

# Introduction

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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 achieve their Progress 8 target 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

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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 their progress 8 target from the KS2 scores;
- 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 the Teaching Standards using a wide range of evidence, including observation, attainment data and work scrutiny. Faculty Leaders and SLT conduct a book scrutiny every half term to monitor standards of feedback 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;
- Have a rigorous performance management process for all staff.

# The Teacher Tracker

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The Teacher Trackers allows staff to compile evidence showing that they meet the Teaching Standards. The Teacher Tracker is informed by the following activities;

**Lesson observations** - There are three observation weeks throughout the academic year where staff are jointly observed. These three weeks are calendared ( W/B 2/10/2017, 4/12/2017 and 19/3/2018) and all staff will be observed for a one hour lesson in those weeks. Teachers will reflect on their lesson and then receive feedback from their observers based around the Teaching Standards.

**Pupil attainment** - External data from the previous academic year and the current academic year will be judged against three targets; National transition matrices, Progress 8 score and the in school residual.

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

**Teachers will show that they are meeting the Teaching Standards through the three Teaching and Learning activities.**

## Observation and Triangulation

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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. Information on the current progress and intervention of the teaching group being observed.

## CPD and Support

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All colleagues contribute to the extensive range of support and CPD on offer. An extensive programme of CPD is delivered throughout the year 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
<b>Teachers new to the school</b>	Induction during the first half-term Observations of outstanding teaching in other depts. SLT/Lead teacher support Teacher professional plan Access to leadership package New teacher residential Weekly CPD sessions
<b>Main Scale Teachers</b>	INSET choices Weekly CPD sessions Teacher professional plan Peer coaching Individual and bespoke coaching DTP Observations of outstanding teaching in other depts. Access to leadership package

Leadership Development	Support/CPD
<b>TLR post holders, including pastoral leaders, and UPS teachers</b>	Involvement in strategic T&L group (including support for others' leadership development) Acting as a lead mentor for ITT routes 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 PIXL SLE application
<b>Faculty Leaders/RACs</b>	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
<b>Senior Leaders</b>	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

# The Importance of Coaching

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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.

# The importance of Joint Observation and Feedback

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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

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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.

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

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## Meeting standards - minimum expectations

- Marking is regular and covers a variety of tasks (s.4e, s.6)
- 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. (s.3c)
- Where appropriate, teachers request that students re-draft sections of work, explaining clearly what should be done to improve.(s.6d)
- The impact of teachers' marking and feedback is clear in students' subsequent work. Errors are not persistently repeated. (s.2c)
- 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. (s.1, s.7)
- Tasks and activities reflect a good level of challenge. (s.1b)

## Meeting standards - additional expectations

- Teachers' comments are personalised, specific and detailed, outlining 'next steps' precisely (s.6)
- Additional questions and tasks provide students with extra challenge that extends their skills. Students always respond to this challenge. (s.6)
- Teachers model excellent use of language with correct spelling, punctuation and grammar (s.3c)
- Teachers set a good example with regard to presentation; handwriting is neat and legible.
- Very rapid progress and/or knowledge over time is evident as a direct result of teachers' input. (s.1c)
- Tasks and activities reflect very high expectations. (s.1b, s.4b)
- Evidence of extended writing, where appropriate. (s.3)
- Homework is set and in line with department policy, clearly evidence in folders/books as appropriate and is synchronised with work in the lesson. (s.4c)

## Marking does not meet the standards 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.

# Presentation Policy

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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

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**Aim: ensure all pupils receive outstanding opportunities to enhance their learning outside of the regular curriculum.**

## **Examples of extended learning opportunities:**

- Worksheets/booklets
- Extended research projects
- Extra-curricular activities (clubs, sports teams, time in LRC etc.)
- Focused revision (to be tested by teacher)
- Exam papers
- Practice (music, sport, drama)
- Online e.g. Mathswatch
- Google Classroom tasks
- Trips outside of school hours

Both compulsory and non-compulsory extended learning opportunities should be provided for pupils.

## **Homework should:**

- Be completed on time and to an acceptable standard
- Be well-presented
- Consist of meaningful tasks i.e. extending learning from the lesson or preparing for future learning
- Be sufficiently challenging, relevant and meaningful (not add on/low level e.g. word searches)
- Be accessible for pupils working independently
- Be accessible as far as possible for parents/guardians wishing to support pupils
- Be given regularly (at least: once a week for core subjects at KS3 and KS4, once a fortnight at KS3 and once a week at KS4 for non-core subjects)
- Be differentiated, in the most part, to ensure all students are able to complete homework to an appropriate level
- Be marked by the teacher and/or peers under teacher supervision
- Be clearly evidenced in pupils' books/folders/online as appropriate to the subject
- Be recorded by pupils in the planners
- Be planned for to some extent in department SOWs
- Be monitored by teachers through clear and up to date records
- Be monitored by parents/guardians through checking and signing pupil planners
- Be monitored by form tutors through checking and signing pupil planners
- Inform performance management and staff action plans as part of work/book scrutinies and pupil voice/surveys

## **Homework may:**

- Be cross-curricular, combining skills/knowledge from several different subjects
- Contain an element of creativity
- Contain an element of choice/open-ended tasks
- Require further pupil response once marked
- Be given in multiple formats e.g. online and on paper

# Extended Learning Policy

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## **Behaviour & Rewards**

Each department should have a clear and consistent behaviour policy for homework and other compulsory extended learning tasks. This may involve an escalation process including warnings, detentions and contact with parents/guardians.

Pupils should be rewarded where appropriate for effort and quality of homework. This may include house/department prizes, whole school competitions, house points, homework achievement displays (one board per department/homework heroes), positive verbal and written feedback.

The focus should be to positively reward pupils for their effort and achievement rather than punish those that do not engage in extended learning opportunities.