

Teaching for Learning Strategy

For A World Class Curriculum 2016-2018

Reviewed by Academy Transformation Trust in

November 2016

This Strategy links to:

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| ▪ World Class Curriculum Strategy | |
| ▪ Achievement Strategy | |
| ▪ SEND Strategy | |
| ▪ Pupil Premium Strategy | |
| ▪ Academy Improvement Strategy | |

Review August 2017



Introduction

Our Vision

The Trust is fully committed to ensuring that all children and young people have full access to a rich variety of stimulating learning experiences, both inside and outside the classroom. The Trust believes that every child should be entitled to learning opportunities which always meet (and often enable them to *exceed*) their expectations and potential. We strongly believe that a child's life chances can be transformed through outstanding teaching. We want all children to feel excited, empowered and inspired by first class teaching. In addition, we want their families to feel informed and involved in their child's personal and academic achievement journey.

Our Purpose

To guide and support teachers and classroom colleagues to become a world class workforce

To promote consistency in the quality and typicality of teaching so that all ATT pupils access world class learning experiences

To ensure that all ATT pupils progress and develop personally and academically in order to compare with the best learners in the world

To ensure world class standards of pupil performance

Our Principles

This guidance will inform the practice of all academy staff

It will be based on the theory and practice of 'world class learners'

It will be in line with Ofsted criteria for best practice

It will prepare academies to strive and qualify for the 'world class education' quality mark following an 'Outstanding' outcome (Ofsted)

It will be shared with stakeholders

It will be subject to regular review and evaluation by The Trust and academies.

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1 World Class Hallmarks

All ATT academies should have the following 5 Key Hallmarks to support world class learning experiences for our pupils:

1. World Class Curriculum
2. World Class Culture
3. World Class Teaching
4. World Class Learners
5. World Class Achievement

<p>1. World Class Curriculum</p>	<ul style="list-style-type: none"> ▪ is considered by staff, students and parents to be broad, balanced and inspirational ▪ has strong values, aims and principles which are defined in the culture and ethos of the academy ▪ provides a vision for the curriculum and is shared by the community and drives decision making ▪ allows for exploration and learning inside and outside the classroom ▪ provides a structures to ensure all students can access the full curriculum and additional curricular activities to develop holistically ▪ is part of an on-going review to ensure it continually meets the needs of pupils ▪ is inclusive, personalised and prepares pupils well for their futures ▪ has local, national and global links
<p>2. World Class Culture</p>	<ul style="list-style-type: none"> ▪ draws on reflection and world class research so that teachers are able to trial and refine their own practice ▪ is pride in ourselves, our academies, our Trust ▪ is positive attitudes to learning: resilience for life, in the UK and beyond ▪ Students learning skills are embedded and they are able to select most effective strategy and apply it to a task or activity ▪ Students are able to transfer skills across the curriculum and recognise the value in everything they do ▪ is ambitious with the highest expectations ▪ is celebrating success and awarding talents
<p>3. World Class Teaching</p>	<ul style="list-style-type: none"> ▪ is about real life learning that can be applied now and at every stage in a child's future ▪ shares a common language that is consistent across the academy and innovative practice is celebrated across the academy ▪ takes place in a stimulating environment where there are high levels of trust to allow interactivity and challenge ▪ collaborative and respectful relationships are the norm ▪ is appropriately challenging and is achieved through a range of creative, structured techniques ▪ develops questioning skills that empowers learners to articulate themselves and engage in stimulating dialogue ▪ is innovative, engaging, creative and encourages risk taking

<p>4. World Class Learners</p>	<ul style="list-style-type: none"> ▪ are highly literate scientifically, mathematically, technologically and culturally aware ▪ are globally aware, confident and prepared for life in an international environment ▪ reflect on their achievements, revise and improve their ideas ▪ listen effectively appreciating the strengths in other people’s ideas ▪ exercise intellectual curiosity and work independently and inventively ▪ practice reading for enjoyment accompanied by high levels of critical thinking ▪ understand the importance of learning from mistakes and build up educational and emotional resilience
<p>5. World Class Achievement</p>	<ul style="list-style-type: none"> ▪ is developing citizens with a strong moral purpose to contribute to society and lead by example ▪ is ambitious progress that leads to standards well above national averages ▪ is fluency and mastery of the curriculum ▪ is lifelong learners prepared for every opportunity ▪ is highly employable and entrepreneurial pupils well prepared for their futures

2. World Class Building Blocks

Translating the 5 Hallmarks into World Class Teaching for Learning will be achieved through the 5 Building Blocks:

- Pupil Entitlement
- Teachers Toolkit
- Monitoring and Evaluation
- Professional Development
- Partnerships

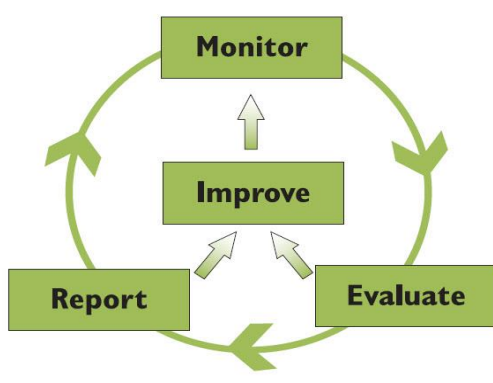
1. Pupil Entitlement

 <p>The diagram is a circular model with 'Me' at the center. It is divided into four quadrants, each with a list of skills:</p> <ul style="list-style-type: none"> Healthy: Resourcefulness, Resilience, Adaptability Happy: Problem Solving, Creativity, Initiative Successful: Aspirational, Endeavour, Ambition, Self Motivated Safe: Self Aware, Reflective, Value Diversity, Independent <p>Surrounding these are four larger sections with their own lists of skills:</p> <ul style="list-style-type: none"> Top (Purple): Organisation, Time Management, Team Building Right (Pink): Communicate, Numerate, Literate, Digital Literacy Bottom (Blue): Self Aware, Reflective, Value Diversity, Independent Left (Green): Communicate, Numerate, Literate, Digital Literacy 	<p><i>Commitment to our pupils to:</i></p> <ul style="list-style-type: none"> ▪ feel safe and valued ▪ enjoy their learning ▪ reach their full potential ▪ achieve well ▪ develop skills for their futures ▪ celebrate their successes
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2. Teachers Toolkit

	<p><i>Commitment to our teaching staff to:</i></p> <ul style="list-style-type: none"> ▪ feel safe and valued ▪ be supported in the classroom ▪ access high quality resources ▪ benefit from best practice ▪ be reflective practitioners ▪ celebrate their successes
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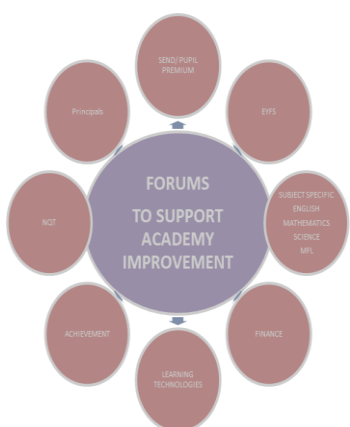
3. Monitoring and Evaluation

	<p><i>Commitment to supporting our team through:</i></p> <ul style="list-style-type: none"> ▪ consistent robust approaches ▪ developing strengths ▪ supporting areas for development ▪ mentoring and coaching ▪ identifying training needs ▪ proactive CPD planning
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4. Professional Development

	<p><i>Commitment to developing our team by:</i></p> <ul style="list-style-type: none"> ▪ meeting the needs of all staff ▪ high quality induction and training ▪ utilising strengths across the academy ▪ providing recruitment opportunities ▪ workforce development ▪ succession planning
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5. Partnerships

	<p><i>Commitment to developing our partnerships by:</i></p> <ul style="list-style-type: none"> ▪ Strengthening relationships at all levels ▪ Sharing expertise ▪ improving practice ▪ providing timely support ▪ increasing capacity ▪ collaborative research opportunities
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3. Securing World Class Teaching for Learning

The Trust:

- ensures the curriculum in ATT academies is underpinned by clear aims, values and principles so that teaching can be brought to life within a culture and ethos of high expectations and world class success
- ensures world class teaching is a key focus in Principals' Performance Management
- validates the quality and typicality of teaching through Link Improvement Directors
- tracks the quality and typicality of teaching to ensure ATT pupils are receiving world class learning experiences that prepare them well for their futures
- accredits the best teachers as 'Champions' so that we can signpost world class practice to others within the ATT family
- appoints Lead Practitioners to work regionally and to drive world class practice in each academy
- holds termly forums to enable ATT middle leaders to network and share best practice
- holds pupil forums so that they can discuss, debate on local, national and global issues within an ATT community and beyond
- promotes the use of learning technologies to take teaching and learning to the next level
- talent spots to ensure retention and promotion of our best teachers
- supports our academies to strive for Outstanding and then the World Class Education Quality Mark
- celebrates and awards the best teachers at our Annual Awards' Ceremony

ATT World Class Senior and Middle leaders:

- ensure the continual improvement of teaching and learning is an objective for every individual in the organisation
- provide staff and pupils with training in the methods and tools of continual improvement
- support individuals in the organisation to be agile in response to changing needs and circumstances
- provide a behavioural climate that establishes positive staff-pupil relationships where pupils from all socio economic and cultural backgrounds can learn equally well
- monitor the quality and typicality of teaching half termly after each data drop across the academy

- judge the quality and typicality of teaching based on informal and formal standardised assessments, pupil progress over time, learning walks and lesson observations
- use the expectations for teachers set out in this Strategy to give clear criteria on what we mean by world class/ Outstanding teaching
- grade the teaching of subjects, year groups and key stages using triangulated evidence (assessments, observations, learning walks, work in books)
- use the appraisal system to improve the quality of teaching within the academy
- use the appraisal system to reward the best teachers
- intervene swiftly where teaching is not supporting pupils to make good and outstanding progress
- ensure monitoring and support are proportionate to need so that teaching that requires improvement moves securely to Good within a term
- take swift action when teachers who fail to meet the teaching standards. Place these teachers onto capability programmes to ensure the quality of teaching improves rapidly within half a term
- ensure all members of the academy community are working at their full potential because they are inspired, encouraged and their contributions are recognised
- set up pupil forums so that they pupils can express themselves and share their views, learning and research within a wider community

ATT World Class Teachers:

- demonstrate deep and up to date knowledge and understanding of their subject and end of key stage assessments/exam syllabi
- plan lessons very effectively using assessment information and aspirational targets
- make maximum use of lesson time and co-ordinates lesson resources well to support the progress of individual pupils and to help exercise their intellectual curiosity
- provide adequate time to embed pupils' knowledge, understanding and skills in order to secure mastery across subjects
- introduce subject content progressively and constantly demand more of pupils as evidenced in lessons, books and assessments
- encourage independent learning and credible research projects that can be shared within the wider community
- use questioning highly effectively and make the subject content accessible to all pupils
- identify pupils' common misconceptions and ensure they are corrected swiftly in order to secure good progress in the

lesson and over time

- manage pupils' behaviour effectively with clear rules that are enforced
- challenge stereotypes and the use of derogatory language in lessons
- ensure resources and teaching strategies reflect and value the diversity of pupils' experiences
- demand that their pupils achieve well and reach their aspirational targets
- encourage pupils to try hard, recognise their efforts and ensure they take pride in all aspects of their work
- have high expectations of all pupils' attitudes to learning
- develop pupils that are highly literate scientifically, mathematically, technologically and culturally
- embed phonics, reading, writing and communication skills
- mark work and give feedback in a timely manner to help pupils make progress towards their ambitious targets
- identify and support any pupil who has fallen behind and enable them to catch up quickly
- support those entitled to the pupil premium to progress as well as their peers
- check pupils' understanding systematically and effectively in lessons, offering clearly directed and timely support exceptionally well

ATT World Class Governors:

- expect the quality and typicality of teaching across the academy to be an integral part of the Principal's Report on a termly basis
- have a good understanding of the strengths and weaknesses in the overall quality of teaching
- challenge leaders when the typicality and quality of teaching is not improving quickly enough
- expect middle leaders to present to them about the quality and typicality of teaching in different subject areas
- participate in learning and climate walks to gauge the quality of teaching and learning experiences for ATT pupils
- praise and celebrate the academy's achievements and recognise the contributions of

different members within the community

ATT world class pupils:

- are taught in an ATT academy which is exceptionally well led and organised where decisions are based on evidence most pertinent to the pupil's academic, personal well-being and safety
- are globally aware, confident and prepared for life in an international environment
- are highly literate scientifically, mathematically, technologically and culturally
- benefit from being a member of the academy which focuses on their needs so that they are committed, engaged and enjoy their learning
- consistently outperform pupils from similar contexts and are committed continually to improving their performance
- reflect on their achievements, revise and improve their ideas
- listen effectively appreciating the strengths in other people's ideas
- experience exceptional learning; role modelled by every member of the academy community at all ages and levels
- use strategies for effective learning, such as the ability to memorise, summarise, rephrase and review
- exercise intellectual curiosity and work independently and inventively
- practise reading for enjoyment accompanied by high levels of critical thinking
- understand the importance of learning from mistakes and build up educational and emotional resilience
- along with staff are trained researchers regularly participating in credible research projects, sharing and acting on credible academic research and participating in forums to review their own practice against research findings

ATT parents:

- are encouraged to be actively involved in their child's learning and progress
- are represented on the governing body
- are invited to discuss their child's progress at formal parents' evenings
- are given reports detailing the progress of their pupils at least twice a year
- receive a homework timetable so that they know what is expected and when

- are encouraged to give feedback on Parent View
- are encouraged to participate in parental surveys in order for leaders to act on their feedback
- know who to contact if they have questions or concerns about their child's progress

Appendix

Evidencing the Hallmarks

(Pages 5-6)

The Classroom	The Research	The Leadership
<ul style="list-style-type: none"> ▪ Positive learning behaviours ▪ Positive environment ▪ Innovative teaching ▪ Reflective practice 	<ul style="list-style-type: none"> ▪ Proven, evidence-based research that impacts on practice ▪ Fluid communication ▪ Shared vision for a world class curriculum 	<ul style="list-style-type: none"> ▪ Core moral purpose where beliefs lead to principled action to change young people's lives ▪ Consistently applied systems and policies ▪ Role models through effective mentoring and coaching - a world-wide reputation for excellence
Evidence	Evidence	Evidence
<ul style="list-style-type: none"> ▪ Outcomes ▪ Destinations ▪ Coaching programmes driven by talented staff ▪ Student voice that celebrates success ▪ Work scrutiny that shows marking for impact 	<ul style="list-style-type: none"> ▪ CPD programmes that innovate and have intellectual rigour ▪ Curriculum design ▪ Engagement of stakeholders whose views are valued and acted upon 	<ul style="list-style-type: none"> ▪ Coaching and mentoring programmes for all levels of leadership ▪ Policies are up to date and understood and applied consistently ▪ Data is understood by all and used smartly to impact on young people ▪ Assessment is used appropriately, is timely and measures knowledge and skills ▪ All leaders share the academy vision and work collaboratively to make a difference ▪ Staff are confident and progress in their career



Useful Links

ATT Strategy Documents

- World Class Curriculum Strategy
- Achievement Strategy
- SEND Strategy
- Pupil Premium Strategy
- Academy Improvement Strategy

World Class Curriculum

Curriculum - www.curriculumfoundation.org/world-class-curriculum

Principles - www.curriculumfoundation.org/.../World+Class+Curriculum+Principles+explained.pdf

Resources - www.curriculumfoundation.org/resources

SSAT

Home - <https://www.ssatuk.co.uk>

Lead Practitioners – www.ssatuk.co.uk/cpd/teaching-and-learning/lead-practitioner-accreditation