

TEACHING & LEARNING POLICY

Contents

Policy Statement (1)

Key Personnel

Student expectations for any lesson

General principles

General principles, Planning

General principles, Assessment for Learning (formative assessment)

General principles, Assessment of work

General principles, Differentiation

General principles, Professional development

Key habits developed at AKS

Key habits, Habit 1: All are active and challenged

Key habits, Habit 2: The Collegiate Classroom

Key habits, Habit 3: Collaborative Activities

Key habits, Habit 4: The Classroom Environment

Key habits, Habit 5: Pace and Purpose

Learning 2 Learn

Lesson Observation

IRIS Connect

APPENDIX 1a: Lesson Planning Form

APPENDIX 1b: Lesson Planning (Preparatory School) Weekly

APPENDIX 1c: Lesson Planning (Preparatory School) Yearly

APPENDIX 1d: Lesson Planning (Preparatory School) Medium Term

APPENDIX 1e: Lesson Planning (Preparatory School) Rosenshine Principles

APPENDIX 2: The Role of Coaching in Effective Lesson Observation Feedback

Policy Statement (1)

The quality of teaching at AKS, in line with the stated expectations that teaching:

- 1) enables pupils of all abilities, including those with learning difficulties and/or disabilities (SEND) or EHC plans and those with English as an additional language, to acquire new knowledge, make good progress according to their ability, increase their understanding and develop their skills.
- 2) fosters in pupils self-motivation, the application of intellectual, physical or creative effort, interest in their work and the ability to think and learn for themselves.
- 3) utilizes effective strategies for managing behaviour and encouraging pupils to act responsibly.
- 4) is well planned, employing effective teaching methods, suitable activities and wise management of class time.
- 5) shows a good understanding of the aptitudes, needs and prior attainments of the pupils and ensures that these are taken into account in the planning of lessons.
- 6) demonstrates appropriate knowledge and understanding of the subject matter being taught.
- 7) is supported by an adequate quality, quantity and range of resources, and makes effective use of them.
- 8) through a clear framework, includes regular and thorough assessment of pupils' work and uses information from assessment to plan teaching systematically, so that pupils can progress.
- 9) does not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs, including no faith and belief.
- 10) does not discriminate against pupils' contrary to Part 6 of the Equality Act 2010, as any teaching that directly discriminates on the basis of a protected characteristic or disability is unlawful.

The school also makes use of arrangements for pupils' performance to be evaluated, either against the school's own aims as provided to parents, or against national norms, or against both.

Specifically, the school expects that:

- 1) all teaching colleagues adhere to the principles and procedures clearly set out in the school's respective assessment, behaviour, curriculum, and equality policies.
- 2) all teaching colleagues demonstrate, as a minimum, good subject knowledge and understanding.
- 3) all teaching is delivered in a way that ensures good behaviour.
- 4) all teaching colleagues employ classroom resources of, at least, good quality, quantity and range.

- 5) all teaching colleagues at AKS understand what 'good teaching' means, both in theory and in practice, and all lessons delivered at AKS are 'good', or better.
- 6) senior and middle management are confident that any lesson taking place is 'good', or better.
- 7) teaching in AKS provides effective preparation for future life in British society (*ref. PSHE policy*). This has been **explained by the DfE** as '...developing in every young person the values, skills and behaviours they need to get on in life. All children should receive a rich provision of classroom and extra-curricular activities that develop a range of character attributes, such as resilience and grit, which underpin success in education and employment.'
- 8) Teaching will not undermine the fundamental British values of democracy, the rule of law, mutual respect and tolerance of those with different faiths and beliefs, including no faith and belief.

Policy Statement (2)

- 1) This policy applies to all members of the AKS community.
- 2) AKS implements this policy through adherence to the procedures set out in the rest of this document.
- 3) This policy is made available to all interested parties in accordance with our *Provision of Information* policy. It should be read in conjunction with the following policies: *Assessment, Recording & Reporting; Behaviour; Curriculum; Data Protection; Equal Opportunities; Special Educational Needs (including EAL), and Mission, Aims & Ethos.*
- 4) The school is fully committed to ensuring that the application of this policy is non-discriminatory in line with the UK Equality Act (2010). Further details are available in the school's *Equal Opportunity* policy document.
- 5) This policy is reviewed at least annually, or as events or legislation changes require, by the Deputy Head, the Whole School Leadership Team and the Local Governing Body. The deadline for the next review is no later than 12 months after the most recent review date indicated above.

Pupils who are unable to be in school

Remote education plans are in place for pupils who cannot attend school but are able to learn from home, or example on account of COVID-19, such as those subject to individual self-isolation requirements. AKS also has a contingency plan in place to enable teaching to continue during any temporary whole school closures due to local lockdowns.

Key Personnel

- 1) David Harrow: Headmaster
- 2) Allan McKeown: Senior Deputy Head
- 3) Chris Jessop: Assistant Head (Teaching & Learning) – Senior School

- 4) Amanda Ilhan: Head of Nursery and Preparatory School
- 5) Debbie Smith: Assistant Head (Teaching & Learning) – Prep School
- 6) Katherine Barker: EYFS Co-ordinator

Good Teaching & Learning

It is acknowledged that a 'good' lesson in any subject will have a recognisable core foundation, which identifies the lesson as 'good'. Inspirational pedagogy *supplementary to the core foundation* will enable the lesson to be educationally 'excellent'. Imagination, enthusiasm, and individuality in the classroom are highly valued professional attributes, which are strongly encouraged at AKS, *as long as the core requirements of a 'good' lesson remain undiluted*.

The core foundation for a 'good' lesson is:

Pupils

- 1) will be actively engaged/stimulated from the start of the lesson
- 2) will understand the overall learning context, within which the lesson is taking place, as well as the purpose of the lesson
- 3) will be challenged/required to think throughout the lesson, appropriate to their own different levels of understanding
- 4) will be interested, motivated and supported throughout the lesson, with regular opportunity to participate/contribute actively and seek assistance if needed
- 5) will make progress through a variety of tasks/activities
- 6) will be engaged and supported by high quality resources
- 7) will experience an orderly, disciplined and inclusive learning environment, which encourages achievement
- 8) will be able to recognise their own progress and achievement by the end of the lesson

General principles

Whilst we have developed teaching habits over recent years, and these continue to be developed based on AKS Lytham priorities, we have 'long standing' general principles that our teaching habits support, and these general principles must be a part of all teachers' practice.

General principles: Planning

All lessons must be planned and teaching colleagues must have a written record of each lesson plan. These may be viewed by line management upon request. The format and style of personal lesson plans in the Senior School will vary between individual colleagues.*

Teachers will plan lessons that should provide a pathway for students to experience the core foundation for a 'good' lesson.

- Have clear learning objectives and success criteria.

- Include techniques that ensure all students are active and challenged within the lesson. *(see teaching habits 1, 2 & 3 for support)*
- Incorporate a range of teaching strategies to cater to different learning styles. *(see teaching habits 1, 2 & 3 for support)*
- Include differentiation or scaffolding where necessary to activities to support and challenge all learners. *(see teaching habits 1, 2 & 3 for support)*
- Provide opportunities for both independent and collaborative learning. *(see teaching habit 3 for support)*
- Integrate formative assessment techniques to monitor progress and inform future teaching. *(see teaching habits 1 & 2 for support)*

* If a unique Flipchart or PowerPoint presentation has been designed for the lesson, which incorporates the above, there is no need to repeat these in the lesson plan; naming the Flipchart/PowerPoint suffices.

Homework in the Senior School must be set in accordance with our *Curriculum* policy, *Homework Guidance* document and homework timetable. Homework in the Preparatory School is set in accordance with the *Prep School Homework* policy.

Weekly planning in the Preparatory School details learning objectives and differentiation for each lesson. Medium planning links to units of work, skills progression and performance indicators as well as Round Square learning opportunities. Yearly planning details topics and areas of learning across the year for each subject. Sample planning is available in Appendix 1b.

It is also recommended that staff think carefully about seating arrangements, so that pupils are directed to sit where professional judgement considers best for optimum learning.

General principles: Assessment for Learning (formative assessment)

We are committed to using assessment to support and enhance learning. Teachers will endeavour to:

- Use a variety of formative assessment techniques to gauge understanding and progress. *(see teaching habits 1 & 2 for support)*
- Provide timely and constructive feedback to students.
- Encourage self and peer assessment to develop metacognitive skills.
- Use assessment data to inform planning and interventions.

General principles: Assessment of work

We believe that effective marking and feedback are crucial for student progress and engagement. Our approach to marking and feedback is designed to be meaningful, manageable, and motivating.

- All teachers will follow the school's marking policy, ensuring consistency across subjects and year groups.

- Feedback will be clear, specific, and actionable, highlighting strengths and areas for improvement.
- Students will be taught to engage with feedback and take responsibility for their own progress.
- Peer and self-assessment will be used to develop students' critical thinking and evaluation skills.
- All marked work will include opportunities for DIRT (Dedicated Improvement and Reflection Time):
 - o Students will be given specific time to review, reflect on, and respond to feedback.
 - o DIRT activities will be designed to address misconceptions, extend learning, or apply skills in new contexts.
 - o Teachers will monitor and support students during DIRT to ensure effective use of this time.
- Departments should all have standard DIRT 'proformas' to be used by all teachers within this department to ensure consistency of DIRT.
- Departmental moderation of marking will take place regularly to ensure consistency and share best practices.
- The impact of marking and feedback on student progress will be monitored through book scrutinies, learning walks, and student voice activities.
- Training and support has and will be provided to staff to ensure high-quality marking and feedback across the school.

General principles: Differentiation/Adaptive Teaching

We recognise that all students have different needs and abilities. Teachers will endeavour to:

- Plan for differentiation by task, outcome, resource, or support. *(see teaching habits 1, 2 & 3 for support)*
- Use flexible grouping strategies to meet the needs of all learners. *(see teaching habits 3 for support)*
- Provide appropriate challenge and support for students with SEND and EAL.
- Stretch and challenge high-achieving students through extension activities and/or higher-order questioning. *(see teachings habits 1, 2 & 3 for support)*

General principles: Professional development

It is primarily the professional responsibility of the teacher to keep abreast of pedagogical developments and innovations in their own subject area. However, school initiatives to support and develop colleagues further include:

- Specific Working Groups on Teaching & Learning, led by the Deputy Head or Assistant Head (Teaching & Learning)
- Staff training, both school-based and external. This includes providing regular training opportunities aligned with our key habits and best teaching practices.

- Departmental collaboration time specifically dedicated to pedagogy
- Observing other colleagues teach informally (see later)
- Being formally observed and receiving constructive feedback (see later)
- Support of action research and evidence-based approaches to teaching and learning.
- ITT links/mentor training (*Ref: ITT policy*)
- Guidance documentation and resources available in staff areas

Key habits developed at AKS (Senior School)

Our Teaching and Learning approach is built on developing key habits that form the foundation of our professional development of teachers and highlight our educational approach. The aim behind this approach is that teachers develop habits, that become engrained in their planning and teaching, that are not time consuming and do not contribute towards a greater workload. These habits should be developed and maintained over time and help to provide the foundations for all teachers to plan and teach lessons with the core foundations of a 'good' lesson. These habits do not yet cater for all aspects of classroom teaching, however, are being developed and maintained based upon AKS Lytham needs. Currently our key habits are:

1. All are active and challenged
2. The Collegiate Classroom
3. Collaborative Activities
4. The Classroom Environment
5. Pace and Purpose

More detailed outlines of these techniques can be found in the T&L Team.

Key habits - Habit 1: All are active and challenged

We believe that all students should be actively engaged and appropriately challenged in every lesson. To achieve this, teachers will endeavour to:

- Employ a variety of questioning techniques, including cold calling, randomised questioning, and think-pair-share activities.
- Use a range of question types based on Bloom's Taxonomy and question matrices to promote higher-order thinking.
- Regularly check for understanding using techniques such as mini-whiteboards and whole-class voting systems.
- Ensure that all students participate in discussions and activities, fostering an inclusive learning environment.
-

Key habits - Habit 2: The Collegiate Classroom

We strive to create a collaborative learning environment where students learn from and with each other. Teachers will endeavour to:

- Encourage peer-to-peer learning through techniques such as "Agree-Build-Challenge" discussions.
- Implement "Say it again better" strategies to improve student responses and promote active listening.
- Use the "Pose, Pause, Pounce, Bounce" (PPPB) technique to facilitate meaningful class discussions.
- Incorporate voting and ranking activities to engage all students in evaluating responses and ideas.
- Ask probing and process questions to deepen understanding and encourage critical thinking.
-

Key habits - Habit 3: Collaborative Activities

We recognise the importance of collaborative learning in developing social skills, communication, and problem-solving abilities. Teachers will endeavour to ensure that collaborative activities are part of all lessons. Whilst techniques such as Think, Pair, Share should be expected to be part of all lessons, the following techniques have also been introduced through professional development:

- Implement "Decisions-Decisions" activities to encourage debate, reasoning, and decision-making skills.
- Use role-play and "Teach the Class" exercises to promote peer teaching and learning.
- Incorporate interviewing techniques and press conference simulations to develop questioning skills.
- Utilise Kagan structures such as "Sage and Scribe" and "Rally Coach" to facilitate effective group work.
- Encourage peer assessment and feedback to develop critical evaluation skills.

Key habits - Habit 4: The Classroom Environment

We believe that a well-managed classroom environment is essential for effective teaching and learning. Whilst this is supported by our behaviour management policy, Teachers will endeavour to:

- Establish clear expectations for behaviour, routines, and transitions.
- Use positive framing and front-loading behaviour management techniques.
- Implement consistent signal-pause-insist routines to maintain focus and pace.
- Create and maintain effective seating plans to support learning and behaviour management.
- Provide clear task and behavioural instructions, using narration and mirroring techniques.

Key habits - Habit 5: Pace and Purpose

We strive to create a classroom environment with learning momentum, where every activity has a clear purpose. Teachers will endeavour to:

- Foster focused, goal-oriented discussions that align with learning objectives.
- Design engaging and appropriately challenging activities for all students.
- Use concise, clear language for instructions and explanations.
- Emphasize the purpose of tasks by setting clear goals and connecting activities.
- Manage time effectively using timers and providing regular updates.
- Ensure readiness by preparing necessary resources in advance.

Learning 2 Learn

From September 2017, the school introduced a 'Learning 2 Learn' programme in the formal Year 7 curriculum. From September 2018, Year 8 and Year 7 both receive these lessons (this has continued until present day). The weekly lessons aim to cover explicitly such pedagogical areas as: motivation, memory, metacognition and similar; so that pupils are better equipped for their learning journey at AKS by becoming more reflective and independent learners. From 2021 in Year 7, the FOSIL (Framework of Skills for Inquiry Learning) programme was introduced to enhance the skills of Inquiry Learning.

Lesson Observation

Lesson observation is both formal and informal. It aims to support on-going sharing of good practice, professional collaborative working, and continuing pedagogical development for each one of us in the classroom. Lesson observations may also assist explicitly in preparing for formal inspection, to help colleagues understand what an inspector may look for. Furthermore, lesson observations are used as a means to enable professional quality assurance of classroom practice.

Informal lesson observations (1) – by pre-arrangement (Learning Walk mornings):

- 1) Every half-term there will be a 'learning walk' morning, where a member of WSLT/SSMT will drop into lessons, accompanied by another member of staff.
- 2) The learning walks will last 10 -12 minutes, and all colleagues should be observed in this manner once a term.
 - a) These observations have no formal paperwork and are intended purely to support pedagogical development, based around the T&L Habits initiative for 2022-25.
 - b) The observers may look at a sample of pupil work, to provide further context to the observation.
 - c) Feedback is verbal within 5 days of the observation at a time of mutual convenience (a request to protect from cover for a specific period may be required).
 - d) Feedback is managed in a 'coaching' style (*ref. Appendix 2*)
 - e) A log is maintained of all visits, held by the Assistant Head (Teaching & Learning) who should be informed of all such observations.

Informal lesson observations (2) – with no pre-arrangement (WSLT/SSMT Drop in's):

- 1) The Headmaster and SSMT in the Senior School and the Head of Nursery and Preparatory School and NPLT in the Prep School may drop in (5-10 minutes) to any teacher's lesson at any point during the year. Such 'drop-ins' will take place on a weekly basis. If a colleague feels that the drop-in is, for any notable professional reason, singularly ill-timed, they just need to indicate this to the colleague, who will return on another occasion.
- 2) Heads of Department, should they wish, may do the same.
- 3) The purpose of these 'drop-ins' is to gain a sense of the lesson for the duration of the 'snapshot' visit. Particular regard is taken of pupil engagement as well as the ethos in the classroom. A random sample of pupil work is also considered as part of the 'drop-in', to monitor whether marking is up to date, in accordance with school and departmental policies, and formative (some evidence of appropriate feedback/DIRT and, ideally, pupil engagement with any feedback).
- 4) Given the number and nature of drop-in observations, feedback to colleagues will always be offered and recorded on staff development logs.
- 5) Again a log is maintained of all visits.

Informal lesson observations (3) – by pre-arrangement (Departmental Learning Walks):

- 1) Each half term, a different HoD will carry out departmental learning walks with a member of SSMT around all members of the department.
- 2) Such learning walks will last for 10-15 minutes.
 - a) These observations have no formal paperwork and are intended purely to support pedagogical development, based around the T&L Habits initiative for 2022-25.
 - b) The observers may look at a sample of pupil work, to provide further context to the observation.
 - c) Feedback is verbal within 5 days of the observation at a time of mutual convenience (a request to protect from cover for a specific period may be required) and is added to the staff development log.
 - d) Feedback is managed in a 'coaching' style (*ref. Appendix 2*)
 - e) A log is maintained of all visits, held by the Assistant Head (Teaching & Learning) who should be informed of all such observations.
 - f) On completion of the Departmental Learning Walks the member of SSMT and the HoD will discuss what they have seen and thus areas of strength within the department and areas for further development.
 - g) This discussion will be fed back to members of the department by the HoD at their next Departmental Collaboration meeting.

Informal lesson observations (4) – by pre-arrangement (Peer observations):

- 1) Colleagues are strongly encouraged to arrange mutually convenient and agreed peer observations from 5 up to 15 minutes.
 - a) These observations have no formal paperwork and are intended to help colleagues share best practice and learn from each other.
 - b) Peer observations can be within a department, between departments, or between senior and prep schools.
 - c) It is assumed that 1 colleague will observe another, although 2 colleagues may observe another, if they wish to.
 - d) Feedback and discussion post observation is as agreed with colleagues involved. A record of the observation should be added to both staff members development log.
 - e) The pedagogical gains from these observations could support annual performance review procedures.
 - f) These observations should use non-contact periods as a default, although cover may be provided on request in certain circumstances. In all cases, the Deputy Head or PS Deputy Head (i/c cover) should be informed in advance, so that no colleague is then double booked on the day for cover.
 - g) If preferred, IRIS Connect (see below) can be used for such peer observations, and the observer and colleague being observed can then watch the recording together, as part of their feedback and discussion.
 - h) The Head of Department is responsible for encouraging these observations.
 - i) Colleagues must inform the Senior School Assistant Head (Teaching & Learning) when each observation has taken place, with whom, and what the focus of the observation was. A log is maintained for each colleague.

IRIS Connect

AKS has recently invested in 'IRIS Connect', a company who not only specialises in the use of video technology for lesson observations but also provides a unique platform for specific, subject-based CPD. 'IRIS Connect' provides a secure system (password protected) for staff to video their lessons and to carry out reflection on their own teaching and practice. It can be a very powerful tool in terms of staff professional development, and it is hoped and will be encouraged that colleagues will share their lesson observations with peers to share good practice; continue pedagogical development; enhance professional collaboration; and promote further reflection. Furthermore, AI assistance is also available to speed up the process of analysis.

Training has been externally and internally provided for staff by IRIS Connect and the lesson observation kit has its own booking system, so staff can use it at a time that suits them best.

It is important to note that staff have complete, personal ownership of their 'IRIS Connect' lesson observations, and it is entirely their choice as to whether they share them with other colleagues.

Formal lesson observations (new members of staff) – by pre-arrangement:

- 1) The Assistant Head for Teaching and Learning (Senior School or Prep School)/ EYFS Co-ordinator/Head of Nursery & Prep School/Deputy Head (Senior School) will carry out a formal lesson observation for all new members of staff, in the first term, as part of their induction and probation (see UL Probation guidance for more details). carries out at least 1 half-lesson observation per year per departmental colleague.
- 2) A lesson would be visited for its full duration.
- 3) The agreed school *Lesson Observation Form* should be used, practising inspection-style observations.
- 4) The usual protocol for such an observation is:
 - a) The observer enters the classroom in such a way as to cause the least possible disruption to the lesson in progress.
 - b) There is no need for a formal greeting, although some discreet professional acknowledgement of presence is courteous, if appropriate.
 - c) Pupils are not required to stand and the lesson should continue as if the observer were not there.
 - d) The observer may remain in one place in the classroom, or may move among pupils, if this does not disrupt the lesson.
 - e) The observer should look at pupil work to monitor on-going progress and marking.
 - f) The observer may talk to a pupil, if this does not disrupt the lesson.
 - g) The observer leaves the classroom, again, in such a way as to cause the least possible disruption to the lesson in progress.
- 5) Each observation must be followed up with constructive feedback, recognising strong pedagogical classroom practice and helping colleagues improve, where appropriate; feedback is written and may also be verbal.
- 6) Copies of completed observation forms are held in strict professional confidence by:
 - h) The observer
 - i) The colleague observed
 - j) The Headmaster's PA (Senior School)
- 7) The whole process is underpinned by a positive ethos of professionalism, sensitivity and accountability.

Lesson Observation Logs

The information generated from these various learning walks, lesson drop in's, departmental learning walks, peer observations, coaching observations and lesson observations are reviewed termly by the Assistant Heads, who report to the Senior School Deputy Head or Head of Nursery and Preparatory School, to support necessary self-evaluation procedure and further development.

T&L Development Logs

The information generated from these various learning walks, lesson drop in's, departmental learning walks, peer observations, coaching observations and lesson observations should all be available to teachers through their development logs. Feedback should be largely positive, although contain development points, framed in a positive manner, where applicable. Direct access to an individual teacher's development log is only available to the teacher, their HoD, the Assistant Head (T&L) and the Senior Deputy Head.

Concerns about Pedagogical Practice:

If at any time any observer has any concerns about professional practice in the classroom, which have not been satisfactorily resolved by any initial discussion with the colleague as above, the matter should be raised jointly with the Head of Department and the Assistant Head (Teaching & Learning). Responsibility to action the concerns in the most appropriate way lies with the Head of Department, who should keep the Assistant Head (Teaching & Learning) updated for the purposes of monitoring process and outcomes. Actions and improvements should be timely and effective, mindful that pupils are our top priority alongside maintenance of high educational standards throughout the school.

If concerns remain after such informal and supportive intervention, the situation should be raised with the Deputy Head, where the intention would still be to resolve matters informally and constructively. Movement to formal procedures (ref. Group policies), if required, would be a last resort.

Updated	21 st May 2025
Reason for changes	Compliance updates
Name of the owner	Allan McKeown – Senior Deputy Head/Chris Jessop – Assistant Head (T&L – Senior School)/Amanda Ilhan – Head of Nursery and Prep School/Debbie Smith – Assistant Head (T&L – Prep School)
Audience	Staff/School community
Location	School Hub
Review date	July 2025

APPENDIX 1 – Lesson Planning Form

Lesson Plan for Observation		
Name of teacher:	Class name:	Exam course (where appropriate):
Period day/time:	Room:	Numbers of pupils: Boys: Girls:
Scheme of Work Topic Title:		Name of EAL pupils:
		Name of any SEND pupils & area(s) of difficulty:
Ability (upper/middle/lower/mixed):		Name of any MAGaT:


TEACHING AND LEARNING CONTEXT	
1)	What work have the class covered recently?
2)	What are the pupils' progress outcomes for this lesson? Literacy (key words): Numeracy: Use of ICT:
LESSON PLAN	
3)	How will pupils be engaged at the start of the lesson?
4)	What are the main teaching activities planned and what will be the intended outcome for pupils? (indicate TC [Teacher/Class], TP [Teacher/Pupil], P [Pupil individual work], PP [Pupil/pupil pair work], PC [Pupil/Class], G [Group work]):

5)	Specifically, how will the lesson differentiate and challenge?		
	All:		
	SEND Pupils:	More Able, Gifted & Talented Pupils:	EAL Pupils:
6)	Specifically, how will pupil progress be monitored and assessed during the lesson (at the start, mid-way, at the end)?		
7)	Which components of the AKS Learner Profile (see below for reference) will the lesson look to develop/enhance and how?		
8)	Homework/next lesson/follow-up		

APPENDIX 1b: Lesson Planning Form (Preparatory School) Weekly Plan

	9.05 – 9.55	10.00-10.50	10.50 - 11.05	11.10-12	12- 1.15	1.20-2.10	2.10- 2.20	2.25– 3.00	3.00-3.35/3.40
MONDAY	WALT GD	WALT GD	B	WALT GD	L	WALT GD	B	WALT GD	WALT GD
TUESDAY	WALT GD	WALT GD	R	WALT GD	U	WALT GD	R	WALT GD	WALT GD
WEDNESDAY	WALT GD	WALT GD	E	WALT GD	N	WALT GD	E	WALT GD	WALT GD
THURSDAY	WALT GD	WALT GD	A	WALT GD	C	WALT GD	A	WALT GD	WALT GD
FRIDAY	WALT GD	WALT GD	K	WALT GD	H	WALT GD	K	WALT GD	WALT GD

APPENDIX 1c: Lesson Planning Form (Preparatory School) Yearly Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Mathematics						
English						
Science						
History						
Geography						
RE						
D & T						
Computing						

Sport						
PSHE						
Art						
MFL						
Music						
Drama						
Outdoor Learning						

APPENDIX 1d: Lesson Planning Form (Preparatory School) Medium Term Planning

AKS Prep School Medium Term Plan

Curriculum Area:

Date:

Learning (WALTs)	Objectives	Round Square Development Framework	Resources	KPIs/PIs/ Skills

APPENDIX 1e Rosenshine Principles**For Lasting Learning Based on the Rosenshine Principles...**

- Begin lessons with a **short review**. The more we rehearse and review, the stronger the interconnections become, freeing up space in working memory.
- Present new material in **small steps**.
- **Limit the amount** of new material received at once. Don't swamp working memory.
- Give **clear** instructions and explanations.
- Ask factual and process questions and **check for understanding**. Work in pairs to answer initial questions, for greater engagement.
- Provide a high level of **active practice** for all children.
- **Guide** the practice.
- **Think aloud** and **model** steps.
- **Provide models** of worked out questions and scaffolds. Anticipate misconceptions.
- Children need to **explain** what they have learned, to **rephrase, elaborate and summarise** in order to store the information in long term memory.
- **Check** the responses of all children.
- Give **systematic** feedback and **time for corrections**, this is imperative for progress.
- Provide many examples and explanations.
- Re-teach wherever necessary.
- Prepare children for independent practice.
- Monitor the independent practice.
- Re-test frequently. Material not adequately practised and reviewed is easily forgotten.

APPENDIX 2: The Role of Coaching in Effective Lesson Observation Feedback

Coaching is widely used in business, sport and politics to support personal and professional development, in helping all staff reach their potential.

When coaching is used effectively in a school environment, as a supportive rather than a judgemental process, it empowers teachers to be self-regulating and more reflective on their own performance. When a teacher uses and models such habits, qualities and mindset, such characteristics are more likely to develop in the students.

Research (Sutton Trust and Education Endowment Foundation) shows that the three main strategies for improving pupil progress are linked to effective feedback, metacognition and peer learning. All three of these strategies are covered by coaching and are applicable to helping teachers continually develop their own classroom practice, as well.

“If I give you my advice and it fails, you will blame me. I have traded my advice for your responsibility and that is seldom a good deal.” (J Whitmore)

Coaching Skills for Effective Classroom Feedback

Questioning:

“Telling or asking closed questions saves people from having to think. Asking open questions causes them to think for themselves.” (J. Whitmore)

Key open questions words include:

- What
- When
- Where
- Who
- (Why) – this is normally best avoided as it can imply judgement

However, the Feedback Coach must be mindful not to use these questions in an obviously judgemental or even aggressive way, for example:

- “what did you do that for?”
- “what should you do?”

These questions would be better as:

- “can you explain to me your thinking which led you to do that?”
- “what could you do?”

Some key questions (see table below for more examples) involved in feedback coaching may include:

- “tell me how you think that lesson went”
- “which aspects are you most pleased with?”
- “is there anything that you feel did not go quite as well?”

- “on reflection, is there anything you could have done differently if you were teaching that lesson again?”
- “what options do you think you have here?”
- “what are you going to do, with a mind on future lessons?”

Listening:

“Good listening demands that we make a conscious effort to listen.” (J. Starr)

The Feedback meeting should guarantee, as much as possible, uninterrupted space to talk, helping the Feedback Coach to give complete attention to what the Teacher says. Good listening includes:

- Facing the Teacher, possibly at a slight angle, and with space (not furniture) between the Feedback Coach and the Teacher
- Letting the Teacher speak and showing that the Feedback Coach is listening to what they say and how they say it, showing empathy as appropriate (although, the Feedback Coach should maintain professional, emotional detachment from the situation)
- Not referring to one’s own or to other Teachers’ experiences in the conversation
- Not interrupting
- Not being distracted by other things or people
- Not letting the Feedback Coach’s mind ‘wander’ while the Teacher is talking, but being completely mindful of all the Teacher says

In summary: listen with the ears (tune out interference); listen with the eyes (majority communication is non-verbal); listen with the heart (how things are being said)

“The quality of a person’s attention determines the quality of other people’s thinking.” (N. Kline)

Core principles and practices of coaching in this specific context include:

- a) Helping the teacher to identify their strengths
- b) Helping the teacher to identify possible areas for development
- c) Discussing any differences in perceptions between how the teacher saw the lesson progress and how the feedback coach saw the lesson progress, and helping the teacher to reflect on possible reasons for any differences
- d) Giving praise where appropriate
- e) Maintaining a consistent belief in the teacher’s potential to develop, and encouraging the teacher to believe in their own potential
- f) Encouraging the teacher to be more aware of themselves, what they are doing, how they are doing it and their impact on the pupils
- g) Encouraging the teacher to do the significant majority of the talking, using questions (occasionally challenging as required) to ensure correct self-reflection and analysis
- h) Listening carefully, mindful also of the teacher’s choice of words, phrases and their body language

- i) Offering advice and suggestions only if effective questioning is not able to elicit a way forward, or the teacher genuinely does not know what options to consider
- j) The Feedback Coach upholds the high standards and expectations of the school at all times, and must make every effort to ensure that any feedback is a combination of support, development and challenge.

Good Feedback Coach	Not-so-good Feedback Coach
"Tell me how you think that lesson went"	"I'll give you my thoughts on the lesson first"
"What did you aim for the pupils to achieve?"	"I was looking for..."
"Which aspects are you most pleased with?"	"Was there anything about the lesson which pleased you?"
"If you had been observing the lesson, what would you say?"	"In my opinion..."
"What do you think a pupil would say, if they were telling a friend about the lesson who missed it?"	"I'll tell you what I saw."
"Is there anything that you feel did not go quite as well?"	"Let's focus on what did not go well"
"On reflection, is there anything you could have done differently if you were teaching that lesson again?"	"The answer is..."
"What options do you think you have for improving...?"	"You need to..."
"What are you going to do, with a mind on future lessons?"	"You need to..."
"What do you think is holding you back from doing this?"	"You're making excuses – just do it."
"How do you feel about that?"	"If I were you, I'd be thinking... and I had a similar experience once and I felt..."
"May I make a suggestion?"	"We're getting nowhere. You should..."

Further Effective Feedback Questions
"Your delivery was clear and pacy – which pupils do you think are the most confident with this work?"
"What could you do differently for those who are struggling?"
"What are your strategies for pupil X and pupil Y, who have completed everything in double quick time?"

"The pupils have been working in groups and a few were starting to drift off task – how would you check their progress?"
"What risks could you take in the future to surprise the pupils?"
"Do you think they knew the big picture of the lesson, throughout?"
"What is another way that you could.....?"
"What would have to change in order for X to happen"?
"What is stopping you from trying?"
"If you had a lesson on X tomorrow, what strategy would you use?"
"How would an objective observer describe this situation?"
"What could you do if resources were not an issue?"
"You said you haven't seen progress with the group, but when have you seen progress?"

References

Beere, J. and Broughton, T., 2013. The Perfect Teacher Coach. Carmarthen. Crown