



# TEACHING WALKTHRUS

---

## PHA T&L Policy

Date Written	August 2020
Review Date	August 2021
This policy relates to	
1. PHA EIP 2020/2021	
2. PHA Literacy Policy	
3. PHA T&L Vision	
4. PHA T&L Calendar 2020/2021	

### Contents

1. Rationale
  2. Aims
  3. Teaching WALKTHRUS – Principles
  4. Knowledge Organisers
  5. Feedback and Assessment
  6. Presentation of Books
  7. Personal Development
  8. Monitoring and Assessment
  9. Coaching
- 

### Rationale and Context

On the 25<sup>th</sup> and 26<sup>th</sup> of September 2018 Pool Hayes Academy was inspected by Ofsted under the old framework for Inspections. Pool Hayes Academy received an overall grading of Requires Improvement with this grading also reflected in the Teaching and Learning category for the inspection. The Full Academy Review (a peer review of other academies within ATT) in October 2019 placed Pool Hayes Academy's Quality of Education (under the new framework for inspection) in the same category again of Requires Improvement. The last two years' worth of outcomes reflect Progress 8 scores of -0.08 in 2019 and -0.35 in 2018. This context determines that Teaching and Learning at Pool Hayes Academy requires a new strategy.

This Teaching and Learning Policy provides a clear and concise strategy for moving forwards from September 2020. It provides a flexible model which will be reviewed each year to ensure that our provision and priorities for Teaching and Learning reflect our growth and development as an academy.



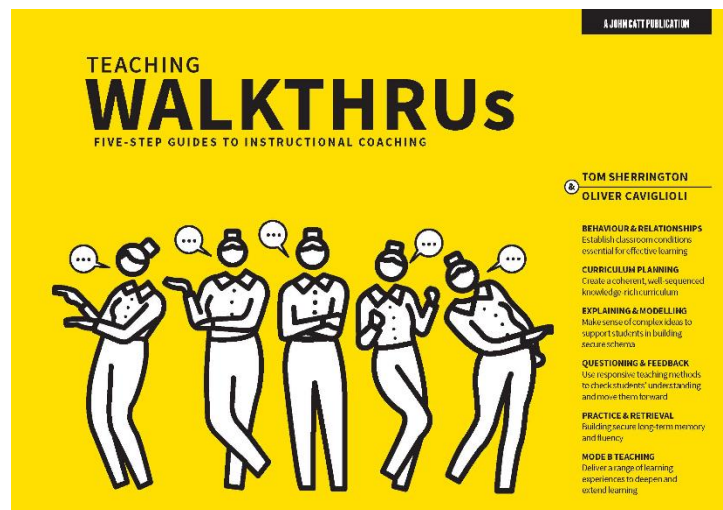
---

## Principles and Aims

At Pool Hayes Academy we are committed to providing our students with the highest quality education possible. To this end, this policy ensures that;

1. All student facing staff are empowered with the relevant pedagogical tools.
  2. By improving the quality of Teaching and Learning we improve outcomes and therefore life chances for all of our students including those in priority and vulnerable categories such as Pupil Premium, LAC and SEND.
  3. All Personal Development opportunities are clarified and linked to the Academy's EIP.
  4. Underpinning principles of Teaching and Learning are clearly defined.
  5. Coaching and support programmes are clear to support teachers in developing their practice.
- 

## Teaching WALKTHRUs



*Teaching WALKTHRUs* by Tom Sherrington and Oliver Caviglioli is the underpinning framework for informing this Teaching and Learning Policy. It is a coaching guide which offers a range of strategies for developing pedagogical practice in schools. All of the strategies contained within *Teaching WALKTHRUs* are rooted in proven practice and research.

Each year, Pool Hayes Academy will determine which of the strategies are the priority principles for that academic year. This means that the policy is one which grows and responds to the changing needs of the Academy over time. The agreed list of Principles will inform all elements of Teaching and Learning each year including;

1. Personal Development Opportunities
2. Monitoring and Assessment Opportunities

For the academic year beginning September 2020, the following principles have been determined;



## Teaching and Learning Principles

<b>Behaviour for Learning</b>	
1. Rehearsing Routines and Positive Relationships	Page 44
<b>Explaining and Modelling</b>	
2. Worked Examples and Backward Fading	Page 68
3. Big Picture Small Picture	Page 74
4. Live Modelling	Page 78
5. Set the Standards / What Does Excellence Look Like?	Page 84
6. Head on Misconceptions	Page 86
<b>Questioning and Feedback</b>	
7. Probing Questions	Page 100
8. Process Questions	Page 102
9. Feedback That Moves Forwards	Page 104
10. Feedback as Actions	Page 106
11. Whole Class Feedback	Page 108
<b>Practice and Retrieval</b>	
12. Rehearsal and Performance	Page 118
13. Weekly and Monthly Review	Page 122
14. Guided Practice	Page 126
15. Independent Practice	Page 128

These will be drip-fed throughout the year through PD opportunities. Each one of these principles will have an attached Expert member of staff (usually an LP or member of SLT).

---



## **Knowledge Organisers**

Given the greater emphasis on 'knowledge rich' curriculums both from inspecting bodies and examination boards, Knowledge Organisers are a crucial underpinning element to our teaching. Each scheme of learning/Unit for each year group will have an accompanying Knowledge Organiser. This will ensure that;

- Staff can see easily at a glance the content which needs to be covered prior to their own planning
- Students can use these to learn and revise content from and become independent learners

Each term, students will be provided with a Knowledge Organiser that is specific to the content which will be covered in their lessons that term. This will be relevant to all subjects that a student studies. Each year group will have its own set of Knowledge Organisers. Students will be responsible for these and will bring them into school each day as part of their equipment. These will be used both in lessons to support teaching and learning, and at home to support learning both prior to and following direct teaching of the content.

---

## **Feedback and Assessment**

Assessment and Feedback is an integral part of Teaching and Learning that supports teachers in addressing students' misconceptions and closing gaps in their knowledge.

### **Success Criteria**

All feedback is constructed from pre-agreed Success Criteria. These must be shared with the class prior to completing any assessed work. They can be either;

1. Taken from a mark scheme
2. Agreed collectively by the class
3. Stipulated by the teacher

Whilst these are not required for assessment of simple recall, they are pivotal in the more extended pieces of work that students complete where they apply their knowledge in different scenarios such as solving a problem in trigonometry, answering an essay question on Macbeth or composing a piece of music in the style of twelve-bar blues. Training and PD on the construction of Success Criteria and their use in the classroom will be part of the *Teaching WALKTHRU*s.

At Pool Hayes Academy, we group Assessment and Feedback into two distinct categories; Feedback and Assessment deriving from formatively assessed work and Feedback and Assessment deriving from summatively assessed work.

## Formative Assessment

This is the regular and constant use of feedback that happen in **all lessons**, mostly in informal scenarios which a teacher will use to immediately address misconceptions and close gaps in knowledge.

Strategies that a teacher might use to formatively assess are;

1. Recall Questions
2. Exit Tickets
3. Quizzes
4. Mini Whiteboard Test
5. Knowledge Tests
6. Multiple Choice Questions
7. Spelling or Literacy Tests
8. Discussions
9. Assignments
10. Extended Writing
11. Exam Questions

There are two main stakeholders in Formatively Assessed Work and they can each engage in this process to provide feedback and respond to it.

<b>Teacher Marking</b>	
How is it marked?	What happens next?
Live Marking in <b>Red</b> Pen  Or  Verbal Feedback to students  Or  Whole Class Feedback	Teacher provides students with a DIRT (Directed Improvement and Reflection Time) opportunity.  And  Students reflect on, change, edit or redraft their work in <b>green</b> pen.
<b>Student Marking</b>	
How is it marked?	What happens next?
Self Assessment  Or  Peer Assessment	Teacher provides students with a DIRT (Directed Improvement and Reflection Time) opportunity.  And  Students reflect on, change, edit or redraft their work in <b>green</b> pen.



## Summative Assessment

This is the assessment of a **Key Assessment Piece** which occurs at an appropriate point in the Scheme of Learning to assess the students' understanding of the whole scheme, whilst leaving time at the end to allow for any further learning to take place and address any misconceptions that arise from this assessment.

Examples of work that could be used as a **Key Assessment Piece** are;

1. Exam Papers
2. Exam Questions
3. Extended Pieces of Writing
4. Solving Problems
5. Completing a Design Brief
6. Performance of a Skill or Routine
7. Completion of a BTEC Component

There are two main stakeholders in **Key Assessment Pieces** and they can each engage in this process to provide feedback and respond to it. For **Key Assessment Pieces**, the marking is directed by the teacher to ensure that accurate and precise feedback is given. The student's role is to respond to the feedback when given.

Teacher Marking	
How is it marked?	What happens next?
Marking in <b>Red</b> Pen  And Applying the Literacy Marking Policy in subjects where extended writing is expected  And Using SIR (Strength, Improvement and Response) to construct the feedback	Teacher must return the work to the students within four lessons of the <b>Key Assessment Piece</b> .  And Teacher provides students with a DIRT opportunity. (Directed Improvement and Reflection Time)  And Students reflect on, change, edit or redraft their work in <b>green</b> pen.



## Presentation of Books



At Pool Hayes we agree that presentation of students' work is crucial as it is a clear and immediate indicator of their engagement in lessons over time, their enthusiasm for a subject and the quality of learning that a student engages with. Books and students work must be cared for. Therefore the following principles must be adhered to;

- Work from the last lesson must be underlined and the remainder of the page used.
- All students, in all subjects, must write the full date e.g., Monday 1<sup>st</sup> September 2020. We must ensure that capital letters are being used and that all spellings are correct.
- Title must be in the middle, or for longer titles, from the left-hand side of the page.
- Both title and date must be underlined.
- All marking across the academy must now be in **RED PEN**. This will stand out on all colours of paper.
- All responses from students will be in **GREEN PEN**.




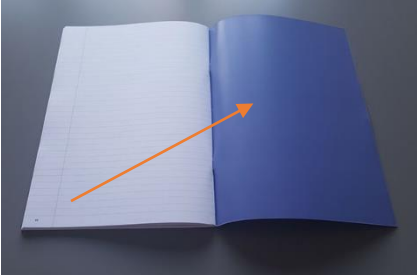
The following is not acceptable;

- Ripping out of pages
- Scribbling out errors or mistakes
- Doodling

## Non-Negotiables for Students Books

What	Where	What does this look like
Target Sticker	Front of the book Top right-hand corner of the book 	



<p>ATT Respect Contract</p>	<p>Front inside cover of exercise book / Inside students' folder (This must be signed as soon as they receive a new book)</p> 	<p> <b>Respect your work</b></p> <p>In order to meet the expected standard, I agree to the following:</p> <p>Respond appropriately to feedback</p> <p>Every page is used and neatly presented</p> <p>Stick all relevant worksheets into your book</p> <p>Pen used for writing at all times</p> <p>Every diagram is drawn with a pencil and ruler</p> <p>Clear line through any mistakes</p> <p>Title and date are always underlined</p> <p>Signed: ..... Name: .....</p>																				
<p>Success Criteria/Marking Criteria</p>	<p>Throughout the students books / folders relating to assessment</p> 	<p>This will be variable depending upon subjects.</p> <p>They are anything that you may use from Smith Proforma's / Marking Grids to Success Criteria's from Exam Boards</p>																				
<p>Literacy Codes</p>	<p>Inside back cover</p> 	<table border="1"> <thead> <tr> <th><u>Code</u></th> <th><u>Meaning</u></th> </tr> </thead> <tbody> <tr> <td>Sp</td> <td>Spelling mistake</td> </tr> <tr> <td>P</td> <td>Missing/incorrect punctuation</td> </tr> <tr> <td>Exp</td> <td>Poor/clumsy expression</td> </tr> <tr> <td>//</td> <td>New paragraph</td> </tr> <tr> <td>FS</td> <td>Full sentence should be used</td> </tr> <tr> <td>C</td> <td>Missing/incorrect use of capital letter</td> </tr> <tr> <td>Gr</td> <td>Grammatical error</td> </tr> <tr> <td>H</td> <td>Homophone error</td> </tr> <tr> <td>?</td> <td>I don't understand this – please proof-read</td> </tr> </tbody> </table>	<u>Code</u>	<u>Meaning</u>	Sp	Spelling mistake	P	Missing/incorrect punctuation	Exp	Poor/clumsy expression	//	New paragraph	FS	Full sentence should be used	C	Missing/incorrect use of capital letter	Gr	Grammatical error	H	Homophone error	?	I don't understand this – please proof-read
<u>Code</u>	<u>Meaning</u>																					
Sp	Spelling mistake																					
P	Missing/incorrect punctuation																					
Exp	Poor/clumsy expression																					
//	New paragraph																					
FS	Full sentence should be used																					
C	Missing/incorrect use of capital letter																					
Gr	Grammatical error																					
H	Homophone error																					
?	I don't understand this – please proof-read																					





## **Personal Development**

At Pool Hayes we agree that the personal development of our staff is the biggest tool that we have to equip them with the tools that they need to improve the quality of Teaching and Learning. Therefore we have created a bespoke PD package to support this. This PD package will be adjusted each year to reflect the changing needs of the academy. It will cover;

1. Whole school PD relating to the introduction of each different Principles from the *Teaching WALKTHRU*s
2. Department PD relating to embedding each of the different Principles from the *Teaching WALKTHRU*s
3. Other areas of PD which staff will require relating to matters beyond Teaching and Learning (such as statutory safeguarding training or PD relating to specific areas of the school such as Sixth Form)

As part of Academy Transformation Trust, we are a part of the ATT Institute as well. This underpins our PD and learning across the trust

### **What is our ATT Institute?**

‘Institute’ is an umbrella term for all people development available to our ATT staff. It is any people development activity that takes place in academies, across academies, by external colleagues delivered for ATT colleagues. In essence, it is every training and development opportunity available. This would include, but is not exclusive to: blogs, coaching, conferences, courses, podcasts, reading, SDGs, team-teaching, TNGs, workshops, webinars.

### **Where is our ATT Institute?**

Anywhere and everywhere! Anywhere people development takes place (in academies/external venues/at home in your living room!)

### **Who is our ATT Institute for?**

Please note we use the collective pronoun ‘our’ - ‘*our* Institute’ and not the determiner ‘the.’

**Our Institute is not independent of us. It is us.** We will contribute to our training offer when we deliver people development, and we will benefit from it when we attend/or seek out people development for ourselves.

It serves our whole ATT community. We are all working hard to ensure that there are high-quality people development opportunities for every single stakeholder across our organisation.

### **Our ATT Institute Vision**

We are committed to the very best people development. We empower all through equality of opportunity and place the needs of our stakeholders and the communities we serve at the front and center of all we do. We believe we are better together and value collaboration within and beyond our organisation. ATT People Development activities will be the very best professional learning our stakeholders have ever had. Through high-quality people development we will transform lives and communities.



## **Strategic Development Group and Teacher Network Groups**

As part of ATT we value learning across and between our academies. ATT hosts a variety of SDGs and TNGs which meet throughout each academic year. We will have at least one representative from Pool Hayes at each of these to share learning, contribute to joint decisions made by ATT and then to filter learning down to other relevant colleagues at Pool Hayes.

A Strategic Development Group is defined as a collective of leaders with specific responsibilities within each school who share learning in relation to their area of responsibility.

There are several of these;

1. Curriculum and Outcomes
2. People Development
3. SEND
4. PDBA
5. DSL

A Teacher Network Group is defined as a collective of representative teachers from a subject area who collectively share learning in relation to their subject.

There are several of these;

1. English
2. Maths
3. Science
4. History
5. Geography
6. MFL

---

## **Monitoring and Assessment**

Our Monitoring and Assessment of Teaching and Learning is built around;

- Non Negotiables
- *Teaching WALKTHRU*s

We will monitor these through both Work Scrutinies, informal drop-ins to lessons (called 'WALKTHRU's') and formal lesson observations. Whenever each cycle of monitoring and assessment occurs, it will review the content of the *Teaching WALKTHRU*s that has been covered at that point in the academic year. We will not assess staff on content which we have not covered with them. The schedule for Monitoring and Assessment will be specified through the Teaching and Learning Calendar each academic year.

We will use BlueSky Education as our platform for logging all relevant Monitoring and Assessment activities. Where feedback to the individual staff member occurs, this will be the way of tracking that.



### Work Scrutinies

These will take place throughout the year and will have specific foci. When these occur, staff will submit their work (usually in the form of exercise books but this depends on the subject and how it is taught) to a specified location. SLT, Lead Practitioners, ELT and other staff will collectively monitor and assess the Non-Negotiables and any of the *Teaching WALKTHRU*s principles that they can observe through work. This will then inform strategy moving forwards and the next steps.

In most cases direct feedback to individual teachers will not happen following a Work Scrutiny. There may be some occasions where particular strengths were identified or issues need to be addressed.

Staff who conducted the Work Scrutiny may wish to feedback more general points to the Faculty Lead with recommendations for next steps.

### WALKTHRUs

These are defined as informal drop-ins lasting between 5 and 10 minutes. WALKTHRU's throughout the year will have different foci depending on the content that has been covered in the PD routes at that point in the year.

Following a WALKTHRU, the member of staff who conducted it will provide feedback to the member of staff who was seen. This will be via BlueSky Education in most cases, but may require personal verbal feedback where more specific issues need to be discussed or where queries arose.

### Observations

Formal observations are calendared into the T&L Calendar at the beginning of each academic year. In line with Teaching Union guidance, we reserve the right to observe staff up to three times per year. There may be specific scenarios where, for developmental reasons, a member of staff requires more than this (for example if they are an ITT or NQT, or if there are areas of development which have been identified for an MPS teacher).

Whilst we recognise that observations are not the most accurate way to assess typicality, we still value their importance for developmental reasons in supporting our staff.

	<b>Role of the Teacher</b>	<b>Role of the Observer</b>
Before the Lesson Observation	Plan and prepare for the lesson and materials required.  Communicate with the observer as appropriate.	Communicate the time, date and class of the observation to the teacher.  Communicate any specific areas of foci to the teacher that maybe relevant.  Provide the teacher with an opportunity to give any contextualising information around the class, progress, scheme of learning etc.



During the Lesson Observation	Teach a lesson to the best of their ability.	Use all available evidence to support in making evaluative comments about the lesson. This will include; <ul style="list-style-type: none"> <li>• Observing the teacher</li> <li>• Speaking to pupils</li> <li>• Looking at the classroom environment</li> <li>• Looking at the exercise books or work of the students</li> </ul>
Following the Lesson Observation	<p>Reflect on the lesson prior to meeting with the observer so that they come with their own opinions.</p> <p>Be open to feedback and developmental points.</p> <p>Attend a feedback meeting with the observer within <u>two working days</u> of the observation.</p> <p>Act on points which arise from the meeting with the observer.</p>	<p>Reflect on the lesson that they observed and plan their feedback accordingly.</p> <p>Book a feedback meeting with the member of staff within two working days.</p> <p>Be supportive in the delivery of feedback that is provided.</p> <p>Log feedback on BlueSky Education.</p> <p>Pass on information to other relevant staff which may be necessary (such as the Assistant Principal for PD)</p>

---

## **Coaching**

As teachers, we recognise that not all individuals learn the same way or at the same rate. Therefore we apply this principle to our adult learners when we consider their PD. Whilst we will cover all relevant content through our PD systems as outlined above, it may become clear following Monitoring and Assessment activities that some members of staff are not confident with specific areas of their pedagogical practice. When a situation such as this is identified, we will supportively coach members of staff to help support their improvement.