

TARLETON ACADEMY

Learning and Teaching Policy

Table of Contents

INTRODUCTION	3
SECTION 1 – The Learning Experience	4
SUMMARY	4
Learning to Learn.....	4
1.2 Learning Objectives	4
Lesson structure	5
Differentiation.....	5
1.5 Achievement	6
1.6 Underachievement	6
1.7 Classroom Management	7
1.8 Setting of Cover Work	8
SECTION 2 – ASSESSMENT	10
2.1 Formative Assessment.....	10
2.2 Cross Year Assessment Tasks	11
2.3 Assessment of Class Work and Homework	11
2.4 Presentation.....	12
2.5 Homework.....	12
SECTION 3 - INCLUSION.....	13
SUMMARY	13
3.1 Inclusion at THS	13
3.2 SEN and SEAL	13
3.3 Gifted and Talented	14
3.4 Teaching Assistants	14
SECTION 4 – ICT, LITERACY, CITIZENSHIP AND PSHE AND NUMERACY.....	15
SECTION 5 – SUPPORTING LEARNING	16
SUMMARY	16

5.1 Role of Tutors	16
5.2 Director of Curriculum.....	17
5.3 Director of Pupil Support and Organisation.....	18
5.4 PDMs	18
5.5 HODs	18
5.6 SLT	19

INTRODUCTION

The genesis of this policy comes from our previous designation as a Foundation with a Trust and a High Performing Specialist School in 2009. The Trust Vision stated that by 2010, “we will have enhanced our radical, innovatory and effective strategies to enable the stakeholders of Tarleton High School: a Community Technology College to gain the knowledge, skills and resources to excel as a high performing specialist school.” Our designation as a HPSS confirms the already good work which is occurring through AfL and improved Learning and Teaching practices.

This policy derives from those good practices and from the developmental work which has occurred through *Building Learning Power*. Its aim is simple. It is to extend the good practices, based on BLP, throughout all classrooms through on-going debates within departments and through dissemination training programmes.

The school shares the view of Sir Alan Steer who, in his model policy on which this is based, defined key learning principles:

- There is no known ceiling to achievement-intelligence can be developed
- Each student must know what to do in order to improve and how to do it. High expectations on their own are not enough;
- Consistency of experience is fundamental. We are a team and consistency makes us greater than the sum of our parts
- Every student has the right to be successful and the ability to achieve
- Our job is to create learning; not process and record what we find;
- The Every Child Matters (ECM) agenda underpins everything that is written in this document.

Our Learning and Teaching policy has been created from the evidence of good practice within Tarleton High and elsewhere. It forms the basis of an entitlement for all pupils and, as a Leadership Partner School, all staff should be leading the implementation of the policy in their classrooms and through their relationships with our pupils.

The Learning and Teaching Policy, together with the Behaviour Policy, are the two most important policies within the school. They set out clear expectations and entitlements. The challenge for us is to implement them consistently and effectively.

SECTION 1 – The Learning Experience

SUMMARY

- Students should be taught how to learn and how to reflect and improve on their learning , primarily by using the Building Learning Power (BLP) approach to developing learning capacities and the associated language for learning;
- Learning objectives must be shared and reviewed;
- Clear structured lessons promote learning;
- Teachers must create and maintain a purposeful learning environment;
- Achievement must be recognised and rewarded;
- Underachievement must be challenged, not processed.

Learning to Learn

It must be made explicit to students what they need to do to be successful in their learning.

This could include:

- discussions with students about learning;
- explanation of topic/task e.g. by teacher, between students, by students to the whole group and students to the teacher;
- reading and thinking time;
- scaffolding (writing frames, sentence starters);
- modeling (sharing students' work, working through examples, guided writing, sharing planning and demonstrations);
- developing effective learning and study skills (e.g. revision techniques, recording notes, summarising) and sharing of good practice (i.e. student to student, student to teacher and teacher to student); BLP learning capacities should be regularly discussed and the BLP language for learning regularly reinforced;
- formative feedback (oral and written) and continual target setting on how to improve by teacher and/or student;
- regular reviews of progress toward set targets.

1.2 Learning Objectives

If students are to take responsibility for their own learning, they need to know what they are expected to learn and how they can achieve it. Providing objectives allows students to engage with the process of learning.

Teachers must make the learning objectives explicit to all students. This will usually happen at the beginning of the lesson but could happen at other stages in the lesson. This can be done in a variety of ways:

- written or projected onto the board;
- orally;
- pupil reflected objectives;
- written by students in their books;

- printed on handouts;
- students review their learning against the lesson objectives;
- teacher questions with differentiation by questioning;
- students record 2 key points (individually or in pairs);
- teacher recaps.

Longer term objectives across a topic, unit or series of lessons should be made clear and reviewed.

- concept tick sheets (what I know, what I have learned);
- debates;
- ongoing mind maps;
- topic overview;
- objectives should regularly refer to BLP learning capacities;
- lessons should be constructed in such a way that the content and/or methodology will give opportunities to develop such learning capacities;
- teachers should use the BLP language for learning to help students understand the meaning of the terms;
- teachers could use the BLP recommended “split screen” approach to record and display these objectives.

Lesson structure

Clearly structured lessons promote learning.

- Lessons must have a clear start. This could include starter activities such as brainstorms or demonstrations or a review/recap of previous learning.
- The setting and recording of homework should take place in the first part of the lesson and could be revisited or fully explained at an appropriate time in the lesson if necessary.
- Lessons must have a clear finish which will usually include a review of learning objectives (see above) but may, also, include quick fire questioning to correct misapprehensions and a preview of the next lesson.
- Longer term objectives can also be reviewed in this section of the lesson making reference to final assessment outcome.

Differentiation

Activities should be varied, purposeful and appropriate to meet the needs of all students.

Students learn in different ways. Recognising this and planning for it provides stimulus and is inclusive.

- differentiation by outcome;
- differentiation by task;
- differentiation by question;
- developing and adapting resources to both support and extend students taking into account all students’ needs;

- the use of student groupings.

1.5 Achievement

Achievement must be recognised and rewarded

Student achievement must be celebrated. This can be done in a number of ways:

- using the school reward system, for example plus points, postcards;
- Awards evening – not just for Year 11;
- using a department's reward system;
- through lessons highlighting an individual's success;
- year assemblies, passed onto to the Director of Curriculum/PDM and tutors through form time;
- letters of commendation to parents/carers/students;
- displaying students' work (on display boards, on plasma screens);
- sending students to the HOD, PDM or Senior Leadership Team to show good work.

1.6 Underachievement

Underachievement must be challenged.

ALL students are capable of achievement and underachievement. Identifying and challenging underachievement is the responsibility of all teachers. The aim of a teacher is to initiate change, not to process underachievement. High expectations are not enough on their own, action is needed to ensure they are met.

Identification

Teachers must familiarise themselves with relevant data as it becomes available on CMIS and use this to inform expectations and monitor and record progress. All pupils underachieving in every year group need to be identified and a list that is accessible needs to be given on a termly basis to all subject teachers. Then all teachers will be aware of who is underachieving in their lessons. Pupils should also be made aware of the list.

- pupils are classed as underachieving when they are performing at 2 subgrades or below against F.F.T.D predicted targets. These pupils (in both KS3 and 4) will be assigned a mentor who will follow an organised programme challenging underachievement. This will, usually, be conducted on a one-to-one basis, during tutor time. Those that respond and show progress will be rewarded;
- information must be passed onto HODs and, as and where necessary, passed onto PDMs and Academic Coordinators. Teachers must be aware of other factors, such as SEN, SEAL and G&T needs, as well as any social and emotional influences that may affect learning. This information will be found
- teachers must address barriers to learning which may prevent students from achieving, such as disruptive behaviour, passive behaviour or a lack of confidence as well as poor organisational skills;

- regular departmental discussions must focus on promoting achievement and must result in departmental actions that challenge underachievement.

Challenge

Subject teachers must:

- talk to students about their learning in order to establish reasons for any underachievement. Targets are to be discussed. Progress must be recognised;
- use appropriate rewards when individual achievement or behaviour is realised or improved;
- use appropriate sanctions when work or behaviour fails to meet an acceptable standard. If students repeatedly fail to respond to sanctions then the HODs must be informed and take action. Heads of Year should be informed of this action. If still no improvement then the SLT will become involved;
- give regular short term achievable meaningful targets and learning goals.

HODS must:

- ensure Schemes of Work and assessment tasks are appropriate, rigorous and sufficiently challenging. The implementation of Schemes of Work must be monitored. Schemes of Work and assessment tasks must be reviewed and amended as appropriate;
- regularly lead the department in moderating the grading of work against national expectations;
- ensure that schemes of work and lesson plans develop students' BLP learning capacities;
- monitor and track the progress of individuals and groups of students against relevant data. HODs must liaise with Director of Curriculum and SLT and line managers about the progress;
- use appropriate actions to support students and departmental staff in challenging underachievement.

The Director of Curriculum must:

- use a variety of sources of information to have an overview of achievement levels within their year groups;
- liaise with students, staff and parents regarding actions to tackle underachievement.

1.7 Classroom Management

Teachers must ensure a purposeful learning environment is maintained. The way in which teachers manage the classroom will have a significant effect on students' learning and behaviour. Students learn, develop and progress in a structured and stimulating environment.

- punctuality and regular attendance are essential for staff and students;
- an electronic register must be taken for every lesson. In the event of computer problems, a paper register must be sent to the front office as soon as possible;
- if a student is absent from your lesson having attended the previous lesson, this should be identified by PDMs;
- students must enter and leave the classroom in an orderly way at the instruction of the teacher;
- teachers must ensure that students maintain appropriate standards of uniform and behaviour throughout the school;
- teachers must dismiss students in time for their next lesson;
- the seating of students is very important and must be at the direction of the teacher. Strategic seating can challenge underachievement and promote learning. Teachers must have a seating plan for every class and this must be continually reviewed and assessed and must be available for cover staff;
- lessons must last the full duration and students must **not** be dismissed early;
- teachers must ensure that classrooms are left clean and tidy. If furniture is moved, it should be returned to its original position. Graffiti and other damage will not be tolerated and must be reported to the front office immediately and appropriate sanctions used;
- teachers are responsible for managing stimulating displays which should be changed regularly.
- teachers should encourage the creation of a “learning wall” in the classroom where students could display information about approaches which have helped them to overcome difficulties in their learning;
- all staff will be given the opportunity to get involved in the Teacher Learning Academy;
- innovative and creative ideas will be encouraged;
- successful activities will be displayed on an 'Innovative Teaching' wall in the staffroom, to share with other staff members and also in the shared network area.

1.8 Setting of Cover Work

- Seating plans must be up to date and left for the cover supervisor/supply teacher.
- It is the expectation of the school that appropriate work will be set for each lesson requiring cover, using the cover lesson proforma (included on the following page).
- When setting work there should be sufficient explanations provided to allow a cover supervisor/supply teacher to interpret instructions. It is not good practice to provide instructions that only the students are expected to understand.
- More is better! Staff are expected to provide sufficient work for the length of lesson and to provide extension work for “fast finishers”. If there is a possibility that students could misinterpret the work set, it is good practice for the teacher to provide the cover teacher with a brief set of success criteria for the tasks set.
- All resources referred to within the plan must be left easily available.



Cover Lesson work

Subject	Date	Staff Covered	Period	Group	Room
Lesson objectives Inc PLTS					
Resources					
Lesson content					
Homework					
Comments –					

to be completed by cover supervisor	
--	--

SECTION 2 – ASSESSMENT

SUMMARY

- Assessment must be formative and used to inform learning;
- Assessment should be used to monitor the progress of learners;
- Assessment for Learning strategies must be used to encourage all students to 'learn to learn' and become independent learners;
- The 'Marking for Literacy' policy should be followed;
- Homework must be planned, differentiated, clear and meaningful.

2.1 Formative Assessment

The aim of formative assessment is to give students clear guidance about how to improve their work and how they have been successful. Students must be told of the assessment criteria for both class work and homework tasks. Students should be informed what they have done well, and how to improve their work.

- All classwork or homework that is formally assessed, according to department policy, must receive formative comments. This will usually be in writing. When formative feedback is given verbally by the teacher, it may be appropriate for it to be recorded by students in exercise books or files and the teacher could record this in their mark book/planner.

Opportunities must be given for students to act upon the guidance. This could be done through class or homework, for example:

- a starter or a plenary activity;
- students set their own targets by themselves, with the help of peers/teacher;
- discussion with the student;
- a peer assessment activity;
- peer teaching;
- re-drafting pieces of work;
- students keep guidelines on how to approach a particular question.

A formative comment should:

- be concise and accessible for students;

- highlight achievement indicating 2 areas (where possible) that they have been successful in, indicate how improvement can be achieved, giving one or two specific targets;
- be personal by using the student's first name;
- encourage and support the individual needs of students in a constructive way;
- encourage students to take ownership of their learning;
- for GCSE, refer to the mark scheme where relevant.

Peer and/or self - assessment should take place at least once a term in every subject area. The aim of self assessment is to enable students to be actively involved in the assessment process and give them ownership of their learning, therefore encouraging independent learning.

2.2 Cross Year Assessment Tasks

- There must be a minimum of one cross year assessment task per term in every subject area. A record of progress in each unit should be kept during the term. These tasks can be set for classwork or homework. Departments should centrally record and compare performance in cross year assessments.
- The task must be common across comparable groups and the marking criteria clearly set out beforehand.

There are many types of cross year assessment task including:

- an extended piece of written work;
- an investigation/project;
- a practical task;
- whole class presentations, sometimes using ICT;
- an oral or aural activity;
- a mid topic test;
- an end of unit test;
- end of Key Stage test;
- the end of year examination.

Cross Year Assessment

- At KS4 grades should be awarded according to examination board criteria;
- each department must have a clear rationale regarding the awarding of grades within each subject area across the entire year group for all key stages;
- these grades should be collated and recorded centrally following any necessary departmental moderation;
- each department must have a clear rationale for awarding teacher assessed levels for the end of Key Stage 3;
- for ICT work, a National Curriculum Level should be noted.

2.3 Assessment of Class Work and Homework

- It is essential that staff record grades for all assessed class work and homework

- in the mark book as this will allow individual progress to be monitored, homework diaries and used to inform discussion (particularly where underachievement is concerned);
- class work and homework will be marked and returned within 3 weeks. The depth of marking should relate to the nature of the task set;
- pupil work must be checked for accuracy and content at least once a half term. There must be visible evidence that notes have been checked, i.e. a teacher's signature and date;
- a record of this must be made in the teacher's mark book;
- staff must follow the 'Marking for Literacy' policy which is displayed in all classrooms;
- personal, learning and thinking skills (PLTSS) must be regularly assessed and even more regularly referred to in Y7 and 8 (2009/10).

2.4 Presentation

- Teachers must ensure that work is presented to the highest possible standard at all times, excluding rough and draft work;
- teachers must not allow students to deface books, folders and planners;
- all written work must have titles underlined, a date and an indication of whether work is class or homework;
- when completing ICT based work, presentation remains very important and should be carefully checked for grammar and spelling errors.

2.5 Homework

- Learning takes place inside and outside the classroom. To support students, homework must be planned, differentiated, meaningful, clear and set regularly;
- Homework should be set;
- Homework must be set according to the homework timetable. This enables students to plan their time effectively.

A variety of homework tasks can be set, such as:

- questions;
- research;
- thinking;
- reading;
- extended writing;
- past papers;
- notes ;
- learning/revision;
- listening tasks;
- group work;
- presentations and speaking/oral tasks.

All homework must be checked. This can be done in a variety of ways, such as:

- marked by the teacher;
- peer/self assessment;
- orally;
- by testing;
- Homework tasks must be planned and must not be 'finish off' work. Homework should (normally) be set and clearly explained in the first part of the lesson or at an appropriate point. Setting homework at the end of the lesson should be avoided as this practice can discriminate against students with learning difficulties;
- Students must be clear about the purpose of the homework and how it will be assessed;
- Students must be given clear written instructions of the homework task, deadline and how to complete the work. In Key Stage 3 and 4 this should be written on the whiteboard to ensure all students are fully aware of expectations;
- Homework should be written in the students' planners;
- Where appropriate, the previous homework should be reviewed in the lesson, clarifying misunderstandings and giving feedback upon positive aspects and how to improve, if applicable.

SECTION 3 - INCLUSION

SUMMARY

- Every student is entitled to a positive meaningful learning experience
- Every teacher and all support staff have a responsibility to meet the educational needs of **all** students
- SEN/SEAL/G&T information must be recorded and used by teachers to inform and enhance learning and teaching
- Every teacher is responsible for promoting Literacy, Numeracy, Citizenship, Life Skills and ICT to enhance learning and teaching

3.1 Inclusion at THS

Every student at our school has the right to receive the highest quality education.

It is our collective responsibility to ensure that all their educational needs are met. Ensuring inclusion involves:

- setting and explaining suitable differentiated learning challenges;
- responding to students' diverse learning needs;
- working to overcome potential barriers to learning;
- setting parameters that ensure students feel safe and valued in their environment whether in a pastoral or academic sense, inside or outside the classroom;
- all staff are responsible for implementing The Every Child Matters agenda in all elements of school life.

3.2 SEN and SEAL

- All departments/faculties (for smaller departments) have a SEN representative, who meets regularly with the Director for Learning Support (SENCO), cascading relevant information to their department/faculty.
- Information, such as Individual Education Plans and the integrated student support list, on students with SEN/SEAL needs is available in shared documents and eportal. This information must be entered in all mark books and targets discussed with students;
- Information regarding these students is required from all subject teachers for the students' reviews on a regular basis. It must be returned promptly when requested;
- Pupils with medical needs or who are perhaps vulnerable for whatever reason will be flagged up on e-portal. This will be updated/uploaded on a daily basis by an administrative assistant. This should mean that all teachers will be aware of sensitive situations and act accordingly;
- SEAL needs may change on a daily basis. The PDMs will alert staff to the changing needs of pupils via the daily briefing and needs will be highlighted on e-portal;
- Additional support will be given to all staff in meeting the needs of students. Help for individual students can also be provided by the Director for Learning Support (SENCO). This will include providing information and guidance on appropriate teaching strategies and the adaptation and provision of teaching resources. The Director for Learning Support (SENCO) should liaise with subject teachers and Teaching Assistants (TAs) during suitable times.

3.3 Gifted and Talented

- Through their department, each teacher is responsible for ensuring the needs of Gifted and Talented (G&T) students are met;
- All departments/faculties (for smaller departments) have a G&T representative, who meets regularly with the G&T co-ordinator, cascading relevant information to their department/faculty and disseminating relevant G&T opportunities and activities;
- The G&T Lead Teacher prepares annual lists, which clearly states the area in which the pupil is gifted and talented.
- The G&T coordinator organises a programme of activities for these students across all school departments and can be consulted for advice on strategies to meet their learning needs;
- Activities should not simply be more work and not necessarily of the same nature, but should stretch and challenge the most able students.

3.4 Teaching Assistants

- The Director for Learning Support (SENCO) will assign TAs to support the designated pupils and the teacher in meeting the diverse learning needs of students;
- They will work with teachers both within the classroom environment and outside the classroom at the direction of the teacher;

- It is the responsibility of the teacher to provide appropriate guidance to the TA on their role within the classroom. The teacher is responsible for the planning of work in liaison with the appropriate TA where appropriate;
- There should be regular communication between teachers and TAs about how teaching can be structured to support students. TAs will often have in-depth knowledge of the student being supported.
- Departmental SEN representatives can meet with TAs by arrangement through the Director for Learning Support (SENCO).

SECTION 4 – ICT, LITERACY, CITIZENSHIP AND PSHE AND NUMERACY

ICT, Literacy, Citizenship and Personal Social and Health Education and Numeracy skills underpin learning across the curriculum. These must be addressed in all groups, in all subject areas and tutor times as and when appropriate.

SECTION 5 – SUPPORTING LEARNING

SUMMARY

Every adult, in whatever role, has a responsibility to support students in their learning.

Students' learning, personal development and achievement is supported and celebrated in a number of different ways across the school. The celebration of achievement is as important as the raising of a concern in promoting positive behaviour and learning.

If an academic concern arises it should be referred to the HOD and discussed with the Academic Coordinator and PDM. If there is a concern over the well-being of a student, (the problem is of a personal or serious nature), it should be referred immediately to the PDM or Child Protection Officer.

5.1 Role of Tutors

- The tutor has an integral role in supporting students' learning and personal development. The role of the tutor is focused on learning and teaching. This involves meaningful tasks during form time and it does not revolve solely around administrative tasks. There will be a bank of resources for this;
- The tutor sets the standards and expectations of students for the day. A partnership exists between the tutor, PDM the Director of Pupil Support and the Director of Curriculum in order to monitor the academic and personal development and well-being of students within the form;
- The form tutor must ensure that meaningful tasks occur in form time such as private reading, discussion (on given topic), student voice/council reps, debates, key issues in the news, videos, sharing of views, ideas and opinions, finding out about individual students and building relationships and bonds with them;
- Registration periods are an integral part of the school day and should contribute to the learning and teaching process and general wellbeing of the student in the school;
- Registration periods are formal occasions and silence should be maintained while the register is taken. If there is a problem taking an electronic register, a paper register must be sent to the office immediately;
- Seating plans must be used and arranged by the form tutor and a copy given to the PDM. They must be made available if cover for the form group is needed;
- In weekly tutorial sessions, form tutors should aim to talk to students on an individual or group basis to discuss/monitor personal and academic progress and report any

concerns (homework/class work issues) to the Director of Curriculum or PDM as soon as possible;

- Students must be engaged in meaningful activities during tutor time and can include cross-year group events e.g. quizzes, charity ideas;
- A quiet reading session should take place twice a month to promote literacy. The time should also be used to promote a sense of community with debates and class discussion. Students are responsible for providing their own material unless a book box is available;
- Tutors in Y7 and Y8 (2009/10) should spend one tutor period a week developing a familiarity with the language and principles of BLP (there will be a calendered programme for this);
- Students must be seated in the correct uniform by 8.55;
- Tutors must arrive to registration on time and remain with their form for the duration of the registration period. Tutors are role models and punctuality is essential;
- **All** students must remain in their form room for the duration of the registration period unless they have a legitimate reason for leaving such as seeing the Director of Pupil Support, Director of Curriculum or PDM, only with prior warning given to the form tutor. They must not be seeing subject teachers or handing in homework during this time;
- Tutors must escort their form to assembly, in an orderly fashion, and stay with their form for the duration of the assembly;
- Form rooms must be left tidy at the end of registration;
- Tutors are responsible for passing on messages from the Director of Pupil Support, the Director of Curriculum or the PDM supporting them in mentoring, in order for students to be seen, regarding reports/monitoring/mentoring;
- Tutors are responsible for checking students' planners, ensuring that they are signed, and homework is recorded. They can also be used to inform parents of any messages, such as sanctions or achievements. Tutors should inform the PDM when there are problems with this.
- If a form tutor has any concerns regarding social or welfare issues, they must inform the PDM or Director of Pupil Support as soon as possible.

5.2 Director of Curriculum

The Director of Curriculum monitors and supports the learning of all students in Years 7–11. The Director of Pupil Support (SENCO) supports the learning of pupils with IEPs. They work in partnership with PDMs, tutors, mentors and teaching staff and liaise with parents. They are available to discuss the academic needs of individual students.

Teachers must identify any students whose academic performance is a cause for concern. Initially, this must be dealt with within the department. Where concerns about achievement have been raised, the Director of Curriculum will liaise with the teacher and interview the student in an attempt to address the problem. Targets will be set and progress monitored.

The Director of Curriculum will collect and collate information and monitor individual student progress in a number of ways:

- staff, student and parental feedback and continual monitoring of the students;
- monitoring reports – teachers will give comments on identified student progress over a 3–4 week period;
- report cards – completed by the teacher every lesson for identified students on a range of targets and monitored daily by Director of Curriculum and parents;
- parents will be informed of student progress and success where appropriate.

5.3 Director of Pupil Support and Organisation

The primary role of the Director of Pupil Support and Organisation is to ensure the social, emotional and well-being needs of every pupil are being met so that barriers to learning are removed and effective learning can take place. The Director of Pupil Support and Organisation is responsible for the effective behaviour management of all pupils, regardless of academic need and leads the team of PDMs to support staff and HODs in dealing with incidents. Staff should follow the guidelines laid out in the Behaviour Policy for dealing with incidents of poor behaviour within the classroom but inform PDMs should incidents occur outside lesson times or during Tutor time when appropriate action will be taken. The PDMs will inform the Director of Pupil Support and Organisation of incidents. The Director of Pupil Support and Organisation may seek the involvement of the parents, Attendance Officer, Pupil Parent Support Officer or other outside agencies.

The Director of Pupil Support and Organisation will consult with the Director of Curriculum if social, emotional, welfare or behaviour issues are affecting the effective learning of a particular pupil or other pupils within the class.

Staff must inform the PDMs or Director of Pupil Support and Organisation of any social, emotional or welfare concerns as soon as they arise.

The Director of Pupil Support and Organisation must ensure the effective logistical management of the school and that all classes are led by a qualified adult. Staff who are absent from school must inform the Director of Pupil Support and Organisation by telephone on the dedicated 'Absence Line' before 8am so that a qualified adult may be sought to cover the absence and to ensure the continuity of learning. Staff who are absent should set work to be completed by pupils, however if this is not possible it is the responsibility of the HOD to ensure that appropriate work is set.

5.4 PDMs

- The role of the PDMs is to manage the personal, social and overall well-being of all students within their year group and to be aware of their academic progress;
- They work in partnership with the Director of Curriculum, the Director of Pupil Support, form tutors and classroom teachers in promoting the school ethos across the year group;

- They are available to discuss the individual needs of any student within their year group. Any academic, or personal concerns regarding a student should be discussed with the PDM. The PDM should support and monitor the year team in their duties and offer guidance and support where necessary;
- The PDM should also inform the relevant staff of any concerns that relate to individual students.

5.5 HODs

- The role of the HOD is to manage learning and teaching within the curriculum area;
- The HOD should monitor and evaluate teaching and learning within the department, this will include lesson observation; checking of student progress; scrutiny of assessed student work and recorded pupil interviews;
- Any concerns with the academic progress of an individual student must be referred to and discussed with the appropriate HOD(s);
- HODs will support the professional development needs of individual teaching and non-teaching staff members within their curriculum area;
- HODs are responsible for liaising with the Director of Curriculum, PDM and parents when necessary.

5.6 SLT

The Senior Leadership Team is responsible for the overall management and development of teaching and learning across the school. This will include close monitoring of student progress, lesson observations, scrutiny of assessed student work and recorded student interviews.

Approved by Governing Body:

Date: 20th October 2009