

Teaching and Learning Excellence Policy

Version 1

“Every teacher needs to improve, not because they are not good enough, but because they can be even better.” Dylan Wiliam

This policy applies only to Pre-16 New Collaborative Learning Trust institutions.

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1.0 Vision

Our vision for teaching for learning is to:

- 1.1 Equip every student with the **knowledge, metacognitive skills** and **behaviours** necessary for outstanding performance in national qualifications and successful progression to university, apprenticeships and meaningful employment.
- 1.2 Build a deep understanding and common language around **how we learn**, so that we can explicitly teach students the **metacognitive skills** they need to regulate, monitor and guide their own learning.
- 1.3 Bring together the best available evidence around memory and learning into a coherent set of **actionable principles** that all teachers leverage to ensure exceptional student progress.
- 1.4 Foster a culture of **continuous improvement** in which it is every teacher's professional obligation to improve their practice.
- 1.5 Provide **personalised, evidence informed CPD** to focus the development of teachers on aspects of their practice that will have the greatest impact on their students.

2.0 Intent (Teaching and Learning Excellence Model)

- 2.1 The single most important driver in all that we do is to remain 'child centred, progress focused'. From this starting point our Teaching and Learning Excellence model has evolved. The fundamental goal of everyone that works in education is to make a significant difference to the lives of young people, making a positive contribution to social mobility. The quality of teaching and learning is the fundamental driver of this goal.
- 2.2 It is the obligation of all teachers to aspire towards excellence within the classroom and as such the Wingfield Teaching and Learning Excellence (TLE) Model has been developed as a framework for quality first teaching. Established using the Early Career Framework and teacher standards, alongside the work of Tom Sherrington, our model has been designed as a framework which delivers excellence for all.

3.0 Monitoring Teacher Improvement

- 3.1 Teacher improvement is the professional obligation of every individual. It is the professional duty of every subject leader to support individuals in their pursuit of excellence. The extent to which an individual has engaged with their own improvement journey and the impact of the professional development received will be monitored and evaluated against the continuum of standards within the TLE model and then recorded as part of the PIP (Professional Improvement Plan/Appraisal Process).

4.0 TLE Composites and Components

- 4.1 Wingfield Academy has a succinct eight composite Teaching and Learning Excellence model, (See Appendix 1) each composite having several components with guidance

of how to implement. The TLE model will be used in conjunction with the WALKTHRUS book to identify action steps, providing opportunities for deliberate practice (see Appendix 2) and, crucially, feedback that identifies next steps and indicates progress to ensure continual professional development.

4.2 Designed as a continuum towards excellence, colleagues are expected to pursue their own improvement on an annual basis as part of the Academy's Professional Improvement Process, using the TLE model as a lever of change.

We expect all teachers to:	They will:	We will:
Strengthen their teaching pedagogy and practice by keeping up to date with educational research and learning theories.	<ul style="list-style-type: none"> • Read and use the core texts of 'Walkthrus' and 'Making every lesson count'. • Regularly read articles and blogs posted by TLE leads. 	<ul style="list-style-type: none"> • Buy every member of staff core texts to annotate. • Search for and share the most up to date educational thinking and research. • Provide staff with access to a library for other professional development books.
Strengthen subject knowledge, subject pedagogical knowledge.	<ul style="list-style-type: none"> • Engage with PIP. • Engage with subject specific CPD. • Join subject networks (twitter, associations and local hubs). 	<ul style="list-style-type: none"> • Provide opportunities that allow for staff to access high quality subject specific CPD in departments, across school and externally. • Recommend subject networks (twitter, associations and local hubs).
Reflect on progress made against the TLE Model, recognising strengths and areas for development.	<ul style="list-style-type: none"> • Actively engage with inhouse professional development opportunities <ul style="list-style-type: none"> ○ Compulsory attendance at weekly TLE briefings ○ Directed essential insets ○ Twilight CPD • Engage with the Academy's coaching programme. • Engage with the Academy's open door policy - weekly lesson visits. • Update personal TLE self-reflection documentation with area(s) for development and action steps following 	<ul style="list-style-type: none"> • Support TLE progress and provide opportunities for deliberate practice through the delivery of: <ul style="list-style-type: none"> ○ Weekly TLE briefing focusing on one aspect of the TLE model ○ Directed essential inset (TLE) twice every half term ○ Twilight CPD sessions • Provide an Instructional Coaching Programme that will be bespoke to individual. • Lead teachers/middle leaders will be coaches. They will be responsible for supporting colleagues to evaluate the impact of their deliberate practice, providing high quality feedback to move practice forward. • Ensure that coaching discussions are confidential - with the coach taking responsibility for updating TLE programme with areas that have been confidently and consistently executed.

	feedback.	
Be in a constant pursuit of feedback and improvement towards delivering excellence as defined by the TLE Model (Appendix 1).	<ul style="list-style-type: none"> • Take ownership of feedback identifying action steps and timeframes. • Identify an area of development with the highest leverage for the highest impact. • Take part in deliberate practice. 	<ul style="list-style-type: none"> • Provide opportunities for staff to receive regular feedback to improve practice. • Provide opportunities for colleagues to work collaboratively with a coach. • Provide CPD to support deliberate practice. • Provide opportunities to see excellence across the Academy.
Continually reflect on their professional journey.	<ul style="list-style-type: none"> • Reflect on their professional journey. • Discuss their professional aspirations with their line manager. 	<ul style="list-style-type: none"> • Provide opportunities to undertake national professional qualifications (NPQs). • Offer training on the Coaching Excellence Programme to become a coach. • Offer opportunities to mentor an ECT. • Provide opportunities to take part in the Aspiring Senior Leadership Programme. • Support to undertake research (Master's, NPQs and Chartered Status). • Provide opportunities to carry out outreach work with catchment primary schools and/or schools within the Trust.

5.0 The Instructional Coaching Programme

5.1 Vision:

5.1.1 To support all colleagues' continuing professional development through a coaching structure and culture, by further developing our reflective approach to classroom, leadership and professional practice.

5.2 Coaching Programme

5.2.1 For us to achieve this we have developed an instructional coaching programme where staff feel supported and secure in all coaching interactions. Therefore, to gain the necessary level of trust and quality required to make this possible, all colleagues involved in the coaching programme must operate in accordance with our adopted protocols (see Appendix 3).

5.2.2 Coaches have been selected as a result of their confidence and ability to consistently deliver quality first teaching defined by our TLE model (Excellence standard). It is accepted that all colleagues are on a journey towards excellence. As part of this journey, some colleagues are able to demonstrate a higher level of expertise earlier than others. We intend to utilise these colleagues as coaches to make sustained improvements to the quality of provision within the Academy.

5.2.3 We expect all middle leaders and lead teachers to deliver to this standard of excellence, without exception. Where middle leaders do not meet this expected standard, they will undergo an intensive CPD programme (see middle leader CPD offer).

5.3 Coaching Pathways

5.3.1 Coaching will be an option for all colleagues, the pathways into coaching are:

- New staff - All new staff will be allocated a coach to support their induction into the Academy.
- Early Career Teacher - As part of the early career professional development program all early career teachers will receive a weekly coaching/mentoring session.
- Voluntary entry - Teachers can nominate themselves in order to improve on a specific area of their practice. This may be in line with their PIP focus.
- Returning to work after a period of absence - All colleagues returning to work from a period of absence longer than 6 months will be offered a 6-week refresher programme.

5.4 Coaching Timeframe

5.4.1 Colleagues will enrol on a 6-week programme (unless agreed otherwise by the coach and coachee), after which they will continue their own professional development by accessing videos which demonstrate excellence which are available as part of the TLE Model. After the 6 weeks the progress of the coachee will be reviewed and the coach and coachee will agree on either continuing the coaching relationship or agreeing with the coachee to continue their own professional development.

6.0 Middle Leadership

*“Effective leadership creates conditions under which teachers can be optimally effective”
(Ofsted: Education Inspection Framework. 2021)*

6.1.1 Middle leadership is vitally important for improving the quality of education for our young people. Research shows a clear connection between highly skilled middle leadership and the progress young people make. It is proof that good leadership has a direct impact on students' experience and performance. Successful middle leaders have an ability to build trust, think conceptually and communicate effectively. Middle leaders at Wingfield Academy are expected to improve the quality of teaching and learning, pursue outstanding progress for every student, know and implement their vision, actively and strategically develop the pedagogical and subject expertise of their teachers and make well considered and professionally sound decisions, supported by scholarly research and implemented using

appropriate leadership approaches. The deliberate actions of middle leaders should secure the success of these targets.

6.2 Deliberate Actions

- 6.2.1 It is the obligation of all middle leaders to be the best that they can be. To lead by example, exemplifying excellence in all that they do. It is expected that all middle leaders confidently and consistently deliver all elements of the Wingfield Teaching, Learning, Excellence (TLE) model. It is the responsibility of middle leaders to ensure that their teams aspire to deliver excellence within the classroom, effectively using the Wingfield Teaching, Learning, Excellence (TLE) model to improve their pedagogy and practices on a daily basis. Middle leaders will quality assure provision, identify gaps and provide appropriate support to ensure continuous professional development.

6.2.2 It is expected that middle leaders will:

The deliberate actions of Middle Leaders should:	Middle Leaders will:
<p>1. Improve the quality of T and L</p>	<p>Undertake regular IMQTL activities:</p> <ul style="list-style-type: none"> ● Weekly completion of deliberate practice journal and QA's by TLE leads / Coaches / Coachees. ● Minimum x 2 ½ termly Drop ins with a focus determined as part of the PIP process will be conducted by curriculum leaders (in addition to those undertaken by TLE team, SLT). ● Departmental book looks will be undertaken collaboratively at department meetings (calendared) to ensure effective standardisation of students work. Termly SLT QA of book looks to quality assure. ● Joint Whole Academy Learning walks will be conducted by teaching and learning leads and CTL on a regular basis to evaluate the impact of CPD delivery on classroom implementation. ● Formal lesson observations. The number of which can vary depending upon a colleague's level of expertise or indeed the level of support required eg, Early Career Teachers require more regular, detailed feedback. ● Annual Deep Dives will focus upon subject curriculum intent and the impact of its implementation. ● Generating termly reports for the quality of provision including evidence from range of IMQTL activities. <p><i>*Colleagues will receive short written feedback following every activity within individual TLE model*</i></p>
<p>2. Pursue outstanding progress for every student</p>	<p>Ensure:</p> <ul style="list-style-type: none"> ● CA components, if applicable, one grade above without exception. ● Establish regular formal and informal assessment points for every group that are accurate measures of student progress towards minimum expectations. ● Assessment supports QLA that identify student and teaching deficits. ● Teachers and middle leaders plan intervention at wave 1 and 2 that close the knowledge and skills deficit. ● Hold teachers to account for individual student progress and gaps in knowledge and skills.
<p>3. Know and implement their vision</p>	<p>Ensure curriculum planning demonstrates:</p> <ul style="list-style-type: none"> ● A clear and considered curriculum approach that is planned (knowledge rich, knowledge engaged, skills led) to be both inclusive and challenging for all. ● The curriculum intent is seen in both the planning and 1st hand evidence.

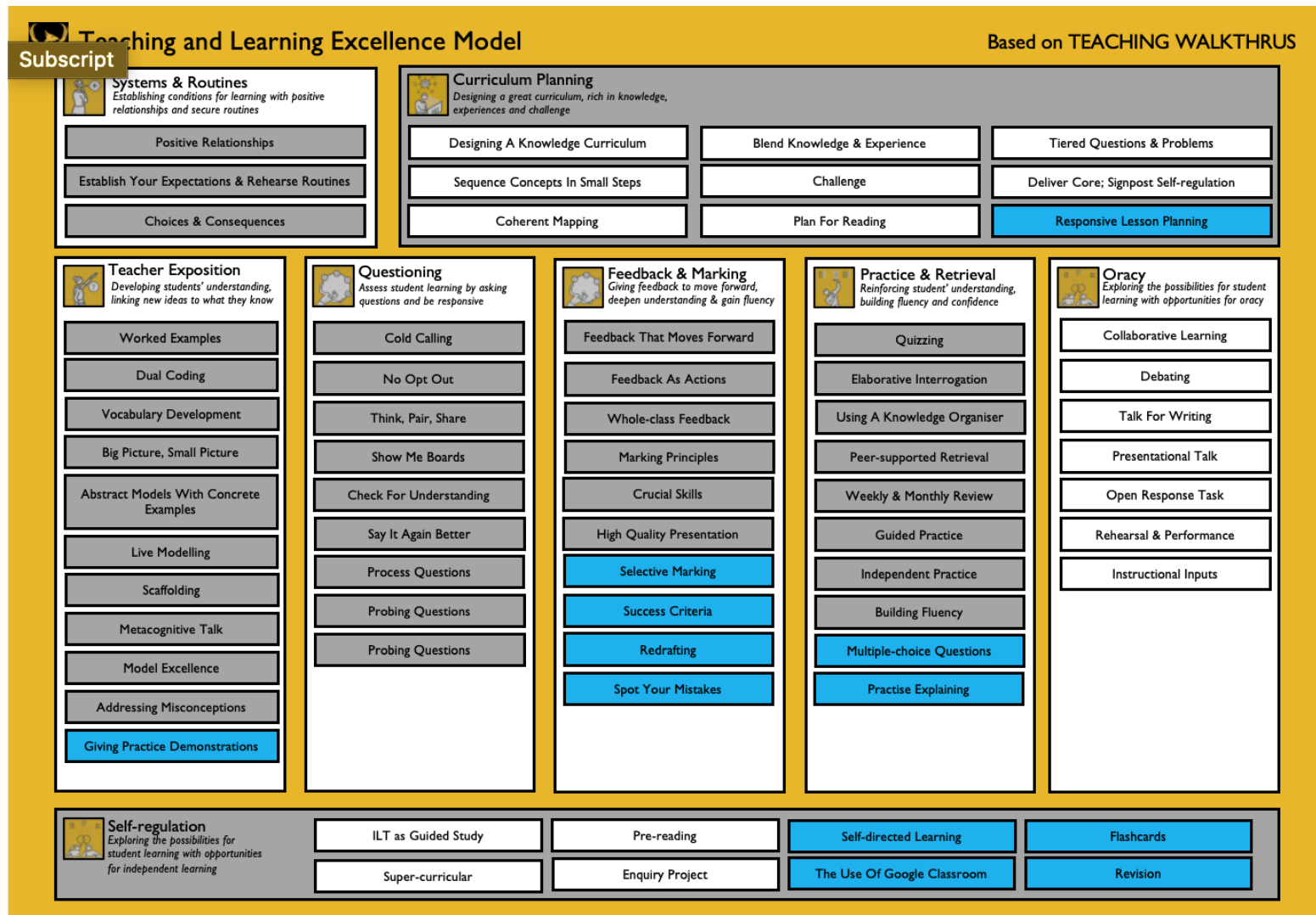
	<ul style="list-style-type: none"> ● Planning principles that are rigorous and collaboratively applied. ● Wider approaches and research into curriculum and pedagogy which has informed the decisions made (eg, Ofsted subject reviews). ● Regular reviews of curriculum should be conducted to implement and embed vision.
<p>4. Actively and strategically develop the pedagogical and subject expertise of their teachers</p>	<p>Ensure:</p> <ul style="list-style-type: none"> ● A rationale for and risk assess changes within the department is provided. ● An audit and analysis of the competencies of staff (through IMQTL and other activities) is undertaken to provide appropriate and bespoke CPD where required. ● Meaningful and appropriate CPD for all colleagues is provided based on need. ● Regular subject specific CPD is conducted both internally and externally by staff (such as specification updates, professional magazines and peer-peer teaching). ● Professional, academic reading is shared and discussed within teams, considering if and how best to embed strategies.
<p>5. Make well considered and professionally sound decisions, supported by scholarly research and implemented using appropriate leadership approaches</p>	<p>Ensure:</p> <ul style="list-style-type: none"> ● Professional decisions and strategic changes are made in a well-planned and considered way which is appropriate to our context. (For example, informed using a leadership model, pre-mortems or professional discussions). ● Scholarly reading informs the above. Middle Leaders should be able to develop their leadership and management skills in the same way a teacher develops their pedagogical skills. ● All decisions are made based on the Academy's vision and its implementation. ● Any actions consider their effectiveness vs wellbeing and workload.

6.3 Professional Learning

6.3.1 Powerful professional learning helps to strengthen and support middle leadership. Successful professional learning delivers a more confident, self-efficacy amongst middle leaders which in turn leads to a thriving and successful team. Middle leaders have an explicit role to play around professional learning, not only for themselves but for that of their team members. In order for middle leaders to successfully provide CPD and lead a successful department all middle leaders at Wingfield will have access to appropriate and bespoke CPD to ensure that they can be successful in their deliberate actions (identified above). This includes:

ML CPD Package	LM Meetings	Weekly ML Briefings	½ termly ML CPD sessions 3.00 - 4.00pm	Professional Reading	External Support	½ termly working lunch	Triad LM meetings to challenge and support practice	Instructional Coaching -Middle Leader programme
All ML's	✓	✓	✓	✓	✓ E.g. Deep Dive Process	✓	✓	
New ML's	✓	✓	✓	✓	✓ E.g. Links and support	✓	✓	
Future ML's			✓	✓	✓ E.g. NPQML	✓		
Under - performing ML's	✓	✓	✓	✓	✓ E.g. Experienced ML support	✓	✓	✓
Excellent ML's	✓	✓	✓	✓	✓ E.g. Mentoring for SL	✓	✓	✓ As coach

Appendix 1 – Teaching and Learning Excellence Model



Full document link -

<https://docs.google.com/document/d/1oiM2H83tmc0iDjcO7pgfZhlbIDOMsL4YrLKNvC5SwvY/edit#heading=h.n32opa7mbliu>

Appendix 2: Guidance notes - Deliberate Practice

1.0 Get them to care about why we practicing- motivation is key.

Deliberate practice relies on small, achievable, well-defined steps that help you work your way towards meaningful improvement - specific realistic goals.

2.0 Be consistent and persistent.

This kind of prolonged effort will be frustrating and uncomfortable at times. But pushing through those tough spots often leads to significant improvement. One of the foundational aspects of deliberate practice — what makes it so effective — is its regularity.

3.0 Seek feedback.

“Without feedback,” Ericsson says, “either from yourself or from outside observers — you cannot figure out what you need to improve on or how close you are to achieving your goals.”

Feedback is essential for identifying areas for improvement and gaining a realistic view of your progress. Whether one-on-one coaching with a teacher, mentor, or peer, or some form of self-assessment, you need a means of pinpointing your strengths and weaknesses. This is the only way to identify and work through trouble spots and advance from “just ok” to true mastery of a skill.

4.0 Take time to recover.

Because deliberate practice requires your full attention, with maximal mental and/or physical effort, it can only be sustained for a short period of time. Laboratory studies of extended practice have capped the optimal time at one hour per day, three to five days a week, and real-life studies have seen reduced benefits when practice sessions exceed two hours.

This level of intensity and concentration makes recovery time important. Ericsson has observed that many of the top performers he studied benefited from napping. Whatever type of leisure activity or relaxation you choose, it is important to offset the intense effort of deliberate practice to avoid mental or physical fatigue.

What he [Ericsson] said was that people who continue to get better never allow themselves to go on automatic pilot; they’re continually breaking down the element they are trying to do and working on pieces and then putting it back together — which is nothing new. But I made a concerted effort to do that, and I think that was a large part, a reason of my success.

Appendix 3: Coaching Excellence: Phase 1 Protocols

The coaching relationship: The coaching partnership will be a 'partnership of equals'. No matter which individuals are involved, all job roles and hierarchy must be set to one side. The ability to coach well is not dependent upon your job role but more so how you listen.

Non – judgemental: The coach/coachee relationship is purely supportive, non-judgemental and will not be linked to the appraisal process.

Confidentiality: From the first meeting, confidentiality needs to be openly agreed. The coach and coachee must agree to uphold all conversations and observations in strictest confidence.

Engagement: All participants are asked to engage optimistically. If a coach or coachee raises a concern within the coaching relationship, the Lead TLE Coach responsible for 'our coaching culture' should be informed (SDA/JEH informed for ECT).

Scheduled meetings for coaches: Coaches will meet once a half term, these meetings will be timetabled during the school day. Coaches will provide honest feedback on the instructional coaching programme and evaluate the impact it is having. Coaches will also be provided with the opportunity to be part of a triad to observe and quality assure one another's feedback (this will be agreed beforehand with the coach and coachee).

Frequency: Drop-ins will take place once a week for 15-20 minutes. If the length of the drop-in is to be increased this will be agreed beforehand with the coach and coachee. For ECT, more frequent observations may be required.

Action steps: The action step which has been agreed will be the highest leverage point. The action step needs to be observable, measurable and aligned to the coachees TLE Programme.

Videos: The purpose of recording coachees is to watch the recording back together and improve the quality of the feedback, therefore videos will not be shared unless consent is given by the coachee for excellence purposes. Videos will be saved in the coachees folder to be removed later if needed.

Feedback: The coach should receive feedback in a timely manner. Coaches should spend an hour in total with their coachee a week, this includes the drop- in and feedback. Meetings should take place in a classroom to ensure modelling is as close to the classroom as possible.

Appendix 4: Core Reading List

Walk thrus

Leverage leadership

Making every lesson count

Appendix 5: List of Coaches (Phase 1)

TLE Leads

Abigail Vickers

Tara Saleh

Coaches

Heather Whitehouse

Emma King

Kate Hunter

Charlotte Williams

Rebecca Travis

Stephanie Dawson

Adam Pyott

Jess Hammonds

Jade Shutt

Laura Dunn

Policy Status

Policy Lead (Title)	Deputy Headteacher (Professional Standards)	Review Period	Every 3 years
Reviewed By	Trust Executive Team	Equality Impact Assessment Completed (Y/N)	N

POLICY AMENDMENTS

Version	Approval Date	Page No./Paragraph No.	Amendment	Audience	Plan for Communicating Amendments
Version 1	TET 21/09/2021			Wingfield Academy Teaching Staff	Uploaded onto NCLT intranet and staff to be notified in HR newsletter