

# Frederick Bremer School



## Teaching and Learning Policy 2024

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## Frederick Bremer School – Teaching and Learning Policy

### Contents

1. Aims .....	3
2. Our principles of learning and teaching.....	3
3. Roles and responsibilities .....	4
3.1 Teachers .....	4
3.2 Curriculum Support staff .....	4
3.3 Heads of department/Faculty .....	4
3.4 Senior leaders .....	5
3.5 Pupils .....	5
3.6 Parents and carers .....	5
3.7 Governors .....	5
4. Planning.....	6
4.1 Adapting teaching to support learning for all .....	6
4.2 Cognitive Science - Developing the Long-Term Memory .....	7
4.3 Trauma Informed Teaching and learning .....	7
5. Learning environment.....	8
6. Home learning.....	8
7. Marking and feedback, Assessment, recording and reporting.....	9
8. Quality Assurance .....	9
9. Review .....	10
10. Links with other policies .....	10
11. References .....	10
12. Appendices.....	10
Appendix A - Lesson Observation Form.....	11
Appendix B - LEARNING SNAPSHOT - for use when conducting learning walks .....	13
Appendix C - Diagram of the quality assurance cycle.....	15

## Frederick Bremer School – Teaching and Learning Policy

### 1. Aims

This policy has been developed with all stakeholders over the last year to draw together the best practice in relation to Teaching and Learning at Frederick Bremer. Pupils, parents, teachers and governors have helped shape this document consequently the principles of great teaching and learning are universally understood so that all pupils are challenged (with support where required) in every lesson. Quality assurance of teaching and learning is supported with reference to this 'best practise' outlined here and all staff know they are on a continual journey of improvement.

This policy aims to:

- Lay the foundations for an on-going conversation about what great teaching and learning looks like at Frederick Bremer for all pupils; ensuring that this is an on-going journey for all stakeholders
- Incorporate and consolidates the views of all stakeholders on what great teaching and learning looks like at Frederick Bremer so that the needs of all learners are met and so that they each pupil can make good progress
- Outline our high expectations for raising standards of achievement for all pupils in our school whilst ensuring that all pupils are included and that no pupil is left behind
- Summarise our guiding principles to make sure everyone is aware and committed to achieving a consistent approach to teaching and learning across our school
- Establish the responsibilities of senior leaders, teachers, pupils, parents and the wider school community in pupils' learning and development
- Explain how we create an environment at our school where pupils learn more, do more and go further.

### 2. Our principles of learning and teaching

At Frederick Bremer we are committed to ensuring that pupils are supported in their efforts to 'Be the best they can be'. High quality teaching and learning for all pupils ensures our pupils know more, do more and can go further. We create an environment of 'high challenge, low threat' in our school to enable every child to achieve this vision.

We have agreed that pupils learn best at our school when:

- Subject knowledge is strong and subject specific pedagogy is understood and effectively used.
- Lesson are well sequenced and learning builds on prior knowledge with clear end points. This learning context is shared with pupils and links to future learning and opportunities are made explicit.
- Lessons are well planned and pupils are well known to teachers and curriculum support staff, so their needs are accounted for.
- Pupils receive work that is ambitious and challenging and all pupils are expected to complete it, with scaffolding and support where it is required.
- Lessons routinely include research informed strategies from cognitive science such as retrieval practice.
- Teacher explanations are clear and make use of models and concrete examples from a range of contexts.
- Pupils are engaged through an encouraging classroom culture which often includes active and collaborative learning
- Lessons enable children to develop a rich vocabulary; the many opportunities to practice oracy supports their understanding and contributes to their stamina when completing extended writing or extended independent practice.
- Pupils are given many opportunities to apply, with help where required, their learning in different contexts
- Learning is assessed by the teacher to make sure that knowledge and skills have stuck for all before moving on to new learning.

## Frederick Bremer School – Teaching and Learning Policy

### 3. Roles and responsibilities

Teaching and learning in our school is a shared responsibility, and everyone in our school community has an important role to play.

This is how we will create the above conditions for pupils' learning at all times:

#### 3.1 Teachers

Teachers at our school will:

- Follow the expectations for teaching and professional conduct as set out in the [Teachers' Standards](#)
- Use the teaching and learning principles to plan, deliver and review lessons
- Support pupils in accessing their learning by ensuring good standards of behaviour as set out in the school behaviour policy
- Support pupils in their learning by planning a challenging and ambitious curriculum as set out in the school curriculum policy
- Support pupils in making good progress by giving timely and regular feedback that tells them where they are at, immediately addresses misconceptions and gives them next steps to drive their progress as set out in our assessment policy
- Actively engage parents/carers in their child's learning by including them in communication via google classroom, as well as through regular email and telephone contact to specific pupils as required including clearly communicating the purpose of home learning
- Update parents/carers on pupils' progress as and when required and produce a written termly progress report.

#### 3.2 Curriculum Support staff

Curriculum support staff at our school will:

- Disseminate their knowledge of pupils with additional needs to the wider school staff
- Feedback regularly to parents and the SENCO relating to individual pupil progress
- Know pupils well and differentiate support to meet their individual learning needs
- Support teaching and learning with flexibility and resourcefulness
- Use agreed assessment for learning strategies
- Use effective marking and feedback as required
- Engage in providing inspiring lessons and learning opportunities
- Ask questions to make sure pupils have understood expectations for learning
- Identify and use resources to support learning
- Have high expectations and celebrate achievement
- Demonstrate and model themselves as learners
- Support pupils to meet the expectations set out in the school behaviour policy

#### 3.3 Heads of department/Faculty

Heads of department at our school will:

- Help to create well-sequenced, broad and balanced curriculum plans that build knowledge and skills and that allows pupils to make good progress from their starting points
- Sequence topics within their subject to allocate time for pupils to:
  - Achieve breadth and depth
  - Fully understand the topic
  - Demonstrate excellence
- Drive, along with their post-holders, improvement in their subject/phase, working with teachers to identify any challenges
- Moderate progress across their subject by systematically reviewing progress data
- Carry out half termly quality assurance cycles including lesson observations, work scrutinies and pupil voice.
- Improve on areas for development and share areas of good practise as identified in their monitoring activities
- Create and share clear intentions for their subject/faculty

## Frederick Bremer School – Teaching and Learning Policy

- Create mechanisms where teachers can share ideas, resources and good practice
- Meet the expectations set out in the school curriculum, teaching and learning, behaviour and assessment policies.
- Use their budget effectively to resource their subject, providing teachers with necessary resources for learning including CPD

### 3.4 Senior leaders

Senior leaders at our school will:

- Have a clear and ambitious vision for providing high-quality, inclusive education to all
- Celebrate achievement and have high expectations for everyone
- Hold staff and pupils to account for their teaching and learning through the quality assurance cycle
- Oversee the planning, delivery and evaluation of strategies to secure high-quality teaching and learning across the school
- Provide support and guidance to other staff through mentoring and tailored CPD
- Through quality assurance identify required CPD and then monitor the impact of continuing professional development (CPD) opportunities to improve practice and subject knowledge
- Ensure heads of department are addressing underachievement and intervene promptly
- Monitor the implementation of the expectations set out in the school curriculum, teaching and learning, behaviour and assessment policies.
- Manage resources to support high-quality teaching and learning

### 3.5 Pupils

Pupils at our school will:

- Become leaders of their own learning by participating fully in all lessons, routinely asking and answering questions and developing their meta-cognition.
- Support the learning of others through a well- developed sense of empathy and take account our trauma informed approach
- Meet expectations for good behaviour for learning at all times, respecting the rights of others to learn
- Attend all lessons on time and be ready to learn, with any necessary equipment for the lesson
- Be curious, ambitious, engaged and confident learners who are not afraid to have a go and who have a growth mindset towards their learning
- Know what they need to do to improve and work enthusiastically on the next steps in order to make progress in their work
- Put maximum effort and focus into their work as part of a high challenge low threat culture
- Complete home learning activities as required
- Meet the expectations set out in the school curriculum, teaching and learning, behaviour and assessment policies.

### 3.6 Parents and carers

Parents and carers of pupils at our school will:

- Know and actively support the shared inclusive vision and values of the school
- Encourage their child as a learner by being involved in the life of the school
- Make sure their child is ready and able to learn every day
- Support good attendance
- Participate in discussions about their child's progress and attainment
- Communicate with the school to share information promptly
- Encourage their child to take responsibility for their own learning
- Support and give importance to home learning and the use of The Learning Scientists strategies for memory
- Provide resources as required to support learning
- Support the school in implementing the expectations set out in the school behaviour policy.

### 3.7 Governors

Governors at our school will:

## Frederick Bremer School – Teaching and Learning Policy

- Share the inclusive vision and values of the school
- Monitor teaching and learning through regular governor visits to the school
- Monitor the impact of teaching and learning strategies on pupils' progress and attainment through analysis of outcomes
- Monitor that resources and funding are allocated effectively to support the school's approach to teaching and learning
- Monitor the effectiveness of this policy and hold the headteacher to account for its implementation
- Make sure other school policies promote high-quality teaching, and that these are being implemented to ensure good learning and progress.
- Ensure the allocation of resources supports high-quality teaching and learning.

### 4. Planning

Heads of faculty will coordinate, monitor and evaluate departmental planning and all lessons will be planned well to ensure good short, medium and long-term progress.

All teachers share planning and adapt their teaching to the needs of their pupils.

Planning takes into consideration what the school knows about the needs of their pupils

Planning is focused on what we want pupils to know and do in terms of key concepts, texts, vocabulary and spelling, punctuation and grammar.

Teachers share with pupils what the knowledge and skills should look like and build in multiple opportunities for them to practice building it and using it.

Each department has a rationale to the sequence of their planning and this is shared with all teachers who in turn explain the sequence of learning to their pupils to put it in context.

Planning should build on prior learning and prepare pupils for future learning.

Planning is monitored through the school quality assurance cycle through lesson observations, book looks and work scrutinies.

Cover lesson expectations are in line with the school approach to planning but are tailored to the needs of specific departments and designed to enable non-subject specialists to activate learning well.

#### 4.1 Adapting teaching to support learning for all

Teaching and learning at our school will take the backgrounds, needs and prior attainment of all pupils into account. We will adapt learning to cater to the needs of all of our pupils, including:

- Pupils with special educational needs and disabilities (SEND)
- Pupils with English as an additional language (EAL)
- Disadvantaged pupils
- Pupils levels of prior attainment
- Pupils with adverse childhood experiences

To ensure that all staff are supported to adapt learning to support, stretch and challenge pupils a range of strategies are used. These include:

- All teachers participate in on-going training on a trauma informed approach to teaching and learning
- All teachers are given specific and timely information so that they are aware, and take account of, the needs of their individual pupils
- Support staff are provided with training and expectations to allow them to work effectively to provide extra support.
- Teachers work with our AND department and their parents to support these pupils to make good progress

## Frederick Bremer School – Teaching and Learning Policy

- Most classes are mixed ability at Frederick Bremer but in some cases ability groupings and interventions are timetabled to allow for more tailored scaffolding and support
- Curriculum is planned to expect scaffolding through a range of strategies including; differentiated questioning and in class intervention, for example, writing, listening and speaking frames and word banks. Curriculum is planned to expect all children to be stretched and challenged with support.
- In class support is carefully deployed to support quality first teaching with agreements between teachers and TAs to support a cohesive approach to scaffolding

Further guidance is set out in our AND policy and information report.

### 4.2 Cognitive Science - Developing the Long-Term Memory

Research informed cognitive science informs all planning with a particular focus on the work of [The Learning Scientists](#)

Teachers routinely include the following strategies in their lessons to ensure pupils remember what they have learned.

- Spaced practice – Teachers plans sequences that involve learning time between each period of study so pupils have a chance to forget and relearn information.
- Retrieval practice – Teachers routinely, but not always, start lessons by asking pupils to recall previously taught knowledge to increase the chances of information being transferred to long term memory. Retrieval activities can be based on prior learning and are spaced to facilitate greater success.
- Elaboration – Teachers plan activities that allow pupils to expand on what you have learned by adding information or using it in a different way with as much detail as possible.
- Interleaving – When teaching revision teachers routinely switch between ideas and varying the order in which they are practised, do now starter activities, for example, may include learning from lessons last week, month, unit or year.
- Concrete examples – Teachers use lots of concrete examples across a range of contexts and repeat them often to give all pupils the opportunity to understand and remember them.
- Dual Coding – Teachers model dual coding in their teaching as well as facilitate pupils in the learning the technique as a revision strategy, pupils may be required to source or create their own images or annotate or research images given to them.

Pupils are encouraged to use the strategies as part of their home learning and teachers may set them as home learning tasks.

The strategies are shared with parents/carers and they are encouraged to monitor completion for GCSE revision.

### 4.3 Trauma Informed Teaching and learning

Teachers are trained in trauma informed teaching strategies.

All teachers are made aware of pupils' individual needs and are advised as to the most appropriate strategies to meet these individual needs.

- Trauma informed teaching at Frederick Bremer means that all teachers take the lead in building relationships with their pupils.
- Teachers apply predictable routines and warn pupils in advance if there are likely to be any changes. Teachers build a warm environment with lots of opportunities for praise.
- Teachers encourage positive behaviour whilst offering alternatives.
- Individualized strategies might include a supportive seating plan shared with the pupil
- Agreed breaks/time out with a trusted adult
- Option to use a safe space agreed with the additional needs department
- Opportunity to work on alternative tasks more accessible to the pupil



## Frederick Bremer School – Teaching and Learning Policy

- Work that is at their level and that is adapted to their needs

### 5. Learning environment

When pupils are at school, learning will take place in classrooms, outdoor spaces such as the playground, the sports halls, the main hall, music classrooms and practise rooms, the LRC and ICT suites.

These spaces will be kept safe, clean and ready for pupils to use them.

They will be arranged to promote learning through:

- Inclusive displays and resources that reflect the diversity of our community
- Classroom and corridor displays are kept up to date and relate to current learning and cohorts
- Display will include material pupils have previously learned about and can identify
- Classrooms will hold accessible resources for learning such as books, worksheets and other equipment
- A seating layout that allows everyone to see the board and participate and that is tailored to the needs of individual pupils
- Displays that celebrate and support pupils' learning

### 6. Home learning

Home learning supports pupils to become independent leaders of their own learning and to develop their intellectual curiosity. It also supports them to make links between what they have learnt in school and the wider world. It's most effective when it is accessible to each pupil and takes account of their needs and where it is done in a supportive, secure environment, with focused time set aside and where pupils understand its purpose.

All home learning will be made accessible on google classroom and parents/carers can choose to be included in all communications re homework including content and deadlines.

Home learning will be ambitious in challenge and reasonable in length, and its purpose will be clearly outlined alongside each task. A range and variety of tasks will be set by teachers.

Some pupils may require a physical copy, where this is needed the AND department will communicate these adaptations. It is not expected that every child should be given the same task for home learning; teachers are given the flexibility to adapt home learning tasks to meet the needs of all and ensure that everyone can complete the assignments based on their level of access (for example their access to a computer or their ability to complete the work independently). If pupils find working at home difficult a regular staffed and resourced homework club will take place in the LRC.

Departments are responsible for sanctions and support for missed home learning in the first instance. Repeated incomplete homework is then escalated to whole school sanctions following the school behaviour policy.

#### KS3 Home learning

- Home learning is available that offers the appropriate level of challenge for all pupils
- Home learning may be pre-learning before a topic is introduced
- Home learning may be a consolidation or revision exercise provided from a menu of activities
- Pupils may have an adapted version or may choose an extension activity to challenge themselves

#### KS4 Home learning

- Home learning is focused on consolidating and revising the GCSE content
- The cognitive science strategies (Spaced practice, retrieval, elaboration, interleaving, concrete examples and dual coding) from [The Learning Scientists](#) are routinely set as homework to develop these skills and to grow independent learners.



## **7. Marking and feedback, Assessment, recording and reporting**

Our approach to marking, feedback and assessment is outlined in the school Assessment Policy.

## **8. Quality Assurance**

At Frederick Bremer School all teaching staff and curriculum support staff take part in regular quality assurance processes which are carried out whilst taking careful account of teacher workload. We are a learning community where we are all committed to continuous professional development and self-improvement.

The principles of quality assurance at our school are:

- it is delivered in a culture of high challenge - low threat. This means colleagues learn with and from each other in a continuous cycle of self-improvement.
- it is supportive and focused on giving feedback that enables improvement of practice
- it leads to professional dialogue either individually or between groups of colleagues
- it informs action that improves the quality of education for young people at Frederick Bremer
- it takes account of workload to ensure that this is proportionate to the benefits of these development opportunities

Our planned quality assurance cycles take place every half term and follow a similar cycle:

- Themes, foci or pupil groups are identified from previous cycles or data analysis
- Communication with curriculum leaders and senior leaders at the start of the cycle sets the focus for quality assurance that is then shared by heads of subject with their teams
- Quality assurance activities then take place that include (but are not limited to) lesson visits, book looks, pupil voice, staff voice, parent voice and/or wider stakeholder feedback.
- The findings of the quality assurance cycle are discussed in a line management meeting with the senior line manager for that department. Actions for improvement are identified.
- Actions for improvement are shared with the department after the cycle is complete
- The senior team collate whole school themes that require whole school actions for improvement
- These whole school actions are shared annually with governors at the SIP committee.

This cycle is outlined in appendix C. The majority of the quality assurance cycles will focus on chosen whole school themes developed by the middle and senior leadership teams from analysis of a range of data sources. Two of the quality assurance cycles will always focus on specifically improving teaching and involve observations of longer teaching sequences. In addition, the tutor time offer will also be quality assured each term.

Every teacher has a learning sequence formally observed twice a year by another teacher in the school. These observations are different to the more regular learning walks or lesson drops ins. Teachers are given feedback on this learning sequence through professional dialogue with the observer. The feedback identifies at least one area of strength connected to the principles of effective teaching that have been co-created and one area for development. This is collated centrally by the senior team to inform the professional development programme and subsequent departmental development plans. Feedback also informs appraisal targets and is reviewed bi-annually.

All quality assurance activities are designed to identify ways that we as a school community can work together to improve the quality of education for young people and career stage expectations are considered and catered for when offering support for areas of development. Early career teachers for example are offered additional on-going CPD through the [Seven Kings Learning Partnership](#). If individual members of staff find the approach taken to quality assure does not meet the principles outlined above they are encouraged to raise this with their direct line manager or senior staff. Strategies to ensure the principles are met should then be deployed.

If issues of quality of provision are identified this will be communicated through professional dialogue but if support is required for a member of staff above and beyond the scope of the quality assurance cycle then other policies should be followed - for example the disciplinary policy or capability policy.

## Frederick Bremer School – Teaching and Learning Policy

### 9. Review

This policy will be reviewed every 2 years by the Deputy Headteacher. At every review, the policy will be shared with the full governing board.

### 10. Links with other policies

This policy links with the following policies and procedures:

- Behaviour policy
- Curriculum policy
- SEN/SEND policy and information report
- Marking and feedback policy
- Home-school agreement
- Assessment policy
- Disciplinary policy
- Capability policy

### 11. References

This policy was written with reference to the following research

- [A model for great teaching](#) from Evidence Based Education
- [Principles of Instruction](#) from Teaching How2.
- [Rosenshine's Principles of Instruction](#)
- [What makes great teaching](#) – Robert Coe
- [Danielson's Framework for Teaching](#)
- The Kindness Principle: Making relational behaviour management work in schools, D Whitaker 2021

### 12. Appendices

- Appendix A: Lesson Observation Form & Principles
- Appendix B: Learning snapshot for learning walks
- Appendix C: Professional Learning and Quality Assurance Cycles

Observer:	Subject:	Year/Class:	Date:
Teacher Observed:	Ability: Mixed or Set:	Support Staff:	
Agreed focus of lesson observation:	Seating Plan Provided? Tick the boxes that apply to the plan: <ul style="list-style-type: none"> <li>• Annotations of specific strategies for pupils with additional needs</li> <li>• Indicators to show whether the pupil is: HPA / MPA / LPA / PP / EAL / SEN K / EHCP</li> <li>• Reading age information for pupils below age related expectations: Yes / No</li> </ul>		No seating plan provided

<b>Lesson commentary</b> – referring to the principles of teaching and learning at Bremer and the intention of our curriculum 'To know more, do more and go further'.	Evidence of how the curriculum/teacher supports all pupils in the class:		
	Good practice to celebrate:	Principle number:	
	Areas for development:	Principle number:	
Teacher's signature and comment:		Has the teacher requested a follow up observation?	

## Frederick Bremer School – Teaching and Learning Policy

1. Subject Knowledge	Teachers and Tas have excellent subject knowledge and dedicate time to developing it	<p>Pupil wellbeing is supported by effective behaviour for learning routines: Learning starts as soon as they enter a room Learning objectives shared</p> <p>/ Ends of lessons include a review and calm dismissal / Do now is displayed as pupils enter Clear routines for distribution of resources / Clear use of behaviour policy Clear dismissal routines</p>
2. Planning	Knowing your pupils and planning for them using a wide range and variety of strategies and activities. Planned end points are clear and explicit	
3. Sequencing	Sequencing learning so that it builds on prior learning and prepares pupils for their next steps End points are clear and planned for Learning is broken down into manageable steps with lots of opportunity for guided practice	
4. Cognitive Science techniques	Retrieval practise starters / Techniques to aid long to memory / Interleaving / Questioning / Dual coding / Elaboration / Spaced practice Awareness of cognitive load Teachers routinely narrates learning making strategies explicit Teacher thinks aloud and model steps	
5. Challenge for all	All pupils are challenged and supported in in every lesson Learning is broken down into small steps; pupils' practice after each step Modelled examples / Worked examples and exemplars are routinely used Scaffolding supported by additional adults Listening frame / Speaking frame / Writing frames	
6. Explanations / Exposition	Explaining the purpose of learning Tasks and content clearly explained Numerous concrete examples from different contexts and dual coding used Disciplinary knowledge	
7. AFL / Responsive teaching / Systematic checking of adapting lesson	Reflection at the end of the lesson; showcase work and evaluate Warm recognition of success, following dept policy on verbal and written feedback Timely intervention that addresses misconceptions Written and verbal feedback given routinely (self/peer/teacher) Base line tests/discovery of what pupils know at the start Questioning / Cold calling / MWB / MCQ / Reteach material where necessary	
8. Engagement	Supportive culture encourages sustained engagement Active learning that requires hard thinking Independent practice is carefully monitored & Collaborative work supports learning Pupils can articulate their own learning (content and process) Dynamic seating plan supports engagement and learning	
9. Literacy / Vocabulary rich / Oracy or dialogue / Writing	Key concepts are explained and pupils can use them with fluency Subject specific vocabulary / Lots of opportunity to talk, ask and answer questions Purposeful pupil talk / Guided practise for extended writing	
10. Synthesis/ Application of knowledge and skills	Application of knowledge/learning Many and varied opportunities are given to apply knowledge and skills in a range of contexts Pupils make connections and recognise how learning fits together	
11. Learning journey context shared	Links to prior learning and future learning Links to FE/HE/Careers / Explaining the purpose of the learning explicitly Using multiple concrete examples Links to beyond the classroom are routinely made explicit	

## Appendix B - LEARNING SNAPSHOT - for use when conducting learning walks

Year Group/s	
Learning Walk/QA Focus:	
<p><b>Evidence of the area of focus:</b> <i>(list examples of practice seen in the range of lessons visited. Be as specific as you can to aid high quality professional dialogue with the department about areas of strength and development)</i></p> <p><i>What this could look like:</i></p> <ul style="list-style-type: none"> <li><i>The teacher is teaching the sequence of lessons as per the department scheme of learning</i></li> <li><i>Teacher is making connections to pupils' prior learning</i></li> <li><i>Key groups in the classroom have a differentiated approach as per department expectations</i></li> <li><i>There is evidence of memory retrieval and metacognition</i></li> <li><i>Explanations and modeling is per department expectations</i></li> <li><i>Evidence of AFL which is responded to and addressed</i></li> <li><i>Misconceptions are addressed</i></li> </ul>	
<p><b>Atmosphere:</b></p>	



## Frederick Bremer School – Teaching and Learning Policy

Engaging	<input type="checkbox"/>	Calm	<input type="checkbox"/>	Purposeful	<input type="checkbox"/>
Love of Learning	<input type="checkbox"/>	Passive	<input type="checkbox"/>	Unsettled	<input type="checkbox"/>

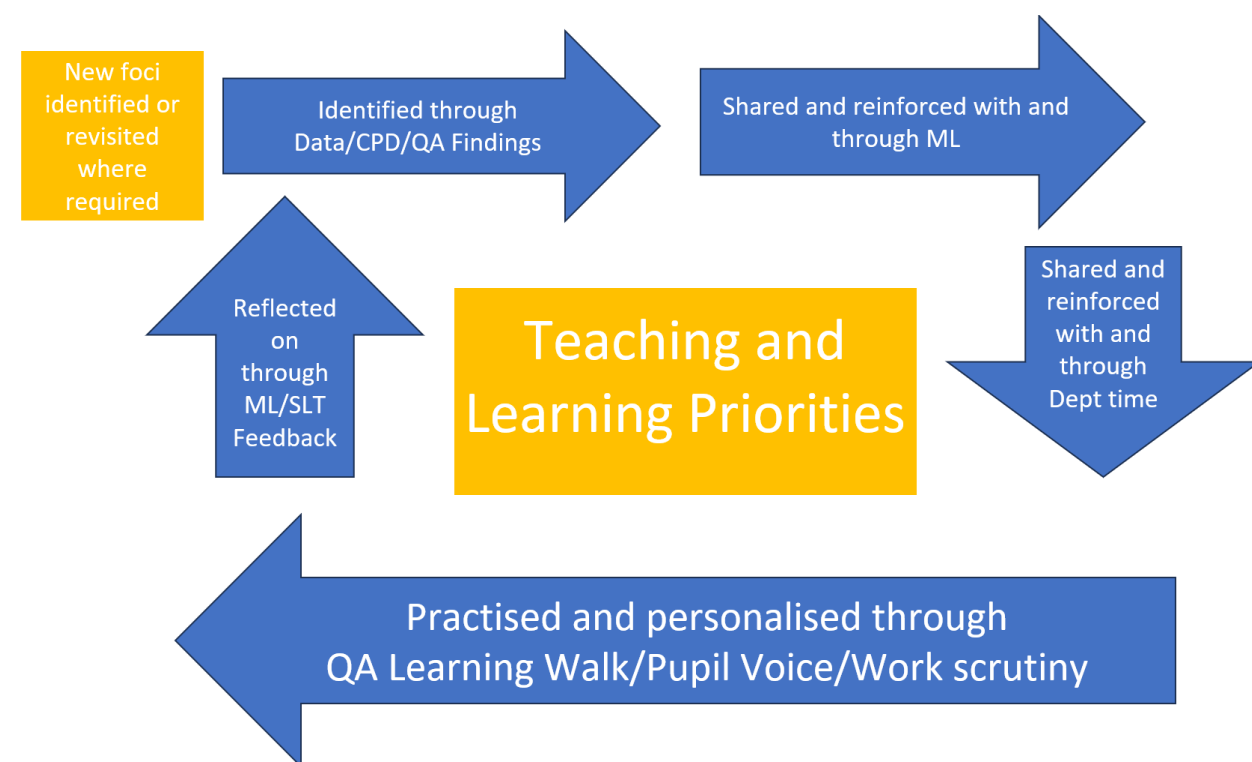
### **Evidence of how the curriculum/teacher supports all pupils in the class.**

This includes evidence of challenge for the more able as well as support for AND and EAL pupils:

### **Good practice to celebrate:**

### **Areas for development across the department:**

## Appendix C - Diagram of the quality assurance cycle



	Findings from previous QA / Data Analysis or CPD Focus
Week 1	Outline of key priorities and actions from Middle Leader Meetings
Week 2	Middle Leader Actions and QA foci shared via Department Meetings and individual teacher priorities decided, shared, recorded
Week 3	QA processes; Learning Walks, Work Scrutiny, Pupil Voice
Week 4	QA processes; Learning Walks, Work Scrutiny, Pupil Voice
Week 5	HOD Feedback to SLT LM – Decide if immediate action is required
Week 6	SLT LM to bring to SLT for discussion and next steps
	Teaching and Learning team feed findings into forthcoming CPD