RED HOUSE SCHOOL

TEACHING AND LEARNING POLICY

This document is a statement of the aims, principles and strategies for teaching and learning at Red House School. It lays the foundations for the whole curriculum, both formal and informal, and forms the context in which all other policy statements should be read.

1 WHAT IS TEACHING AND LEARNING?

1.1 Teaching and learning is the purpose of our school. It is the method through which we offer a curriculum which is broad and balanced, allowing pupils' opportunities to develop and fulfil their potential in all areas of school life, in preparation for the next stage of their education and later life in general.

2 AIMS OF TEACHING AND LEARNING

2.1 Our aims at Red House School are to maximise the learning opportunities for all pupils and to ensure the highest quality of teaching throughout the School. We aim to encourage better teaching practice and continuous professional development among our staff; we want to ensure the highest quality of learning experiences, whilst reducing any obstacle to learning.

2.2 Class teachers (Junior School) and subject teachers (Senior School) have a responsibility to monitor and evaluate learning and undertake some measure of self-evaluation to continue to develop professionally. It is the responsibility of the Key Stage Coordinator (Junior School) and Heads of Department (Senior School) to monitor teaching and learning across their subject.

2.3 Excellence in learning and teaching may be achieved in a range of ways, including professional conversations, discussions during departmental meetings, lesson observation and scrutiny of pupils' work.

2.4 The Assistant Head Academic) and the Head of the Junior School have overall responsibility for the quality of teaching and learning across their phase. Quality teaching is identified as including:

- Mastery of subject knowledge.
- Effective planning with clear success criteria, differentiated to suit the needs and abilities of all pupils.
- Development and challenge for more able and gifted and talented.
- Effective use of lesson time.
- High standards of behaviour.
- Making effective use of classroom support, such as teaching assistants, as appropriate.
- Making effective use of assessments and feedback to help pupils to progress (See the Marking and Feedback Policy and the Assessment, Tracking and Reporting Policy).
- Effective use of homework (refer to Homework Policy for full details).
- Promoting equality, diversity and inclusivity (please refer to the Equality Policy).

2.5 Effective learning includes:

- Pupils gaining new knowledge and making sustained progress.
- Pupils engaging in lessons and being willing to try new things.
- Ability of pupils to apply their learning in different contexts.
- Pupils working independently and with resilience.

3 PRINCIPLES OF TEACHING AND LEARNING

3.1 We see teaching and learning as a process of cooperative teamwork and welcome and encourage the involvement of parents and others in the community, as appropriate.

3.2 All members of the school community (teaching and non-teaching staff, parents and pupils) work towards the School's aims by:

- Recognising pupils as individuals and respecting their rights, values and beliefs.
- Fostering and promoting good relationships and a sense of belonging to the school community.
- Providing a well-ordered environment in which all are fully aware of behavioural expectations.
- Offering equal opportunities in all aspects of School life and recognising the importance of different cultures.
- Encouraging, praising and positively reinforcing good relationships, behaviour and work.
- Working as a team, supporting and encouraging one another.

3.3 The emphasis of our Teaching and Learning Policy is on a variety of teaching styles/experiences and we encourage pupils increasingly to take control of their own learning. Thus:

- Investigative/practical/group work is encouraged.
- Pupils are encouraged to communicate their findings in a variety of ways.
- Opportunities are provided for pupils to become involved in decision making to encourage independent learning.
- Study skills are encouraged to consolidate and reinforce an effective learning environment.

3.4 Pupil work across all phases is celebrated, wherein:

- Sustained effort to improve presentation, including, drafting and reworking is encouraged to enhance standards.
- School events, such as, concerts, weekly Star and Good Work assemblies (Junior School), weekly Merit and Celebration assemblies (Senior School), the annual Festivals of Achievement (Junior School), the annual Prize Giving (Senior School), drama and sport are seen as opportunities for all pupils (not just the most gifted) to demonstrate and fulfil their potential (this list is not exhaustive).
- Pupils are encouraged to believe that any exhibited work (performance or display) should represent their highest standards of personal achievement.

4 SUPPORT FOR TEACHING AND LEARNING

4.1 Staff are able to share good practice during departmental meetings and at the termly Academic Meeting.

4.2 There is a budget for CPD and staff across the schools are encouraged to take advantages of the professional opportunities afforded them. More details of a CPD training programme directory are contained in Appendix 9. In Appendix 10, please see CPD Request Form.

4.3 Within the School, INSET days usually run with a teaching and learning element, so that teaching staff are able to develop pedagogy and utilise current research-led techniques.

4.4 As part of the performance management process, colleagues are able to observe peers and be observed by a peer to develop techniques and encourage best practice.

4.5 Each member of the teaching staff and Head of Department has a member of the Senior Management Team (SMT) as their performance management line manager and they meet at least twice a year.

4.6 Staff in the Senior School also attend weekly staff briefing meetings on Tuesdays from 8.10am and termly Academic meetings, as well as regular Departmental meetings, where there are opportunities to share good practice and for professional development relevant to the school development plan.

4.7 Class teachers in the Junior School also meet with Junior School Leadership Team (JSLT) on Mondays at 4.15pm to discuss pupil progress and how teachers can be best supported to meet the needs of the children in their class.

5 TEACHER STATEMENT OF DUTIES – EYFS

5.1 The four overarching guiding principles which should shape the daily practice of EYFS Practitioners are:

- Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured.
- Children learn to be strong and independent through positive relationships.
- Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents.
- Children develop and learn in different ways and at different rates, including children with special educational needs and disabilities (SEND).

5.2 EYFS practitioners must consider the individual needs, interests, and stage of development of each child in their care, and must use this information to plan a challenging and enjoyable experience for each child in all of the areas of learning and development.

5.3 The EYFS learning and development requirements comprise of seven areas of learning and development which lead to the Early Learning Goals:

Three prime areas

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development

Four specific areas

- Literacy
- Mathematics
- Understanding the World
- Expressive arts and design

5.4 Practitioners working with the youngest children are expected to focus strongly on the three prime areas, which are the basis for successful learning in the other four specific areas. The three prime areas reflect the key skills and capacities all children need to develop and learn effectively, and become ready for school. It is expected that the balance will shift towards a more equal focus on all areas of learning as children grow in confidence and ability within the three prime areas.

5.5 Each area of learning and development must be implemented through planned, purposeful play and through a mix of adult-led and child-initiated activity. Play is essential for children's development, building their confidence as they learn to explore, to think about problems, and relate to others. Children learn by leading their own play, and by taking part in play which is guided by adults. There is an ongoing judgement to be made by practitioners about the balance between activities led by children, and activities led or guided by adults.

5.6 Practitioners must respond to each child's emerging needs and interests, guiding their development through warm, positive interaction. As children grow older, and as their development allows, it is expected that the balance will gradually shift towards more activities led by adults, to help children prepare for more formal learning, ready for Year 1.

5.7 In planning and guiding children's activities, EYFS Practitioners must reflect on the different ways that children learn and reflect these in their practice. Three characteristics of effective teaching and learning are:

- Playing and exploring - children investigate and experience things, and 'have a go'.
- Active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements.
- Creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

5.8 EYFS Practitioners work in teams to plan and therefore must work closely with the other members of their direct teams to ensure the planning is detailed enough that another practitioner could enhance provisional areas and/or deliver a planned activity should this be required.

5.9 Planning must reflect the needs of all children, including those with SEND, pupils who are more able, gifted and talented (MAGT), and pupils whose first language is not English. The planning cycle must be clear including next steps for children's learning and development.

5.10 All EYFS teaching should take place within the Red House School site. Any off-site visits must be agreed by the Head of the Junior School. Staff should be mindful of the staff/child ratios required to take children off site or when accessing other areas of the Red House site.

5.11 Children in EYFS should not be left unsupervised at any time.

6 TEACHER STATEMENT OF DUTIES – JUNIOR SCHOOL

6.1 All teachers are responsible for planning and preparing courses and lessons with accompanying lesson plans and work schemes. Teachers should work alongside other members of staff and year teams and Key Stage Coordinators to ensure that schemes of work are detailed enough in order to allow a supply teacher to deliver the lessons if required. Schemes of work and lesson plans should meet the needs of all pupils including those with SEND, MAGT pupils, and pupils whose first language is not English.

6.2 A full-time teacher in the Junior School at Red House will be required to teach a full timetable. Part-time teachers will be required to teach a proportion of the timetable, as agreed with the individual before the start of the academic year. A proportion of non-contact time will be allocated to reflect the age of pupils being taught and the method of teaching which is appropriate for the relevant age group.

6.3 All teachers are expected to teach the pupils assigned to them, including the setting and marking of work carried out by the pupil in school and elsewhere. The individual educational needs of each pupil should be addressed.

6.4 All teachers are required to assess their pupils (written and oral), and record and report on the development, progress and attainment of pupils, in each case having regard to the curriculum of the School and following the School's Marking and Feedback Policy and Assessment, Tracking and Reporting Policy.

6.5 All full-time teachers are expected to be in school from 8:15am-4:00pm. Requests to leave the School site during this time, or for an early departure from school at the end of the school day, should be made in advance to the Head of the Junior School. If teachers are to be late to school, they should inform the Head of the Junior School before the start of the School Day. If teachers are unwell and unable to come into school, then they should follow the School's Absence Management Policy.

6.6 All teaching should take place within the designated teaching areas within the School Buildings (exception for PE/Games), or with permission to be outside. Pupils should not be left unsupervised at any time.

7 TEACHER STATEMENT OF DUTIES – SENIOR SCHOOL

7.1 All teachers are responsible for planning and preparing courses and lessons with accompanying lesson plans and work schemes. Teachers should work alongside other members of staff in their departments to ensure that schemes of work are detailed enough in order to allow a supply teacher to deliver the lessons if required. Schemes of work and lesson plans should meet the needs of all pupils including those with SEND, MAGT pupils, and pupils whose first language is not English.

7.2 A full-time teacher will be required to teach 23 periods a week. Part-time teachers will be required to teach a proportion of the timetable, as agreed with the individual before the start of the academic year; these periods may vary from year to year in response to the requirements of the timetable.

7.3 All teachers are expected to teach the pupils assigned to them, including the setting and marking of work carried out by the pupil in school and elsewhere. The individual educational needs of each pupil should be addressed.

7.4 All teachers are required to assess their pupils (written and oral), and record and report on the development, progress and attainment of pupils, in each case having regard to the curriculum of the School and following the School's Marking and Feedback Policy and the Assessment, Tracking and Reporting Policy. Teachers will be required to provide assessments and references relating to individual pupils and groups of pupils, for example, in the post-16 application process.

7.5 All full-time teachers are expected to be in school from 8:15am-4:00pm (8:10am on Tuesdays for Staff Briefing). Requests to leave the school site during this time, or for an early departure from school at the end of the school day, should be made in advance to the Head or the Deputy Head (Head of the Senior School). If teachers are to be late to school then they should inform the Deputy Head (Head of the Senior School) before the start of the School Day. If teachers are unwell and unable to come into school then they should follow the School's Absence Management Policy.

7.6 All teaching should take place within the designated teaching areas within the School Buildings (exception for PE/Games), or with permission to be outside. Pupils should not be left unsupervised during lesson times, unless prior permission has been sought from the Deputy Head (Head of the Senior School).

7.7 Teachers will receive an agreed non-contact time allowance. This is clearly defined in their individual terms and conditions.

8 MONITORING OF TEACHING AND LEARNING

8.1 The Junior School (EYFS, Key Stage 1 and 2):

8.1.1 At Red House, we believe in achieving academic excellence through a commitment to individual attention and nurturing each child's full potential. We seek to ensure high-quality learning experiences that are motivating and meaningful for all children through an enriching and flexible learning environment informed by a broad and rounded curriculum. We are committed to raising standards, establishing high expectations, and promoting high-quality and effective learning and teaching.

8.1.2 Fundamental to achieving academic excellence and ensuring high-quality, effective learning and teaching is our system of quality assurance that involves all members of the school community. Through a planned cycle of quality assurance activities, all aspects of learning and teaching are systematically and regularly reviewed.

8.1.3 Monitoring of teaching and learning is a means by which information is gathered. This is undertaken systematically across all areas of school through a range of activities. The effective use of monitoring helps to:

- Promote motivating, challenging and well-paced learning and teaching throughout the school that is well matched to learners' needs and interests.
- Support the development of eager and active learners, who are fully engaged, resilient, highly-motivated and interact well during activities.
- Enhance the use of skilled questioning and engagement to promote curiosity.
- Ensure that learners have opportunities to exercise choice, including appropriate use of digital technology, and develop increasing independence as they become more confident in their learning.
- Reinforce the development of learners' metacognition and higher-order thinking, which is supported by use of cognitive feedback, including peer assessment and self-assessment.
- Oversee the effective implementation of summative assessment to provide reliable evidence to report on progress.
- Support the close observation of learners to ensure appropriate and well-timed interventions and future learning pathways.
- Identify areas of strength and contribute to identification of professional development requirements.

8.1.4 Lesson observations

- Lesson observations are carried out by JSLT and peer observation is part of the performance management process.
- Lesson observations give an opportunity to monitor learning through discussions with children and observing their work and behaviour in class. Please see Appendix 3 for the Junior School Lesson Observation Proforma.
- Areas of strength are identified during observations with colleagues encouraged to share their good practice with others.
- Areas for development may also be identified and staff are supported to undertake CPD (observing others, attending courses and professional reading) in order to develop further. See Appendix 9 for more details.
- Both class teachers and teaching assistants have annual performance management appraisals in order to ensure they are thriving professionally. Please refer to Appendix 4 for the Whole-School Teaching Assistant Lesson Observation Proforma.

8.1.5 Learning walks

- The Head of the Junior School and the Assistant Head of the Junior School completes learning walks to monitor the quality of teaching and learning and this, along with formal appraisals, provides a formal assessment of the standard of teaching and learning.
- A learning walk can involve visiting a number of lessons for short observations, usually 10 minutes and will have a specific focus, e.g. the progress of SEND pupils. Please refer to Appendix 5 for a Whole-School Learning Walks Evaluation Proforma.
- For learning walks there will be some formative feedback.

8.1.6 Work scrutiny

- Key Stage Coordinators, with the support of the Head of the Junior School and Assistant Head of the Junior School undertake termly work scrutiny's to ensure that colleagues in the Junior School are following the School's Marking and Feedback Policy when assessing children's work.
- This policy encourages a consistent approach for the children across the school, helping to maintain standards.
- General feedback is shared with colleagues at a follow up staff meeting where whole school areas for development can be identified and an action plan can be agreed.
- Learning Journals kept by colleagues in the EYFS are also regularly scrutinised in order to ensure that planning and monitoring are appropriately child-centred and that targets are being achieved by children as expected.
- Please refer to Appendix 6 for the Whole-School Work Scrutiny Evaluation Proforma and Appendix 7 for the Whole-School Post-Work Scrutiny Proforma for Key Stage Coordinators to complete.

8.1.7 Assessment

- Termly summative assessments are carried out in Maths, Reading and SPaG. These results are recorded and monitored by the Head of the Junior School and Assistant Head of the Junior School to ensure that progress is being made and that interventions can be put in place for any children not achieving as expected.
- Ongoing formative assessments are used by class teachers to ensure that children are acquiring skills, retaining knowledge and achieving understanding.
- Staff in the EYFS keep detailed Learning Journals for the children in their care, ensuring that milestones and targets are being met as expected.

8.1.8 School improvement – how this data and evidence will be used

- To ensure the JSLT knows where strengths and challenges are within the teaching staff, to share good practice, to identify patterns and trends for EYFS and Key Stages and individual teachers.
- Good practice will be shared during informal conversations between colleagues, at INSET, during Key Stage and JSLT meetings, and at the weekly Junior School Staff Meeting.
- Individual support will be provided where necessary in line with HR policies and procedures.
- The focus of all monitoring is based around the two aims to ensure good progress and to support the professional development of teachers.

8.2 The Senior School (Year 7-11):

8.2.1 The aim of monitoring teaching and learning is twofold:

- To ensure progress in made by all pupils to the full extent of their ability.
- To ensure that teachers have the support and professional development they require to ensure this progress is made.

8.2.2 Red House School achieves excellent academic outcomes and, historically, residuals are positive when measured against MidYis scores.

8.2.3 Where individual or departmental areas of underperformance should occur, there is provision in place through the Assistant Head (Academic) and the wider SMT to provide individualised support.

8.2.4 Lesson observations

- Coaching groups across departments have been developed in order to support teachers to focus on learning problems faced by their pupils and make use of research-led techniques to overcome these problems.
- Teachers are able to learn about and practice a technique, collaboratively planning and observing this technique in lessons to ensure practice is reflective.
- Teachers having a full single or double period lesson observation will be given summative and formative feedback. Please see Appendix 1 for the Lesson Observation Proforma. Please also refer to Appendix 2 for the Lesson Observation Aide Memoire for Observers.
- Both teachers and teaching assistants have annual performance management appraisals in order to ensure they are thriving professionally. Please refer to Appendix 4 for the Whole-School Teaching Assistant Lesson Observation Proforma.

8.2.5 Learning walks

- The Assistant Head (Academic) completes learning walks to monitor the quality of teaching and learning and this, along with formal appraisals, provides a formal assessment of the standard of teaching and learning.
- A learning walk can involve visiting a number of lessons for short observations, usually 10 minutes and will have a specific focus, such as progress of SEND pupils, progress of a year group, departmental. Please refer to Appendix 5 for a Whole-School Learning Walks Evaluation Proforma.
- For learning walks there will be some formative feedback.

8.2.6 Work Scrutiny

- Work scrutiny aims to monitor good progress being made and offer collegiate opportunities to further improve practice.
- Marking and feedback should be completed in line with the School's Marking and Feedback Policy but beyond this, there is no expectation that all staff mark in the same way.
- Departments have marking policies that should be consistently followed by teachers within the department.
- In order to monitor the effective use of marking and feedback, departments complete work scrutiny at three points throughout the academic year. Please refer to Appendix 6 for the Whole-School Work Scrutiny Evaluation Proforma and Appendix 7 for the Whole-School Post-Work Scrutiny Proforma for Key Stage Coordinators to complete.
- Findings are then shared with the Assistant Head (Academic) and actions are planned during this discussion.

8.2.7 School improvement – how this data and evidence will be used

- To ensure the SMT knows where strengths and challenges are within the teaching staff, to share good practice, to identify patterns and trends for departments and individual teachers.
- Good practice will be shared during departmental meetings, Head of Department meetings, and INSETs.
- Individual support will be provided where necessary in line with HR policies and procedures.
- The focus of all monitoring is based around the two aims to ensure good progress and to support the professional development of teachers.

9 CO-CURRICULAR ACTIVITIES AND EDUCATIONAL VISITS

9.1 At Red House co-curricular clubs and educational visits are valued as an important element in the teaching and learning process. Therefore:

- The school endeavours to provide a wide and varied range of co-curricular activities and educational visits. Please refer to the Co-Curricular Activities Policy and the Health and Safety – School Trips Policy.
- All pupils are encouraged to participate in the co-curricular clubs and activities, and educational visits offered.
- New and existing staff are involved in educational visits and co-curricular activities.

10 STRATEGIES FOR ENSURING PROGRESS AND CONTINUITY

10.1 PLANNING is a process in which all teachers are involved:

- Schemes of work for individual subjects/departments are developed and updated by subject teachers, Heads of Departments and subject coordinators outlining planned programmes of study which exhibit continuity and progression.
- Regular staff/Key Stage/Department/Academic/teacher meetings are held each term to discuss various aspects of the curriculum and to ensure best practice and continuity are observed.

10.2 FEEDBACK TO PUPILS about their progress is achieved through the marking of work which**:**

- Aims to help pupils in the learning process, with comments being positive and constructive.
- Is often done while a task is being carried out through discussion between pupil and teachers.
- Is done sensitively and with discretion so that a pupil can assimilate a limited number of corrections at one time - this will vary according to age and ability.

10.3 TARGET SETTING from Nursery to the end of Key Stages 2, 3 and 4 is used to monitor progress:

- By setting realistic and challenging targets which are based upon measured tests of potential and a pupil's prior attainment.
- Target threshold levels and national expectations are set to the end of Key Stages 2 and 3, and target GCSE grades to the end of Key Stage 4 in the majority of subjects for Years 7 to Year 11.

10.4 THE LIBRARIES in the Junior School and the Senior School are valued resources:

- They are used by class/subject teachers during lesson time when appropriate.
- They are available for pupils at the Senior School to use on a rota basis during lunchtime.
- Pupils are allowed to borrow books for specific periods of time.
- Computers for pupil use are available within each library. Non-fiction books are available in the Junior School ICT suite. Please refer to Appendix 8 for Library Procedures for both sites.

Reviewed by Dr R Ashcroft, L Roberts & S Haywood
May 2022

APPENDIX 1: RED HOUSE SCHOOL LESSON OBSERVATION PROFORMA (SENIOR SCHOOL)

RED HOUSE SCHOOL

LESSON OBSERVATION FORM

Who is being observed?		Observed by	

Date	Subject / Activity	Year	Class	Boys	Girls	Time (mins)

Possible areas of observation	Y/N	Comments
Points of Interest Prompt starter Success criteria evident Learning objectives clear Range of activities Range of feedback Effective questioning Effective pupil control Appropriate homework set Effective Differentiation Focus on Literacy Use of plenary		
Learning skills (to develop confidence and resilience) Communication Collaboration Creative activity Critical thinking Inquiry-based Problem solving Reflection Risk Taking		
Teacher Essentials Trust Competence Dynamism Immediacy		

*Please indicate areas where there is evidence of strength (+) or weakness (-). All should be supported with notes in the comment box above – Subject Knowledge, Subject Skills, and Differentiation for Different Groups, Subject Understanding, Higher Bloom Activities – Analysis, Synthesis and Evaluation.

APPENDIX 2: RED HOUSE SCHOOL LESSON OBSERVATION AIDE MEMOIR (SENIOR SCHOOL)

Lesson Evaluation Form – Aide Memoire

Prompts

- Prompt start to lesson....within 5 mins?
- Starter activity, including some that do not require teacher input - on board or handout etc?
- Clear and specific LOs, with sufficient range to enable all abilities to progress
- Use of success criteria?
- Effective question techniques?
- Range of teaching and learning activities strategies?
- Differentiated tasks appropriate to pupils' needs and prior learning?
- Effective pupil management strategies?
- Range of Feedback used
- Setting of appropriate homework?
- Use of plenary - check learning, set scene for next lesson?
- Check of planning/mark book – use of data and IEP info?

Learning skills embedded – opportunities visible

Inquirers - opportunities for pupils to use their natural curiosity and acquire the skills necessary to conduct inquiry and research and show independence in learning.

Knowledgeable - opportunities to explore concepts, ideas and issues that have local and global significance.

Critical Thinkers - opportunities exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

Communicators - opportunities to express ideas and information confidently and creatively in *more than one language* and in a variety of modes of communication.

Risk-takers - opportunities to approach unfamiliar situations and uncertainty without anxiety, show independence of spirit to explore new roles, ideas and strategies, are brave and articulate in defending their beliefs.

Reflective - opportunities to give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

Collaborative - opportunities to learn with other people sharing resources, skills and knowledge, and engaging in joint evaluation and monitoring of ideas and work.

Creative - opportunities to undertake imaginative activity fashioned so as to produce outcomes that are both original and of value, and which require action and have purpose.

Creative learners - opportunities to question and challenge, make connections and see relationships, envisage what might be, explore ideas, keep options open, reflect critically on ideas, actions and outcomes.

Problem solvers - opportunities to use creative thinking, knowledge, insight, critical thinking (reasoning) and reflection (metacognition), alone or collaboratively to solve problems.

Teacher Essentials Check-list

Trust

- Adapt messages for listeners by being sincere and honest in the presentation of information.
- Identify strengths and weaknesses in information - for example, reliability and bias - to demonstrate honesty.
- Introduce sources that are trusted by pupils and use them to develop class material.
- Explain the soundness of analysis, arguments and evidence.
- Earn trust by showing trust towards pupils.

Competence

- Appear highly organised in the presentation of the subject matter.
- Deliver a message that is as free from errors as possible, including grammar, pronunciation and enunciation.
- Prepare thoroughly by being in control of the subject matter, key issues, sources, evidence, arguments and differing viewpoints.
- Have lesson plans that are organised and detailed.
- Use relevant personal experiences to provide greater insights for pupils.

Dynamism

- Develop a powerful style of speaking that uses few verbal or vocal hesitancies such as 'OK' or 'you know'.
- Vary physical movements such as gestures, facial expressions and eye contact.
- Vary vocal characteristics, such as rate, pitch, inflection and tone.
- Use a variety of evidence, stories, visual aids and computer programs.

Immediacy

- Have a relaxed body position so that you look comfortable when standing or sitting in front of the class.
- Establish eye contact with the entire class.
- Smile to disarm and relax pupils.
- Attempt to reduce distance between yourself and pupils by moving or by moving away from barriers such as desks or lecterns.

APPENDIX 3: RED HOUSE SCHOOL LESSON OBSERVATION PROFORMA (JUNIOR SCHOOL)

RED HOUSE SCHOOL

LESSON OBSERVATION FORM (JUNIOR SCHOOL)

Who is being observed?		Observed by	

Date	Subject / Activity	Year/Class	Boys	Girls	Time (mins)
Areas of strength:					
Areas for development:					

Pupil Learning and Progress	
Attitudes and Behaviour	
Teaching	
Assessment	

APPENDIX 4: RED HOUSE SCHOOL TEACHING ASSISTANT OBSERVATION PROFORMA

RED HOUSE SCHOOL

TEACHING ASSISTANT OBSERVATION FORM

Who is being observed?		Observed by	

Date	Subject / Activity	Year/Class	Set (if applicable)	Time (mins)

Type of Work	Please Tick
Whole class support	
Small group support/teaching	
One to one work	

Performance indicators *Points to consider*	Notes
1. Quality of Work: • Sound judgement and/or decision making exhibited	
2. Work Habits • Organised/prepared • Effectively uses time • Adaptable/flexible • Positive attitude with others	
3. Work Commitments • Maintains professional appearance and demeanour	
4. Pupil interaction • Helps to maintain a positive and challenging learning environment • Fosters pupils independence and self-help skills • Provides appropriate behaviour/effective management • Takes action when needed • Treats pupils with fairness, respect and consistency • Encourages active pupil participation	
5. Communication skills • Write and speaks clearly	

General comments:

APPENDIX 5: RED HOUSE SCHOOL LEARNING WALK EVALUATION PROFORMA (WHOLE SCHOOL)

RED HOUSE SCHOOL

LEARNING WALK EVALUATION FORM

Who is being observed?	

Observer	Date	Subject/activity	Year	Class name	Number of boys	Number of girls	Time taken (minutes)

Context – i.e. what part of the lesson has been observed?

Specific Areas of Observation	Y/N	Comments
Prompt start to lesson....within 5 mins?		
Starter activity, including some that do not require teacher input - on board or handout etc.?		
Clear and specific LOs, with sufficient range to enable all abilities to progress?		
Use of success criteria?		
Range of teaching and learning activities strategies?		
Differentiated tasks appropriate to pupils' needs and prior learning?		
Range of feedback used?		
Effective question techniques?		
Effective pupil management strategies?		
Setting of appropriate homework?		
Use of plenary - check learning, set scene for next lesson?		
Check of planning/mark book – use of data and IEP info?		

APPENDIX 6: RED HOUSE SCHOOL WORK SCRUTINY EVALUATION PROFORMA (WHOLE SCHOOL)

RED HOUSE SCHOOL

WORK SCRUTINY EVALUATION FORM

Sources of evidence: Subject: Year: Teacher:

Assessing our marking and its impact: Add brief comments on the supporting evidence derived from outcomes for pupils. Identify areas of strength and opportunities for development.

Focus	Comments
Enabling good progress as seen in pupils' skills, knowledge and understanding. Pupils show improvement/ability to tackle increasingly complex work.	
Fostering self-motivation as seen in pupils' application, perseverance and presentation.	
Fostering application of intellectual, physical and/or creative effort.	
Fostering interest as seen in pupils' engagement to complete tasks to a high standard and volume of work.	
Well-planned lessons as seen in the development of pupils' skills, opportunities to learn and consolidate.	
Understanding pupils' needs as seen in progress of SEND, EAL, MAGT.	
Assessment of pupils' work as seen in marking helping pupils to understand how to improve.	
Pupils acting upon feedback provided as seen in responses to questions/tasks/comments in teacher marking or application of feedback the following lesson.	
Spelling, punctuation and grammar marking evident and pupil responses to these.	
Marking supports FBV and SMSC opportunities.	

APPENDIX 7: RED HOUSE SCHOOL POST-WORK SCRUTINY PROFORMA (WHOLE SCHOOL)

Department overview following individual class work scrutiny.

Areas of good practice to be shared within and beyond the department:
Professional development opportunities/support required:
Areas of marking the department wish to change and steps needed to implement the change:
Other comments:

Please return the completed form to the Head of Junior School (Nursery-Year 5) or the Assistant Head (Academic) for Years 6-11.

APPENDIX 8: LIBRARY PROCEDURES

1 SENIOR SCHOOL LIBRARY

1.1 ROLE

- To provide resources for the curricular needs of all staff and pupils and to enrich and support classroom activities.
- To provide resources for the leisure needs of pupils both in school and at home.
- To develop information handling skills.
- To provide a central collection of resources, avoiding unnecessary duplication, and to create an awareness of cross-curricular links.

1.2 AIMS

- To encourage a love of reading.
- To encourage pupils to learn independently by acquiring research skills.
- To inform and enrich the lives of pupils and staff.

1.3 OBJECTIVES

- To maintain and develop a wide selection of material that is easily accessible and organized.
- To provide a simple borrowing procedure to enable pupils and staff to borrow books independently.
- To develop information handling skills through knowledge of how the library works.
- To involve pupils in the maintenance and organization of the library.

1.4 ORGANISATION

- The Librarian, Mrs Williamson, is in the library at break and lunchtimes.
- Books are removed from the shelves if they are well used or sufficiently dated as to be misleading.
- The Librarian submits an annual budget bid to the Head.

1.5 CATALOGUE SYSTEM

1.5.1 The books are catalogued using the Junior Librarian system (Micro librarian Systems Ltd).

1.5.2 Each book is given a specific bar code before it is put on the shelves for borrowing.

1.5.3 Reference books such as dictionaries and encyclopedias are not available for general borrowing and these are clearly labelled.

1.5.4 Staff are allowed to use these during a lesson in the classroom, but it is hoped that they will be returned to the library following classroom use.

1.5.5 Fiction books are grouped using a colour code:

- Red: Suitable for Years 7 – 11
- Blue: Suitable for Years 6 - 7

1.5.6 The placing of a book in either section is decided at the time of cataloguing or where books have been purchased as a 'box' the suppliers recommended age suitability has been taken in to consideration.

1.5.7 In each case the books on the shelf are in alphabetical order according to the author's surname.

1.5.8 Non-fiction books are presently displayed using the Dewey Decimal.

1.6 BOOK BORROWING

- Books are borrowed using the Junior Librarian system – all books have a bar code inside the front cover, and each pupil is given a library number.

1.7 USE OF LIBRARY

- Pupils from the Senior School, Years 9–11, may use the library for quiet study and reading from 1pm – 1.30 pm. There is a limit of 10 pupils on any one day and is on a 'first come first served' basis.
- Pupils in Years 6-8 may use the library between 1.30 pm and 1.55pm.
- The library will, on occasions, be in use for exams, meetings etc. between 1pm and 2pm and so unavailable for pupil use at this time.
- Books may be changed during afternoon registration at the discretion of the Form Tutor.

2 JUNIOR SCHOOL LIBRARY

2.1 ROLE

The main role of the library in school is:

- To provide resources for the curricular needs of all staff and pupils to support and enrich the activities in the classroom.
- To provide resources for the leisure needs of pupils for use both in school and at home.
- To develop information handling skills.
- To provide a central collection which makes maximum use of resources, avoids unnecessary duplication and creates an awareness of the inter-relatedness of disciplines.

2.2 AIMS

- To engender a love of reading.
- To inform and enrich the lives of pupils and staff.
- To encourage pupils to learn independently by acquiring research skills.

2.3 OBJECTIVES

- To maintain and develop a wide selection of material that is easily accessible and organized.
- To provide a simple borrowing procedure to enable pupils and staff to borrow books independently.
- To develop information handling skills through knowledge of how the library works.
- To involve pupils in the maintenance and organization of the library.

2.4 ORGANISATION

- A member of staff will oversee the running of the library and will be supported by all other staff and some KS2 pupils.
- Subject coordinators recommend suitable books to the Library Coordinator on an annual basis. Books over 10 years of age are removed from the shelves along with any other text which has been well used.
- The Library Coordinator will submit an annual budget bid to the Head. Library skills are taught through learning objectives from the Literacy Strategy.
- Class teachers are responsible for ensuring the library is left tidy after class use.

2.5 CATALOGUE SYSTEM

- The non-fiction books are grouped according to topics. The fiction books are separated into book boxes for emerging readers then separated in rainbow order for more confident readers.

2.6 BOOK BORROWING

- Each class has been allocated a library session. A timetable is posted on the staff noticeboard and on the library door. These times are flexible and may be negotiated in agreement with other staff members.
- The class teacher is responsible for maintaining an accurate record of books borrowed from the library and returned by each pupil.

APPENDIX 9: RED HOUSE SCHOOL CPD AND STAFF TRAINING DIRECTORY (WHOLE SCHOOL)

RED HOUSE SCHOOL

CPD & STAFF TRAINING DIRECTORY

SSSLearning courses

Please contact a SSSLearning Administrator (Rebecca Ashcroft, Claire Thompson, Simon Haywood, Andrea Tomlinson or Claire Bellerby) if you would like to access a SSSLearning course. The following courses are free and on demand online courses. They are included in our annual fee. You do not need to complete a CPD form to access one of these courses.

KCSiE 2021:
- KCSiE 2021 Update course for Staff (*compulsory for all staff)
- KCSIE 2021 Update Course for Governance, SLT & Managers

Child Protection courses:
- Child Protection Training
- Child Protection Refresher Training
- Child Protection Training for Non-maintained nurseries

Safeguarding Thematics:
- Sexual Violence, Abuse and Harassment between Peers
- Domestic Abuse Awareness Training
- County Lines Awareness Training + refresher
- Serious Violence & Knife Crime Awareness Training + refresher
- Child Sexual Exploitation (CSE) Awareness Training + refresher
- Female Genital Mutilation Awareness Training + refresher
- Forced Marriage Awareness Training + refresher
- Honour Based Abuse Awareness Training + refresher
- Prevent Duty in an Educational Setting Training + refresher

Mental Health:
- Supporting Bereavement and Loss Training
- Supporting Mental Health and Wellbeing of Children and Young People Training (*compulsory for all teaching staff)
- Designated Mental Health Lead Training

Specialist roles:
- Designated Safeguarding Lead Training
- Designated Safeguarding Lead Refresher Training
- Safer Recruitment Training
- Administration of Medication in an Educational Setting Training
- Fire Warden in an Educational Setting Training
- Fire Safety Awareness in an Educational Setting Training

Food safety:
- Food Safety in Classroom Settings Training
- Food Safety and Hygiene Training

Health and Safety:
- Health and Safety in Educational Settings Training
- Risk Assessment in an Educational Setting Training
- First Aid Basics In An Educational Setting Training

More courses:

- E-Safety Training
- General Data Protection Regulation (GDPR) Training + refresher
- Policy in Practice Training

Governance:

- Safeguarding for Governors and Trustees Training
- Safeguarding for Named Governors Training

MOOCs (Massive Open Online Courses)

MOOCs are free online courses. They are available through a number of providers and include: subject specific, pastoral, academic, T&L, primary and secondary education courses. Most courses are on demand and spread over a 3-6 week period, with between 2-4 hours of time required to spend on each course. PLEASE NOTE: You do not need to pay £42 at the end of the course to receive a certificate. Instead, take a screenshot of the final confirmation page as your evidence of course completion.

Examples of MOOC providers:

- https://www.futurelearn.com/
- https://www.futurelearn.com/subjects/teaching-courses
- https://www.unifrog.org/
- https://www.mooc-list.com/
- https://www.edx.org/
- https://www.openculture.com/free_certificate_courses
- https://www.coursera.org/

As well as individual university sites:

- https://www.southampton.ac.uk/courses/free-online-learning.page
- https://www.manchester.ac.uk/study/online-blended-learning/moocs/

Other online resources

- #TwitterEd
- Education Blogs
- https://www.twinkl.co.uk/blog/a-huge-list-of-free-online-cpd-courses-for-teachers-to-get-ahead-in-lockdown
- https://www.teachpal.co.uk/free-cpd-for-teachers/
- https://www.creativeeducation.co.uk/
- https://prosperoteaching.com/free-accredited-cpd-for-teachers/
- https://www.tes.com/institute/courses/improve-your-skills

Subject knowledge/exam skills/marking

- AQA - https://www.aqa.org.uk/professional-development/search
- Edexcel – https://qualifications.pearson.com/en/support/training-from-pearson-uk.html
- OCR - https://www.ocr.org.uk/qualifications/professional-development/events/

CAMHS training for Professionals

To access a CAMHS training course go to https://www.tewv.nhs.uk/camhstraining/ and email TEWV.CAMHS-Training@nhs.net to join a training course and/or be added to the mailing list of CAMHS courses.

This CPD/Staff Training list is not exhaustive and is just to give you some initial ideas. If you would like to do any CPD which has a cost associated, please complete the CPD Request Form and hand it to either Claire Thompson or Simon Haywood.

Please try to arrange online CPD when you are not teaching. If you do need lesson cover, please always check with Claire Thompson or Simon Haywood first.

APPENDIX 10: RED HOUSE SCHOOL REQUEST FOR CPD FORM (WHOLE SCHOOL)

RED HOUSE SCHOOL

REQUEST FOR CONTINUING PROFESSIONAL DEVELOPMENT (CPD)

Name: .....

Curriculum Area: .....

Title of course/CPD activity requested:	
Name of course provider:	
Venue:	
Date:	Absence agreed with CT/SH:
Cost:	Expenditure agreed with CT/SH:
Reason for request (e.g. response to performance management targets, curriculum area targets, new initiatives/curriculum developments, objective identified on CPD proforma, etc.):	
Outline of how CPD activity matches above:	
Outline of intended outcome for pupils as a consequence of member of staff participating in the activity:	

PLEASE OUTLINE BELOW HOW IMPACT WILL BE MONITORED AS A RESULT OF PARTICIPATION IN THIS CPD ACTIVITY:

By whom:	By when:	Details: