

# Ready to Teach

From September 2021



*JCA Ethos: We aspire for students to thrive academically; flourish and grow as young people. When they leave us they will have a strong sense of self, their place in the world and the agency to fulfil their potential.*

Simply put, this is the intent of John Cabot Academy. Achieving this ambition for our students requires excellent pastoral care, and a rich, inspiring curriculum that will equip them with the knowledge they need to develop their sense of self and empower them to fulfil their potential.

## Teaching and learning

Our children's discovery of an exciting, rigorous, broad and ambitious curriculum is the core purpose of our school. Bringing the curriculum to life happens through the medium of teaching and learning, and the more efficient and effective the teaching, the greater the learning. The more we compel our students to think deeply, and the more skilfully we do this, the greater the learning, so the greater the impact the school is having.

There is no use prescribing a lesson format or procedures as the 'best way to teach', but there do exist several universal underlying principles of excellent teaching practice, that teachers must ensure they are considering, striving towards and reflecting on, in every lesson, so that their students may thrive academically, flourish and grow as young people, and understand what they are learning and why.

At JCA we strive for our teaching to be:

### **Expert**

Teachers have expert knowledge of their subject's domain, specification, subject-specific pedagogy and their students

Explanations and modelling are highly effective

High standards of literacy and oracy are promoted

Conditions for learning and comprehensive high expectations are evident in classrooms

### **Memorable**

Links are made with prior learning and across domains

Student practice of new material is guided, deliberate, sufficient and independent

Content is expertly interleaved and new content is presented in appropriately sized well-sequenced steps

### **Responsive**

Students' understanding is expertly checked and gaps are acted on

Misconceptions are anticipated, identified and addressed

Scaffolding is provided where necessary

Feedback is of a high quality and students act upon it

Teachers manage their students' mindsets competently.

## Feedback

Every student in key stage 4 can expect to receive targeted, meaningful feedback at least twice per term, and have time to act on it.

Every student in key stage 3 can expect to receive targeted, meaningful feedback at least once per term, and have time to act on it.

## Homework

Every student in every subject can expect one piece of homework every week, and have one week to complete it.

Homework non-completion is recorded on SIMS and communicated to parents/ carers by pastoral teams.

## QA

The process of quality assurance provides curriculum team leaders with a mechanism to reflect on the successes and needs of their team in a dispassionate and critical way. It is always conducted through the lens of disadvantage, and consists of the following activities, which are carried out every term:

- Learning walks. Every teacher is seen at least once per term. The teacher receives a written record on a Ready to Teach chequebook and the CTL must ensure they discuss the feedback with the teacher within 48 hours of the learning walk.
- Work scrutinies. Best practice is for CTLs to schedule a review of students' work where they complete a work scrutiny form alongside the teacher, and use this as an opportunity for a robust conversation about the students' work, mindset and understanding of the curriculum content.
- Line management conversations. Analysis of formative and summative assessment data, learning walk and work scrutiny findings are triangulated to form the basis of robust conversations which identify patterns and areas for focus, in either departmental terms or regarding individual practice.
- Regular scrutiny of standards and conditions in classrooms. All middle and senior leaders are expected to regularly tour the school and feedback their findings to teachers and the appropriate line manager.
- Termly deep dives per subject, in line with ARVs.

Any teachers identified as needing further support by a CTL or member of SLT will have a full observation, which could result in the teacher being given a support plan to help them improve their practice, which will include targets and a named coach/mentor. It is important that any plan provides clarity of what to improve, why, and how. Any non-improvement could mean the teacher is taken forward to capability proceedings. Observations and learning walks are also emphatically geared towards spotting excellent practice.

## Book looks

Book looks are conducted termly and books are looked at through the lens of disadvantage; 7 students' books are collected and provide an opportunity for information-gathering for SLT and CTLs to understand how our students are doing.

## CPD

Professional development is key to raising our teaching community, and empowering our teachers to develop their practice to be the best it can be.

Professional development is accessible via a variety of channels, including:

- Curriculum team time, whole school time, INSET, Thursday CPD, Briefing Bites, professional networks, subject communities, line management...

The whole school approach to PD is underpinned by the CLF PD Framework, and the approach to development is that it can consist of:

- Expert-led conversations about practice, subject knowledge enhancement, whole school or whole team CPD, observations and structured interventions, action target setting, coaching, mentoring, reading, external CPD, training, reflection, deliberate practice...

## References

Allison & Tharby: Making Every Lesson Count

EBE/Cambridge International Great Teaching Toolkit

EEF T&L Toolkit

Deans For Impact: Science of Learning