



Teaching and Learning Policy

At Castle Rushen High School we aim for care, quality and opportunity for all our students and staff and we expect the teaching and learning journey to be a rewarding and inspiring experience for everyone. The school believes that effective, meaningful and innovative teaching stimulates a richer, deeper, life-long love of learning.

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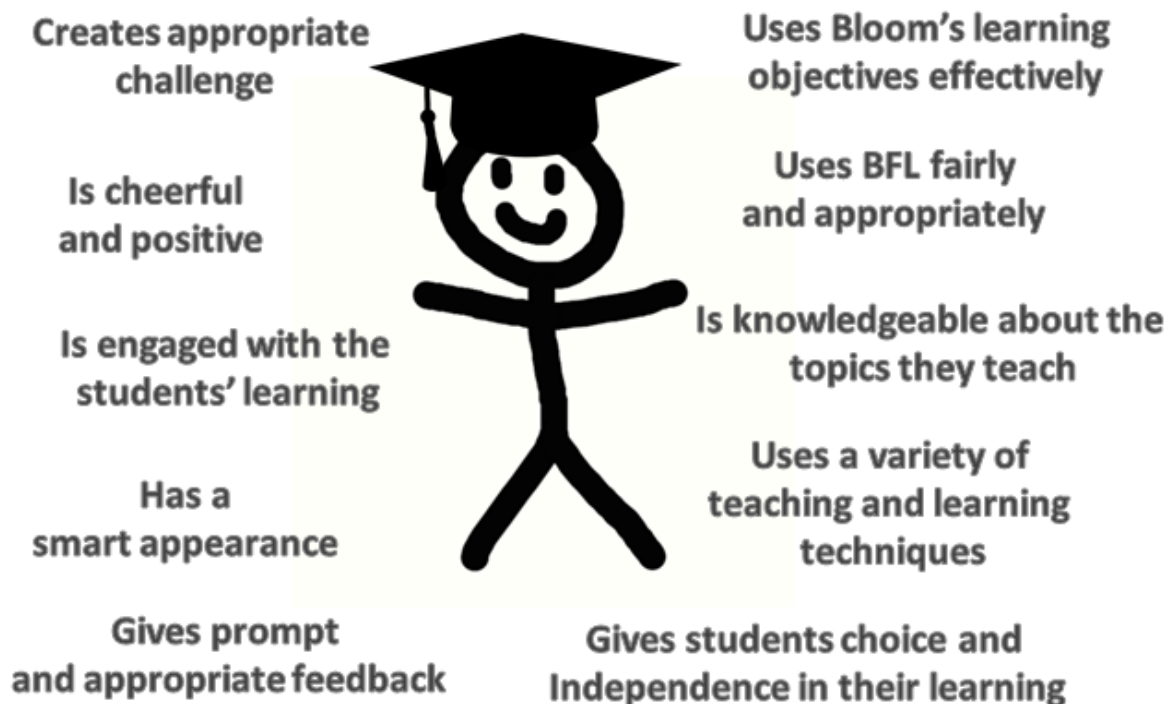
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What are the expectations of a CRHS teacher?



A CRHS teacher



All of our teaching staff at CRHS are committed to providing care, quality and opportunity for all. The expectations of a CRHS teacher were created after discussion with a panel of CRHS students in 2017.

Our expectations tie in well with the Professional Teachers' Standards used in our appraisal system which the DESC expects its entire teaching staff to adhere to:

- Set high expectations which inspire, motivate and challenge pupils
- Promote good progress and outcomes by pupils
- Demonstrate good subject and curriculum knowledge
- Plan and teach well-structured lessons
- Adapt teaching to respond to the strengths and needs of all pupils
- Make accurate and productive use of assessment
- Manage behaviour effectively to ensure a good and safe learning environment
- Fulfil wider professional responsibilities.

Further details of the standards can be found in Appendix 1.

During any period of lockdown, resulting in the need for remote teaching and learning, CRHS teachers are expected to follow the 'remote teacher expectations' as detailed in Appendix 4.

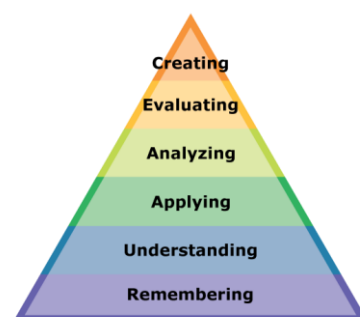
What are the 'Non-Negotiables' of Teaching and Learning at CRHS

At CRHS we have adopted 'non-negotiables' which are the key to successful teaching and learning. We expect all teaching staff to use these, as appropriate to the context and age group, in all lessons or in any remote context (for more details on remote non-negotiables see Appendix 4).

Bloom's Learning Objectives

All lessons and/or a series of lessons should have learning objectives based on the language of Bloom's Revised Taxonomy. The learning objectives should be shared with the students and then revisited at regular intervals throughout the lesson as appropriate. All students should be aware of the purpose of the lesson(s) and should be able to reflect on the progress of their learning using the learning objectives. Staff should familiarise themselves with the range of verbs which can be used to show learning at the various levels of the taxonomy – these are available online and also from the T&L team. In order to create cohesion throughout the school, all staff should use the same colours for the different stages of learning:

Create – red
Evaluate – orange
Analyse – yellow
Apply – green
Understand – blue
Remember - purple



WILF and WAGOLL

Good learning often follows good modelling from the teacher. When staff use the 'I do, we do, you do' approach, students are clear about the direction their learning is taking and what is expected of them.



At the heart of good teaching and learning lies clarity – in order to progress with their learning, our students need to be aware of what the teacher is looking for in a particular task (WILF – What I'm looking for). Teachers should outline WILF at appropriate points in lessons and should use the visual imagery of WILF to support this.

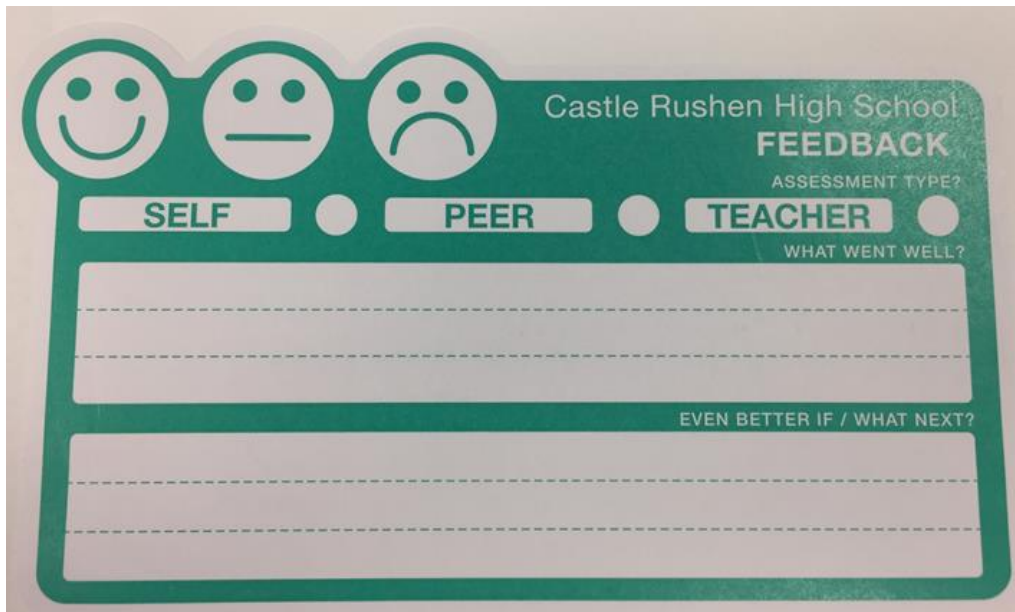
Knowing what the outcome should be is also key to good teaching and learning. Showing the class exemplars, when appropriate, or what a good one looks like (WAGOLL), will allow the students to understand the end product of a piece of learning. Teachers should use WAGOLLS at appropriate points in a lesson and should use the imagery of WAGOLL to support this.



Green Feedback Stickers

Following discussions with students, and because many of our staff already use similar stickers, staff should use green feedback stickers when giving feedback to students. Clarity surrounding feedback is key for our students and these stickers ensure feedback is visible, clear and consistent.

Teachers can use these green stickers for their own feedback to students, but also can use them for peer and self-feedback. Teachers should use these stickers in all Key Stages when appropriate.



The image shows a green feedback sticker template for Castle Rushen High School. At the top left, there are three circular icons representing different feedback levels: a smiley face (positive), a neutral face (neutral), and a frowny face (negative). To the right of these icons, the text "Castle Rushen High School" is written in a white, sans-serif font. Below this, the word "FEEDBACK" is written in a larger, bold, white, sans-serif font. Underneath "FEEDBACK", the text "ASSESSMENT TYPE?" is written in a smaller, white, sans-serif font. Below this, there are three rectangular boxes with rounded corners, each containing a label and a small circular icon to its right. The first box is labeled "SELF" and has a small circle to its right. The second box is labeled "PEER" and has a small circle to its right. The third box is labeled "TEACHER" and has a small circle to its right. Below these boxes, the text "WHAT WENT WELL?" is written in a small, white, sans-serif font. Below this, there are two large rectangular boxes with rounded corners, each containing a dashed line for writing. The first box is labeled "EVEN BETTER IF / WHAT NEXT?" in a small, white, sans-serif font. The second box is empty.

What is the FACE of CRHS?

The FACE of CRHS is our approach to teaching and learning – it contains our ‘four fundamentals’ for teaching and learning which surround the 6R+ in the centre. Two wrap-around layers outline the support and guidance we provide for all our students.



The Four Fundamentals



F – Feedback – we expect feedback to be useful, relevant and a constant part of the dialogue between staff and students.

Feedback can be written or verbal and should be built into lesson planning to allow students time to reflect on feedback given. Useful feedback is feedback that is acted upon by the student – feedback should lead to progress in learning.

Students' work should be marked/monitored regularly by teaching staff and should be marked in line with departmental expectations and mark schemes. Staff are expected to use the CRHS marking code:

The Castle Rushen Marking Code

Code	Meaning
✓	Correct
✗	Incorrect
SP	There is a spelling error on this line. Find it and correct it. (Students should be encouraged to correct their spellings using a dictionary)
P	Punctuation error here. Find it and correct it.
?/Exp	The expression here is clumsy. How could it be clearer?
TT	This is a technical term, needs to be learned carefully
SV	You need to have more sentence variety; re-write this section
Δ	Target for improvement

Staff are expected to be familiar with the principles of Assessment For Learning (AFL) and to ensure that all assessment is relevant and useful for the students' learning journey. Giving appropriate and timely feedback to the students is a core aspect of AFL.

Staff should engage in a variety of assessment forms including teacher, peer and self- assessment. To facilitate effective peer and self-assessment, students should be guided by their teachers to ensure that they become skilled on how to give useful feedback.

Students should also be given time, when appropriate, to 'take 2' to allow them to improve and modify work based on feedback given. This process can be supported very effectively by using WAGOLLS.

Feedback should not only be a one-way process from teacher to student. Student voice should be used by all staff on a regular basis to evaluate the effectiveness of teaching and learning. As this process becomes embedded within departments, staff should be able to reflect more on their practice and adapt and modify work to suit the needs of the students.

Encouraging an open and reflective culture within the staff at CRHS is very important. As part of our CPD programme, staff should expect to receive relevant and timely feedback, and be given opportunities to reflect on this feedback, from middle and senior leaders within the school via lesson observations, lesson dips, departmental meetings, mentoring and coaching conversations.



A – Autonomy – *we want our students to become autonomous and be able to take control of their own learning.*

Students should, when appropriate, be given choice in their learning processes. Staff should find ways of offering a variety of activity, learning partners, homework and ways of ‘creating’ to ensure that students become autonomous learners.

All staff at CRHS are teachers of both literacy and numeracy and should try, whenever possible, to promote the importance of, and use key

aspects of them both. Lit Kit boxes are provided in each classroom and they contain a variety of resources to support literacy in the classroom.

KASH means making sure that our students have the Knowledge, Attitude, Skills and Habits for learning and is a key part of ensuring they become autonomous learners. Staff must support students in developing KASH in the classroom by having clear routines and high expectations of behaviour and engagement.

We want our students to be able to learn independently. Staff should employ a variety of techniques to ensure that students can take control of their own learning and that they have the KASH to be able to do this.

Giving our students time to reflect on their progress and set challenging, relevant targets and next steps in their learning, is a core part of allowing them to become more autonomous.



C – Challenge – *our students should be challenged in their learning on a daily basis.*

All lessons at CRHS should be challenging for the students. Key to this is appropriate use differentiation. Staff should be aware of the needs and requirements of students in their class and provide lessons that are sufficiently supportive yet allow the students to be challenged in their learning. Being aware of SEN information, the students’ entry points (high ability, above average etc.) and relevant data will allow staff to provide

lessons that cater for the needs of all learners.

Ensuring that the students have aspirational targets is important – the students should understand their target level and know what they need to do to progress. Staff should use target setting and monitoring carefully to ensure that students are regularly reviewing their progress, reflecting on their progress and making appropriate and challenging targets.

We want the concept of growth mindset to become embedded at CRHS. Staff should be aware of the principles of growth mindset and should endeavour to use the language and key ideas behind this to allow the students to progress as much as possible. This includes the concept of ‘not yet’ to ensure that students do not give up when they are challenged in their learning.

Staff should constantly try to develop and deepen their level of questioning with the students – using Bloom’s Taxonomy to structure questions will allow for deeper thinking and more reflection.



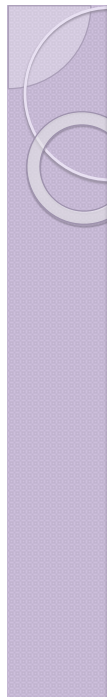
E – Engagement – *our students should be offered a variety of ways to engage them in their learning.*

Students should be inspired by their learning – staff should find ways of making the course content engaging, relevant, fun and challenging for our students. We want all our staff to try different ideas and teaching methods to ascertain what works well with their own students to maintain high levels of engagement.

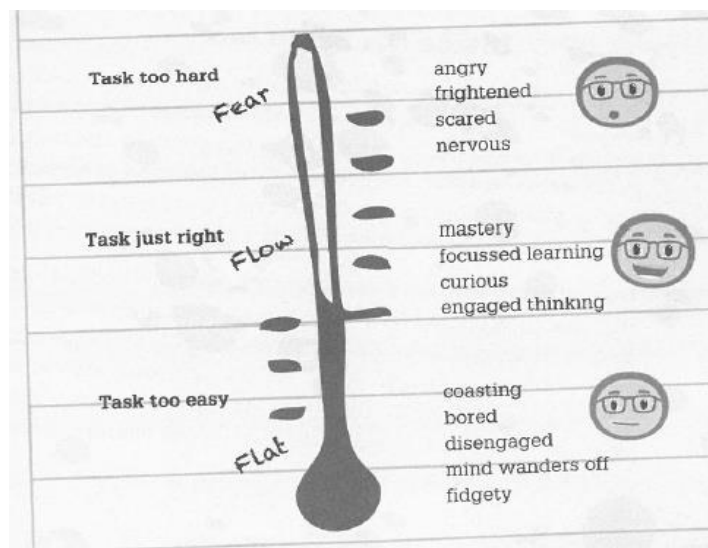
Staff should engage with professional reading and CPD to ensure that their lessons are as innovative as possible by making use of all the resources available. This includes making use of outside spaces (weather permitting!), mood music, group activities and activities that require movement. Students will remember memorable lessons – so we want all our lessons at CRHS to be memorable!

Staff should be able to employ a variety of techniques to ensure that students remain motivated and have a love of learning as they progress through CRHS. Every minute should count in a lesson – students should be motivated to continue to learn right up until the bell.

Staff should aim for the students in their lessons to be ‘in flow’ where they are fully engaged with their learning. If this is not happening, staff should take steps to remedy the situation.



Mood thermometer



6R+

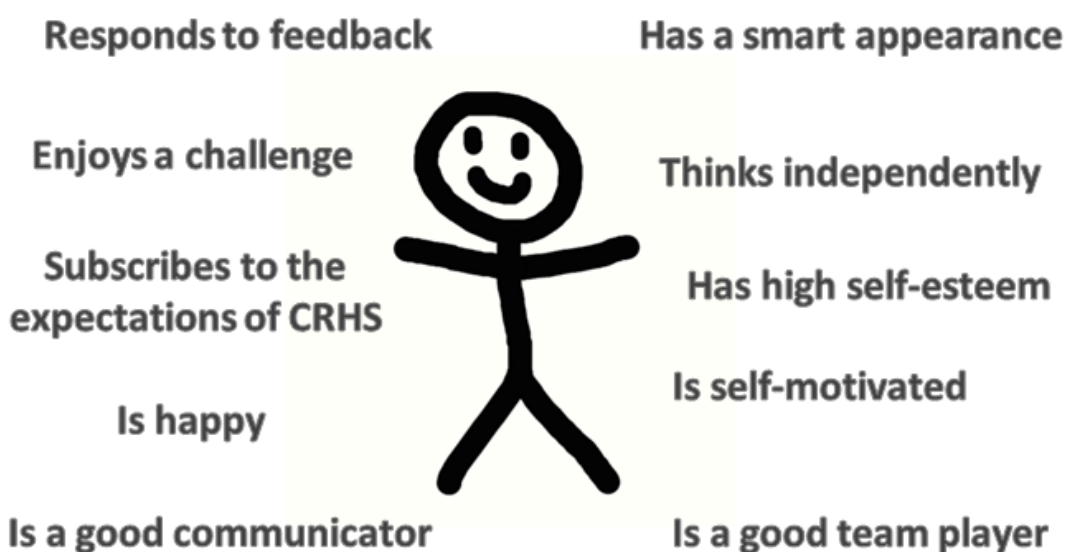
At the core of FACE lies the 6R+ - the 6Rs are a key principle of the DESC's Essentials for Learning and aim to allow our students to develop the necessary 'soft' skills to be equipped for life. We want our students to be ready to form relationships, be resourceful, resilient, reflective and be able to develop their remembering skills. To ensure that the students are aware of their learning, we also want them to understand how to develop and improve their metacognitive skills.

Teachers at CRHS should build time into lessons to focus on the skills being developed and make regular use of the imagery and language of the 6Rs. Feedback to the students should use the language of the 6Rs when appropriate.

We asked our staff in 2017 what an ideal student would be like and their suggestions embody the core elements of the 6Rs:



A CRHS student



As a teaching and learning team, we also want to develop the 6Rs of our own staff – hence the '+'. Through effective CPD and inset training, we aim to allow our teachers to become more aware of their own learning process and continue to develop and embrace new and adapted ways of approaching pedagogy.

The Wrap Around – removing barriers to learning, transition, inclusion, support and guidance.

Ensuring that all our students have the chance to learn is key to the FACE of CRHS. All teachers are expected to be fully aware of SEN information and Pupil Profiles. Teaching staff should make good use of support staff and the SEND Co-ordinator and use them to enhance the learning of the students in the classroom.

The CRHS classroom should be an empowering and engaging place for all learners – it should be an ‘Enabling Classroom’. For further information, please read ‘The Enabling Classroom’ guide available from the CPD and SEND teams. For those students who may have barriers to learning, the classroom teacher must ensure that routines and systems support effective classroom skills and also promote and inclusive lesson design and language for learning.

In order to ensure that all students have the best possible chance to learn effectively, all CRHS staff are expected to follow the school’s Behaviour Policy known as Behaviour 4 Learning or B4L (see Behaviour For Learning policy in CPD Office or on Shared Area).

Students at CRHS are provided with various support routes to allow them to achieve their full potential. Pastoral support, including the Listening Service, is provided through the pastoral teams and the senior leaders of each key stage.

As students transition through each key stage in their journey at CRHS, support is provided to ensure that this process is smooth and supportive for the students. Transition from KS2-3, KS3-4 and KS4-5 is led by senior leaders and supported by pastoral team leaders. We need to support our students through their journey at CRHS, regardless of any issues that arise, and the ‘wrap around’ aims to ensure that our students can progress through the Key Stages as confident and skilled individuals.



Learning Remotely

Whether our students are learning in school, or in the event of any lockdown situation, learning remotely, the FACE of CRHS still stands. More information about the remote FACE of CRHS can be found in Appendix 4.

In any situation that requires a sustained period of remote learning, CRHS will strive to provide remote learning opportunities that are inclusive and are accessible for all students. We will make good use of existing technology and provide suitable training for our staff and students to ensure that they can access suitable online platforms. We will continue to focus on effective practice and the FACE of CRHS will still form the basis of any remote teaching and learning. More information on this can be found in Appendix 4 and further detail within <https://e4l.sch.im/> also via the UK government's website: <https://www.gov.uk/guidance/adapting-teaching-practice-for-remote-education>

Open Doors

At CRHS, to develop the 6R+ of our teaching staff, we have created 'Open Doors' where teaching staff invite others into their classrooms to observe their classroom craft and pedagogical approach. We are all 'lifelong learners' and we have much to learn from observing each other teach. Having positive relationships is so important among our staff and Open Doors is a supportive, developmental and non-judgmental approach to sharing best practice.

The process has different aims and objectives at different times but the core focus is to develop and ensure we maintain a high quality of teaching and learning. It also helps us to identify training and inset needs and to pair up staff to support each other in their teaching journey.

Other policies

The Teaching and Learning Policy should be used in conjunction with other school policies – Assessment, Recording and Reporting, Homework, Schemes of Work and Behaviour for Learning.

Lesson Planning

Staff are not obligated to show a lesson plan for a particular lesson, however, it may be beneficial to use the school's lesson planning template to help guide your planning, in particular before an appraisal observation. The form can be found in Appendix 2.

Lesson Observations and dipping

In any given academic year, teaching staff at CRHS will be observed for a maximum of 3 hours. This will include a Developmental Lesson Observation, an appraisal observation and additional observations and dipping.

All staff will take part annually in a 'Developmental Lesson Observation' with a member of the Leadership/Teaching and Learning Team. This developmental and not judgemental approach will allow staff to reflect on the progress and learning of the students they teach. This process will use the format found in Appendix 3. Teaching staff will discuss their plan for the lesson, based on the students' prior attainment and expected progress. The lesson will then be observed. Feedback and

discussion between the observer and the teacher should take place within a week of the observation.

The 'FACE' side of Appendix 3 can also be used for appraisal observations and any other departmental or pastoral observations of teaching staff.

Teaching staff may also be 'dipped' by a member of the Leadership/Teaching and Learning team, a Departmental Head or a Pastoral Team Leader. A lesson dip will generally last for no longer than 20 minutes. These dips may make use of the 'dipping forms' which focus around the FACE of Castle Rushen.

Appendix 1 – The Teaching Standards


PART 1 – TEACHING
1. SET HIGH EXPECTATIONS WHICH INSPIRE, MOTIVATE AND CHALLENGE PUPILS
1(a) establish a safe and stimulating environment for pupils, rooted in mutual respect
1(b) set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
1(c) demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils
2. PROMOTE GOOD PROGRESS AND OUTCOMES BY PUPILS
2(a) be accountable for pupils' attainment, progress and outcomes
2(b) be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
2(c) guide pupils to reflect on the progress they have made and their emerging needs
2(d) demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
2(e) encourage pupils to take a responsible and conscientious attitude to their own work and study
3. DEMONSTRATE GOOD SUBJECT AND CURRICULUM KNOWLEDGE
3(a) have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
3(b) demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
3(c) demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
3(d) if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
3(e) if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies
4. PLAN AND TEACH WELL STRUCTURED LESSONS
4(a) impart knowledge and develop understanding through effective use of lesson time
4(b) promote a love of learning and children's intellectual curiosity
4(c) set homework and plan other out-of-class activities to consolidate and extend the knowledge & understanding pupils have acquired
4(d) reflect systematically on the effectiveness of lessons and approaches to teaching
4(e) contribute to the design and provision of an engaging curriculum within the relevant subject area(s).
5. ADAPT TEACHING TO RESPOND TO THE STRENGTHS AND NEEDS OF ALL PUPILS
5(a) know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
5(b) have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
5(c) demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
5(d) have a clear understanding of the needs of all pupils, including those with SEN; those of high ability; those with EAL; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.
6. MAKE ACCURATE AND PRODUCTIVE USE OF ASSESSMENT
6(a) know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
6(b) make use of formative and summative assessment to secure pupils' progress
6(c) use relevant data to monitor progress, set targets, and plan subsequent lessons
6(d) give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback
7. MANAGE BEHAVIOUR EFFECTIVELY TO ENSURE A GOOD AND SAFE LEARNING ENVIRONMENT
7(a) have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
7(b) have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
7(c) manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
7(d) maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary
8. FULFIL WIDER PROFESSIONAL RESPONSIBILITIES
8(a) make a positive contribution to the wider life and ethos of the school
8(b) develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
8(c) deploy support staff effectively
8(d) take responsibility for improving teaching through professional development, responding to advice & feedback from colleagues
8(e) communicate effectively with parents with regard to pupils' achievements and well-being
PART 2: PERSONAL & PROFESSIONAL CONDUCT
Uphold public trust in the profession and maintain high standards of ethics and behaviour, within & outside school
(a) treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position

(b) having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
(c) showing tolerance of and respect for the rights of others
(d) not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
(e) ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law
Have proper and professional regard for the ethos, policies and practices of the school in which they teach and maintain high standards in their own attendance and punctuality
Have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

Appendix 2 – Lesson Progress Map

Class	Date	Period				
What's the Big Picture?						
Groups/Individuals to consider especially, including SEN, in this particular lesson						
<p align="center">Thinking Checklist</p> <table border="1"> <tr> <td> <p>Feedback</p> <input type="checkbox"/> Have I planned to check students' progress regularly during the lesson? What am I doing with WILF/WAGOLL? <input type="checkbox"/> Ensured that returned work is marked for literacy and made time for students to improve sentence punctuation? <input type="checkbox"/> Reflected on nature of feedback – teacher/self/peer <input type="checkbox"/> Take 2 to allow gap closure <input type="checkbox"/> Planned for praise points </td> <td> <p>Autonomy</p> <input type="checkbox"/> Planned how I would like to work with ESOs to support which students? <input type="checkbox"/> Identified and planned any specific numeracy aspects of the lesson <input type="checkbox"/> Identified, planned and resourced Literacy for Life aspects of the lesson <input type="checkbox"/> Reflected on KASH <input type="checkbox"/> WILF/WAGOLL? </td> </tr> <tr> <td> <p>Challenge</p> <input type="checkbox"/> Ensured that I am challenging students of all abilities <input type="checkbox"/> Planned for appropriate levels of questioning and planned my targeting of questions? (use Bloom's) <input type="checkbox"/> Created activities that challenge students' expectations </td> <td> <p>Engagement</p> <input type="checkbox"/> Found methods to ensure the students be engaged <input type="checkbox"/> Reflected on ways to motivate students <input type="checkbox"/> Decided on how to inspire the students </td> </tr> </table>			<p>Feedback</p> <input type="checkbox"/> Have I planned to check students' progress regularly during the lesson? What am I doing with WILF/WAGOLL? <input type="checkbox"/> Ensured that returned work is marked for literacy and made time for students to improve sentence punctuation? <input type="checkbox"/> Reflected on nature of feedback – teacher/self/peer <input type="checkbox"/> Take 2 to allow gap closure <input type="checkbox"/> Planned for praise points	<p>Autonomy</p> <input type="checkbox"/> Planned how I would like to work with ESOs to support which students? <input type="checkbox"/> Identified and planned any specific numeracy aspects of the lesson <input type="checkbox"/> Identified, planned and resourced Literacy for Life aspects of the lesson <input type="checkbox"/> Reflected on KASH <input type="checkbox"/> WILF/WAGOLL?	<p>Challenge</p> <input type="checkbox"/> Ensured that I am challenging students of all abilities <input type="checkbox"/> Planned for appropriate levels of questioning and planned my targeting of questions? (use Bloom's) <input type="checkbox"/> Created activities that challenge students' expectations	<p>Engagement</p> <input type="checkbox"/> Found methods to ensure the students be engaged <input type="checkbox"/> Reflected on ways to motivate students <input type="checkbox"/> Decided on how to inspire the students
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6R+ Relationships Readiness Resourcefulness Remembering Reflectiveness Resilience						
Entry Activity						
<p>PROGRESS MAP</p> <p>What are your learning objectives in this lesson? (using language of Bloom's)</p> <ul style="list-style-type: none"> • • • <p>Outline of the activities & questions which will challenge students to make at least good progress in this lesson.</p>						
Activity to ensure that you and the students both know they have made progress						
Homework						

Appendix 3 – Progress Lesson Observation Template

	Date: _____ Observer: _____	Teacher: _____ Class: _____
Developmental Lesson Observation		
Non negotiables – Learning Objectives <input type="checkbox"/> WILF <input type="checkbox"/> WAGOLL <input type="checkbox"/>		
Removing Barriers: Activities take SEN into account <input type="checkbox"/> Use of ESO <input type="checkbox"/> Use of BfL <input type="checkbox"/>		
Feedback – AFL, Teacher, Peer, Self, Take2		
Individual <input type="checkbox"/> Peer <input type="checkbox"/> Self <input type="checkbox"/> whole class <input type="checkbox"/> AfL <input type="checkbox"/> Take2 <input type="checkbox"/>		
Autonomy – Literacy & Numeracy, KASH, Independence		
Collaborative learning <input type="checkbox"/> KASH <input type="checkbox"/> choice <input type="checkbox"/> Independent work <input type="checkbox"/> Literacy <input type="checkbox"/> Numeracy <input type="checkbox"/>		
Engaging activity <input type="checkbox"/> active learning <input type="checkbox"/> innovative tasks <input type="checkbox"/> good resources <input type="checkbox"/>		
Differentiation <input type="checkbox"/> Challenging task <input type="checkbox"/> challenging questioning <input type="checkbox"/> Growth Mindset/high expectations <input type="checkbox"/>		
Engagement – Inspiration, Innovation, Motivation		
Challenge – Differentiation, Aspirational Targets, Growth Mindset		
6R+ (explicit <input type="checkbox"/> and implicit <input type="checkbox"/>):		
Relationships <input type="checkbox"/> Resilience <input type="checkbox"/> Remembering <input type="checkbox"/> Readiness <input type="checkbox"/> Resourcefulness <input type="checkbox"/> Reflectiveness <input type="checkbox"/>		
Other evidence of learning, e.g. learner voice and/or book dip:		
In what part of the lesson did the most significant learning take place?		
Time used productively: _____ /50 minutes Learning Objectives revisited _____ Y/N		
Really liked: _____		
Please try/consider: _____		

Developmental Lesson Observation

Teacher Preparation

1. What does the data say about this class? (<i>SEN, gender balance, attendance, KS2 profile and current attainment, targets</i>)
2. Are all learners making expected progress? How do you know?
3. In this lesson what do you want the class to learn?
4. What skills will students demonstrate/develop? (subject specific and/or 6R+)
5. How will you know the students have made progress in their learning during the lesson?

Teacher Reflection

Following the lesson observation, which areas of teaching and learning do you intend to develop?
How will you do this? How will you know when you've done it?

Observer signature _____ Teacher signature _____ Date _____

Appendix 4 – Remote Teaching and Learning Policy

In the event of a school closure, either partial or full, this appendix details the school’s approach for remote teaching and learning.

Section 1 – summary of expectations of all CRHS teachers when working remotely

Who	Area	Action	Q/A & Monitoring
T&L Team	Cross curricular and cross key stage co-ordination	<p>Monitor provision of learning and engagement with online platforms</p> <p>Gather and respond to feedback from a previously identified group of students and parents - range of ages/abilities.</p> <p>Support staff with training and liaise with STLs and HOYs.</p> <p>Manage universal T&L communication with students and parents</p>	<p>Student voice, Parent Voice</p> <p>Summary recommendations to LT/STLs</p>
STLs	Direct and oversee learning provision, engagement and feedback	<p>Decide upon and lead departmental approach in terms of content and suitable online platform</p> <p>Ensure that appropriate provision is in place for all students – this may include adapting existing schemes of work or programmes of study.</p> <p>Support class teachers in establishing and maintaining routines and deadlines.</p> <p>Monitor the provision at all levels and monitor frequency and quality of feedback.</p> <p>Ensure the T&L remote learning non-negotiables are in place.</p>	T&L team to monitor STL via email/phone

		<p>Liaise with HOY/tutors in cases of ongoing lack of engagement</p> <p>Liaise with T&L team regarding universal communication to students and T&L needs of team.</p> <p>Ensure teams engage with professional reading and remote CPD provided by T&L team.</p>	
Classroom teacher	Remote learning provision in line with timetable	<p>Learning (as directed by STL) is to be provided via:</p> <ul style="list-style-type: none"> • KS3 - Its Learning • KS4 - Its Learning/MS Teams/Google Classroom • KS5- Its Learning/MS Teams/Google Classroom <p>Approved subject specific pre-approved platforms such as Seneca, TT Rockstars, MyMaths, GCSE Pod and Everlearner can also be used.</p> <p>Online learning materials must be student (and parent) friendly and easy to locate within the online platform.</p> <p>Appropriate online learning activities include:</p> <ul style="list-style-type: none"> • presentations with tasks to complete • videos presented by CRHS staff with tasks to complete • videos presented by non CRHS staff with tasks to complete • research based tasks • exam style questions • coursework planning and preparation • tasks on external platforms such as Seneca • live lessons using MS Teams • online quizzes or games <p>Regular deadlines to be set for students' learning tasks and to use</p>	<p>data trawls LT/PTL</p> <p>online provision checked by STL/T&L</p>

		<p>the remote learning platforms to do this. The volume of tasks and deadlines should be proportionate to the timetable.</p> <p>Online learning, with the guidance of the STL, must be clearly signposted as either 'essential' or 'optional' for the students.</p>	
Classroom teacher	Feedback to students	<p>Acknowledgement should be given upon receipt of submitted remote learning. This can be done using instant feedback from an online platform.</p> <p>Weekly constructive feedback should be given by core subjects. Fortnightly constructive feedback should be given by non-core subjects.</p> <p>Constructive feedback can be:</p> <ul style="list-style-type: none"> • global email • individual email • global recorded or typed comments • individual recorded or typed comments 	STL to check feedback across line managed subject areas
Classroom teacher	Monitoring of engagement	<p>Monitor student engagement by:</p> <ul style="list-style-type: none"> • monitoring online participation with remote platforms • submission of work and meeting of deadlines • participation in MS Teams live lessons <p>Share findings of monitoring of student engagement with LT/T&L via Sims data trawls using the rubric below:</p> <p>1 Never logged on</p> <p>2 Logged on but no/very little involvement</p>	<p>Online participation checked by STL/T&L</p> <p>STL/T&L</p>

		<p>3 Partial involvement</p> <p>4 Full involvement</p> <p>Follow up lack of engagement by:</p> <ul style="list-style-type: none"> • contacting individual students via email in the first instance, or phoning from school when on duty • offering paper alternatives to students instead of online learning • contacting tutor and/or HOY for persistent lack of engagement 	
Tutor	Maintaining pastoral support of tutees and monitoring student online engagement	<p>Set up a group within Its Learning/Google Classroom to keep up regular contact with tutor group.</p> <p>Monitor online engagement of tutees via feedback from subject teachers and contact tutees via email/phone as appropriate.</p> <p>Maintain contact with PTL regarding existing or new pastoral/wellbeing or engagement issues of tutees</p>	<p>PTL/AHT to monitor online tutor groups</p> <p>PTL support and monitor tutors needing to make individual contact with students</p>
PTL	Maintaining contact with year group & monitoring year group	<p>Make weekly contact with the year group - this could be a virtual assembly or email/newsletter thought for the week.</p> <p>Support tutors and gather feedback on pastoral/wellbeing issues.</p> <p>Monitor lack of engagement from students via tutors and contact home if necessary</p> <p>With SEN team, maintain contact with vulnerable students</p>	AHTs/SEN team
SEN and support teams.	Maintain contact with vulnerable students and families	Identify and contact existing vulnerable students weekly.	HA and team/TF/CJ

		Source/provide alternative provision as required	
		Liaise with HOYs to collate new information regarding vulnerable students and to identify any newly vulnerable students.	

Section two – The ‘Non-Negotiables’ of remote teaching and learning

At CRHS we have adopted ‘non-negotiables’ which are the key to successful teaching and learning. These continue to be essential and should be as evident during remote learning as they are under normal teaching and learning conditions.

1. Bloom’s Learning Objectives

All remote lessons and/or a series of lessons should have learning objectives based on the language of Bloom’s Revised Taxonomy, just as in conventional lessons.

2. WILF and WAGOLL

Good remote learning follows good modelling from the teacher.

At the heart of good teaching and learning lies clarity. This is even more important during remote learning – in order to progress with their learning, our students and their parents need to be aware of what the teacher is looking for in a particular task (WILF – What I’m Looking For).

Teachers should outline WILF at the start of each remote task. This includes clear instructions about how the tasks should be completed, scaffolding where appropriate and most importantly having **clear deadlines** for the completion of tasks. Staff should use the remote learning platforms to set deadlines so students can clearly see when work is due. Staff should use the visual imagery of WILF to support this.

Knowing what the outcome should be is essential for any learning experience and this is essential during remote learning. Share with your students exemplars, when appropriate, or model what a good one looks like (WAGOLL). This will allow students, and parents, to understand what the expectations of any task are. Teachers should use the imagery of WAGOLL to support this.

3. Feedback

All remote work submitted should be acknowledged by the teacher to ensure the student knows it has been received. Detailed feedback should be given as appropriate and should use the format of our green feedback stickers – what went well/even better if. Feedback remotely can be individual – it can be typed or recorded. Feedback remotely can also be global – again this can be typed or recorded. Online platforms that offer instant feedback

can also be used – staff should continually monitor the progress of their students on such platforms.

Section three - what is the remote FACE of CRHS?

The Four Remote Fundamentals

F – Feedback – we expect remote feedback to be useful, relevant and a constant part of the remote dialogue between staff and students.

Feedback is central to sustained engagement and motivation during remote learning. Students feel their efforts are valued so frequent, encouraging as well as constructive feedback is necessary.

A – Autonomy – we want our students to become autonomous and be able to take control of their own remote learning.

Students should, when appropriate, be given choice in their remote learning processes. Staff must support students in developing remote KASH by having clear and consistent online routines and expectations.

C – Challenge – our students should be challenged in their remote learning on a daily basis.

Staff should be aware of the needs and requirements of students in their class and provide remote lessons that are appropriately supportive yet challenging. Work should be clearly marked as essential or optional.

E – Engagement – our students should be offered a variety of ways to engage them in their remote learning.

Students should be motivated by their remote learning – provision should be varied, engaging, relevant, fun and challenging for our students.

The remote 6R+

Teachers at CRHS should continue to use the imagery and language of the 6Rs when setting remote work. Feedback to the students should use the language of the 6Rs when appropriate.

The Remote Wrap Around – removing barriers to learning, transition, inclusion, support and guidance.

All teachers are expected to be fully aware of SEN information and Pupil Profiles even when working remotely. Any concerns about the progress of students with SEN should, in the first instance, be dealt with via the classroom teacher using the COLI as a point of reference. Concerns can then be passed to the HOD and then, as appropriate, to the SENCO.

Students at CRHS are provided with various remote support routes to allow them to achieve their full potential. Some students may need to have paper copies of any remote learning material to help them progress – this should be organised via the SEN team.

Form tutors should set up remote tutor rooms and maintain regular contact with their tutees via this remote room and, if appropriate, via email or phone. Additional remote pastoral support, including the Listening Service, is provided through the pastoral teams and the senior leaders of each key stage.

Section four – expectations of a remote CRHS student

- To engage with the challenge of remote learning and do remote school work each weekday using the school timetable as a guide
- To meet remote deadlines set by teachers
- To respond to remote feedback as appropriate
- To be self-motivated and manage time effectively
- To keep up to date with and manage school communications
- To maintain communication with teachers and tutors as appropriate

Section five – parental support valued by the school during a period of remote learning

- Keeping up to date with school communications and sharing these as appropriate with their children
- Supporting and encouraging their child with remote learning
- Creating, where possible, a suitable location for home learning
- Encourage a regular remote learning routine using the school timetable as a guide
- Communicating any concerns regarding remote learning or wellbeing with the school