# The Chellaston Academy Teaching and Learning Staff Handbook

**QEGSMAT**
MULTI ACADEMY TRUST
QUESTION · EXPLORE · GIVE · SUCCEED

Aims and expectations

The Chellaston Academy Classroom

Teaching and Learning classroom expectations

Teaching and Learning strategies surrounding the Chellaston Classroom

**INTEGRITY**       **CARE**       **EXCELLENCE**

# INTRODUCTION

Welcome to the Chellaston Academy Teaching and Learning Handbook. This handbook exists to clarify different aspects of teaching and learning in order to meet the Academy's values of **Integrity, Care and Excellence.** If any details are not written here, then it is not a requirement.

This handbook defines the consistencies and key teaching strategies which will make everyone's job easier, so that teachers can build up a repertoire of expertise, knowing that what they are doing in these key aspects is the same as what is going on in other classrooms across the school.

This handbook also features a wide variety of helpful CPD videos, articles and podcasts to provide further clarity and support for all staff regarding teaching and learning. Many of the articles are from the Education Endowment Foundation (EEF) which provides the latest in research-based approaches. Ultimately, this handbook helps support the continually development of the Academy Improvement Plan's (AIP) priorities for teaching and learning.

Education
Endowment
Foundation

## How to get the best out of this handbook

To view any of the videos, articles or podcasts throughout this handbook please just scan the QR code presented.

### Key:

**Teaching and learning videos**

**Teaching and learning articles**

**Teaching and learning podcasts**

# Welcome

**Message from Mr Walker**

We feel very excited that we have moved into QEGSMAT, this will provide staff with some amazing collaborative opportunities and will truly help build a supportive network with fellow colleagues across the trust.

We just want staff to feel rest assured that we will help and support all staff throughout their time at Chellaston Academy with anything they need to ensure they become the best teacher they can be.

I love my job, with all it entails; I simply have a need and love for helping others and freeing them from worry, concern and negative thinking. Therefore supporting all teachers develop their passion and enthusiasm for teaching and learning is something I take great pride and responsibility in, which I feel incredibly privileged to do.

I believe that every teacher comes into this profession to help students achieve their best. It is therefore my job to help all teachers understand that you can't really learn everything about teaching from a book; the learning is out there, in our classrooms, in our corridors in our schools. It takes time to develop your craft as a teacher and that is why we will be with you every step of the way!

**Matthew Walker FCCT,** Assistant Headteacher

Please scan the **QR code below** to watch an **animation video** regarding our philosophy of what teaching and learning is all about at Chellaston Academy before you read this handbook.
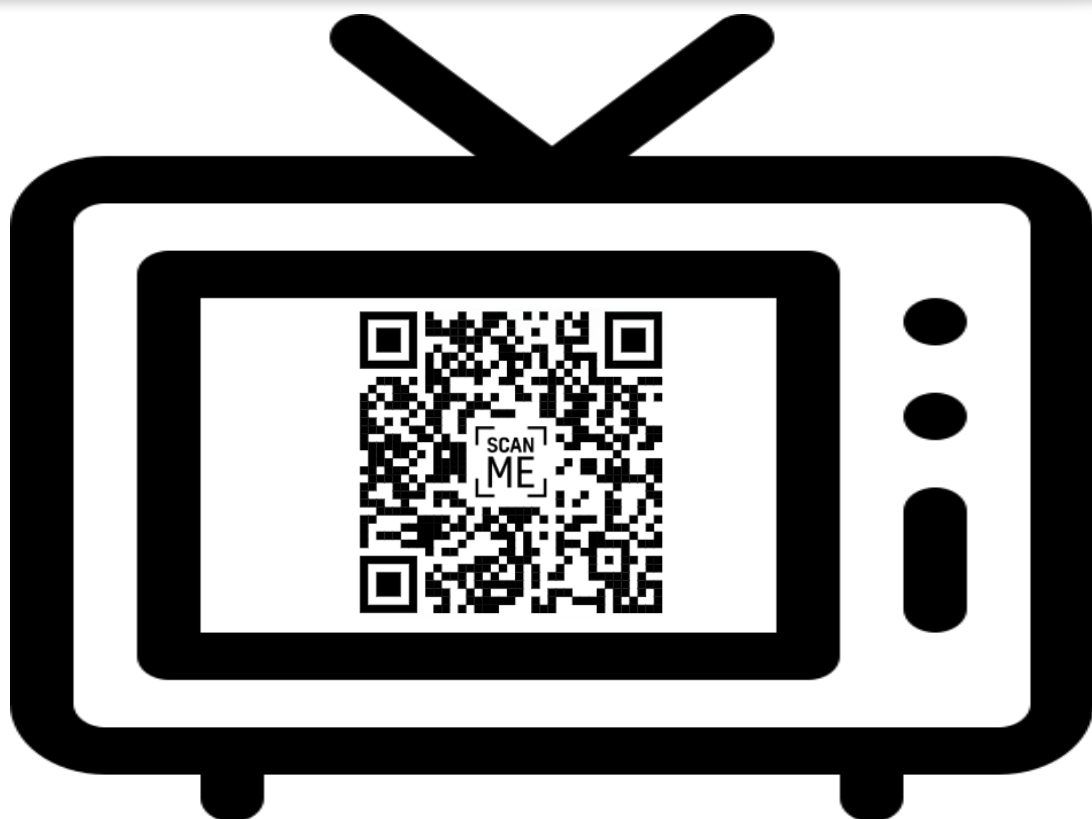
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- Cognitive science
  Retrieval practice
- Establishing a positive climate for learning
- Assessment, feedback and questioning
- Behaviour management strategies
- Phil Smith - unconditional positive regard

# Aims:

- To provide guidelines for whole school teaching and learning priorities and establish clear criteria for best practice and consistency.

- Reassure teachers that the development of their subject-expertise is one of our collective priorities. We will therefore calendar time with their teams to work on this and improve their curriculum alongside creating curriculum support networks and hubs across the trust.

- To provide Quality Assurance which is an appreciative inquiry process. We sample work and practice; we don't scrutinise it. We do this by learning about the students' experiences through their lens.

- To consistently seek good practice so we can increase our collaborative and supportive coaching culture.

- Eliminate high stakes observation and normalise frequent low-stakes lesson visits.

- Everyone takes responsibility to know more about and to adapt more to the needs of learners with SEND. This applies at subject level and whole school.

## SO THAT...

- We provide a personalised learning experience for every child that takes full account of their individual needs, interests and aspirations.

- We ensure that our students are active and independent learners who strive to achieve their best in every learning situation and will continue to do so throughout their lives.

- We ensure that students are highly literate and numerate, able to apply their skills and knowledge to new and different situations, to achieve well in school and beyond.

# Expectations:

**Teachers and learning support staff** will actively reflect on their practice and engage in relevant continuing professional development, evaluating its impact on student outcomes. Our staff are always learning.

**Subject Leaders and other TLR holders** will take responsibility for ever developing their teachers' knowledge, understanding and skills that are subject and exam board specific. **HOS and their teams** will also have responsibility for improving general teaching and learning practice in their teams, through department meetings, quality assurance and other linked activities.

All **Senior Leadership Team** members will actively monitor and support the development of teaching and learning in their line management of departments. They will take an active role in the improvement of teaching and learning, through the CPD programme, whole school sessions, and through our online teaching and learning support videos.

# THE CHELLASTON ACADEMY CLASSROOM

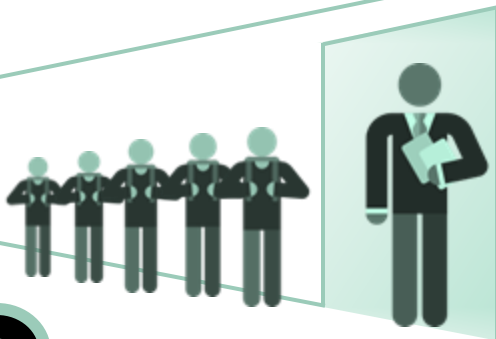## The Chellaston Way: Delivering Excellence

*The Chellaston way is rooted in four evidence driven approaches to create habits of Excellence for Learning*

### 1 Meet and greet

Positively meet and greet students at the classroom door/corridor every lesson positively. Ensure they line up and uniform is correct before they enter. Only allow students to be seated when you are ready to begin the lesson. Students must be dismissed at the end of the lesson at the door with the correct uniform on.

**Impact:** Ensures a smooth transition to learning and creates positive relationships. Routines help free up working memory for students to focus on deepening their understanding.

### 2 Language for learning

On entry to the classroom, have a *DO NOW* activity to complete that prepares students for learning. Frequently, these activities will address areas for development following reflection in previous lessons. When appropriate, use the language of the Magnificent Seven and Academy Values within your lesson.

**Impact:** Our seven evidence-driven pedagogical approaches helps reduce a student's cognitive load.

### 3 Rigour

Know all of your students and their needs ensuring that your seating plan and lessons cater to their learning. Understanding a student's context will inform effective responses to behaviour and help build better relationships.

**Impact:** Knowing your students and their prior learning helps improve cognitive architecture and reduces the potential of losing your students.

### 4 Feedback

Ensure you provide regular feedback to all students within their books in line with the marking and feedback policy. Provide continual verbal feedback and use *Cold Calling* frequently within your lessons.

Ensure effective Assessment for Learning (AFL) strategies or learning checks are used within the lesson.

**Impact:** All students have a clear understanding of what and how to progress their learning.

## CONSISTENCY IS KEY

Consistency and coherence at whole-school level are paramount

# THE CHELLASTON ACADEMY CLASSROOM

## The Chellaston Way: Delivering Excellence

*'Providing Unconditional Positive Regard For All Learners'*

**Consistently meet and greet students positively**

**Engaging '*DO NOW*' activity**

**Use our '*Language for Learning*' throughout the lesson, Magnificent Seven and our Academy values (Integrity, Care, Excellence) when appropriate**

**Effective data driven seating plans in place**

**Share how the lesson fits into the sequence of learning – Where does it fit on your curriculum learning journey?**

**Apply the seven elements of the Magnificent Seven to support the planning of your Lesson when appropriate**

**Explicitly teach KEY TERMS and provide opportunities for RECIPROCAL READER strategies**

**Provide appropriate time for guided/independent practice**

**Ensure tasks provide appropriate challenge for all learners and their individual needs**

**Effective Assessment for Learning (AFL) strategies or learning checks must happen every lesson**

**Give out reward points fairly and consistently and use the relationship protocols – Praise in Public, Reprimand in Private – be *Curious not Furious***

## CONSISTENCY IS KEY
Consistency and coherence at whole-school level are paramount

# The Chellaston Classroom Explained

To provide consistency and coherence at whole-school level regarding teaching and learning we have developed four evidence driven approaches which will support staff provide a learning culture of; Integrity, Care and Excellence for their students each lesson.

All CPD through the academic year will be centralised around the four areas of the Chellaston Classroom.

In addition to this we have developed a classroom code to help support all teachers each lesson follow the Chellaston Classroom. The eleven different elements of the classroom code allows all students to receive a coherent and consistent approach to their learning which also allows teachers to be flexibly and creative with their delivery of their subject and content.

## Guidance around the Classroom Code

### Consistently meet and greet students positively

 This is something that all teachers can do to ensure an orderly start to every lesson

### Engaging '*DO NOW*' activity

Please ensure you use the language of 'Do Now' at the beginning of the lesson so students have a consistent approach.  We will share a variety of creative and engaging do now activities throughout the year. The most common do now activity used across the Academy is a Retrieval starter.

### Use our '*Language for Learning*' throughout the lesson, Magnificent Seven and our Academy values (Integrity, Care, Excellence) <span style="color:red">when appropriate</span>

Throughout your lesson when appropriate use the language of the Magnificent Seven when moving from different tasks and activities. For example …'*We are now moving onto **Demonstrate** where I would like you to apply your knowledge and skills by completing the following questions'* …

You can apply the icons to your PowerPoint when appropriate which are located in: staff shared area > whole
School resources > T&L 2022-2023 or by scanning the code opposite.

Please scan the code for a simple idea of applying the different elements of the magni
your classroom which you may wish to use.

In regards to developing our cultural of; Integrity, Care and Excellence please use
these words consistently and when appropriate throughout your lesson.

For example… *'Tom the presentation of your work clearly demonstrates Excellence and Care well done'.*

*'Sarah your **Integrity** and work ethic throughout this unit of work has been outstanding.'*

## Effective data driven seating plans in place

We would like all staff to create a seating plan on G04schools for each one of their lessons. This helps ensure you apply **RIGOUR** - one of the elements of the Chellaston Classroom to your practice. This will help ensure you know all of your students and their needs.

Please scan the code to see how to do this

## Share how the lesson fits into the sequence of learning – Where does it fit on your curriculum learning journey?

This might not be appropriate every lesson dependant on your curriculum design and assessment schedule however please ensure students are aware of where they are at on your curriculum journey with their learning.

## Apply the seven elements of the Magnificent Seven to support the planning of your Lesson when appropriate

Please use the elements of the Magnificent Seven frequently within your lesson delivery. We understand that trying to use all of the elements every lesson may not be appropriate.

Scan the code to get the lesson planning template or go to staff shared area > whole School resources > T&L 2022-2023

## Explicitly teach KEY TERMS and provide opportunities for RECIPROCAL READER strategies

Where and when possible within your lesson/curriculum try to create reciprocal reader strategies which allows students to summarise, question, predict and clarify text.

## Provide appropriate time for guided/independent practice

During every lesson create opportunities and tasks for students to **Demonstrate** and apply their knowledge and skills.

## Ensure tasks provide appropriate challenge for all learners and their individual needs

Once you have created your seating plans this will provide you with the necessary data and insight into the ability of all students within your groups thus allowing you to provide the appropriate level of differentiation within your lesson.

**Effective Assessment for Learning (AFL) strategies or learning checks must happen every lesson**

The most commonly used practice to achieve this is by simply incorporating peer and self assessed within your lesson.

This has come directly from the Trust wide Marking and feedback policy which can be found when you scan this code.

**Give out reward points fairly and consistently and use the relationship protocols – Praise in Public, Reprimand in Private – be *Curious not Furious***

At the start of your lesson or at the end of the lesson award the necessary reward points to your students. You may wish to select a reward leader for each one of your lessons who reminds you at the end of the lesson to give out reward points.

# Setting cover work

To provide a consistent way of setting cover work across the Academy we would like all staff to use the new cover work template. Which can be accessed in: staff shared area > whole School resources > T&L 2022-2023 or by scanning the code opposite.
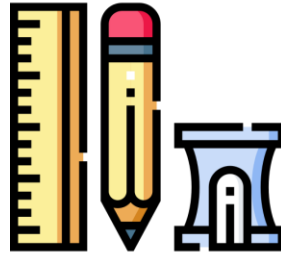
**Cover work template**

# Student Equipment

Students are expected to carry their own exercise books and equipment, including:

- black and blue pens
- red pen for corrections
- ruler
- pencil
- eraser
- a highlighter
- glue
- a calculator and a Maths kit (these items are available to purchase on ParentPay )

## Work in exercise books:

Students will work in exercise books or folders in line with trust marking and feedback policy.

## Presentation:

Presentation of the exterior and interior of exercise books should evidence that students have high aspirations and attitudes to learning. **Students** must ensure that they comply with Academy standards of presentation to support their learning (making work easy to access for revision). **Teachers and teaching assistants** must ensure that presentation that does not meet Academy expectations is addressed and improvements are made in subsequent work.

## Outer covers of exercise books

Exercise books should be clearly labelled with:

- Full student name
- Subject
- Class code
- Teacher name

There should be no graffiti on the outer cover.

# Chellaston Academy's Magnificent 7

At Chellaston Academy, we have carefully designed seven-evidence driven pedological approaches which helps reduce students **Cognitive Load**.

## Present

*What:* Students show pride and effort in their work by presenting it clearly and neatly.

*Why?* So that students can use their work as an ongoing learning and revision tool.

## Do Now Activity

*What:* On entry to the classroom, students have an activity to complete that prepares them for learning (5-15 minute task). Frequently, these activities will address areas for development following reflection in the previous lesson.

*Why?* So that students are engaged in learning from the start, they begin to explore key concepts or skills and there is time for the teacher to complete the register to support safeguarding.



**Chellaston Academy's Magnificent 7**

How can I learn effectively?

- **Present** work clearly and neatly
- **Engage** in learning from the start of the lesson
- **Connect** knowledge and skills to prior learning
- **Activate** new knowledge, skills and learning
- **Communicate** highly effectively
- **Demonstrate** that you can apply knowledge and skills
- **Reflect** on learning and progress

## Connect Learning

*What:* Wherever appropriate, students make connections between learning episodes, for example:

- Have the context and the aims of the lesson communicated to them
- Write a title that reflects the outcome/aim of the lesson (e.g. The Influence of the 1834 Poor Law Act on Dickens or How is the 1834 Poor Law reflected in A Christmas Carol?)
- Engage with knowledge organisers to increase the 'stickability' of learning
- Engage in interleaving
- Make links between lesson content and skills/real life application
- Complete flip learning or consolidation homework

*Why?* Students are able to understand the aims of learning and how it links to other lessons, topics, subjects or scenarios.

# Chellaston Academy's Magnificent 7

## Activate Learning

*What:* Teachers activate learning through introducing new concepts and/or developing students' knowledge and skills in relation to the lesson focus.

*Why?* Students gain/improve on knowledge and skills that will allow them to progress.

## Communicate

*What:* Students' communication skills are developed and improved. Communication skills include:

- The ability to read and understand texts
- The ability to speak with confidence and sophistication
- The ability to listen, reflect and question
- The ability to write accurately and convey meaning and purpose effectively

*Why?* So that students are confident, fluent and skilled communicators, both in the classroom and beyond.

### Chellaston Academy's Magnificent 7

How can I learn effectively?

- **Present** work clearly and neatly
- **Engage** in learning from the start of the lesson
- **Connect** knowledge and skills to prior learning
- **Activate** new knowledge, skills and learning
- **Communicate** highly effectively
- **Demonstrate** that you can apply knowledge and skills
- **Reflect** on learning and progress

## Demonstrate Learning

*What:* Students have the opportunity to demonstrate the knowledge or skills through a task.

*Why?* So that students are asked to apply/demonstrate learning, giving the opportunity for celebrating success and the assessment of what learning needs to take place next. These tasks should be identified with a **D** in the margin.

## Reflect

*What:* Students and staff reflect on and assess knowledge, understanding and skills.

*Why?* So that students are aware of next steps and have the opportunity to address misconceptions. The 'Do Now Activity' for the next lesson should be informed by self or teacher assessment.

**Teaching and Learning online CPD sessions regarding the magnificent seven will be made available in collaboration with staff, to support the sharing of practice.**

We feel very privileged to be in an era of education when educational research into **Cognitive Load Theory (CLT)** is readily available and accessible through carefully considered evidence-formed practice and literature. Therefore, our choice of pedagogical approaches aims to best support and reflect *'cognitive architecture'*. In short, we have used evidenced informed practice to present and support information and learning to students which evidently supports their working memory until it has been processed sufficiently into their long-term memory.

## *Our Teaching and Learning Magnificent Seven also provides the catalyst for the below pedagogical approaches to support CLT*

## Concrete examples

"Students often gain in a false sense of confidence in their abilities to memorise new material. Using **concrete**, relevant, real life examples can help students understand abstract ideas and extend information retention."
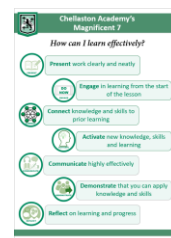
## Elaboration

"The term **elaboration** can be used to mean a lot of different things. However, when we are talking about studying using elaboration, it involves explaining and describing ideas with many details. Elaboration also involves making connections among ideas students are trying to learn, it is about helping students make relevant connections with other topics."

## Retrieval practice

"**Retrieval practice** is a learning strategy where we focus on getting information out. Through the act of retrieval, or calling information to mind, our memory for that information is strengthened and forgetting is less likely to occur. Retrieval practice is a powerful tool for improving learning."

## Interleaving

"**Interleaving** is a process where students mix & combine multiple subjects & topics while they study in order to improve their learning. Blocked practice on the other hand, involves studying one topic very thoroughly before moving to another. Interleaving has been shown to be more effective than blocked practice leading to better long-term retention."

## Dual coding

"**Dual coding** is the process of combining verbal materials with visual materials. There are many ways to visually represent materials, such as with infographics, timelines, cartoon/comic strips, diagrams and graphic organisers."
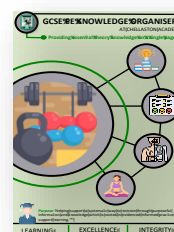
## Spaced practice

"**Spaced practice** is an evidence-based memory technique that uses procedural memory to help students recall information over progressively longer intervals of time."

Scan the code to download a PowerPoint presentation on each of the pedological approaches above.
Credit: The learning scientists

# Feedback and Assessment

Students will need regular feedback to support them in making progress with their knowledge and understanding. It is expected that some form of student reflection or self-assessment takes place each lesson to inform teacher planning and to give students understanding of their successes and next steps.

In terms of teacher feedback all teachers will follow the trust wide Marking and feedback policy which can be found by scanning the QR code opposite.

Below is a list of feedback methods which staff could use to ensuring that students receive regular feedback to support them in making progress.

**Whole class feedback sheet used 'live' in lessons to collate feedback**
Through questioning of students, through listening to students read their work aloud or through work viewed through a visualiser, teachers complete a whole class feedback sheet and then use what they have discovered to plan for the next lesson and to set whole class feedback targets that students then choose from and respond to in Directed Improvement and Reflection Time.

**Online marking and feedback**
Students complete key pieces of work that demonstrate learning and provide opportunities for consolidation online through Firefly, Maths watch and the EverLearner. Online teacher marking and feedback take place through the Firefly platform.
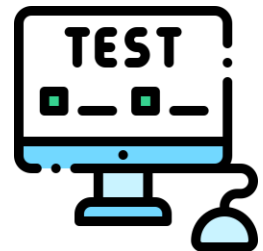
**Low stakes testing**
Students complete low stakes testing in the classroom or online, teachers evaluate the picture presented through this format and then DIRT activities reflect the areas for development or next steps needed in learning.

# Feedback and Assessment

## Self and Peer Assessment

Students should self-assess or peer-assess work each lesson, in order to:

• Engage with the success criteria for their learning
• Be able to identify their own strengths and areas for development
• Be able to employ metacognitive approaches to improve

Students can either complete a RAG assessment of their work or give written feedback, which should be completed in **red pen** and should include WWW and EBI.

**Codes:** The following codes remain in use for feedback:

| ACRONYM | MEANING | EXPECTATION |
|---------|---------|-------------|
| WWW | what went well | Comments that reflect the strengths of a student's work or performance |
| EBI | even better if | Comments that identify areas for development and prompt reflection and improvement |
| DIRT | Dedicated Improvement and Reflection Time | Students are prompted and held accountable for reflecting on their work, responding to issues and developing their learning |

### Self-assessment example

**WWW** – I've used facts related to the Victorian era in my work

**EBI** – I choose facts that link to the essay topic and use them as part of my explanation

# Directed Improvement and Reflection Time (DIRT)

Following feedback, students should regularly be given the time to act upon it; this work should be completed in red pen and be clearly labelled.

There is no expectation that teachers will mark the improvements made; however, staff should monitor the completion of the work to ensure it takes place.

# CPD Commitment – Continuing Professional Development

**Introduction**

Chellaston Academy is committed to promoting, supporting and providing continued professional learning for staff in order to meet our core value of 'Excellence.' We are developing a programme that aims to fulfil the DFE Standards for Professional Development.

**The DFE Standards:**

1. **Professional development should have a focus on improving and evaluating pupil outcomes.**
2. **Professional development should be underpinned by robust evidence and expertise.**
3. **Professional development should include collaboration and expert challenge.**
4. **Professional development programmes should be sustained over time.**
5. **Professional development must be prioritised by school leadership.**

Teachers have a responsibility to reflect on their practice, enhance and update their professional knowledge and skills. This is to ensure that consistently high standards of teaching and learning are maintained and national Teacher Standards are met. Chellaston Academy's CPD programme will provide opportunities for staff to participate in a variety of activities in order to support the individual professional needs of staff and build whole school capacity. These CPD activities include strategies such as sharing best practice, presentations by current staff and outside trainers, peer observation, professional discussions, coaching and mentoring.

CPD for teachers at Chellaston Academy is about providing continual custom-made training that can be accessed whenever they like at the click of a button and in the comfort of their own phone, table or laptop. So, we can provide the best learning experiences for all our students.

All CPD through the academic year will be centralised around the four areas of the Chellaston Classroom.

The CPD calendar can be accessed in: staff shared area > whole school resources > T&L 2022-2023 or by scanning the code opposite.

# CPD Commitment – Continuing Professional Development

Staff have the opportunity to contribute to the teaching and learning firefly page, present a Worth a Look session during briefing or help populate the half termly teaching and learning newsletter. Also, optional enrichment sessions on a range of aspects of pedagogy will be in place to offer a diverse and self-tailored CPD programme. This will be placed on the firefly page for staff convenience. If Subject Leaders or individual members of staff would like further bespoke input, we would be happy to oblige.

WORTH a LOOK

firefly

NEWSLETTER

**Please scan one of the codes below to see some examples of our worth a look and tailor-made CPD sessions**

| | | |
|---|---|---|
| Peer marking | Seneca | Feedback |
| H.O.T question | Roll a SOLO | Using Blooms |

**Examples of our tailor-made CPD sessions**

| | | |
|---|---|---|
| SOLO taxonomy | Comparative Judgments | Personalised learning |

**Please note ECTs will have their own bespoke professional programme click the TV opposite to learn more about it.**

**We will continue to develop our RQT offer this year please click the TV opposite to hear feedback from one of the courses we provided for staff.**

# Homework

At Chellaston Academy, homework is a significant aspect of learning that is not only important in improving progress, but also develops students' independent learning and study skills; as such, it is an integral part of the curriculum. It requires careful planning and integration into the scheme of work of each curriculum area.

### Homework should enable students to:

Consolidate and extend learning covered in lessons

Revise, over-learn and complete synoptic assessments*

Prepare for new learning activities (flip learning)

Develop research skills

Have an opportunity for independent work

Show progress and understanding

Enhance their study skills e.g. planning, time management, self-discipline and revision

*Synoptic assessments are tests of knowledge or skills from across the year, rather than the most recent learning, and require students to recall and employ prior learning, thus consolidating understanding and leading to further progress

# Homework

<u>**Responsibilities:**</u>

**The role of Students:**

- To listen to homework instructions in class and ensure they understand them
- To check Firefly on a daily basis and follow homework instructions
- To complete homework, even if they were absent from the lesson; it is their responsibility to catch up
- To ensure that homework is completed and handed in to meet the deadline
- To attempt all work and give their best
- To inform the class teacher of any difficulties in good time *before* the day of the deadline

**The role of the Class Teacher**

- To give full and comprehensive instructions
- To set deadlines for completed work and ensure that they are met
- To mark and return all homework within set time frames
- To provide help and support
- To raise homework concerns with the student's parents/careers; their Subject Leader; and/or the form tutor
- Set all HWK on firefly

**The role of the Subject Leader**

- To ensure that teachers within their teams are trained and able to use Firefly effectively
- To monitor the frequency, quantity and quality of homework set by their teams
- Homework should be set in line with department frequency.
- To address homework issues with members of staff and raise at line management level before referring to WLK/CLR

**The role of the Form Tutor**

- To reinforce the importance of homework
- To include homework in student mentoring where appropriate
- To raise any issues associated with homework with the relevant HOY

**The role of the Head of Year**

- To monitor that homework is being set for their year group on firefly
- To have an overview of the homework 'diet' for their year group, raising issues if they are identified
- To raise issues with homework in line management level before referring to WLK?CLR

**Homework duration**

- One piece of KS3 homework for a subject should take, on average, a maximum of 30 minutes
- One piece of KS4 homework for a subject should take, on average, a maximum of 40 minutes
- One piece of KS5 homework for a subject should take, on average, a maximum of 1 hour

## Quality Assurance

### Introduction

The role of Quality Assurance is to ensure **all** students receive the highest quality education throughout their time in the academy.

*Quality assurance at Chellaston Academy is not about scrutiny it is an appreciative inquiry into the learning experience through the lens of our students.*

*We seek good practice and develop a supportive collaborative and coaching culture within our academy and across our trust.*

### Aims

- The academy will ensure that its pupils receive a high standard of education that meets or exceeds the needs and expectations of interested parties.
- The standard of education provided and the methods of its deployment will be consistent and effective throughout the academy and have at their core, the values of integrity, care and excellence.
- The academy will provide a coherent structure for monitoring, evaluating and reviewing standards across the academy.

### Responsibilities

All members of staff have a responsibility for ensuring students receive an education of the highest quality. However, some staff have specific responsibilities for aspects of quality assurance as set out below.

### Governors

- The governing body is expected to hold the school to account for both its statutory and non- statutory obligations.
- One purpose of quality assurance is to inform the governing body about the performance of the school and its strengths and weaknesses.
- This enables Governors to participate fully in the strategic thinking and planning of the school.
- Governors are informed of the outcomes of quality assurance through regular reports to the full governing body and its various sub-committees.

### Headteacher

- The headteacher is accountable to the governors for ensuring that all areas of the school are engaged in systematic and rigorous quality assurance and self-evaluation.
- The headteacher will use the outcomes of school and team self-evaluation together with external evaluations to identify areas of strength and weakness and plan for future academy improvement.

### SLT

- The deputy headteacher responsible for quality assurance is accountable to the headteacher for setting up and maintaining systems for quality assurance.
- Each member of SLT is accountable to the headteacher for QA in the areas for which they have strategic responsibility.
- SLT will support the QA process for Learning Conversations, marking and Feedback QA within departments that they line manage.

## Quality Assurance

### Subject Leaders

- Subject Leaders are accountable to their line manager for monitoring the work of their area/s of responsibility and providing objective evidence for quality assurance purposes.
- Subject Leaders will utilise BlueSky to keep records of this monitoring for QA purposes.
- Subject Leaders will undertake and facilitate learning conversations, reviews of students' work and teachers' marking and feedback by sampling sets of books from each member of their team as required by the QA cycle. Evidence from this monitoring should be available to support both departmental and school self-review and evaluation.
- Subject Leaders will undertake a review of the outcomes of progress monitoring for each year group. This review should be used to plan and implement interventions with teachers and/or pupils.
- Subject Leaders have a role in identifying inconsistencies in practice between different groups of pupils within their subjects.

We have an annual Quality Assurance Calendar to support the process. The deputy headteacher with responsibility for QA will oversee this calendar and its implementation. Bespoke support will run throughout the year to support individuals as and when necessary. Please go to Staff shared area> whole school resources > T&L 2022/23 to access the QA calendar or scan the code here:

*QEGSMAT*

*SCHOOL*-BASED QUALITY ASSURANCE (QA) PROCESSES

QUALITY OF EDUCATION

Chellaston Academy

QA Calendar

# Celebrating best practice

To celebrate the amazing pedagogy going on throughout the Academy we would like to celebrate and recognises members of staff for their efforts.

When a member of SLT is on Call which is every lesson they will visit a variety of lesson during which time they will give out a praise teaching and learning postcard to the member of staff demonstrating *Excellence* in teaching and learning.

In addition to this two showcase fortnightly awards will be awarded to members of staff alongside a T&L legend mug and a chocolate treat. They will also be automatically entered into the half termly teaching and learning price draw which will be announced in the last briefing of the half term.

**Showcase fortnightly award**

**Teaching and Learning praise postcard**

# Cognitive science

Oliver Caviglioli - Memory And Meaning - researchED Haninge 2019

Cognitive Science Approaches in the Classroom: Protocol for a systematic review

John Vervaeke - What is Cognitive Science?

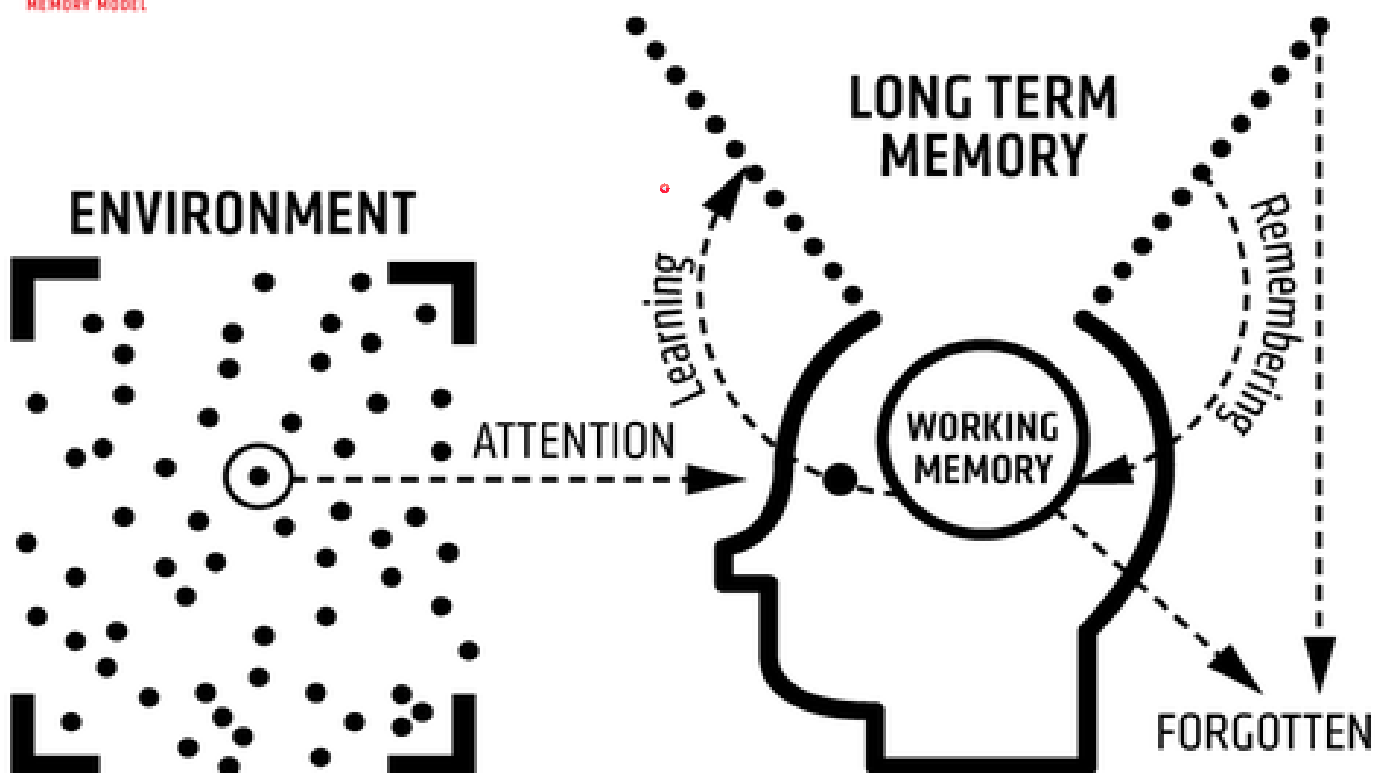EEF Blog: What does research say about the application of cognitive science approaches in the classroom?

Cognitive Science 3 proven classroom techniques

Top 15 Cognitive Science Podcasts You Must Follow in 2021

OLICAV
OLIVER CAVIGLIOLI
@olicav
olicav.com
**WILLINGHAM'S SIMPLE MEMORY MODEL**

**ENVIRONMENT**

**LONG TERM MEMORY**

Learning

Remembering

ATTENTION

WORKING MEMORY

FORGOTTEN

# Retrieval Practice

Kitchen Pedagogy 2:2
Retrieval Practice
- Tom Sherrington

ScotEd - My 15 minute
presentation about retrieval
practice as shown
at #ScotED – Kate Jones

Guest Blog: Retrieval practice -
A common good or just
commonplace?

Effective Retrieval Practice:
What should we consider?

10 Techniques for
Retrieval Practice
- Tom Sherrington

Retrieval Practice: The basics

Kate Jones

# Establishing a positive climate for learning

Dr. Jason Conway - Classroom Environment: It's not about YOU, It's about THEM

EEF Blog: Five-a-day - achieving effective learning behaviours within our classrooms

Culture Before Curriculum | Andrew Hammond

Creating the Right Climate for Learning by Andy McHugh

Creating the right climate in the classroom – Carpool4school

How to create an Effective Classroom Learning Environment

# Assessment, feedback and questioning

Assessment for Learning Strategies - Key classroom strategies

Assessing and Monitoring Pupil Progress

What is effective feedback, how can it be used, and the potential impact on student learning.

TEACHER FEEDBACK TO IMPROVE PUPIL LEARNING Guidance Report

10 Questioning Techniques by @TeacherToolkit

**QUESTIONING – TOP TEN STRATEGIES** Alex Quigley

Assessment and Personalized Learning In Project-Based Learning

EEF podcast looks at Embedding Formative Assessment

# Behaviour management strategies

Behaviour Management Strategies Every Teacher Should Know

School Matters - Challenging Behaviour

Dr Bill Rogers - Managing the Difficult Class

Improving behaviour in schools

10 Easy Behaviour Management Tips For Lesson Success

Behaviour management by Paul Dix and Dr. Bill Rogers

# Phil Smith |
# UNCONDITIONAL
# POSITIVE REGARD

■ ■ ■

> **We strive to create an environment that breeds unconditional positive regard to ensure all learners and staff receive a Cultural rooted in; Integrity, Care and Excellence**

## What is unconditional positive regard and why is it important?

Unconditional positive regard refers to **accepting and supporting another person exactly as they are, without evaluating or judging them**. At the heart of this concept is the belief that every person has the personal resources within to help themselves.

| | |
|---|---|
| **Integrity** | The quality of being honest and having strong moral principles |
| **Care** | The ability to demonstrate kindness to themselves and others |
| **Excellence** | Demonstrates an outstanding work ethic in the pursuit of excellence |

## Unconditional Positive Regard unpicked:

*'Almost all parents treat their own children with positive regard. Regardless of what their child might do, they will continue to treat them with enduring warmth and not be deflected by the human frailties of their child. Such an approach can be referred to as **unconditional positive regard**. The true teacher adopts the perspective of the parent, and is able to step beyond the reflexive response to dislike the child for their actions and separate the behaviour from the person. Such a stance does not mean that the teacher ignores or condones poor behaviour, but that they make it clear they still value the child as a person.'*

# Chellaston Academy

Integrity Care Excellence