



## **Teaching and Learning Policy**

September 2022

(reviewed January 2024)



## **Teaching and Learning Ethos**

### **What do we believe in at Global Academy?**

The fundamental principles of Teaching and Learning at Global Academy are:

- Learning is high quality, student centred and individualised
- Learning is designed to inspire students through vocationally relevant practice
- Teaching practice is informed by evidence based pedagogy
- Teaching practice is innovative, adaptable and is informed by industry practice.

This policy outlines the approach, standards and procedures that Global Academy will apply in order to ensure that students are inspired and engaged by a learning experience that supports them to achieve beyond their expectations.

This policy should be read in conjunction with the Marking and Assessment Policy.

### **Aims of the teaching**

At Global Academy our aim is to create inquisitive, confident and reflective students who can harness their creativity to progress their own well-being and that of others.

Our vision is to teach young people the practical skills to be ready for life in the creative media sector, linking all education through our specialism of broadcast and digital media.

This is achieved through the aims of our School Development Plan, which are:

- The Global Academy enables all students to achieve their full potential
- The Global Academy provides a supportive environment for learning (for all)
- The technical media facilities at the Global Academy are world-class
- Students will leave the Global Academy with the confidence and the technical and creative skills to proceed to further education or move directly into jobs in the creative industries
- Employers across the industry will recognise the Global Academy as a centre of excellence for media

### **Purpose of learning strategy**

To create student centred learning which is innovative, creative and practical. Promoting self directed learning and higher order thinking so that students can become lifelong learners and pushes all to achieve beyond their expectations.

### **Global 6 Philosophy**

The Global 6 philosophy underpins all areas of Teaching and Learning at Global Academy.

- G – Goals for all
- L – Link Knowledge between lessons
- O – Opportunities for all
- B – Behaviour for Learning
- A – Assessment for Learning
- L – Love of Learning

This philosophy sets our high expectations for the Quality of Education at Global Academy and the roles that both staff and students have to facilitate this.

Through our teaching and learning strategy we are shaping and informing the students behaviour and knowledge and therefore the impact they will have on society in the future.

It is important to understand that through our teaching, we must aim to foster the qualities which we would like them to take in the wider world to contribute as thoughtful, positive and productive individuals.

The qualities which we want to instill in our students are most clearly aligned to the approach of a master craftsperson and it is this which we use as the defining characteristics of teaching and learning at The Global Academy.

A craft person as defined by Bill Lucas & Ellen Spencer ( A Practical Guide to Craftsmanship, 2016)

- takes pride in their work
- is hardworking
- has an eye for detail
- shows passion
- is creative and innovative
- is determined and resilient.

These qualities form the backbone of being a successful employees within the creative industries into which we are training students to progress.

## Quality Minimum Standards (QMS)

The Teaching and Learning policy and the Global 6 philosophy details how we will work to ensure that provision at Global Academy meets the Ofsted criteria for **Quality of Education**.

### Quality of Education

- **Intent**
  - Curriculum design, coverage and appropriateness
- **Implementation**
  - Curriculum Delivery
  - Teaching (Pedagogy)
  - Assessment (Formative and Summative)
- **Impact**
  - Attainment (qualifications and assessments)
  - Progress
  - Knowledge and skill development
  - Destinations

Global Academy has Quality Minimum Standards for Teaching, Learning, Marking and student work to enable and maintain high standards and expectations from both teachers and students work to ensure that provision at Global Academy meets the Ofsted criteria for **Good (and Better)**

### Our teaching

Through training, development and meetings, all teaching and support staff will know the characteristics of good and outstanding teaching. All teachers will work to ensure that our teaching is good and that we are each able to produce examples of outstanding teaching.

We expect all staff to have high expectations of all students and to communicate these expectations clearly to students.

### Student progress

We monitor students accurately (with moderated judgements) every term and report progress to students and parents and we are careful to ensure that students at Global Academy are making good progress. We monitor and respond to the progress of all groups of students including those with SEND.



## **Six core elements of our provision**

### **1. Subject knowledge**

We believe that students learn best when teachers are well-informed, knowledgeable and confident about what they are teaching. Our curriculum planning; our use of subject leaders; our CPD programme and our staffing patterns ensure that all learning is led by staff with good subject knowledge.

### **2. Planning**

Our planning is based on a rigorous and accurate assessment of our students' prior learning. We plan effective teaching strategies, based on our knowledge of our students' needs. We choose, design and adapt tasks that will challenge all students, whatever the level at which they are working.

### **3. Interventions**

We plan targeted interventions that will support students and will move them on in their learning. Teachers monitor the success of these interventions, judging their effectiveness by their impact on students' progress. Interventions happen both inside and outside of the classroom, depending on the specific needs of the individual student.

### **4. Independent Study**

We regularly set tasks for home learning that are linked to our students' current learning. Independent learning tasks can be accessed via Canvas, Tassomai or MathsWatch. Home learning contributes to our students' progress.

### **5. Assessment for Learning**

We listen, observe and question groups and individuals carefully. We reshape tasks and explanations in order to improve learning. Our responses are timely and relevant.

### **6. Marking and feedback**

We assess progress regularly. We discuss assessments with students so that they know how well they have done and what they need to do to improve.

## Quality Minimum Standards Overview

For planning and delivery, lessons must include:

### Teaching and learning at...

**G**oals for all

**L**ink knowledge between lessons

**O**ppportunity for all

**B**ehaviour for learning

**A**ssessment for learning

**L**ove for learning

**Academy**



## When planning for your lesson:

- Are all students aware of the objective and what they should learn in this lesson?
- Is the objective manageable and achievable by all within the lesson?
- Does the lesson objective follow a logical sequence from previous lessons?
- Are your objectives differentiated for your SEND students? Can they read it and see it? How do you know they understand it? Can they identify ways in which they will achieve this?
- Are there elements of stretch or challenge for your MAGT students? Do they have strategies to define their own appropriate goals for the lesson?

## GLOBAL ACADEMY

# Goals for all

### The WHAT and the WHY

To set the PURPOSE of the lesson. Define the objective so students are aware of the new, revisiting or development of knowledge that will take place in the lesson.

Begin with the end in mind so activities and assessment in lesson structure is clear for progress to be made.



## Students should know

What am I learning today? How will I achieve this?

# Link knowledge between lessons

### The WHAT and the WHY

Sequencing lessons in a logical order allows for the incremental development of knowledge and ensures that the overall curriculum outcomes are met.

Interleaving curriculum topics also provides the students with confidence that they are learning and building on knowledge, skills and behaviours required to be successful within the curriculum and future careers.



### Students should know

- What did you learn last lesson?
- How does past learning link to this lesson and possibly future lessons?

### When planning your lesson:

- Do you know your students prior knowledge? How will you assess this?
- Have you recalled past knowledge, skills and behaviours?
- How will gaps in knowledge be filled?
- Do the lesson objectives clearly link and progress from the previous learning?
- Are the lesson concepts clearly linked to overall curriculum outcomes?
- What recall strategies have been planned for the lesson?
- How has the lesson been adapted for the students immediate needs?
- How will the knowledge, skills and behaviours be developed in future learning and revisited where appropriate?



## When planning your lesson:

- Who are your PPM, MAGT, SEND, disadvantaged students?
- How will you avoid any learners going unnoticed (low interaction)? Can they show evidence of their understanding? How are these students being stretched/ developed?
- How is student progress tracked and monitored so clear progress can be seen over time?
- If learning is new, how will it be modelled using effective strategies?
- How is vocabulary, academic reading and oracy embedded in the lesson?
- Has there been use of technical equipment where appropriate? Have all student's had the opportunity to use this equipment?
- What considerations have been made to support students with learning difficulties?
- How are elements of stretch and challenge embedded in the learning that provide all students opportunity to develop?
- Have parents been contacted regarding academic progress so all students are succeeding and no child is left behind?

## Students should know

- What happens if you find work hard/easy? How are you supported/stretched?
- How is new learning modelled for you?
- How is your subject vocabulary developed within your lessons? What academic reading do you do in/out of lesson?
- SEND/PPM/Disadvantaged: In what ways do you feel supported in lessons?

## GLOBAL ACADEMY

# Opportunities for all

## The WHAT and the WHY

The lesson provides a supportive environment for all learners to succeed in line with varying abilities. The lesson is built with specialist language, technology and skills in mind for all to access. All students are able to participate in the learning and are given the same opportunity for success in the curriculum, industry and further careers.



## When planning your lesson:

- How will you ensure students are punctual to your lessons? What impactful starter activities will you use to engage students?
- What are the clear, consistent routines for students to follow when in your lessons?
- Are high expectations consistent, fair and in line with the school professional behaviour policy to create a respectful atmosphere for learning to take place?
- How are students praised?
- Do students feel safe and supported in your lessons? How will you know?
- How are you aware of your students needs and how they learn?
- What are the effective strategies implemented to deal with non-compliance/ off-task behaviours?
- Has contact been made with home to discuss attitudes towards learning? Are students supported in implementing strategies to improve?



## GLOBAL ACADEMY

# Behaviour for learning

## The WHAT and the WHY

Meaningful learning can only take place when all students are prepared, aware and able to follow professional expectations.

Having clear and consistent behaviour for learning strategies in line with school policies will ensure all students have the same approach in every lesson making it simple to understand, so they can strive for success.

## Students should know

- Are the learning expectations high in your lesson?
- Are you aware of the professional behaviour policy?
- In what ways are you encouraged to attend lessons on time?
- What learning do you undertake if you are absent? What is the expectation to catch up?



## When planning your lesson:

- How do you know all students are meeting objectives?
- What AFL strategies will you use for formative assessment throughout the lesson to gauge understanding and gain feedback from students? (e.g. starters/ plenaries/ exit tickets)
- How will you use modelling techniques to scaffold and provide opportunities for carefully chosen open ended questioning?
- Is the lesson distributed appropriately between teacher delivery and student-centred practice?
- How are you using tracking of data to assess student progress? Are students on track/being stretched against their target grades?
- How will misconceptions be addressed in a timely manner before moving on?
- How is marking and feedback progressing the students learning? Is it consistent? Is it purposeful?
- Have students had time to respond to assessment marking/ feedback? Are students able to clearly identify areas of strength and development as well as next steps?
- Do the strategies implemented to gauge understanding further inform following lessons (adaptive teaching)?

## GLOBAL ACADEMY

# Assessment for learning

### The WHAT and the WHY

Students and teachers should be aware of student progress, strengths, weaknesses and areas of development. AFL allows for data gathering which can be used to effectively plan your lessons and adapt sequencing to meet the needs of all students.



### Students should know

- How do you know you are progressing in the lesson?
- Do you get feedback? In what form(s)?
- Do you know your strengths and how to improve?





## GLOBAL ACADEMY Love for learning

### The WHAT and the WHY

High aspirations for teaching leads to high aspirations in learning. Students mimic the excitement, pride and love that teachers have for their subject. Instilling practices that create this atmosphere means that students will have every opportunity to be successful and love the curriculum being taught.

#### When planning your lesson:

- What strategies will be used to hold entire class engagement including introverts in your lessons?
- How are students encouraged to be creative and plan their ideas using strategies given?
- How are world class facilities/ equipment/ technical information being used within your lessons?
- How are the students supported to access teacher expertise and is it central to the students learning?
- Is there a positive listening culture? How do you know?
- Are students clear on the links to progression and/or career outcomes from this lesson?
- Are there links to personal goals in their overall learning?
- Are students given the tools and strategies to allow for independent learning? Has this been modelled and developed over time?

#### Students should know

- What do you look forward to when coming to lessons?
- How are you engaged in your lessons?
- How do you use technical/practical equipment to aid your learning?
- What opportunities are you given for creativity?
- What are your goals at Global Academy and how is your education here helping you achieve them?





## Quality Minimum Standards for Good (and Better) Lessons

### What makes a GOOD lesson?

- Staff arrive before the students and Students are greeted on arrival at the door to enable ALL lesson to start on time.
- There are seating plans according to the type of activity
- There is a snappy starter activity ready for them once they are seated. During this time, the teacher ensures the register is taken.
- The learning objectives are displayed and are clarified early in the lesson
- The lesson is differentiated using a variety of techniques, different learning styles are catered for and there is stretch and challenge incorporated for all students. Learning Support Assistants are directed and used effectively to ensure individuals progress.
- Students are treated consistently and fairly with the teacher communicating high expectations for students' conduct and work; poor behaviour and lack of effort is challenged and addressed
- Tasks are given challenging time limits and the timings are adhered to providing pace and rigour to the lesson.
- A student's learning is frequently assessed using a variety of methods, marks are recorded and progress tracked.
- Students know the level/grade at which they are working, know what they must do to improve and are clear about how they will be and what will be assessed
- Students are engaged and enjoy their learning. Praise and reward for achievement, effort and behaviour is a high priority

### What makes a GOOD learning environment?

- The space is organised, clean and clutter free
- Grade/level descriptors should be on display
- Exemplar work should be on display
- Key words (for current work) should be clearly visible
- There should be other displays to generate interest and enthusiasm
- Learning resources should be attractive, accurate, differentiated and matched to the needs of students



## Quality Minimum Standards

### Assessment for Learning

Assessment of learning is summative and tends to happen at the end of a topic, unit of work, module or course.

- At KS4 and KS5, we record summative grades through coursework, mock exams, individual module exams and final examinations and thereby track students' progress towards their target grade.
- Summative grades are provided for all students at the end of each term. These grades are moderated within departments to ensure that the grade is a true representation of students' progress and work rate. Whole school and departmental data analysis enables any intervention to be implemented and tracked to ensure all students reach their potential.
- Assessment for learning is formative assessment and normally takes place within the lesson to gain real time data on student progress to adapt the lesson or plan for future lessons. It also assists progress through levels and grades when informing students what they need to do to improve.

### Effective A4L at Global Academy

Teachers:

- Explain to students at the start of an assessment how they will be graded
- Link and refer to levels, specifications, and exam criteria
- Explain to students exactly what they need to do to move their work up to the next level
- Provide an opportunity for teachers and students to assess progress and to correct any errors whilst completing the assessment and before it is finally assessed/submitted
- Are regularly monitored and moderated by the subject team under the leadership of the Head of Department
- Inform future teaching and learning and the need for an individualised response



## Quality Minimum Standards

### The use of Data to inform planning

- Whole School Staff CPD will be undertaken in the use of baseline data to inform practise in the first half of the Autumn Term.
- The Vice Principal for Teaching and Achievement provides all Subject Leads with data dashboards for their subjects. to enable them to work with the the Raising Standards Lead will identify students who require further intervention following assessments.
- The Vice Principal for Teaching and Achievement, Raising Standards Lead and Subject Leads collaborate on the Data dashboards to identify students who require further intervention both in and outside the classroom.
- SLT line managers and Subject Leads regularly analyse and review the data dashboards.

### Available Data

- All data is recorded on Arbor.
- Mark sheets/data are attached to class groups, form groups and year groups
- Departmental data dashboards will be subdivided by a range of factors including gender, ethnicity, SEN.
- Class teachers will be expected to track the progress of their individual classes and be aware of the progress their students and targeted demographic groups.
- SLT can view all mark sheets/data
- Subject Leads can view all mark sheets/data available for their subject.
- Head of Year and Pastoral Team can view all mark sheets/data available for their year group
- Teachers can view the mark sheets/data for the classes they teach and their form group
- Baseline data and results for KS 2-4 are used to generate Target Grades (TG) for KS 4 and 5.
- KS5 data collections are available to view as grades
- Data dashboards for all subjects and years are reported to the Governing Body following a data collection.

## Quality Minimum Standards

### Assessment and Marking Stickers


To enable high standards in the marking and feedback our students receive the Academy has implemented Quality Minimum standards as part of our Assessment and Marking policy.

Subject Leads have the autonomy to amend the following Marking Stickers for their subjects as appropriate, whilst incorporating the standards set. Marking should enable students to respond to feedback and reflect on their learning to make further progress.

All students are aware of their Target grade and termly grades due to the QMS progress tracker. For those subjects who use books or folders, the QMS Progress stickers are clearly displayed on the front. For computer-based subjects, this data is available on Canvas.

global academy		
Target Level		
Autumn	Spring	Summer

To ensure high standards for the quality of the presentation and level of work students are producing, students will also have Quality Minimum standards that they will be required to meet within their lessons.

<ul style="list-style-type: none"><li>▪ All work to be <b>named</b> and <b>doodle-free</b></li><li>▪ Insert <b>date</b>, <b>title</b> and <b>underline</b> both</li><li>▪ Write in the <b>Learning Objective</b></li><li>▪ Written work to be completed in <b>blue or black ink</b>; diagrams and graphs to be drawn in pencil</li><li>▪ <b>Rule off</b> after each piece of work before starting the next</li><li>▪ <b>Do not leave gaps</b> in your work; any missed/unsatisfactory work must be done/redone</li></ul>	
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Students at Global Academy are expected to have a positive attitude towards their learning and Attitude To Learning (ATL) scores will be reported at each Assessment Point to encourage our students to be active learners.

# Attitude To Learning Definitions

Please see below the definitions for Global Academy students Attitude to Learning (ATL) scores. These are based on professional judgement and best fit. Students do not have to meet all the criteria to be awarded that score.

**1**

## OUTSTANDING

- Punctual to every lesson
- Meets every deadline
- Completes class and homework to a high standard consistently
- Extra independent research is evident
- Brings all appropriate equipment to lesson
- Respects the teacher and others in the class
- Checks student portal at all the time
- Consistently takes part in a range of extracurricular activities
- Excellent attitude in lessons, paying attention in class, hardworking, giving 100% effort
- Correct full uniform at all times
- Excellent team player
- Passionate to do well in all lessons

**2**

## GOOD

- Evidence of independent research outside of lessons
- Punctual to every lesson
- Tries their best to meet their targets
- Hardworking and attempts all class and homework to the best of their ability
- Respectful to the teacher and other in the class
- Uses the student portal
- Does some extracurricular activities
- Is proud to be a Global Academy student
- Meets deadlines
- Respects the learning of other students
- Good effort in all classes most of the time
- Correct uniform
- Good team player

**3**

## REQUIRES IMPROVEMENT

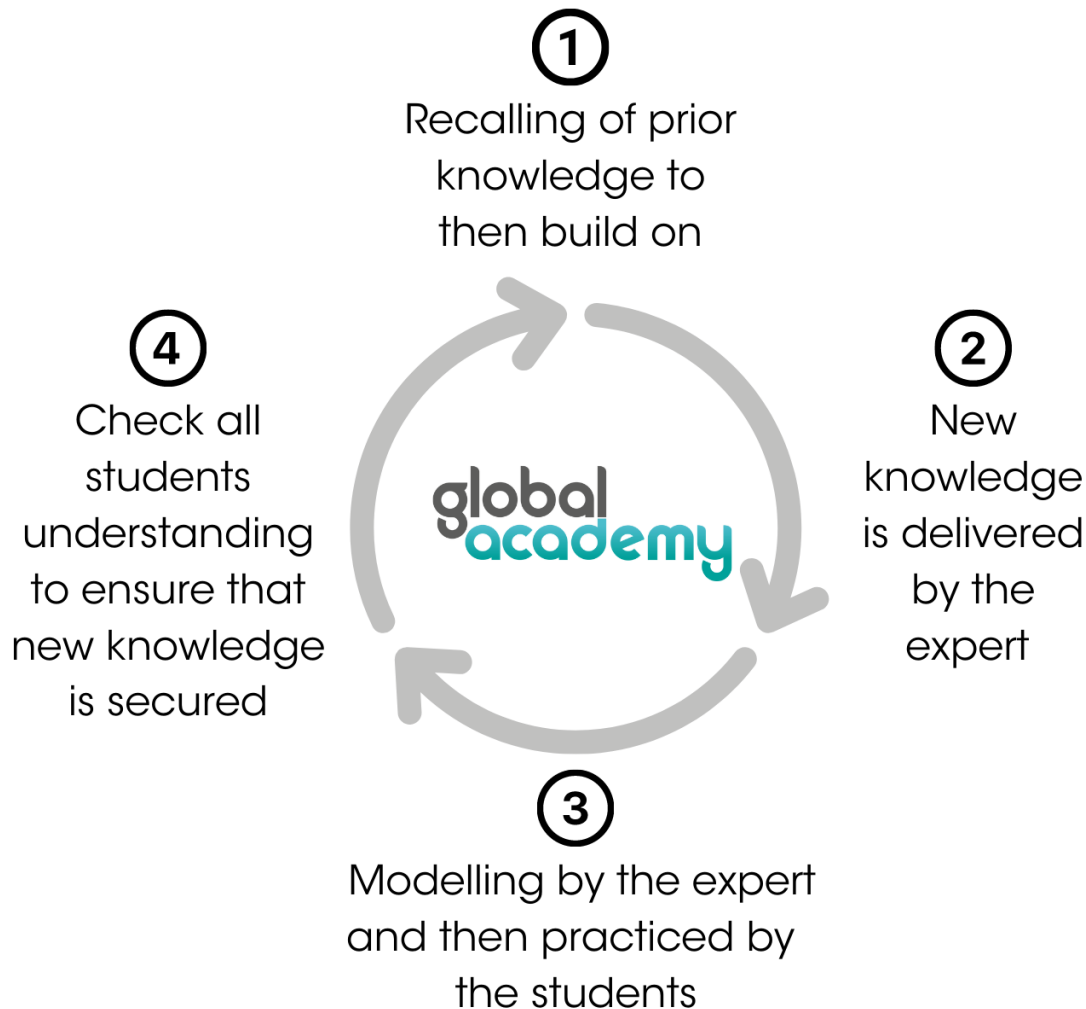
- Class and homework isn't always completed to a good enough standard
- Low level disruption in class
- Not organised and often comes to lesson without appropriate equipment
- Distracted and distracts others learning in lesson.
- Student is sometimes given verbal warnings during lessons
- Occasionally gets detentions
- Sometimes forgets equipment/homework
- Contributes some ideas in group or classwork but relies on others
- Not always doing their homework
- Not achieving their target levels
- Often late to lessons

**4**

## INADEQUATE

- Rarely meets deadlines
- Little enthusiasm or contribution in lessons
- Need to improve their behaviour
- Classwork and homework not acceptable
- Constantly issued an Incident or Lesson Alert
- Late to lessons
- Completes some class work but no homework
- Hardly comes to lesson with appropriate equipment
- Behaviour is unacceptable for most of the time in lesson
- Distracts others learning and does not focus for most of the time
- Disrespectful to teacher and other students
- Stop others from learning
- Gets detentions regularly
- Lacks focus
- Disorganised
- Poor behaviour and attendance
- Never has equipment
- Incorrect uniform

## What does learning look like at...



This learning cycle is used as a common framework for staff to further develop within their departments. The cycle is used to apply new knowledge within lessons therefore giving students a recognisable structure which promotes student centred learning and reflective practice. It encompasses the students need to learn through modelling and developing further based on the experts' teachings. We also know that students who have chosen to attend the Global Academy are likely to be highly creative and that by participating in hands on, practice-based learning, helps them understand complex ideas and skills.

*The learning cycle has 4 phases that can be used as a structure for an entire lesson or for individual activities.*

### **1. Recalling of prior knowledge to then build on**

A critical component for learning which encompasses the teachers ability to identify gaps in knowledge and students' ability to reflect on past learning, whilst also gauging the understanding of less able students to ensure that the content and delivery can be tailored to all. This can be in the form of a starter activity, a plenary or effective questioning. It is also useful in ensuring the lesson makes a prompt start and students are engaged immediately whilst the teacher can take the register and address any latecomers.

## **2. New knowledge is delivered by the expert**

This is the portion of the lesson or activity where students are taught new theory, knowledge, skills or behaviours in order to improve their current understanding or build on prior learning. The effectiveness of this phase is based on how much meaningful data the teacher has gathered from the previous step. The key objectives of the lesson would need to be addressed here expanding on what new information students will be gaining, how that deepens their understanding, helps push them further within the context of the lesson and, allows them to pose more questions. The length of this section is variable as it depends on the subject, topic, chunking of new information, how much detail is required to be delivered, who your students are and how your students learn best, however, teachers should avoid lengthy monologues which do not require the students to participate or interact as this risks disengagement from the session.

## **3. Modelling by the expert and then practiced by the student**

This phase requires interactive delivery so students are engaged in the discovery of new information. The new knowledge, skill or behaviour is demonstrated by the expert (teacher) with clarity and should be modelled keeping all student learning needs in mind. Knowing your students' abilities and prior knowledge can also mean that the teacher has other experts in the room that can be identified who already have a high skill level in the current topic. The teacher could utilise this student to deliver some of their skill base to the class or their peers.

It is important that this phase is not didactic and is student centred. Students should have set specific tasks during the modelling phase to ensure that they maintain engaged. Some examples include, targeted questioning, completing worksheets, identifying key terminology or simply taking notes. Where students are mid-way through a project the development phase may be led by students, with them sharing their learning aims with the teacher and/or class, encouraging independent and self-directed learning.

In the context of the lesson, this is where the students apply what they have learnt in the session. This phase should challenge students to take the new knowledge or skill and demonstrate their understanding by practicing or experimenting with the application of their learning. More capable students should be able to create something new or different with the knowledge to demonstrate their ability to synthesis information.

This phase gives the teacher the opportunity to circulate, check learning and identify gaps in knowledge with individual students to offer one to one support.

## **4. Check all students understanding to ensure that new knowledge is secured**

This phase requires both teachers and students to reflect on learning and review the progress made. This can be done through plenaries, progress made on projects, levelled questioning, quizzes, discussions, 1-1 feedback and peer/self-assessment. The purpose of this is to consolidate learning and reflect on how to improve in the future. Teachers are able to use this knowledge to change misconceptions in learning and adapt for future lessons. When students review their progress, they can recognise how and when they learn best and take ownership for their learning.

### **Teaching independent learning skills:**

Students should be encouraged to plan, monitor and evaluate their learning. This needs to be scaffolded for the student first, so they need to be taught strategies on how to plan, monitor and evaluate their work first, then be given a guided opportunity before being asked to try it independently.

- Teaching how to plan:

Have you asked pupils to identify the different ways that they could plan (general strategies) and then how best to approach a particular task (specific technique)?

- Teaching how to monitor:

Have you asked pupils to consider where the task might go wrong? Have you asked the pupils to identify the key steps for keeping the task on track?

- Teaching how to evaluate:

Have you asked pupils to consider how they would improve their approach to the task if they completed it again?

(<https://educationendowmentfoundation.org.uk/evidence/teaching-learning-toolkit/meta-cognition-and-self-regulation/>)



## **Monitoring of Quality of Education**

The quality of Education will be regularly monitored through a range of strategies and a robust Appraisal policy.

Global Academy has an 'Open Door' ethos and teaching staff are encouraged to observe their peers as an opportunity for continuing professional development (CPD) and is built into the whole school CPD programme. This allows teaching staff to observe good practice throughout the school to maintain a high standard of teaching and learning across the school.

Global Academy regularly carries out 'Focus Walks', which provide an opportunity to review areas within the 'Global 6' framework. These Focus Walks also provide an opportunity to review the quality of the work produced by students and to review the consistent application of the Assessment and Marking Policy.

'Focus Walks' are conducted by SLT or Middle Leader and can consist of 10-30 minute in class observations. Teaching staff receive feedback from these observation and where appropriate are coached by the observer in key areas that are identified as requiring improvement and how best to share best practice amongst the teaching team. The Focus walks are scheduled within the whole school calendar and staff are aware of their focus, however visits are unannounced.

Following on from 'Focus Walks', the teaching and learning team will conduct student panels encompassing of selected students from a range of abilities. The purpose of these panels is to obtain a holistic understanding of student learning to then feedback to staff for reflection and implementation. Questions that will be asked are based on but not limited to the Global 6 teaching and learning framework which all staff and students are aware of.

Termly data collection and completion of the Data dashboards allow student progress to be closely monitored and early intervention to be implemented to address any areas of poor performance by both students and staff.

All staff are formally observed half termly as part of the teaching and learning programme. These observations provide development opportunities toward Staff Appraisal and Personal Development Plans. Depending on the nature of the observation, these will be conducted by SLT, Middle Leader or peers, and will result in a formal observation record and feedback being provided. The feedback will be delivered through a coaching model and help the teacher to reflect upon their own practice, whilst identifying key strengths and areas for improvement. Teaching and learning progress is recorded on a software platform 'Steplab' which provides a record of targets set and achieved.

The feedback will be fed into the ongoing one to one meetings with the teachers line manager who will set targets, identifying how to develop the areas for improvement into strengths. Feedback from focus walks and Data reviews also feed into Teaching Staff Appraisals.





## Continuous Professional Development for Staff

### Identifying Development Needs

At the end of the previous academic year, the Whole School developmental needs and training priorities for the next academic year will be discussed and any whole school training needs to be addressed will be arranged by the Teaching and Learning (T&L) Team. The T&L team consists of the Vice Principal for Teaching and Achievement and the Learning Lead.

At the start of the academic year, teachers are asked to identify their own training needs by analysing their progress and developmental needs through performance appraisal. The T&L team will review the identified training needs and where appropriate provide or source any required training.

Focus Walks conducted throughout the year focusing on specific areas may also identify further training needs for individual staff/departments/whole school that need to be addressed through the CPD Programme.

### Staff Training

All staff are expected to attend Staff meetings and training every Monday between 3-4pm as part of their directed time. The sessions follow a rotating programme of consisting of the following:

**Whole Staff Training Sessions:** These training sessions are compulsory for all staff. They will cover a variety of topics to add to a teacher's toolkit and will tie into the school's priorities and whole school needs of teachers. These sessions will also be used to facilitate statutory training such as Safeguarding.

**Teaching and Learning Focus:** These sessions are distributed throughout the school year to further support development in targeted areas. The sessions are built using the Deliberate Practise model to enable them to be highly effective CPD sessions.

**Department Training Sessions:** These training sessions are compulsory for all members of each department and subject leaders will deliver the training session and will tie into the department's priorities. These sessions may also be used for Moderation of student work when appropriate

**Professional Development Sessions:** These training sessions enable staff to reflect on their teaching practice, work with their peers through the Triad system and apply new techniques learnt using the impact cycle. Working with and supporting peers collaboratively staff are able to share and develop good practise across the school.

**Pastoral/Support Training Sessions:** These training sessions are compulsory for all Pastoral and Support Team and will tie into the department's priorities. These sessions may also be used for Core Group Meetings when appropriate.

**Year Team Training Sessions:** These training sessions are compulsory for all Form tutors and will tie into the year group's priorities. These sessions may also be used for Student Concern Panels when appropriate.

**Enterprise E-Learning:** All staff are expected to carry out the Health and Safety training modules provided via Enterprise E-Learning. These have been divided into 3 stages of completion. These training modules are Statutory and therefore are linked to Appraisals.

**Support Staff Training Sessions:** These training sessions are for support staff. They will cover a variety of topics relevant to their roles and will be determined by the School Business Manager.

In addition to the weekly Global Academy Training Sessions, the following training is also available to staff:

**ECT Training Sessions:** These training sessions are compulsory for all ECTs and SCITT Students. They will cover a variety of topics to add to a teacher's toolkit, such as differentiation, questioning techniques, AFL strategies, contextualising literacy, contextualising numeracy etc.

ECT training will be provided by Ambitions Academy and this will be overseen by the Vice Principal for Teaching and Achievement.

For trainee and Apprenticeship Teachers the training will be provided by the Thamesmead SCITT and this will be overseen by the Vice Principal for Teaching and Achievement.

The agenda for all ECT/SCITT training sessions are centrally decided and relevant staff will be made aware of any training dates.

**Exam Board Courses:** These courses are designed to help teaching staff to fully understand the teaching requirements of their specification. Requests and approval to attend these courses should be via Line Managers and requested via BlueSky.

**INSET days:** The training agenda for all INSET days will be dependent upon the school's development plan and the progress being made to support that development.

**SCITT Training:** Any appropriate training sessions provided by our associated SCITT are shared with ML's via their SLT line managers.