would indicate to you that the next 10 minutes would be well spent time?
- What would it be like if things were even better?

REALITY

- Describe to me the lesson from your perspective
- Scale 0-10 of what you were trying to achieve
- Does the focus really bring you the benefits that you want?
- How achievable is it?
- What else have you tried so far?
- Would you like me to provide you with some information about your focus?

OPTIONS:

- If you were a 6 on the scale, what does 7 look like?
- Why was it not a 5 or less (strengths)?
- How does today’s lesson compare with other times you have tried these strategies/focus?
- What are the different ways that you can achieve your focus and goal? Best one?
- What are the pros and cons of each?
- Who might be able to help? Would you like some suggestions from me?
- What could we do next?

WIN COMMITMENT:

- Which option will you take? Will you need to adjust your PDP?
- What do you need to do first?
- How will you do that?
- When will you achieve it by?
How will you recognise that you have reached your goal?
What are your priorities for the immediate future?
What support might you need?
Can you summarise for me what you have decided to do?
Would you like to run through it with me or are you happy to get on?

1.1

ADDITIONAL INFORMATION OF TA DEPLOYMENT:

Learning is enhanced through the ...Effective use of additional adults
- Additional adults are clearly directed to support learning.
- Teaching assistants are fully engaged with pupils on the carpet and tables during lesson times. They are not photocopying work, sharpening pencils or sticking work in books during learning time!
- They are clear about who they are supporting and why. They know what the outcome of their support must be and not just ‘what they need to do’
- Planning is shared in advance with teaching assistants.
- They may sit next to the pupil/pupils they are working with, quietly engaging the pupils, explaining the task or using other resources, e.g. number line to facilitate learning. They are not ‘Velcro’ to the child or consistently working with ‘lower ability’.
- They are involved in assessing pupil’s understanding and feeding back to the teacher.
- Teaching assistants to annotate in books to indicate support – see marking policy.
- All adults in the class should provide on-going support and feedback. This should include I Tasks and written/verbal feedback throughout the lesson.

1.2

The following constitutes the Personal development plan and is on one side of A4.

<table>
<thead>
<tr>
<th>REFLECT</th>
<th>2016-17</th>
</tr>
</thead>
<tbody>
<tr>
<td>WHAT ARE MY SKILLS AND STRENGTHS?</td>
<td>Identified from self-reflection, video analysis and follow up conversations with colleagues</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>IDENTIFY</th>
<th>2016-17</th>
</tr>
</thead>
<tbody>
<tr>
<td>WHAT ARE MY DEVELOPMENT NEEDS?</td>
<td>Identified from self-reflection, video analysis and follow up conversations with colleagues</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>INTENTIONS</th>
<th>2016-17</th>
</tr>
</thead>
<tbody>
<tr>
<td>WHAT DO I INTEND TO ACHIEVE?</td>
<td>Be specific, realistic and measurable. Focus on learning needs of the pupils being taught by you not just what you do as their teacher</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ACTIONS</th>
<th>2016-17</th>
</tr>
</thead>
<tbody>
<tr>
<td>HOW DO I INTEND TO ACHIEVE THIS?</td>
<td>What actions will you take to achieve this goal? Focus on sustained practice and use ideas from colleagues or from research to help</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TIMINGS</th>
<th>2016-17</th>
</tr>
</thead>
<tbody>
<tr>
<td>WHEN DO I INTEND TO ACHIEVE THIS BY?</td>
<td>Challenge yourself but be realistic. This development process should be sustained for a significant period of time and involves cycles of trialling ideas, reflecting and adjusting</td>
</tr>
</tbody>
</table>

March 2018
**SUCCESS**

How will I know that I have been successful?
Identify clear outcomes and success criteria that focuses on the impact on learning

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**SUPPORT**

Who might support me with this development?
This development process should be collaborative with other teacher supporting, challenging, observing and coaching you

---

**SHARE**

How am I going to share my successes with others?
Team meetings, staff meetings, coaching conversations, INSET, informal meetings

---

**IMPACT**

What has been the impact on the pupil's learning?
Identify what has gone well with evidence and examples