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PRENTON HIGH SCHOOL FOR GIRLS

TEACHING THE PRENTON WAY

Owned::	HR Finance, Premises, Pay & Personnel
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LINKED DOCUMENTS:

1. The National Teachers' Standards
2. Live Feedback Policy: [Live Feedback Subject Approach.docx](#)
3. Teacher Appraisal and Capability Policy
4. SEND Policy
5. Ofsted: School Inspection Handbook (Quality of Teaching | Personal Development | Behaviour and Welfare)
6. *The Way We Do Things Here* policy
7. Quality Assurance annual plan
8. *Teaching: The Prenton Way* Lesson Cycle: [Teaching- The Prenton Way- Lesson Cycle.pptx](#)
9. Supporting *Teaching: The Prenton Way* Action Plan

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2 AIMS

***Teaching: The Prenton Way* will provide a framework for all teaching staff to promote the highest standards of teaching in every classroom at Prenton High School.**

The policy will:

- ensure that teaching and learning is rooted in the latest evidence informed practice.
- encourage a culture of continual improvement.
- promote a culture of aspiration of all members of the school community.
- foster a collaborative, innovative teaching culture which encourages professional curiosity.
- ensure a high-quality teaching and learning experience for all students.
- provide an effective framework of expectation for teaching and learning within which there is still flexibility and scope for creativity.
- raise attainment by increasing levels of student motivation, participation, resilience, regulation and independence.
- promote staff wellbeing through establishing clear and reasonable expectations which avoid excessive workload.
- develop awareness and understanding of the spiritual, moral, social and cultural needs of our school community.
- promote British values within a global community.

3 THE NATIONAL TEACHERS' STANDARDS

The Prenton High School Community promotes and expects all teaching staff to always uphold the expected National Teachers' Standards without exception in their daily teaching practice.

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4 EXPECTATIONS OF TEACHING STAFF AT PRENTON HIGH SCHOOL

The Senior Leaders, Middle Leaders and Governors of Prenton High School have consistently high expectations of teaching staff as described below. The expectations relate directly and specifically to:

- the planning and delivery of the *Teaching: The Prenton Way* lesson cycle.
- engagement in evidence informed practice and self-reflection through continual CPD.
- upholding behaviour and standards through the relational practice policy: *The Way We Do Things Here*.
- the provision of a high-quality learning environment.
- high quality live feedback to support students in making continued progress.
- the setting of purposeful and meaningful homework to support students to make further progress.
- high standards of presentation in students' books/folders.
- high standards of literacy, reading and numeracy across the curriculum.
- management of the calendar and planned staff absence.

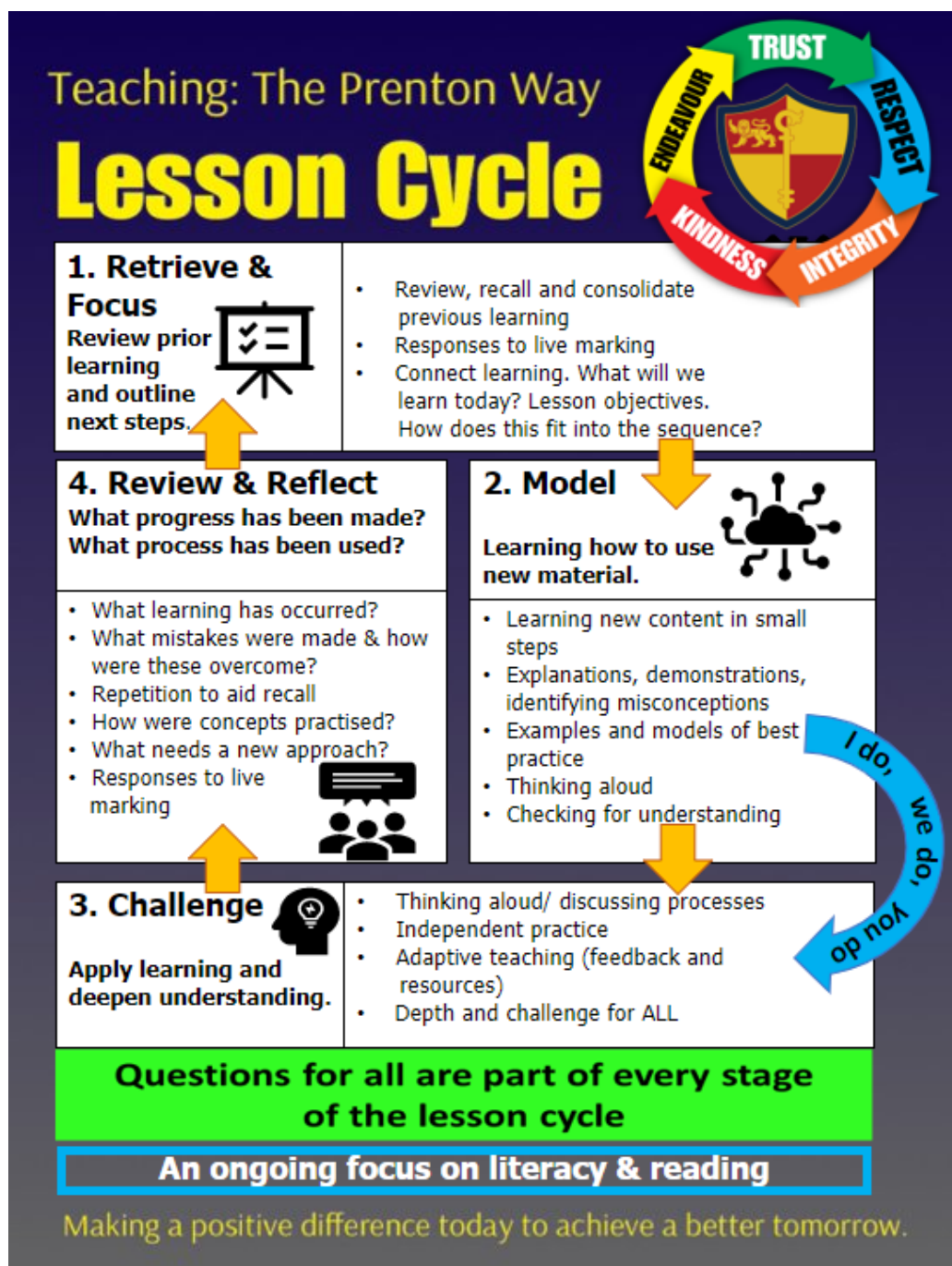
5 PLANNING FOR TEACHING: THE PRENTON WAY

In order to plan and deliver the *Teaching: The Prenton Way* Lesson Cycle, all teaching staff should have access to the following information:

- a copy of the lesson cycle.
- access to the evidence informed practice Staff Notebook for ongoing CPD and best practice.
- the relevant curriculum plans, resources, exam specifications.
- key information about students: SEND, PP, HPA, MPA, LPA, LAC, EAL, medical or other key information.
- SEND learner profiles through access to pupil passports on Class Charts.
- class photos and additional information via Class Charts.
- class level data: reading ages, SISRA analytics class level data, progress updates, target grades.

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6 TEACHING: THE PRENTON WAY LEARNING CYCLE



In lessons, teachers will:

- meet and greet students at the classroom door and have a task ready for students to complete.

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- follow the lesson cycle either through individual or a series of lessons.
- ensure lessons have clear aims and objectives which are accessible yet challenging for all students in the class.
- use all available student information to plan adaptive provision for all.
- create opportunities for regular formative assessment to check understanding and inform next steps.
- use and develop retrieval/prior-learning activities in order to make links and connection to previous knowledge and to promote and build independence.
- use, develop & promote appropriate academic language and terminology, and high standards of written and spoken English.
- ensure a focus on literacy, reading and numeracy within lessons.
- create opportunities for regular live feedback.
- ensure regular opportunities to extend cultural capital, promote cross-curricular thinking and discuss subject specific career paths.
- demonstrate flexibility in lesson cycle approach in response to learners.
- present lessons with clarity, enthusiasm and appropriate levels of pace.

Students will:

- arrive punctually, fully equipped and ready to learn.
- be prepared to participate as an active learner.
- respond to teacher feedback using green pen in self/peer assessment tasks to ensure continual improvement and that the learning loop is closed.
- display pride in their written work and ensure underlined date with work labelled with CL and HL as appropriate.
- use pencil for diagrams and underlining of work.
- become accustomed to making errors and understand that this is part of the learning process.
- be thoughtful and reflective learners.

7 EMBEDDED TEACHING OF LITERACY, READING AND NUMERACY ACROSS ALL SUBJECTS

- Literacy, reading and numeracy should be embedded through the teaching of each subject.
- It is the responsibility of all teaching staff to promote and reinforce these skills within their subject area.
- Please refer to *Reading: The Prenton Way* document.

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8 THE PROVISION OF AN ENGAGING AND PURPOSEFUL LEARNING ENVIRONMENT

Subject Leaders will ensure that teachers take responsibility for the learning environment to ensure that:

- working spaces are clean and tidy.
- any additions to classrooms are relevant and helpful to students.
- any displays/posters are strategically placed in the classroom to avoid cognitive overload.
- *The Way We Do Things Here* and *Teaching: The Prenton Way* posters are clearly displayed in all rooms.
- Wonder Walls are fully in use, celebrating students' work.

9 LIVE FEEDBACK

[Live Feedback Subject Approach.docx](#)

Intent:

- To ensure students receive clear and direct feedback.
To close the learning loop and create opportunities for further stretch and challenge.

Teachers will:

- provide regular live feedback in lessons to ensure that students are continually progressing and aware of their strengths and areas for development.
- create opportunities for students to act upon live feedback by responding, improving and extending their work in green pen.
- challenge incomplete or untidy work.
- promote high standards of literacy in their feedback.

Homework

Homework will be set regularly by class teachers to ensure that students extend their learning outside of the classroom.

Homework may comprise of:

-flipped learning activities
-independent revision
-use of online sites such as Educake, Mathswatch, Seneca, Blooket, Teams
-an extended project
-reading or research projects.

10 UPHOLDING BEHAVIOUR AND STANDARDS

To uphold and maintain standards of conduct and behaviour and in accordance with staff policies, staff should:

- use language in line with the framework of our relational practice policy – *The Way We Do Things Here*.

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- engage in high quality conversations whether speaking to colleagues or students, which promote mutual respect and empathy.

11 MANAGEMENT OF THE CALENDAR AND STAFF ABSENCE:

A teacher teaching their timetabled lessons is the ideal situation to secure excellence in teaching and learning. Clearly, additional opportunities are also valuable and can contribute to a wider learning experience for students. Getting the balance right is key.

To uphold high standards of teaching and learning in the classroom and to minimise disruption:

- PSA1s for planned absence must be submitted well in advance and at least two weeks prior to the absence. This allows the team to check the availability of suitable cover and any relevant HR policies before agreeing time off.
- Cover should not be requested without prior agreement from the link member of SLT.
- Wherever possible, time off should be discussed with line managers in the first instance so that any impact on curriculum delivery can be considered/planned.
- Additional activities or events must be arranged alongside the school calendar and should take into account any other disruption to the class or year group across the academic year.
- It is best practice, in cases of planned absence, for the teacher to set appropriate work; the quality of delivery will be overseen by the Subject Leader.
- Teachers may decide to set work on Class Charts or using MS Teams. Ideally, teachers should avoid work that needs photocopying to avoid increased workload on school staff.
- The Subject Leader must oversee disruption to their subject area and seek to minimise this for all groups across the academic year; they should avoid using the same members of staff wherever possible.
- Planning events, activities or trips must follow the usual school procedures; e.g. Evolve, online events booking, etc.

12 SECURING ACCOUNTABILITY, PROGRESS, PERFORMANCE AND APPRAISAL

The quality of teaching will be evaluated through:

- the ongoing Quality Assurance schedule carried out by Subject Leaders and Senior Leaders.
- regular Lesson Drop Ins.
- regular Book Looks
- regular subject specific and whole school student voice.
- parent voice.
- progress Updates.
- data and final outcomes analysis.
- Subject Leader Half Termly Feed Forward sessions.
- Subject Leaders and SLT are responsible for overseeing Quality Assurance checks to identify any areas for development and take appropriate steps to secure continuous improvement in line with the whole school Quality Assurance schedule.
- The Assistant Headteacher will ensure that a full picture of teaching performance is known and work with Subject Leaders to ensure continuous improvement of teaching and learning.

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Where teaching requires improvement or is unsatisfactory, the member of staff will be supported in the following ways:

- If there are concerns about a teacher's performance, whether a formal appraisal cycle has finished or not, the employee will be notified on an informal basis that they are expected to improve their performance within a reasonable period of time, as referenced in 5.1 of the Teacher Capability Policy.
- Specific verbal feedback highlighting strengths and areas for improvement will be given and an action plan put in place, detailing the support provided to bring about improvement. See 'Appendix A'
- The member of staff will be given a time period to improve their teaching or specific aspects of their teaching.
- The member of staff will be provided with opportunities to meet to discuss strategies for improvement; e.g., observing other colleagues, mentoring, coaching sessions etc.
- If teaching continues to require improvement after support has been put in place, the member of staff will meet with their Line Manager and link SLT to discuss moving forward to formal capability procedures.

13 PROFESSIONAL DEVELOPMENT

13.1 CPD

- All staff will be supported through the provision of a whole school CPD programme; including INSET and CPD sessions.
- Staff are responsible for seeking any other CPD opportunities and these should be discussed with the direct Line Manager and the link member of SLT.
- CPD should enhance the development of the individual as well as contribute to the department and/or school development plans.
- When considering external CPD it is essential to consider impact to teaching and cost implications.
- Staff may seek to share good practice within the school.
- Weekly department or year team briefings and scheduled meetings are an opportunity to do this formally, alongside colleagues sharing ideas and best practice informally.
- ECTs will be supported by a member of their subject area, usually the Subject Leader, as well as by a member of SLT and the lead teacher in charge of ECT provision.
- A full schedule of CPD for ECTs first year in post will be distributed. Any concerns with regard to teaching will be communicated following any relevant procedure.
- New staff will be provided with CPD opportunities and this will be overseen by a member of SLT.
- ITTs will be mentored by the ITT Mentor and appropriate support given. Any concerns with regard to teaching will be communicated following the required procedure.
- Staff are responsible for using BlueSky to manage their CPD and evaluating the impact of training received.

14 GOVERNANCE:

A link Governor will work closely with key members of staff to evaluate the quality of teaching and to quality assure the self-evaluation procedures at Prenton High School. They will report directly to the relevant committees as per the Governing Body meeting schedule.

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APPENDIX A

ACTION PLAN

Name of Teacher:		Line Manager:		Start Date:	
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Date of meeting to complete Action Plan:		Date for completion of action plan or final review:	
Outline of areas for improvement identified (Please specify):			
Following final review, decision on how to proceed: *delete as appropriate	* Extension to some aspects of this Action Plan (state which aspects) / New Action Plan to be implemented (provide reasons) / Capability procedure to follow / Other (please specify)		

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Aspect identified as requiring improvement	Steps to be taken to address this aspect	Timescale to achieve	Support required from school	Success Criteria	Review Period	Outcome

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