Responsible Committee/Individual	Headteacher
Author	Deputy Headteacher, Quality of Education
Target Audience	All Stakeholders
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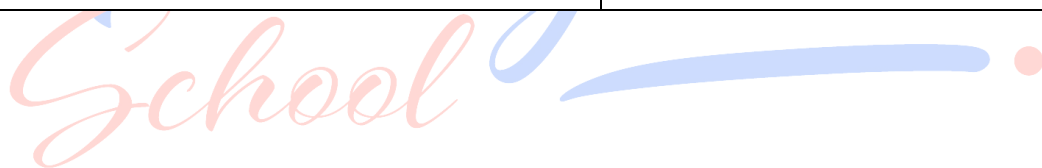
1. Rationale

Hungerhill School is a learning community and we believe that teaching and learning must be at the heart of all school improvement. Continued and sustained improvement is dependent upon improving the quality of teaching and learning and assessment, based on a strong commitment to investing in our teachers and leaders. The best way to support quality learning is through building a strong foundation of core values and learning principles that enable quality first teaching. At Hungerhill we are focused on delivering a knowledge-rich curriculum, through high quality learning experiences that provide high levels of engagement and challenge for all our students. As reflective practitioners we strive to be expert teachers. We understand that this requires continual practice and an openness to feedback. We value honest and supportive feedback from our colleagues as part of our ongoing development as professionals and our relentless drive to achieve excellence.

2. Aims of this policy

Our aim is to ensure that every student who leaves the school maximises their potential and has access to a broad, challenging and engaging learning experience. Hungerhill school believes that teachers are central to unlocking a child's potential and they have responsibility to plan lessons which:

- Foster a love of learning and develop students who are confident, disciplined and effective, lifelong learners.
- Raise levels of aspiration for all students, enabling them to achieve their personal best.
- Develop students who are highly skilled, work well with others and are fully prepared to move on to the next phase of their education.
- Meet individual needs, develop confidence, independence and build resilience.
- Provide a safe and happy learning environment.
- Value and respect all cultures.
- Provide an inclusive education for all students.
- Provide consistency in the quality of teaching and learning across every year group and class.

This policy is to be implemented in conjunction with the 'Assessment and Feedback' and 'Behaviour and Discipline' policies to ensure the most holistic learning experience is provided consistently for all students.

3. Equal Opportunities

In accordance with the school's Equal Opportunities Policy, all students at Hungerhill School must be given full access to a broad and balanced curriculum. Staff will endeavour to help all students to reach their full potential irrespective of race, religion, gender, age or ability. We seek to participate in events that reflect our school's cultural diversity and include this in planning as appropriate.

4. Roles and responsibilities

Stakeholder	Role
Teachers	- Plan high quality lessons, that incorporate the Principles of Excellence and the Hungerhill Core Values, to maximise progress and foster a love of learning. - Structure of lessons to reflect subject specific pedagogy identified in the EEF guidance reports or University papers which support evidence-based practice. - In doing so, implement the Structures for Excellence to provide consistency in expectations and delivery. - Develop a love of learning in their classroom and encourage high levels of aspiration. - Give high quality feedback that leads to maximum gains in progress (verbal and written). Students should be given opportunities to reflect on their work, summarise and revisit targets (STARS). - Develop effective home learning activities (see home learning policy). - Use teaching assistants effectively - Develop students who are highly skilled, work well with others and are fully prepared to move on to their next phase of their education - Provide opportunities for extracurricular, enrichment and careers within and outside of lessons
Curriculum Leaders	- Ensure the Principles of Excellence and the school's core values are being embedded in all lessons across the department - Ensure consistency in the quality of teaching and learning across the department, including, lessons, assessments, intervention and the implementation of the Structures for Excellence. - Quality assure progress over time using evidence from books, home learning and assessments - Lead on the preparation of quality schemes of learning, planning for progression using appropriate sequencing of objectives and learning activities - promote and model good coaching techniques with all members of the department - Provide ongoing CPD and support for staff and bespoke CPD/support for new staff/NQTs/RQTs in the department
Parents and Carers	- Support the school's core values and embed these at home - Support the school's home learning policy - Read and discuss their child's work regularly at home - Ensure their child has the correct resources to complete learning activities in the classroom - Inform the school of any barriers to learning that may hinder their child's progress
Senior Leadership Team	- Ensure the Principles of Excellence and the school's core values are being embedded in all lessons across the school through quality assurance - Quality assure teaching and learning of all staff, in particular new staff and NQTs/RQTs throughout their ECT years. - Ensure that CPD is linked to staff training needs and built on evidence-based practice. - Foster a culture of self-evaluation and self-improvement where staff at all levels are supported to continually develop their practice. - Identify staff in departments who need additional support through coaching, monitor the impact of the coaching and ensure that the Headteacher is made aware of any concerns - Provide regular updates about the quality of teaching and learning to the wider Senior Leadership Team and Governing Body
Governors	- Regular visits to review the progress of agreed teaching and learning priorities - Give feedback to the Headteacher on key observations following learning walks and work scrutiny - Attend committee meetings to gain a deeper understanding of how the school monitors and judges the quality of teaching and learning

	- Promote and ensure equal opportunities for all

5. Setting high expectations and building positive relationships

The foundations for a successful lesson are setting high expectations and building positive relationships. The power of positive relationships and high expectations is not to be underestimated. Everyone in the classroom should feel safe, respected and valued. Likewise, high effort and outstanding attitudes to learning should be modelled, practiced and celebrated. In order to create a positive culture that supports high expectations and a positive learning environment in the classroom, teachers should apply the Behaviour and Discipline policy alongside consistently implementing the Structures for Excellence**:**

5.1 Structures for Excellence

Structure	Why We Do it….	What it looks like …..
Meet and Greet	To role-model <u>positive interactions</u> To provide a welcome to the learning environment, ensure <u>belonging</u> and <u>create positive relationships.</u> To set <u>a positive tone</u> and ensure that students are ready <u>to learn and engage</u> Reminder <u>of key expectations</u> for learning, equipment and uniform Ensure the <u>corridors are a calm environment</u> supporting an <u>orderly transition into learning</u>	Teachers are to be positioned at the threshold to the learning environment to monitor behaviour in the classroom and surrounding area. Students are received with a positive welcome. Direction and expectation reminders are to be provided. Provide positive reinforcement to students who arrive and are fully equipped. Equipment, including books, are accessible for a prompt start to the lesson.
Do Now	Strategically plan spaced <u>knowledge retrieval.</u> <u>Formatively assess understanding</u> of the whole class to look at strengths and misconceptions. Respond to <u>misconceptions.</u> Narrate the links between <u>taught content and new content</u> when reviewing completion. Help students to remember long term the <u>content</u> they have been taught and to <u>integrate</u>	Students should have a task that they can immediately engage with upon arrival at a lesson. Do Now activities should be retrieval-based. Do Now activities should be completed independently and in silence. Teachers should use Do Now activities to review students knowledge recall. Do Now activities should involve <u>all students</u> putting pen to paper/ whiteboard and completion monitored.

	new knowledge into larger ideas (schema). Support a students <u>cognitive load.</u> Allow the student to <u>self-regulate their learning.</u>	Students should self/peer assess in purple pen. Do Now activities should take no longer than 10 minutes to complete.
Active Participation	Ensure all students <u>think hard</u> in lessons <u>Remove</u> passive compliance and <u>increase the participation ratio</u> Make <u>links between content across topics</u> <u>Build</u> students' <u>ideas and schema</u> in the subject To mazimise the <u>Thinking Hard/Student Participation ratio</u>	*SLANT used whenever teacher input is being provided to ensure attentive listening* All students are expected to be prepared to contribute their ideas in lessons Teachers to use a range of strategies (eg cold-calling, Mini-Whiteboards, collaborative learning, traffic lights) to ensure all-class contributions No opt out .... No hands up
Formative Assessment	The biggest in-school impact on student achievement is the ability of teachers to <u>adapt</u> their instruction to <u>meet the needs of all learners</u> To <u>inform</u> the teacher of the students <u>current level of understanding</u> Supports teachers to <u>adapt and intervene</u> to close any identified gaps Supports teachers to <u>move students on/stretch students</u> when understanding is more secure Provides students with clear direction and <u>actions of how to improve</u>	Knowledge of where the learner is *going* - by clarifying, sharing and understanding learning intentions Knowing where the learner is - by engineering effective discussions, tasks and activities that elicit evidence of learning and activating students as owners of their learning and as resources for their peers. Ensuring learners know how to get to their end points - by providing effective feedback that moves learning forward
Time-Phased Application	To keep <u>students focussed</u> and on task Promotes students ability to <u>self-regulate</u> and take	All student-cemtred activities have set time-limits The time allocated is clearly communicated to students and

	ownership of their own work rate/time management Improves student productiviity Provides clear structure to *Independent Practice* activities, maintaining pace of lessons	where possible visibly presented via on-screen timers When working with others, Collaborative learning structures are clearly outlined Outcomes/success criteria for each activity are clearly communicated and progress towards these checked by the teacher e.g. How long? how many?
Feedback	Feedback improves student confidence and motivation to learn. Feedback helps validate student learning, can help identify and address misconceptions and be capable of producing improvement in students' learning The EEF identifies effective feedback to have Very High Impact on the progress of students Feedback, done well, supports student progress, building learning, addressing misunderstandings	Feedback is ..... - Timely - Identifies strengths in students understanding and application - Moves learning forward and does not simply repeat - Focusses on task, subject and self-regulation - Is relevant, acted upon and used - Supports the development of literacy Feedback is provided through ..... - Live marking - Verbal - STARs - Peer/self (quality assured by teachers)
End and Send	An opportunity to review learning and check understanding Ensure that students are in the correct mindset, and correctly presented to go to the next lesson The classroom is tidy and all materials are packed away ready for the prompt start of the next lesson Supporting in the calm and orderly transition to the next lesson and corridor	Teachers are to be positioned at the threshold to the learning environment to monitor behaviour in the classroom and surrounding area. All students are to be dismissed in an orderly manner at the end of every lesson Review of learning to take place. e.g. exit tickets

As part of the ongoing quality assurance of Teaching and Learning across the school, SISRAObserve is used to record findings from Learning Walks. Below highlights the success criteria for each of the Principles of Excellence to be considered *embedded* within classroom practice.

		Emerging	Secure	Embedded
Setting high expectations and building positive relationships	The power of positive relationships and high expectations is not to be underestimated. Everyone in the classroom should **feel safe**, **respected** and **valued**. Likewise, high effort and good **Attitudes to Learning** should be modelled, practiced and celebrated when successful, The school **core values** provide the bedrock for the climate within the classroom environment	The requirements for this strand being secure are not fully being met.	Set **appropriate and challenging outcomes**. Students are **expected to work hard**. **Praise and constructive feedback** are used to support this. Positive climate for learning and students are encouraged to do well. **All non-negotiables are in place**. The **core values are promoted** within the classroom environment. **Quality listening** is evident through following the **'SLANT' structure.** Students **engage well** in their learning. **Low-level disruption and passivity are tackled** and the **behaviour policy is implemented fairly and consistently**.	**Consistently set appropriate and challenging outcomes** for all students. **Opportunities for 'healthy struggle'** are created for all students in every lesson. **Outstanding effort is expected and shown by all** students. **Praise and constructive feedback are used consistently** to promote continuous improvement. Teachers show care for their students and work hard to build positive relationships. **All non-negotiables are embedded** and facilitate a positive and productive learning environment. Teacher fosters an environment where **students rise to the challenge and demonstrate resilience**. **Quality listening** is consistently evident through following the **'SLANT' structure.** There is no lost learning time. Students are **engaged from the off-set** and hooked into lessons. Where applicable, **low-level disruption is tackled immediately and effectively**, **Expert behavior management** is used to avoid the escalation of poor choices and the **behavior policy is implemented fairly and consistently**.

6. The Principles of Excellence

In 2012, Barak Rosenshine published a set of 10 *Principles of Instruction*, based on evidence from cognitive science and research into the classroom practices of 'master teachers'. At Brighter Futures Learning Partnership Trust (BFLPT), we have taken the concept of these to form our own ***Principles of Excellence***: characteristics that underpin outstanding teaching at Hungerhill School.

> ➤ **New Content in Small Steps**

In order to form secure understanding, students need to assimilate new learning, connecting it to what they already know. The working memory cannot deal with too many ideas at once.

We ensure:
- o   New content is delivered in small chunks and explored deeply
- o   We approach new learning with absolute clarity of explanation and presentation

This means:
- o   Our students learn new skills and acquire knowledge quickly
- o   They understand concepts and skills in depth and details

New Content in Small Steps		Emerging	Secure	Embedded
New Content in Small Steps	We ensure new content is **delivered in small chunks** and **explored deeply.** We approach new learning with **absolute clarity** of explanation and presentation. This means our students learn new skills and **acquire knowledge quickly.** Progress is **enhanced**. They understand concepts and skills in **depth** and **detail.**	The requirements for this strand being secure are not fully being met.	**Learning aims/outcomes are shared** and **link prior learning to the context of the lesson.** Teachers demonstrate **effective planning** and **secure subject knowledge** through delivering clear explanations in a logical order. Learning is planned that **challenges thinking**, reasoning and **problem-solving skills.** Teachers present only **small amounts of new material** at any time, with examples, so as not to overwhelm students and overload working memory. Where appropriate, **teachers provide opportunities** to develop students' reading, writing and communication, and where appropriate mathematics, **well across the curriculum**.	**Learning outcomes are clearly linked to prior learning and to teacher input / tasks** during the lesson. **Students can articulate what they are learning.** *E.g. students can openly discuss criteria/content.* Teachers demonstrate **very effective planning** and **deep knowledge and understanding** through **clear sequencing, chunking of information and absolute clarity of explanations.** They coordinate lesson resources well. *E.g. new content is well matched and adapted at the right learning moments.* The pace of the lesson has been carefully considered to **maximise the use of lesson time and allow for sustained and accelerated progress**. Teachers present only **small amounts of new material at any time to avoid cognitive overload**. They ensure **each point is mastered before the next point is introduce**d to enable students to process material in their working memory. Examples are chosen well and provide concrete learning and elaboration to help with processing the new material. Teachers plan to embed reading, writing and communication and, where appropriate, mathematics exceptionally well across the curriculum, **equipping all students with the necessary skills to make progress**.

➢ **Assess Understanding**

We can't assume students have understood words, concepts, ideas, explanations or procedures unless we can obtain feedback which informs what they have understood. This feedback systematically informs the next steps in learning, be it to tackle misconceptions or move on more quickly through the learning sequence.

We ensure:

- o Assessment opportunities including questioning, are planned into all lessons carefully. We use varied, expert strategies to make sure every child has "got it"
- o We adapt our plans and do not move on until all students are secure

This means:

- o Our students rarely develop misconceptions
- o No student is left behind and gaps in learning are atypical

		Emerging	Secure	Embedded
Assess Understanding	We ensure **assessment opportunities** including questioning, are **planned** into all lessons **carefully**. We **use varied, expert strategies** to make sure every child has "got it". We **adapt our plans** and **do not move on** until **all students are secure.** This means our students **rarely develop misconceptions**. No student is left behind and **gaps in learning are atypical.**	The requirements for this strand being secure are not fully being met.	The teacher plans **appropriate AfL strategies** that clearly show what ALL students have learned and where the gaps in learning are. When **misconceptions arise**, they are **corrected.** AfL checkpoints provide **some of the processing needed to move new learning into long term memory**, evidenced by the accuracy of students' responses. Students can **explain outcomes and the criteria**, but have **not yet developed** the **resilience** to work with these closely. *E.g. Students may know it is a top band answer, however they may not be able to articulate why.* The teacher asks **effective questions to allow students to rehearse new material and gain feedback** on student understanding.	The teacher uses AfL regularly to **check ALL students' understanding systematically** and **effectively** in lessons, offering **clearly directed** and **timely support**. *E.g. Peer Assessment, Self-Assessment, Toolkit structures: Expert Examiner, Skilful and hierarchical questioning of individuals.* Teachers identify, **and plan for**, students' **common misconceptions** and **act to ensure they are addressed.** AfL checkpoints effectively provide the **processing needed to embed new learning into long term memory**, evidenced by the accuracy of students' responses. Students can **assess themselves, and others, against outcomes** and **work with** their criteria to **deepen knowledge** and **demonstrate understanding**. *E.g. When questioned, students can explain how and why, and suggest improvements.* The teacher asks a **large number of well-planned questions to allow students to rehearse new material**, assessing **how well material has been learned and the need for additional instruction**. Questions range from **simple recall to requiring deeper explanations of process**.

➢ Model and Guide

Modelling provides the cognitive support that students need to succeed: where teachers walk through the learning process themselves, showing students how to do things and sharing the thinking that underpins the learning process. Students require guidance through the early stages of practice to ensure they are getting the details correct, with teachers checking for understanding and errors.

We ensure:
- o Teachers show the students how
- o We guide our students through their first attempts, especially when the learning is new.

This means:
- o Our students develop confidence quickly and rise to challenges.
- o Every student has absolute clarity of expectation.

		Emerging	Secure	Embedded
Model and Guide	We ensure **teachers show the students how**. We **guide** our students through their first attempts**, especially when the learning is new.** This means our students **develop confidence quickly** and **rise to challenges.** Every student has **absolute clarity of expectation**. Our students **develop confidence** through this clarity of expectation. Students are given **opportunities to express opinions professionally**, through an **environment of mutual respect.**	The requirements for this strand being secure are not fully being met.	Staff models **are linked to the learning aims/outcomes, deconstructed and students can articulate/review how they meet outcomes.** *E.g. Students can explain teacher models with guidance.* The teacher **demonstrates their thought process** through modelling. **'I, We, You'** used to take students from practicing new content to independent learning. Students are **encouraged to re-phrase, elaborate and summarise** new material to support working memory and allow **retrieval of the new material**. **Scaffolding / worked examples / success criteria are** used to **support progress** in the guided practice phase. Teachers **model academic oracy** and **correct student vocabulary** throughout feedback or questioning.	Models **are specific, deconstructed and guide students to progress rapidly, both verbally and in written work.** *E.g. Students explain, then use teacher models to develop learning independently, or through peer collaboration.* Modelling involves the teacher **thinking aloud** and **demonstrating their thought process step-by-step**, **guiding students through problem solving** by **involving them in it through questioning**, providing **cognitive support** to allow students to do the same. **'I, We, You'** used regularly to take students from practicing new content to independent learning. Students are **confident in the thought processes and steps** needed to take to work through the problem/task. Students are provided with **regular opportunities to re-phrase, elaborate and summarise** new material to **embed in their long-term memory** and **recall/retrieve with relative ease.** **Scaffolding / worked examples / success criteria** are used to **support progress** and students are regularly **involved in the construction** of these support structures to **encourage deeper understanding of the cognitive process.** Teachers **model, academic oracy** and **students reflect this**. *E.g. Students speak academically when answering questions and/or providing feedback, or they are prompted to do so.*

➢ **Independent Practice**

Fluency is an important part of learning as it frees up working memory. The transition from guided practice to independent practice supports the learning that is essential for students to develop the automaticity needed for fluent application and recall of skills and knowledge.

We ensure:

- o Every lesson includes silent, independent time for students to practice without support.
- o Students have the chance to show their learning and feel success.

This means:

- o Our students develop independence and self-belief
- o Our teachers have strong evidence of successful learning

		Emerging	Secure	Embedded
Independent Practice	We ensure **every lesson includes silent, independent time** for students to **practice without support**. Students have the **chance to show** their learning and feel **success.** This means our students **develop independence and self-belief**. Our teachers have **strong evidence of successful learning.**	The requirements for this strand being secure are not fully being met.	Classroom **routines are established** and there is time planned into the lesson for students to **embed learning independently.** Students **can select tasks** appropriate and **challenging for their ability** and target grade. Students **can work collaboratively** or **independently** to complete tasks.	Teachers take pride in **fostering independence for all**. Classroom routines are well established and there is **ample silent time** within lesson to allow students to **build resilience and develop self-belief, as well as embed learning**. **Students thrive** when working independently. **Every** student is acutely aware of outcome expected, displaying **high levels of resilience, self-motivation** and **problem-solving capabilities.** When students work collaboratively, **specific roles** are assigned to **relevant learns ability (HLA/MLA/LLA).** Together they can **manage deadlines** and complete tasks linked to the learning outcomes. **Students are resilient.**

➢ Challenge and Scaffold

The Zone of proximal development (ZPD), as defined by Vygotsky, draws reference to the range of abilities that an individual can perform with assistance but cannot yet perform independently. Our challenge, as teachers, is to ensure that the ZPD remains a *moving target:* where as a student gains new skills and knowledge, the zone moves progressively forward. Students should be pushed beyond their *comfort zone* every lesson and provided with the appropriate assistance and tools they need temporarily, that are in time removed, to enable the accomplishment of tasks independently.

We ensure:
- o   All of our lessons include high challenge, to accelerate students who are ready.
- o   We provide quality support to those students who need it the most.

This means:
- o   All students make rapid progress irrespective of prior learning
- o   Learning is a personal and unique experience for our students

		Emerging	Secure	Embedded
Challenge and Scaffold	We ensure **all of our lessons include high challenge**, to **accelerate students** who are ready. We provide **quality support** to those students who need it the most. This means **all students make rapid progress** irrespective of prior attainment. Learning is a **personal** and **unique** experience for our students.	The requirements for this strand being secure are not fully being met.	**Learning outcomes** provide **challenge** for students. **Most** students are **challenged to move through** the outcomes. Because of challenge, students make **good progress during the lesson**. *E.g. There is evidence of progress in lesson, and over time.* Learning is **pitched accurately,** using knowledge of our students to support all, **challenge where appropriate** and **teach to the very top.** Students use **scaffolding or instructional support** during difficult tasks to **aid their progress**. Students are given challenging reading/information/mathematical literacy and **Reciprocal Reading is used to support this delivery.** *E.g. text is broken down by RR roles within class.*	**Tasks and learning outcomes** are used to secure **maximum** progress of **all** learners. **All** students are **continually challenged to the top,** this is demonstrated by a **thirst for learning**. Because of challenge, students make **good or better** progress during the lesson. *E.g. Students are asking questions linked to improvement/outcomes.* Our students may use **scaffolds for support** when tackling new content, however they know they are a **temporary measure** and **build resilience** whilst **aiming for the top**. **Students grapple with challenging and wide-ranging texts/information,** building resilience throughout Support through **scaffolding is skillfully removed** by the teacher at the appropriate point to avoid over-reliance and allow students to become **fluent and automatic** in a skill/concept which can then be used in subsequent learning. **Where applicable, students** are challenged to access the reading/information/mathematical presented. **Reciprocal Reading** is used to support the delivery of new content and **all students are challenged within this**. *E.g. difficult text is broken down by RR roles specifically assigned.*

> **Review our Learning**

It is good practice to engage students in a review of prior learning before building on it with new, related material. This helps students form stronger connections, gain fluency and enable the identification of gaps in recall.

We ensure:
- o   Our lessons begin with links to prior learning and focus on memory and recall.
- o   We carry out daily, weekly and monthly reviews of learning to promote metacognition.

This means:
- o   Our students remember learning over time
- o   They can link together the big ideas within our classroom.

Review our Learning		Emerging	Secure	Embedded
	We ensure our lessons **begin with links to prior learning** and **focus on memory and recall**. We carry out **daily, weekly** and **monthly** reviews of learning to **promote metacognition**. This means our students **remember learning over time**. They can **link together** the **big ideas** within our curriculum.	The requirements for this strand being secure are not fully being met.	Our students use **memory recall frequently** with prior learning links evident in lessons and 'Do now' tasks that last 5-8 minutes. These may include: • Reviewing learning from last lesson, least week, last year. • Reviewing material where errors were made. • Correcting home learning Students have opportunities to **practice using subject specific vocabulary**. Teachers employ **regular and constructive feedback**, in line with the marking policy. Assessments in books are **well planned** and **build knowledge cumulatively**. **Our feedback enhances progress.** Reviewing learning has **an impact** on progress **for most.** Whilst reviewing work/acting on feedback, there is a focus on **developing students' understanding**, so that **each child** makes **good progress.** *E.g. Strength and next steps statements are specific to class/verbal feedback deepens student knowledge.*	**Memory recall is embedded into** lessons and 'Do now' tasks are used to challenge prior learning and connect knowledge. Any gaps in understanding are addressed straight away to facilitate progress through the rest of the lesson. Daily review tasks may include: • Reviewing learning from last lesson, least week, last year. • Reviewing material where errors were made. • Reviewing material that needs over-learning (newly acquired material that is practiced beyond the point of initial mastery) • Correcting home learning and reviewing concepts/skills that were practiced as part of home learning. Students have **regular opportunities to use subject specific vocabulary** until this becomes **automatic**, enabling them to **speak and write fluently**. Students show **long term progress** in lesson, and throughout work, and are able to **articulate current attainment**, and **next steps needed** to **deepen understanding. They can link together learning and progress in books** is **rapid** and **sustained.** Whilst reviewing work/acting on feedback, there is a focus on **challenging the individual** to go further, so that each child makes **maximum progress.** *E.g. Strength and next steps statements are individual to student/verbal feedback deepens student knowledge of success criteria.* Teacher's **promote metacognition**, guiding students to develop a **deep understanding** of content and/or criteria.

7. Planning

There is no prescribed written format to the planning of lessons nor do staff have to produce lesson plans for quality assurance purposes. It is a more effective use of teachers' time to ensure they are planning learning and producing high quality resources for students. All planned learning however should explicitly draw reference from the Principles of Excellence, in order to maximise the learning of all students.

High challenge, medium-term plans should be the basis of designing effective lessons and sequences of learning. Effective planning is informed by knowing our students and using a full range of data. This enables teachers to personalise the learning. It is expected that, if asked, staff would be able to demonstrate evidence of planning and that their planning has been tailored to maximise the progress of each specific group of students and go beyond following a medium-term plan.

Seating plans are produced using ClassCharts and are personalised by the subject teacher for all classes. Seating plans should be used to inform the planning of lessons, taking into consideration the key characteristics of individual students, any special educational needs and academic performance to date. Best practice will identify all significant groups, be designed to promote good behaviours for learning and encourage effective collaboration.

8. The ongoing development of teaching and learning at Hungerhill

At Hungerhill we strive for a culture of self-improvement. This applies to all stakeholders, at all levels and teachers are no exception. Professional development can often be regarded as ineffective, however at Hungerhill we consider effective staff CPD to be the driver for continual school improvement. Teachers are encouraged to be reflective practitioners who all strive to improve and become experts in their field. Hungerhill adopts a coaching approach to professional development which is complimented with a thorough on-going CPD programme. Coaching supports teachers to reflect and apply their learning more deeply and consistently, using expertise across the school to share best practice and embed the principles of excellence. This enables all staff, at all career stages, to engage collaboratively and use evidence-based research to enhance their practice.

Sisra Observe is used to build a picture of Teaching and Learning across school, linked to the Principles of Excellence and used to inform CPD. An 'open-door' culture exists where teaching and learning, and the subsequent development thereof, is celebrated. 'Drop-ins' are used by leaders and TLR holders to obtain snapshots of practice and identify, through discussion with teachers, what is working well and what could be further improved. Furthermore, extended 'Learning Walks' are undertaken by senior leaders to establish the extent to which the Principles of Excellence are embedded within individual teachers' practice, to develop a shared understanding and to inform CPD focus at class teacher, department and whole school level. This evidence underpins the effectiveness of the quality of education provided at Hungerhill.

9. Hungerhill Core Values

Excellence

Students should strive for excellence through taking pride in their work, supporting their peers, answering questions, seeking out challenge work and holding themselves to account to continually improve. Teachers should encourage deep thinking as well as learning to learn strategies. Students should be encouraged to engage in deep processing activities with high levels of cognitive demand where appropriate. This includes summarising key points, distilling large amounts of information into mind maps, finding similarities and differences, developing explanations. Teachers will recognise and reward students who are striving for excellence with positive praise strategies, post cards, texts and phone calls home.

Respect

Teachers should promote mutual respect through building positive relationships. Students will be taught to respect each others' differences and encouraged to accept their peers regardless of gender, religion, race, sexuality. Teachers will consider how to promote this through their choice of images, resources and case studies used in lessons. Teachers will encourage students to show respect for their classroom environment, encouraging them to take care with displays, equipment and litter.

Resilience

Students should be encouraged to 'grapple' with challenging work and build resilience through pushing themselves outside of their comfort zone. Teachers should provide opportunities in lessons to solve problems, take leadership roles and work independently. Teachers should use effective AfL regularly throughout the lesson. Checking progress at regular intervals allows the teacher to intervene with impact. The teacher should provide appropriate support and encouragement to individuals to help them to overcome obstacles/barriers to learning. Students need time to think prior to answering questions to enable them to provide constructive answers.

Care

Teachers should model care and compassion through building positive relationships with students in lessons. Teachers should encourage students to care for each other through peer to peer support, team work and collaborative structures in lessons. Strategic seating plans should encourage effective peer support for all groups of students and encourage a positive climate for learning. Students should be taught to care for their equipment and environment in all lessons and held accountable if they do not.

Honesty

Students should be taught to give honest, constructive feedback to their peers in lessons. Teachers should model honesty and share constructive feedback with students to help them to improve. Praise should be focused and specific, for example instead of saying well done, the teacher should point out a specific strength. Teachers should also praise effort as well as specific aspects of work. Students should be encouraged to be honest if they do not understand, knowing that teachers will be compassionate and offer support to overcome any barriers. A culture of owning up to mistakes/poor choices in lessons should be promoted through restorative work and holding students to account

when they are found to be untruthful. Teachers should use honest feedback from student voice to improve lessons.