

Introduction

At Buile Hill Visual Arts College teachers are committed to providing an excellent education to all students and to ensuring that all students achieve their full potential. We have high academic standards and aspirations for all our students and will do whatever is necessary to help our students be successful.

Good teaching and learning is fundamental to our students' success. Good teaching is engaging, based on expert knowledge, is stimulating and rigorous, is well matched to the needs of the learners and has challenge and pace and ensures that ALL students make a minimum of 3 levels progress from KS2-KS4.

Buile Hill teachers are expected to follow clear school-wide systems, strategies and tools to ensure that good teaching and learning takes place. Some of these tools and strategies can be found in this handbook.

The monitoring of teaching at Buile Hill

At Buile Hill we:

- Have a systematic, rigorous and relentless approach to monitoring standards for all leaders in the school;
- Monitor student progress through rigorous targets based upon 4 levels of progress;
- Make 'Composite Judgements' on the quality of teaching;*
- Take a differentiated approach to lesson observation focused on prioritising support for colleagues where needed and developing 'Outstanding' practice across the school;
- Ensure that all colleagues are involved in CPD to make Buile Hill an exciting and dynamic learning community;
- Triangulate judgements about teaching over time against a wide range of evidence, including observation, joint observation and pupil data. Faculty Leaders and SLT conduct a book scrutiny every half term to monitor standards of marking and assessment;
- Focus on the impact on pupil progress: cause & effect in the classroom;
- Keep rigorous, formal records of teaching standards. These are maintained by SLT , Faculty Leaders and all teachers. The monitoring matrix for teaching is updated every half term;
- Invite external consultants to conduct joint observations, train colleagues and moderate judgements;
- Conduct weekly learning walks by the SLT and various staff across the school;
- Have a rigorous performance management process for all staff.

* based upon pupil progress data, evidence over time in books and external results

Composite Judgements

Each term faculty leaders will be asked to provide a 'composite judgement' for each member of their faculty. Judgements are made using the range of information collated by faculty leaders during the whole school monitoring and evaluation procedures. The judgement will be based upon:

Triangulated observation - Teaching & Learning days (hereafter T&L), Diagnostic Feedback, Faculty Review (ungraded)

Pupil progress - Current data from progress checks

Pupil progress - External examinations from the previous academic year

Progress over time in books and the impact of marking and feedback, including homework - Externally moderated work scrutiny by HOF/ Whole school scrutiny

A judgement will be given by the faculty leader for each area, based upon the Ofsted framework. The faculty leader will use the judgements in these three areas, in consultation with the teacher and where appropriate their line manager, to make an overall 'composite judgement' for teaching. The composite judgement will be used to decide participation in the T&L days across the year, as per the updated T&L policy for September 2015. Composite judgements will be moderated by line managers and external consultants. It is essential that faculty leaders can provide appropriate evidence to support their decisions in each of the key areas that form the composite judgement.

Observation and Triangulation

The observation of lessons is just one aspect of how teaching will be judged. **Those observing lessons should take in to account class progress data and the quality of feedback to pupils to triangulate judgements.** At Buile we take a differentiated approach to lesson observation. Outstanding and good colleagues are observed formally with less frequency but are expected to support colleagues that 'require improvement' or are on capability plans. We encourage peer observation to share best practice. The range of observation and the methods used to triangulate the findings are set out in the table below.

All observations are developmental, not graded.

Composite Judgement*	Type/Range of observation	Triangulation
Outstanding	<p>Diagnostic DDP - This is a non graded developmental observation conducted by your faculty leader during September. This will inform your teacher professional plan.</p> <p>Observation day term 1 Faculty review Performance Management Cycle</p> <p><i>Those achieving an Outstanding composite judgement in Term 1 will still be seen in their faculty review as part of the evaluation schedule.</i></p>	<p>Outstanding Composite Judgement 2014-15</p> <p>Composite Judgement*: T&L day observation (ungraded) Termly progress meeting Exam results Progress Check Moderated book scrutiny every term by faculty leader Whole school book scrutiny Faculty pupil voice</p>
Good This is the minimum expected!	<p>Diagnostic DDP - This is a non graded developmental observation conducted by your faculty leader during September. This will inform your teacher professional plan.</p> <p>Observation day term 1 & 2 Faculty review Performance Management Cycle</p> <p><i>The 'Consecutive Good x2' refers to composite judgement. Anyone who has not achieved an Outstanding composite judgement before T&L day 2 will participate.</i></p>	<p>Consecutive Good Composite Judgement x2 in 2014-15</p> <p>Composite Judgement*: T&L day observation (ungraded) Termly pupil progress meeting Exam results Progress Check Moderated book scrutiny every term by faculty leader Whole school book scrutiny Faculty pupil voice</p>

Observation and Triangulation

Composite Judgement*	Type/Range of observation	Triangulation
Requires Improvement	<p>Diagnostic DDP - This is a non graded developmental observation conducted by your faculty leader during September. This will inform your teacher professional plan.</p> <p>Observation day term 1, 2 & 3 Faculty review Performance Management Cycle Individual and bespoke coaching Developing Teaching Programme (DTP): Lead Teacher coaching 3 observations over the course of the 6 week support programme - See policy</p>	<p>Requires Improvement Composite Judgement in 2013-14</p> <p>Composite Judgement*: T&L day observation (ungraded) Termly pupil progress meeting Exam results Progress Check Moderated book scrutiny every term by faculty leader Whole school book scrutiny Faculty pupil voice</p>
Inadequate	<p>As above plus weekly 'Capability' observation by FL, SLT and external consultants as appropriate Lead Teacher Coaching Regular 'Drop in' to triangulate performance</p>	<p>Inadequate Composite Judgement in 2013-14</p> <p>Composite Judgement*: T&L day observation (ungraded) Termly pupil progress meeting Exam results Progress Check Moderated book scrutiny every term by faculty leader Whole school book scrutiny Faculty pupil voice</p>

Observation and Triangulation

When being observed, teachers should provide:

1. Brief evidence of planning - either a lesson plan or teachers weekly planner.
2. A seating plan that identifies the following information:-
 - a. Current Progress
 - b. Targets
 - c. Sub group information - More Able, Pupil Premium, SEN, EAL
3. Three progress grids. These should include PC1, current progress and predicted grades. These should be annotated to highlight any extra information about specific students.

CPD and Support

All colleagues contribute to the extensive range of support and CPD on offer. An extensive programme of CPD is delivered every Monday by SLT, outstanding and good teachers and external providers. Every teacher at Buile Hill has the opportunity to improve their teaching and participate in a vibrant learning community. **All teachers have £500 every academic year to fund their CPD, it is their responsibility to use this appropriately. A teacher's CPD needs are focused through their professional plan that is linked to appraisal/performance management. This will record all CPD activity and must be updated every term, including reflection on the impact of the CPD based upon evidence.**

Teaching Development	Support
Teachers new to the school	Induction during the first half-term Observations of outstanding teaching in other depts. SLT/Lead teacher support Teacher professional plan Access to leadership package Learning walk with SLT/line manager New teacher residential Peer coaching triad throughout the year Weekly CPD sessions
Main Scale Teachers	INSET choices Weekly CPD sessions Teacher professional plan Peer coaching triad Individual and bespoke coaching DTP Observations of outstanding teaching in other depts. Access to leadership package Learning walk with SLT/line manager

Leadership Development	Support/CPD
TLR post holders, including pastoral leaders, and UPS teachers	Involvement in strategic T&L group (including support for others' leadership development) Acting as a lead mentor for ITT routes Lead role in peer coaching triad Leadership package, including leadership residential Leadership mentor External consultant challenge and support Challenge through line management Regular update to SLT/governors on progress of area Joint observation with external consultant Learning walk with SLT PIXL SLE application
Faculty Leaders/RACs	As above plus: Peer challenge through DDP and faculty reviews Faculty Leadership Programme Faculty review Specific leadership CPD in weekly sessions Opportunity to apply for SLT secondment on a rotation Faculty Leader residential Leadership mentoring through the Strategic Teaching and Learning group PIXL
Senior Leaders	Regular challenge from external consultants NPQSL SLE External leadership coaching through school to school support PIXL rotated across SLT Salford Senior Leader networks rotated Challenge at SLT strategy meetings and line management Challenge through governors

Developing Teaching Programme

This C.P.D. opportunity provides the following support:

1. A support plan produced, implemented and reviewed
2. A weekly observation to monitor progress - 3 observations to take place in the video classroom
3. A coach from our Lead Teacher Programme to support
4. A programme of observations of Good/Outstanding colleagues within the school
5. Intensive support for CPD - bespoke training on the areas of development identified in your Professional Plan
6. Additional scrutiny of planning using the whole school proformas - minimum of 1 lesson per day
7. Weekly minuted meeting with the HOD to discuss progress in relation to their Professional Plan

N.B. If no improvement is shown the programme of support will be intensified.

The Importance of Coaching

At Buile Hill we recognise that the best CPD comes from self reflection and the opportunity to share the outstanding practice of our colleagues in the school. All staff are given the opportunity to participate in coaching. T&L weeks are allocated for cross curricular coaching which provides colleagues the opportunity to learn from their peers and reflect on how to improve their own practice. At Buile we have 2 fully trained T&L coaches who offer specific programmes to support colleagues moving to 'Good' or 'Outstanding'. By 2015 we will have 8 more fully trained T&L coaches. As part of the coaching process colleagues have the opportunity to use the video classroom. This allows people to work with their coaches during the lesson and use the video to reflect on their practice after the lesson. As a school we have developed a coaching culture and encourage colleagues to work together to improve outcomes for our students. We have an open door policy and colleagues at all levels participate in learning walks with the faculty leaders. Coaching is used to support colleagues to move from 'Requires Improvement' and whilst on a capability plan. Coaching is an essential part of our whole school learning community. All coaching, CPD and support is monitored to assess its impact, records of which are updated every half term on the T&L matrix.

The importance of Joint Observation and Feedback

Joint lesson observations form an important part of our strategy to improve teaching across the school. All of the SLT have participated in joint observation of colleagues with Ofsted trained external consultants. This has ensured consistency and accuracy in the judgements and feedback provided by SLT. Middle leaders and outstanding teachers have also taken the opportunity to work with external consultants in observation of colleagues. This forms part of the school's CPD to increase leadership capacity across the school. All colleagues are encouraged to participate in joint observations. A record of joint observations is kept alongside the T&L database.

Behaviour for Learning

Good learning in your classroom comes from:

- Having high expectations
- Arriving before the lesson and smiling!
- Being prepared and knowing your class
- All students being engaged, challenged and interested
- Using a variety of tasks and changing the task regularly
- Never ignoring a student who breaks the Buile behaviour policy
- Giving regular feedback to students
- Maintaining attractive, clean, tidy and stimulating learning environments
- Asking for advice, feedback and help in making appropriate resources and as a route for finding out what the students are thinking.

Marking and Assessment Policy

The main focus of marking and assessment is the impact it has on progress. All feedback should be 'next step' and help to move the student forward in their learning. **All marking should support the progress of the pupils and it is expected that they will respond to the marking of their teacher and be given the planned opportunity to improve their work.**

After marking all pupils should:

- Be given sufficient time to read the comments and ask questions of the teacher about them.
- Be expected to make any corrections highlighted by the teacher e.g. spellings, punctuation, presentation.
- Improve a section of their work based upon the comments of the teacher.
- Improvement and corrections should be completed in a different colour pen so that it is clear where the progress has been made.
- This will be monitored through faculty and whole school work scrutiny and SLT learning walks.

Books will be looked at during observations and students will be asked about their progress and the presentation of their work. Please ensure that all students follow the Buile presentation policy (See next section). Reward students for good presentation and support students to improve their presentation.

Books will also be monitored every half term by the SLT or Faculty Leaders. All teachers will receive feedback on the quality of their marking and assessment.

Criteria for Work Scrutiny/Marking and Feedback

Grade 1 - Outstanding

Grade 2 criteria, plus

- Teacher's comments are personalised, specific and detailed, outlining 'next steps' precisely
- Additional questions and tasks provide students with extra challenge that extends their skills. Students always respond to this challenge.
- Teachers model excellent use of language with correct spelling, punctuation and grammar
- Teachers set a good example with regard to presentation; handwriting is neat and legible.
- Very rapid progress is evident as a direct result of teachers' input.
- Tasks and activities reflect very high expectations.
- Teachers set challenging homework and give pupils excellent feedback.

Grade 2 - Good

- Marking is regular and covers a variety of tasks
- Teachers comment on pupils' work, giving praise and constructive guidance.
- Students' errors in spelling, punctuation and grammar are identified and highlighted; teachers insist that errors are corrected.
- Where appropriate, teachers request that students re-draft sections of work, explaining clearly what should be done to improve.
- The impact of teachers' marking and feedback is clear in students' subsequent work. Errors are not persistently repeated.
- Teachers have high expectations of the quality and quantity of work, requiring students to complete any tasks that are unfinished and insisting on good quality presentation.
- Tasks and activities reflect a good level of challenge.
- Teachers set homework in line with school policy and give the pupils appropriate feedback.

Grade 3 - Requiring improvement in order to be good

Marking and feedback require improvement as they are not good.

Grade 4 - Inadequate

Marking is inadequate if any of the following apply:

- Marking is infrequent and this limits its impact on students' progress,
- Teachers do not comment on students' work, or comments are infrequent.
- Teachers' comments are too vague and do not provide guidance on how students can improve
- Poorly presented work and too little work are tolerated/overlooked by the teacher.
- Errors in spelling, punctuation and grammar are not tackled
- Teachers' comments are poorly presented and/or include spelling and grammatical inaccuracies
- There is little or no evidence of the impact of marking and feedback on students' work and progress.
- Books features low-level tasks which lack challenge and do not promote students' progress.
- Homework is not, or inconsistently, set and pupils are not given feedback.

Presentation Policy

At Buile Hill our students are expected to present their work to the highest possible standard. The whole school presentation policy is outlined below:

1. All books and folders, including covers and margins must be entirely free of graffiti
2. Writing should always be in blue or black ink
3. Dates should be written out fully at the top of a piece of work e.g. Tuesday 26th June 2012
4. The date and title should be underlined with a ruler
5. Rule off from the previous lesson. Do not automatically start a new page!
6. Diagrams and pictures should be drawn in pencil
7. All loose sheets should be stuck into books or kept neatly in a folder
8. Mistakes should be corrected with a single line through them

When marking for Literacy, use the following table:

Symbol	Meaning	How to Correct
Sp	Spelling mistake	Use a dictionary
CL	Capital Letter incorrect	Names, places, start of a sentence
FS	Full stop missing	The end of every sentence
P	Punctuation missing	Check punctuation pyramid
//	New paragraph	New topic, change of scene, change in time
^	Word or letter missing	Re read - add the missing letter
?	Meaning is unclear	Re read and correct
GR	Grammatical error	Ask your teacher
V	Better vocabulary needed	Use a thesaurus

- ✓ - Little tick = on the right lines.
- ✓ - Big tick = good point.
- ✓✓ - Double tick = perfect - well done!

Extended Learning Policy

Aims

Ensure all pupils receive outstanding opportunities to enhance their learning outside of the regular curriculum.

Examples of extended learning opportunities:

- Meaningful tasks i.e. extend learning from lesson or prepare for future learning
- Not add on/low level e.g. word search
- Extended research project
- Attend extra-curricular/intervention sessions
- Focused revision
- Exam papers
- Practise (music, sport, drama)
- Online e.g. My Maths
- Homework links through the website
- Form time activity at least once per week
- Attend the Learning Resource Centre

Frequency of homework

Frequency set out below as a minimum expectation; this is set out in the pupil homework timetable. Each task to require at least one hour active engagement by the student.

- Core subjects - once per week
- Non-core subjects - 3 per half term (6 per term) at KS3/Once per week at KS4

Extended Learning Policy

Rewards

- The focus should be to positively reward students for their effort and achievement rather than punish those that do not engage in extended learning opportunities
- Through:
 - house and whole school competitions
 - SIMS points
- Faculty prizes
- Homework achievement board per department on the main corridor
- Marked and positive comments - Levelled if appropriate

Monitoring and evaluation

- Parents sign planners weekly and contact school via their child's form tutor if the homework timetable does not match with homework set
- Form tutor should monitor and sign planners at least once per week
- SOL - include homework tasks
- Faculty leader to record on matrix
- teachers record that it's set OR teacher records completion/rewards
- students record in planner and record completion
- student homework file kept in pupil work folder including tasks, completed work and record of completion
- Homework board for each faculty to be updated every half term
- Faculty leader to monitor within each faculty
- Whole school scrutiny focus every term
- Feedback from learner voice
- Pupil planner spot checks
- Homework to be included under the 'Marking and feedback, including homework' section of the composite judgement - evidence of extended learning must be provided by the teacher

Faculty Leadership

SUBJECT SPECIFIC LEARNING WALK

Date:

Class & Teacher	Can the learning be articulated by the pupils; do they understand the purpose of the lesson and what is expected of them?	Is the learning pitched at standards that are appropriate for this age group, and differentiated appropriately so that the most able pupils (even if it is a lower set) are suitably challenged?	Do the books (back to September) reflect good progress and is the marking effective in moving the learning forward?

Faculty Leadership

Teacher's Professional Plan

NAME	
DATE OF OBSERVATION	
TERM FOR THE PLAN	Autumn term 2015
ASPECTS WE ARE WORKING ON	1 2 3

Action agreed	Date	Lead	Comments on impact by teacher

Composite Judgement Form

Name: _____

Judgement Date	Marking and Feedback including homework	Internal Progress Data (Exp: 2 sublevels per year)										Previous Year Exam Data		Overall Composite Judgement	Comments						
		Target	Class 1:	Class 2:	Class 3:	Class 4:	Class 5:	Composite Judgement	Attainment Progress	Composite Judgement											
January	Baseline	PC1:										Baseline									
		ON:																			
		ABOVE:																			
		BELOW:																			
		PC2:																			
		ON:																			
	ABOVE:																				
	BELOW:																				
	Improvement/regression from PC1 to PC2:																				
	=																				
	+																				
	-																				
April	Baseline	PC3:										Baseline									
		ON:																			
		ABOVE:																			
		BELOW:																			
		Improvement/regression from PC2 to PC3:																			
		=																			
	+																				
	-																				
	July	Baseline	PC4:										Baseline								
			ON:																		
			ABOVE:																		
			BELOW:																		
Improvement/regression from PC3 to PC4:																					
=																					
+																					
-																					

The Teacher's Planner

Class:

DATE:	PERIOD:	TOPIC/UNIT/THEME:
Most will be learning/improving:	Most able pupils will be learning or improving:	Adapted or simplified learning:
		Teaching, activities, and timings
ASSESSMENT NOTES AND ADJUSTMENTS FOR NEXT TIME		
DATE:	PERIOD:	TOPIC/UNIT/THEME:
ASSESSMENT NOTES AND ADJUSTMENTS FOR NEXT TIME		

The Teacher's Planner

Class:

DATE:	PERIOD:	TOPIC/UNIT/THEME:
Most will be learning/improving:	Most able pupils will be learning or improving:	Adapted or simplified learning: Teaching, activities, and timings
ASSESSMENT NOTES AND ADJUSTMENTS FOR NEXT TIME		
DATE:	PERIOD:	TOPIC/UNIT/THEME:
ASSESSMENT NOTES AND ADJUSTMENTS FOR NEXT TIME		

Teaching and Learning Cycle

