



Teaching and Learning Policy

Education research strongly suggests that, of all education factors, classroom teaching has the greatest influence on pupils' learning. New professional standards for teachers in Wales put effective pedagogy at the heart of school improvement and say that this must be a driving force for school leaders.



Learning involves making personal sense of information and experiences...essentially a reflective process' – Mike Hughes

The publication of the 12 pedagogical principles, published by Welsh Government in 2017, resonate loudly with teachers and support staff in Trinity Fields School. This policy aims to exemplify how the 12 pedagogical principles are applied in our very specialist setting.

This teaching and learning policy has been written by all teaching and support staff in Trinity Fields School. It was written with direct support and challenge from the Governing Body and given to all parents, staff and pupils where appropriate for consultation.

The information has been compiled to promote highly effective teaching and learning in Trinity Fields School. The policy has been produced following action research relating to in-excess of 256 lesson observations over 1 year during which all teaching staff had the opportunity to observe each other teach.

The policy aims to explicitly establish and discuss the link between teaching/adult support and pupil learning/progress. The aim is for this policy to be a fully referenced working document.

Trinity Fields is a Rights Respecting School

Trinity Fields is a Rights Respecting School and we are committed to the principles and values of the United Nations Convention on the Rights of the Child (UNCRC) across all areas of our work.

Trinity Fields is a school where pupils are at the heart of everything we do. As part of our aim to promote a happy and successful school we have successfully been awarded UNICEF's **"Rights Respecting School Award"** (January 2017).

The 'Rights Respecting School' Award (RRSA) helps our pupils become more confident, caring and as independent as possible both in school and within the wider community. By learning about their rights our pupils, your children, also learn about the importance of respecting the rights of others, that is, their responsibilities.

Our pupils are encouraged wherever possible to reflect on how their behaviour and actions affect those around them, which allows us to build and maintain a positive and safe learning environment for all, both in the classroom and around the school site.

Refer to pupil friendly **"Pupil Participation"** policy and our whole school **"Pupil Participation"** policy for further details.

Trinity Fields is a Healthy School

We are also a Healthy School and we take responsibility for maintaining and promoting the health and wellbeing of the Trinity Fields team (pupils, parents/carers, staff, governors etc.). This includes teaching pupils about how to lead healthy lives and enabling both pupils and staff to take control over aspects of the school environment that influences their health.

Refer to **"Health and Well-being for Pupils"** policy and our whole school **"Health and Well-being"** policy for further details

Trinity Fields is an Investors in Families School

We are committed to developing active and effective relationships with parents, carers and families, and recognise the value of close partnership working to improve outcomes for our pupils.

We were the first special school in Wales to achieve the Investors in Families Quality Mark and regularly share our excellent practices with other settings. We currently hold the Diamond Standard for Investors in Families.

We demonstrate our commitment to the "Rights to Action" agenda and value and support the important role that families play in the education of their child. We strive to promote social inclusion and a sense of wellbeing for families through encouraging positive participation in their child's education.

Refer to **"Investors in Families"** action plan and assessment reports for further details.

The core purposes and values that are associated with these prestigious national awards are encapsulated in our vision and aims.

"We believe that everyone at Trinity Fields is entitled to have access to the very best learning opportunities. These will be provided within a safe, caring and stimulating environment that will enable all learners to achieve their full potential through learning opportunities that meet their individual needs".

Trinity Fields Phases of Learning

We believe our learning should combine experiences, skills and knowledge in equal and appropriate measure. We believe in inclusive education where everyone has an equal right to high quality provision and where everyone can access the curriculum in their own way at their own pace. To assist with this, we have organized our school into 5 phases who are supported by our N-Gage suite of interventions:

- **Explorers – 3-7**
- **Adventurers – 7-11**
- **Investigators – 11-14**
- **Researchers – 14-16**
- **Aspire – 16-19**



At Trinity Fields School, staff believe that pupils learn most effectively when there is a stimulating, specialist and friendly learning environment. Intrinsic to this there must be high expectations, praise, security and tolerance combined with clear and shared learning goals. The most effective schools have leaders who:

- Develop an exciting, shared vision for the school.
- Develop and promote reflective practice at all levels across the school.
- Develop a whole school commitment to high performing teamwork.
- Develop and nurture effective relationships between all members of the community.

Aims:

Through our teaching and interactions with pupils, all staff aim for the following:

- To raise standards and pupil achievement in all areas.
- To have high expectations of each pupil.
- To develop independence, confidence and increase self-esteem.
- To develop a stimulating learning environment.
- To enable pupils to communicate effectively in a variety of situations, in whichever way is appropriate for their individual needs.
- To motivate the pupils to want to learn.
- To develop appropriate assessment strategies.
- To develop pupil voice.

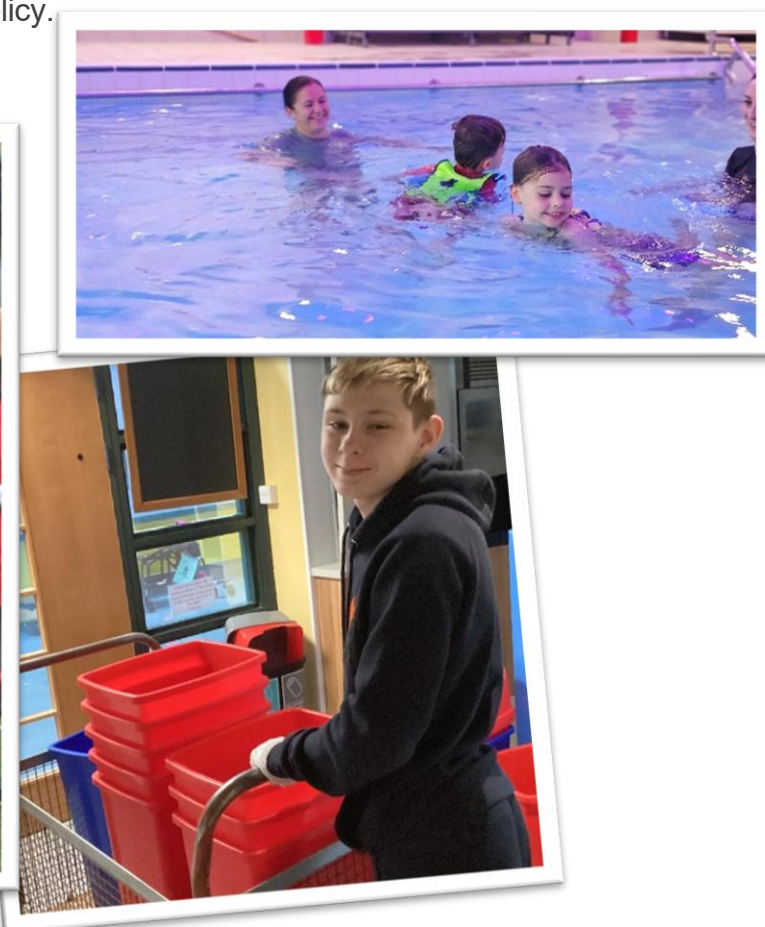
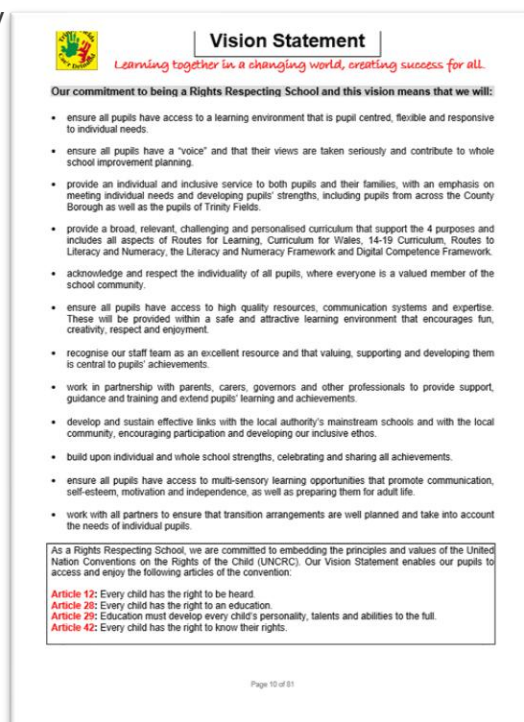
Objectives:

- To provide pupils with a variety of new and different situations through which they can practice and develop skills.
- To create a whole school learning environment rich with learning opportunities.
- To value and include each pupil in the class through differentiation of teaching style or activity
- To use formative and summative assessment purposefully and give feedback to pupils and parents.
- To work closely with parents and multi – professional colleagues so that a consistent approach is achieved and optimum learning secured.
- To develop and sustain community links to ensure that our pupils gain knowledge, experience and understanding of the local community in which they live.

This Policy should be read in conjunction with:

Whole School Curriculum Policy

- Assessment, Recording and Reporting Policy
- Professional Learning Offer
- Health and Well-being Policy
- Equal Opportunities Policy
- Performance Management Policy
- Key Skills Policy
- Literacy Policy
- Numeracy Policy
- Humanities Policy
- Science and Technology Policy
- Expressive Arts Policy
- Pupil Charter
- Marking Policy and Feedback policy.
- AfL Policy



Role of the Teacher

- To teach in accordance with Trinity Fields School's policies and planning protocols.
- To make learning enjoyable using a variety of approaches.
- To provide a classroom environment rich with independent learning opportunities.
- To teach through a multi-modal approach encouraging communication through the Total Communication approach.
- To develop appropriate routines and behaviour management strategies minimising the occurrence and impact of challenging behaviour.
- To celebrate and praise pupil achievements.
- Liaising with multi-disciplinary teams.



Role of the Senior Leadership Team

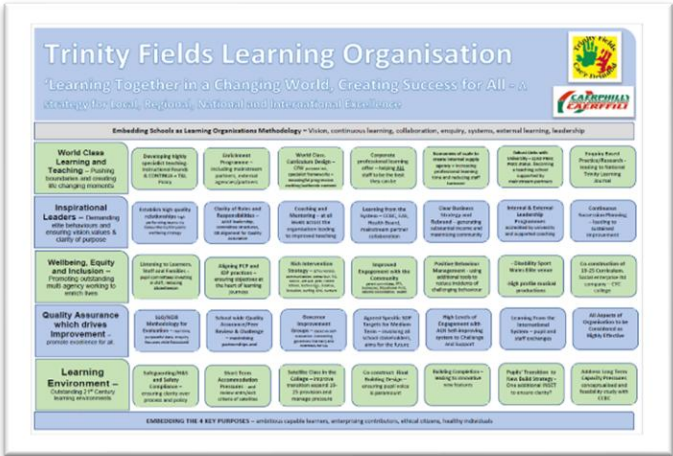
The SLT and our governors determine, support, monitor and review the school policies on teaching and learning. In particular they:

- Support the use of appropriate teaching strategies by allocating resources effectively.
- Ensure that the school buildings and premises are best used to support successful teaching and learning.
- Monitor how effective teaching and learning strategies are in terms of raising pupil attainment.
- Ensure that staff development and performance management policies promote good quality teaching.
- Monitor the effectiveness of the school's teaching and learning policy through the school self-evaluation processes. This includes monitoring, planning, curriculum and classroom observation.
- Gain feedback from AOLE Leads.
- Report to governors.
- Review INSET training sessions attended by staff.

Our Vision

Our strategic Vision **‘Learning Together in a Changing World Creating Success for All’** is firmly centred around providing the very best education for our pupils. We recognise that to truly enrich their lives, our approach needs to extend beyond just formal teaching in the classroom. We place pupil wellbeing at the heart of our approach and advocate that pupils need to feel safe, secure and ready to learn before formalised learning can take place.

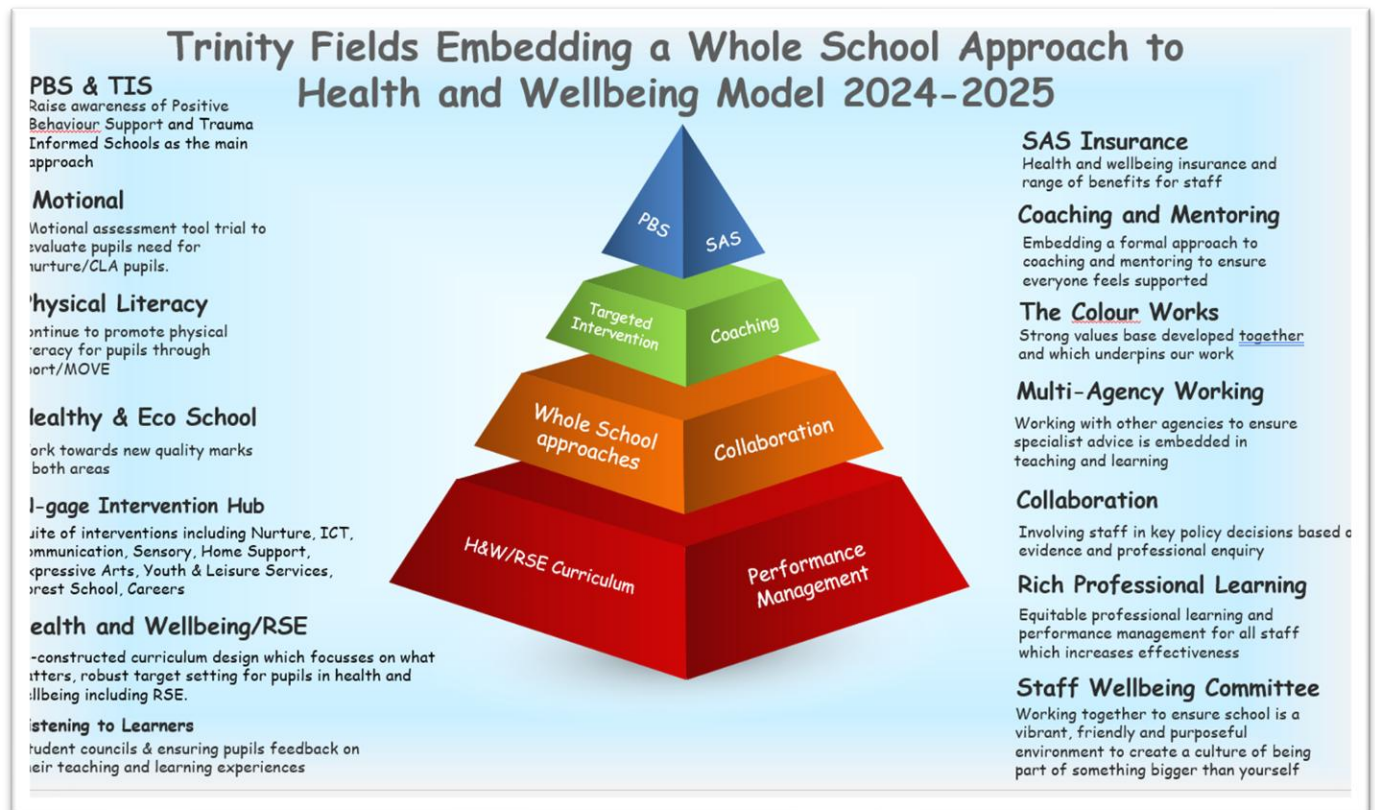
As a Rights Respecting School, we are eager to ensure our pupils know their rights as detailed in the UN Rights of the Child. We ensure that these rights underpin everything we do as a school and celebrate the role they play in securing high quality teaching and learning.



Summary SDP targets: September 2024 – July 2027		
2024-2025	2025-2026	2026-2027
Teaching and Learning - Further develop the curriculum ensuring relevance and coherence of the planned learning activities in each of the new phases e.g. mathematics/adventures - Continue to develop the pre formal, semi formal and formal content booklets to ensure coverage, relevance and engagement - Embed an enrichment programme into curriculum design which links to authentic, topical events and creates a sense of awe and wonder - Further embed and improve the consistency and relevance of target setting by embedding the new whole school approach which uses a range of specialist transmitters and guidance - Embed the new approach of co-designing learning and use this information systematically to advance learning - Improve the provision and progress pupils make with their reading, writing & communication skills through implementation of a consistent new literacy strategy - Further develop Work related/Enterprise in the Rossetchers and Aspire phase of learning e.g. Cafe, Clinic, salon and horticulture	Teaching and Learning - Fully implement year 7 of the school's new curriculum by adding further content and coherence to the content booklets - Improve engagement with other special schools to ensure approaches to teaching and learning remain abreast of latest developments - Improve outcomes in numeracy for MAI pupils with a focus on number - Improve the provision and progress pupils make with their functional numeracy skills by implementing a numeracy strategy - Further engagement with therapy staff to ensure OT, Physio and SALT advice fully embedded in curriculum design - Further develop the accreditation offer which stretches more able learners in the Aspire and Rossetchers phase of learning - Improve assessment and progression arrangements which focus on life skills for pupils in the Rossetchers and Aspire Phase of learning	Teaching and Learning - Fully implement year 8 of the school's new curriculum resulting in robust coverage and continuity review - Fully review the literacy strategy and make necessary improvements - Fully review the numeracy strategy and make necessary improvements - Fully review the impact of the school's assessment, progression and co-designing learning policy - Fully review the provision for cross cutting themes and its impact on learning
Leadership - Embed the new staffing structure resulting in improved clarity of roles, autonomy and distributed accountability which drives school improvement - Fully develop the rationale, branding and purpose of the new phases of learning - Continue with the strategic recruitment and induction process to ensure the school keeps abreast of growth and reduces reliance on agency staff	Leadership - Train all members of the leadership team in robust leadership models including situational leadership and The Cuscor Wales - University links well established to support the corporate high quality professional learning offer at all levels from induction to leadership - Achieve full compliance with SLO leading to first publication of the Trinity Learning Journal which is a	Leadership - Create in house leadership programmes for all staff which improve their knowledge of school leadership and signposts them to formal leadership training - Continue to work with HED to establish mechanisms for staff to achieve teaching qualifications

Positive Relationships and Prioritising Health and Wellbeing

When Teachers and Staff establish effective relationships with each other that support and challenge the quality of teaching, they act as effective relationship role models and promote teamwork.



N-Gage

When advice from specialist staff associated with the N-Gage team is sought and linked to the IDP, there is a better person-centered approach to learning. When supported by N-Gage, Staff are better placed to take a holistic approach to teaching and learning and adopt effective personalized approaches. As a result, pupils' engagement and enjoyment in their learning is increased and they make better progress.

Importance of Movement

When teachers and staff plan for regular, personalized movement breaks during lessons, they hold pupils' attention for longer, engagement is improved and behaviour is enhanced. This is at its most effective when advice from Physio/OT is embedded in lesson planning e.g. MOVE and play.



Readiness to Learn

When teachers and staff use a range of school accepted techniques to promote pupil wellbeing and regulation, most pupils feel safe, secure and ready to learn. If this work is prioritized, pupils engage more effectively, achieve greater results and generally behave more positively.

Results Through Relationships

When teachers ensure they have excellent relationships with pupils before any formalised demands are placed on them, there is an improved attitude to learning, greater engagement, greater motivation to learn and improved behaviour. This is essential for them to be healthy, confident individuals.



Planning and Delivery – Making Powerful Connections and Creating Effective Contexts for Learning

Differentiation

When teachers and support staff have a well-developed and detailed knowledge of individual pupils and are passionate about differentiating work by outcome, support and content, pupils receive work which is pitched at the correct level. This achievable but challenging work stretches pupils and leads to progressive learning.

Planning

When staff plan learning experiences on established proforma and around our thematic curriculum, there is greater connection with learning, teaching is more relevant, pupils engage better and demonstrate effective progress.

Experience Skills Knowledge



Invitations to Play and Learn

(Linked to pupil interests, seasons and celebrations. These activities will be made available for children to revisit throughout the term)

Our Themes

Explorers N, R, 1, 2	Autumn	Spring	Summer
Year 1	The Great outdoors Woodland Adventure	Heroes People I know	Colour Rainbow Colour
Year 2	Me Marvellous Me	Water Splash, Splash, Splish	Gardening Plant a Rainbow
Year 3	Celebrations Fun times	Living things Furry Friends	Travel, Transport and Holidays A Day Out
Year 4	Books My Favourite Book	My Community Muck, Mess and Mixture	Frontiers Spectacular Seashore

Adventurers 3, 4, 5, 6	Autumn	Spring	Summer
Year 1	The great outdoors On the Farm	Heroes People who help us	Colour Mixing Colours
Year 2	Me I am Amazing	Water Wonderful Water	Gardening Watch it Grow
Year 3	Celebrations Let's Party	Living things Under the sea	Travel, Transport and Holidays Journeys
Year 4	Books Author - Julia Donaldson	My Community Where I Live	Frontiers Under the Sea

Sensory - Weekly-themed tuff - Trey - Rainbow rice - Pasta - Cereal - Oats - Foam - Touch Trust - Positive Looking - Music Therapy - Light and dark rooms	Water / Sand - Whisks and bubbles - Scented water - Pipettes and food colouring - Water wheels - Floating and sinking - Filling and emptying - Buckets to build sandcastles - Hidden numbers	Fine Motor - Posting - Threading - Puzzles - Shape sorter - Playdough - Pegs - Sticking - Squeezing sponges - Cutting (supported)	Mark making - Shaving foam - Sensory ash / sand - Point - fingers, rollers, sponges, brushes - Stamps - Dabbers - Chalks - Stencils - Object printing
Imaginative - Light box - Puppets and soft toys - Small world play - Dress up and role play	Construction - Stacking cups - Shackle bricks - Wooden blocks - Sandcastles - Chalk cubes - Play bricks - Junk building	ICT - Eye gaze - Switch toys - IWB - Switch programmes - iPods - Speakers - Light resources - Projector - Magic Mirror	Outdoor / Physical - Mud kitchen recipes - Bells - Bean bags - Hoops - Walkers and standing frames - Mini MOVE - Soft Play

Learning Experiences and Tasks – Critical and Creative to Deepen Thinking

Thinking

When teachers plan for a range of progressive, authentic 'hands on tasks' balanced with more formal activities (which don't over rely on worksheets) pupils have more fun, are more interested, motivated, engaged and the quality of teaching and learning is significantly enriched.

Scaffolding

When teachers and support staff self-consciously design progressive learning experiences that are well scaffolded, enquiry orientated and result in a product, then students are more engaged and motivated, develop independent learning skills and produce higher quality outcomes.

ICT

When teachers and support staff plan for the creative use of ICT to reinforce learning which does not substitute traditional methods, then pupils' barriers to learning are removed, engagement and motivation is improved. Through this pupils can be enterprising, creative contributors.



Collaboration and Building on Prior Learning

Teachers and Support Staff

When teachers involve support staff in planning, target setting and assessment, there is a more cohesive dynamic and an improved adult collective understanding of pupil performance. Therefore, pupil progress is more apparent and more effectively achieved.

Multi-Disciplinary Involvement

When teachers and support staff consult and embed advice from a range of multidisciplinary teams (where appropriate) to promote person-centred learning, pupils' learning experiences increase in relevance, address wellbeing needs and helps them to be healthy, confident individuals.



Multi-Sensory Approaches to Learning

When teachers plan and deliver a range of activities that incorporate an appropriate range of visual, auditory, olfactory, touch, taste, proprioception and vestibular activities,

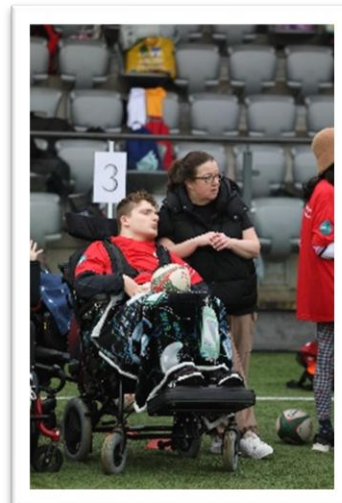


pupils' individual learning styles are addressed, engagement and enjoyment is improved which helps them to be ambitious, capable learner

Planning and Target Setting – Blended Teaching

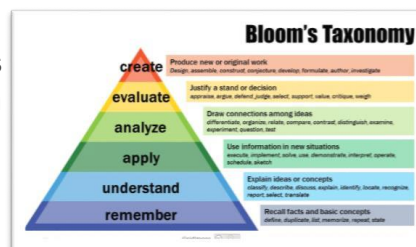
Fun, Enjoyment and Risk Taking

When teachers and support staff plan and deliver fun, exciting and enjoyable activities, pupils are better placed to take calculated risks in learning and are not afraid to make mistakes. This enables pupils to experiment, step outside their comfort zone and the quality of teaching and learning is enhanced.



Questioning

When teachers and support staff purposefully and progressively utilise a range of questions (Blooms Taxonomy) and encourage pupils to do the same, then pupils are challenged more, understand better and reinforce their learning.



Cross Curricula Skills

When teachers and support staff consistently and explicitly plan learning experiences, which address cross curricular skills- literacy, numeracy and digital (LNF, Digital Competence, Thinking and Wellbeing) and use both the learning wheel to reinforce the four purposes, and six areas of learning with pupils, there is greater clarity for pupils and staff. This promotes understanding of expectation and enhances learning.

Learning Objectives

When lesson objectives and criteria are taken from frameworks agreed by the school, there is a greater focus on teaching 'What Matters'. Current frameworks in use by the school include B Squared, Enabling Learning, Motional, AET framework, MOVE, RWI, TRINITY FIELDS TEACHING AND LEARNING POLICY

JUNE 2025

Marking and Feedback

When teachers and support staff regularly and consistently mark work using the agreed marking policy, achievement is celebrated, learning is tested and ways forward are more accurately and meaningfully planned for. When staff use a combination of media e.g. sound recordings, verbal feedback, written feedback, pupils are more likely to understand what they have done well and what they need to focus on next time. This promotes progression.

Annotating my work on Seesaw

- Explain what I have done.
- Comment on the level of support I needed (e.g. independent, verbal prompt, physical prompt etc).
- Refer to the planned learning objective/ skill/ target (IDP, BSquared, MOVE etc).
- My next steps.
- My comments/ response.
- Welsh comment.

NOTICE - Observe: Look & Listen objectively	ANALYSE - Assessment: What have you found out?	RESPOND - Plan: shape experiences to support
Interactions, Fascinations / Interests, ways of engaging with learning, skills, achievements, Schema, levels of involvement, enjoyment.	Interpret what we see and hear - Learning, skills, discovered and interests, developmental stages, what might you do next to support learning and development?	Have steps: Inform current & future plans, environment. Use their interests or ways of exploring. Planned interactions, activities, experiences, resources, continuous provision

Welsh Comments

Bendigedig - fantastic
Gwych/arbennig - excellent
Da iawn - very good
Da - good
Yn gwella - improving
Ymdrech dda - good effort
Dallwch a ti - keep at it
Dyna welliant - better

Useful Phrases

Explored
Encountered
Engaged
Engrossed
Used
Is aware of
Joined in with
Demonstrated
Interacted with
Is beginning to
Showed interest in

Prompts

Physical prompt
Hand over hand
Modelled
Spoken/ signed
Gesture
Independent

Example Sentences

Bendigedig *name* you have counted to ten and recorded the correct number, maybe next time we can count to a bigger number, keep working hard (Number PS1.1)

Ymdrech dda *name* you looked at the picture and answered questions about it, we will continue practicing answering questions (Listening PS1.1)

Dallwch a ti *name* you have joined in with social skills today and you have waited your turn, next week we will play a different game (Health and wellbeing PS5)

Da iawn *name* since last time you have identified 2 more shapes and their colours (Mathematics PS5)

Bendigedig *name* since last time we read together, you are now turning some of the pages on your own (Literacy PS1)

Assessment for Learning

When teachers and support staff use effective and consistent Assessment for Learning strategies which adhere to whole school policies (1 star and a wish, tickled pink and green for growth, peer/self-assessment), pupil learning is significantly enriched and there is a greater connection and relevance to pupils' learning experiences.

For less able pupils, Assessment for Learning strategies are equally important. When teachers adopt appropriate strategies including props, OOR, feedback from staff, observations of subtle reactions, direct verbal feedback, teachers are better placed to plan next steps and progression.

When teachers keep evidence of pupil work in a clear, systematic and ordered way, pupils are able to see the distance they have travelled, use previous work to improve future work and gain a greater perspective of pride in their work. When pupils can see their work on Seesaw, they are able to show their family and parents can engage with their children on what they have learned.

Common Marking Policy

The star represents a specific compliment linked to a learning objective.

For example:

"Excellent [child's name] I really like the way you have used so many interesting words."

"Your letters are well formed now that you are holding the pencil correctly"

"Good boy [child's name] showed a good understanding of this activity and was able to match the shapes with minimum support"

The wish represents a specific area for development or next step towards achieving the success criteria.

For example:

"Think of ways in which you could give your reader more detail"

"Try using blocks when adding to avoid making too many mistakes"

"Encourage [child's name] to count the sides of each shape before matching"

Staff Interactions – Mindset and Effort Involved in Planning and Assessment

Rewards

When teachers promote a range of tangible and intrinsic rewards, pupils are more motivated, engaged and connected with their learning which in turn improves behaviour. These rewards work most effectively when linked to the whole school rules and rewards framework.

Evidencing Work

When teachers clearly evidence work using a range of worksheets, photos, video and level work accurately, summative assessments are framed more accurately and the quality of moderation is significantly improved.

When the school engages in regular and specific work scrutiny/book look exercises, teachers are more secure in their judgements which makes planning for next steps in learning more effective.



When teachers involve support staff in planning, target setting, assessment and behaviour management there is a more dynamic and collective adult understanding of pupil performance and long-term objectives.

Roles and Responsibilities

When teachers and support staff agree clearly defined roles and responsibilities and treat each other with respect and professionalism at all times, the atmosphere in class is improved and pupils receive better quality of teaching and learning. This results in pupils and staff feeling safe and secure and able to learn.



Effective Communication

When communication between the teacher and support staff is clear, purposeful, respectful and promotes an ethos of effective TEAM work, a greater understanding of pupil performance is gained and a greater variety of teaching activities are offered which appeals to a greater number of pupils.

Modelling Behaviour

When teachers and support staff are passionate, use highly overt praise, smiles and encouragement which often involves age-appropriate singing, they act as

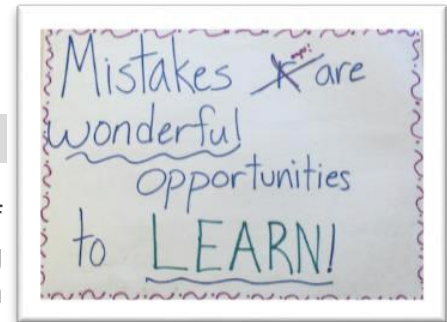
effective role models and inspire pupils which results in highly motivated pupils who stay on task and engage well.

Atmosphere and Culture

When staff teams create a positive environment, encourage calculated risk taking and create a culture where pupils and staff are safe, happy and secure then pupils are more able to gain an understanding that 'getting things wrong' is ok and is often the best way to learn.

Professional Dialogue

When teachers and support staff use a range of techniques to ascertain feedback from learning activities, there is enhanced connection between lesson objectives and success criteria. This helps pupils to further develop their learning.



Classroom Environments

Professional Dialogue

When classroom displays link directly to the topic being covered and provide meaningful, accessible and useful sources of information, the quality of independent learning and reinforcement is vastly improved. Where displays use a combination of Welsh, English, photos and symbols, pupils benefit significantly and acquire a greater vocabulary of incidental language.

Classrooms Organisation

When classrooms are neat, tidy, clean and have clearly demarked 'zones of learning', pupils have a greater feeling of reassurance, know exactly where to go to access certain activities and are better motivated to learn independently.

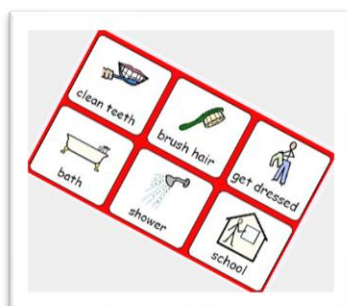


Displays Relating to Pupils

When teachers and support staff clearly display pupil information (which isn't protected by data protection laws) staff and individual pupils have a quick point of reference, key information is shared, achievements celebrated and learning opportunities are enhanced and maximized.

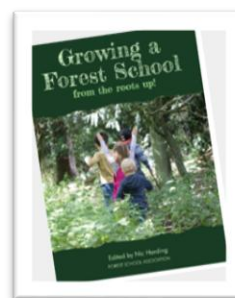
Structure and Routine

When teachers and support staff use visual displays that promote classroom structure and routines, pupils are more in control of learning, are better able to self-regulate and manage their behaviour better. They are therefore able to learn more effectively and produce better outcomes. When teachers and support staff use ASD friendly approaches such as Attention Autism, TEACCH, AET framework and focus on a child's sensory processing need when teaching pupils with autism, then pupils are able to focus and engage better. In addition, this assists pupils in managing transitions effectively and calmly.



Outdoor Learning and EVCs

When teaching activities make use of environments inside and outside of the school building, pupils are more inquisitive, motivated and engaged. This ensures they are more able to experience the world around them first hand. This increases relevance of learning and facilitates the effective use of cross curricula skills.



Total Communication

When staff use and are trained in the use of a range of communication approaches, every child has the maximum amount of opportunity to communicate throughout the day. As a result, this improves their skills in expressive and receptive language which increases their confidence, wellbeing and ability to interact and engage with learning.

PECS/ Core Board

PECs supports users to exchange symbols to express their needs, wants and ideas.

Core Boards are a visual communication system offering a broader range of vocabulary

EYE GAZE/ E TRANS

This allows users to communicate with others using assistive technologies, demonstrating Pupil Voice and choice

OBJECTS OF REFERENCE

Real objects used to aid communication, to help pupils understanding of concepts

Signalong

This is a key word sign – signing system that uses speech alongside sign to support communication and understanding

INTENSIVE INTERACTION

Teaches and develops the basics of communication such as eye contact, facial expression, vocalisations

Strategy for Improvement

Promoting Rich Professional Learning for All

Trinity Fields School implements a dynamic, blended 3 level approach to monitoring the quality of teaching and learning across the school. The primary focus of all lesson observations is to identify strengths and areas for development in order to further develop high quality teaching across the school. At the heart of the process is developing a culture of open, honest and constructive feedback which aims to promote a shared responsibility for high quality teaching

3-Level Approach

- **Teachers Self-Assessment**

- This is the starting point for improvement. During PDR and termly Pupil Progress meetings, teachers are encouraged to reflect on what is going well and what needs to improve. Effective professional learning and opportunities for collaboration are then established

- **SLT Led Formal Lesson Quality Assurance**

- Formal Lesson Observations. Twice a year, members of the Leadership team engage in formal lesson observations. This always has a school-wide focus. This is a supportive process which forms part of robust performance management.
- Moderation of assessments – members of SLT cross reference formal assessments with examples of pupils work to ensuring accurate levelling/assessment

- **Collaboration with Peers**

- We encourage teachers to use their personal reflections to seek additional excellent practices. We encourage teachers to proactively arrange to visit neighbouring classrooms to engage in highly effective professional learning. This process is further facilitated by annual Instructional Rounds where there is a school wide targeted theme. There are no formal judgments attached to these records.
- Learning Walks – in addition to Instructional Rounds, staff and governors regularly engage in learning walks. This involves brief observation, book looks and listening to learners
- Work Scrutiny – once a term, teachers engage in departmental work scrutiny/book looks. These always have an AOLE focus and over 2 years, all AOLE will have served as the focus. This is a collaborative, supportive but robust process which is supported by the Governing Body and LA school improvement partner.