

**The Federation of Abbey Infant and Junior.**

**Quality Assurance Policy.**



**Policy slimmed and updated October 2016.**

**Policy updated July 2019 in readiness for Autumn 2019**

## Abbey Steps to Success!



✓ Targets and success criteria or 'stem sentence' in mathematics.



✓ AFL 'big picture' over units of work support pupils' understanding of what to improve



✓ Positive affirming behaviour management and respect for each others' opinions.



✓ Meeters and greeters.



✓ Speaking and listening opportunities e.g. Talk for writing (T4W).



✓ Differentiation where appropriate: mastery concept for most subjects



✓ Effective AFL e.g. great questioning; range of plenaries, marking and feedback



✓ WAGOLL learning walls or interactive screen leading to great modelling.



✓ Celebration of success.



✓ Pride in presentation.



✓ Application of skills and purpose to learning.



✓ Effective interventions.

✓ Passionate, excited staff and children.

✓ Bucket list, soft skills and life skills

*We believe that these elements make up great teaching....this will lead to great learning and great progress. Not all of these elements will be present in all lessons and they must be considered in an age appropriate way.*

**Quality Assurance Policy Statement:**

It is vital that monitoring regularly takes place in order to ensure quality teaching and learning are delivered.

Many mechanisms need to be deployed in order to ensure that this takes place, and monitoring is undertaken by different teams within the school.

Good quality monitoring leads to evaluation and in turn, to review and school improvement. Information gathered then forms the basis for identified priorities and actions in the School Improvement Plan.

**Principles:**

- Monitoring of teaching and learning is undertaken by the School Advisor (where appropriate and negotiated) the Head Teacher, the Deputy Headteacher, Assistant HT, SMT and NPQML leaders.
- In accordance with union guidelines, staff will not be observed for more than 3 hours per year.
- Staff will be informed in advance of monitoring activities, although exact timeframes may not be possible to provide.
- Staff will be given feedback from monitoring systems and procedures, outlining strengths and areas for development.
- Standard monitoring documents are used in order to ensure equality.
- Staff were consulted on the format of this policy and its application.
- We will be 'smart' with our use of monitoring – write once and use for multiple purposes.
- Where appropriate school, (not personal staff information) will be shared with other parties – School Adviser, Governors, LEA, OfSTED, HMI and other third parties involved in quality assurance in primary schools.

**Monitoring structure:**

The following plan outlines how different aspects of intentions (planning), delivery (observations and learning walks) and outcomes (pupils' books, pupil discussion, data analysis) are to be monitored.

**Expectations for submitted plans:**

All planning should be available, at any time, in advance of lessons being taught for all areas of work.

**Performance Management Arrangements for Teaching staff:**

To prevent duplication of work, all monitoring activities will form available evidence for Performance Management. This is proportionate to need and working hours as identified in the PM policy.

**Performance Management Arrangements for support staff:**

1 observation per year for 20 mins

Relevant planning documentation (where appropriate) to be cross referenced regarding delivery.

During our staff consultation September 2016 – the vast majority of staff wanted to engage in more peer-peer observation of all aspects of work. Through phases, all aspects will be considered using this methodology. Lesson observations will also be carried out peer to peer with a member of SMT to upskill staff in the process.

Strand	Management responsibility	Activities / Actions		Personnel Responsible	Timescales	Evaluation	Next Steps					
Teaching and Learning		Leadership Team		Intention	<ul style="list-style-type: none"> <li>Notebook scrutiny for Literacy or Numeracy</li> </ul>	SMT and peer phases	Once per term	SMT	Feedback to staff			
					<ul style="list-style-type: none"> <li>Notebook scrutiny for other subjects</li> </ul>	SMT and peer phases	Once per term	SMT	Feedback to staff			
				Implementation	<ul style="list-style-type: none"> <li>Learning activities matched to intention – this will be across subjects and year groups.</li> </ul>	SMT and peer phases	Once per term	SMT	Feedback to staff			
					<ul style="list-style-type: none"> <li>Learning Walk for environment, and attitudes, assessment</li> </ul>	SMT and peer phases	1x per half term, 5 mins duration	SMT	Feedback to staff			
				Impact	<ul style="list-style-type: none"> <li>Work Scrutiny against the school's curriculum</li> </ul>	SMT and peer phases	Once per term	SMT	Feedback to staff			
					<ul style="list-style-type: none"> <li>Peer Observation</li> </ul>	Agreed between staff for professional learning						
					<ul style="list-style-type: none"> <li>Pupil conferencing Discussion</li> </ul>	SMT and peer phases	Once per term	SMT	Feedback to staff			
					<ul style="list-style-type: none"> <li>Pupil Progress Meetings</li> </ul>	SMT and peer phases	Data entry end of Autumn 2; spring 2; summer 1	HT	Feedback to staff & update provision maps			
				Subject Post holders	Intention	Subject post holders – where indicated in the SIP – will carry out a selection of the above activities so that the work in non-core subjects can also be evaluated.						



**Observation Summary for Class Teachers – maximum across the year:**

<b>Focus</b>	<b>Time</b>	<b>Total</b>	<b>Details</b>
Learning activities matched to intention – this will be across subjects and year groups.	20 mins x 3	60 mins	SLT, SMT, NPQML
Learning Walk for environment, and attitudes, assessment	As per need	120 mins	SLT, SMT, NPQML
	Total in mins = 180		
	<b>TOTAL = 3hrs</b>		

For clarity, as per the HT's announcement of reduction in 'formal lesson observations', that commitment is detailed here. Staff will receive individual feedback on an on-going basis through the process outlined in the table above. This will enable more professional on-going developmental feedback.

Following the 'once per term aspects' – whole staff feedback will be given identifying strengths and areas to consider for development. This will be more beneficial because it will be feedback from the longitudinal (over a number of weeks) information. Thus, reducing the need for individual lesson feedback. Staff will have the opportunity to discuss aspects individually too.

Monitoring pro-forma – Abbey 2016.

<b>Aspect to be monitored</b>	
<b>Who was involved?</b>	
<b>What is positive about this aspect?</b> 	<b>What questions do I have?</b> 
Cause and effect.....	
<b>What is the impact or what is the evidence of progress for:</b> HA;MA;LA;SEND;PP	
This aspect may not always be recorded fully e.g. Learning Environment	
<b>What are the next steps?</b>	
Paste here the next steps and use this form to record the next monitoring interval and check to see that the next steps have been actioned.	
Signed:	





## M1. REFLECTIVE ENQUIRY WALKTHROUGHS - DROP IN'S

Location \_\_\_ Teacher \_\_\_\_\_ Person responsible \_\_\_\_\_ Date \_\_\_\_\_

**Aide memoir only – use to inform our common proforma.**

Aspect
<p><b>ENGAGEMENT</b> To what extent are pupils engaged in learning? Observed behaviours, attitudes to learning and motivation? Habits of learning observed, relationships and evidence of independent learning. Pupils enjoying their work and learning.</p>
<p><b>PURPOSE</b> What is the teacher's or other adults purpose in providing learning opportunities? What are the desired learning objectives, are they appropriate and do they meet the needs of the groups of learners? How are the pupils responding to the opportunities being created?</p>
<p><b>LEARNING APPROACH – led by school values</b> How are the actions of the adults developing the learning of the pupils? What decisions are the adults making in responding to the questions and challenges presented by the pupils? How do these actions and reactions of the adults move learning forward? Quality of teaching, coaching, facilitation, deployment of LSP's and other adults. Is there a consistency in marking, feedback to pupils, time for them to improve their learning and work? Quality of presentation of their learning and work.</p>
<p><b>LEARNING ENVIRONMENT AND CLASSROOM CLIMATE</b> How is the environment contributing to pupil's learning? Are there scaffolds and prompts for learning and are the pupils using them? Are resources appropriate and available for independent and personalised learning? Is progression evident in independent, personalised learning. Use of ICT opportunities, Assessment, formative / summative, including and AfL?</p>
<p><b>GATHERING PUPIL VIEWS - INTERVIEWS</b> Brief look at other pupil's work. Classroom display of pupil's work. Class visits – link governors, visitors. Learning outside the classroom.</p>
<p><b>REFLECTION</b> What is your response to what you have observed? From the evidence observed and gathered what opportunity might this offer in generating a reflective question or observation for the teacher, for SLT consideration, or your own development</p>



## M2. MONITORING PLANNING

Aide memoir only – use to inform our common pro forma.

CRITERIA	COMMENTS
<p><b>Planned Learning (objectives / criteria for success)</b></p> <ul style="list-style-type: none"> <li>• Learning objectives are clear, specific, concise achievable and appropriate to pupils' learning needs?</li> <li>• Assessment for learning used to inform planning?</li> <li>• Evidence of previous lesson evaluations used?</li> <li>• Evidence of annotations to modify lessons to meet pupil needs?</li> <li>• Planned to pitch at appropriate NC/EYFS levels?</li> <li>• Targets regularly reviewed and refined?</li> <li>• Targets specific, well matched &amp; referred to often?</li> <li>• Reference to outcomes of SMSC and British Values?</li> <li>• Is there a sense of enjoy and achieve?</li> </ul>	
<p><b>Lesson structures and tasks</b></p> <ul style="list-style-type: none"> <li>• On-going feedback provided on errors, good work and underachievement?</li> <li>• Content and learning real, relevant, imaginative and interesting?</li> <li>• Interesting examples, contexts and first-hand experiences used to support teaching and learning?</li> <li>• Use of quality materials, especially books and literature? Love of books and reading engendered?</li> <li>• Questioning, problem setting, choice of materials &amp; resources sufficiently challenging?</li> <li>• Effective strategies for ensuring that pupils are aware of where to focus their efforts to learn and improve?</li> <li>• Grouping based on assessment &amp; conducive to teaching &amp; learning?</li> <li>• Clear, efficient organisation of activities &amp; groups?</li> <li>• Beginnings, middles and ends of lessons focus on learning objectives and success criteria?</li> <li>• Pace good &amp; no learning time wasted?</li> <li>• LSPs' expertise known &amp; used effectively?</li> <li>• LSPs know learning objectives &amp; success criteria?</li> <li>• LSPs promote achievement and record pupil progress?</li> </ul>	
<p><b>Differentiation and meeting individual needs</b></p> <ul style="list-style-type: none"> <li>• Planning takes account of learning needs of all groups of pupils?</li> <li>• Assessment of pupils with DSEN thorough and used/reference to IEPs?</li> <li>• Ensure appropriate challenge &amp; expectations</li> <li>• Teach' strategies take account of differing learn styles?</li> <li>• Are more able / gifted and talented needs met?</li> </ul>	
<ul style="list-style-type: none"> <li>• Planning supports effective teaching and learning during the lesson?</li> <li>• Is there evidence of planned homework?</li> </ul>	
<p>Evaluative commentary – Quality assurance</p>	

Report by SMT member \_\_\_\_\_ Date \_\_\_\_\_



### M 3. MONITORING OF PUPIL'S WORK

Aide memoir only – use to inform our common pro forma.

Criteria - Checklist	Comments
<p><b>1. Presentation of Work</b></p> <ul style="list-style-type: none"> <li>• Is the work presentation in line with school policy?</li> <li>• Is the work presentation, and content consistent with other parallel classes or groups?</li> <li>• Is there evidence of progress in presentation matching age and ability?</li> </ul>	
<p><b>2. Pupil progress noted</b></p> <ul style="list-style-type: none"> <li>• Is good progress evident in individual children?</li> <li>• Is good progress evident at all ability levels?</li> <li>• Is the level of difficulty of the work appropriate to the abilities of the pupils?</li> <li>• Is there clear evidence of continuity and progression in standards?</li> <li>• <b>Does the content and pitch match the school's curricular plans?</b></li> </ul>	
<p><b>3. Marking and feedback</b></p> <ul style="list-style-type: none"> <li>• Is work marked regularly and accurately?</li> <li>• Do teachers written comments relate to the learning objectives of the work? Are they positive, give quality feedback and show next steps?</li> <li>• Is the same comment for the same pupil repeated over time?</li> <li>• Is achievement recognisable?</li> <li>• Are comments diagnostic / set targets / give good guidance as to how the work can be improved?</li> <li>• Do the pupils respond to the comments in writing by doing corrections, by following the guidance in subsequent work?</li> <li>• Is there evidence of homework?</li> <li>• Do teachers record their remarks to pupils for later use in reports to parents?</li> </ul>	
<p><b>4. Match of work scrutinised to planning for NC / English / Maths/ EYFS requirements</b></p> <ul style="list-style-type: none"> <li>• Are Programmes of Study / learning objectives displayed in classrooms or given to pupils? Evidence in books and work.</li> <li>• Do pupils know or record which groups they are in (ability) or targets they are working towards?</li> </ul>	
<p><b>Evaluative commentary – quality assurance</b></p>	



#### M 4. PUPIL INTERVIEW QUESTIONS – Guide only

Aide memoir only – use to inform our common pro forma.

Questions	1-10
<p>Introductions</p> <p>Can you tell me what's been the best bit of learning for you in the classroom this week or last week?</p> <p>What do you enjoy most about being in school?</p> <p>What do you think you are really good at?</p> <p>What do you find most difficult?</p>	
<p>Progress in work</p> <p>Do you think you have improved / made progress in your work this term?</p> <p>What are you trying to improve on / get better at, most?</p> <p>What have has gone into your long-term memory from this topic?</p>	
<p>Lessons</p> <p>Which lessons do you like most? Why?</p> <p>Which lessons do you like least? Why?</p> <p>How much do your teachers or other adults in the classroom help you when you're stuck on something?</p> <p>Are the comments teachers write in your books about your work, helpful? Do you act on them when you do your next piece of work?</p> <p>Can you find the things you need for your work like glue or scissors easily in the classroom?</p> <p>Do you do your homework / reading when you have some? Do your parents see it and help you?</p>	
<p>Relationships</p> <p>Do you feel safe coming to school, in the playground and when you go home?</p> <p>When another pupil says something nasty to you who do you tell or go to too ask for help?</p> <p>Are you bullied? What do they do? What do you say to them?</p> <p>Do you have many friends? At school / at home</p>	
<p>Personal</p> <p>Do you come to school regularly? Are you often away? Why?</p> <p>Are you always ready for school? – eg. Reading pack, PE kit,, swimming, pencils.</p> <p>On a scale of 1-10 – 1 being the best</p> <p>How much effort do you think you put into school? Is your time keeping good?</p> <p>What are your plans for you for the future? Next school, job?</p>	
<p>What would you like to have here in school that we don't have now?</p> <p>Are there any other changes you would like us to make in school?</p>	
<p>Memorable learning?</p> <p>Bucket list?</p> <p>Soft Skills?</p> <p>Life skills?</p> <p>Thank you for coming to talk</p>	



## M 6. MONITORING MARKING FROM PUPIL BOOKS

Aide memoir only – use to inform our common pro forma.

ASPECT	EVIDENCE
<p><b>1. Marking related to learning Intention</b>            Has the adult used a tick and given positive comments related to the LO /Success Criteria?            Does marking reference previous next steps?            Where appropriate, have emergent writers had their work paraphrased?</p>	
<p><b>2. Quality of Close the Gap Marking</b>            Has the adult used a highlighter to identify areas for improvement?            Are children given the opportunity to improve their work?            Is there evidence of a broad range of close the gap marking activities?            Is there evidence of 1 piece of CTG per week for Maths and English and 1 per half term in other subjects?</p>	
<p><b>3. Self &amp; Peer Assessment</b>            Where appropriate to the age and stage, have children used the success Criteria to self-assess their understanding?            Have children written a sentence at the bottom of their work, referring to the LO/success criteria? Have they used the school marking policy?            Is there evidence of 1 example of peer and 1 example of self-assessment per week in English and Maths books?</p>	
<p><b>5. Focus Groups</b>            Has an adult worked with one focus/guided group each lesson?</p>	
<p><b>6. Non-Focus Groups</b>            Have the non-focus groups had their worked target marked against the LO/Success Criteria?</p>	
<p><b>7. Level of Support Indicated</b>            Has the level of support been indicated, i.e. Independent, Guided, LSP Some support etc.</p>	
<p><b>8. Other adults</b>            Have other adults, e.g. LSPs initialled the child's work to indicated they have observed the child's learning?            Have they indicated their level of support?</p>	
<p><b>9. Presentation</b>            Dates underlined with a ruler?            Long date in English? Numerical date in Numeracy?            1 digit per box (Numeracy)            Use of pen/ pencil at the appropriate stage in writing.            Use of pencil in numeracy?            Single neat line through mistakes?</p>	



## M 7. LESSON SELF-EVALUATION FOR TEACHERS

**Aide memoir only – use to inform our common pro forma.**

How do I rate my performance with regard to :	Comments
1. My impact? Did pupils enjoy, achieve and make progress in the lesson? Was there opportunity for independent learning?	
2. Planning was thorough, innovative, and based on the needs of learners? Did I inspire each one of them to make outstanding progress in learning?	
3. The classroom was tidy, an effective learning environment, resources available for pupils, furniture and equipment arranged safely?	
4. Classroom climate. Start to the lesson, meet and greet settled the pupils down effectively, pupils had their equipment and were ready to learn?	
5. Introduction to the lesson, use of previous learning, high expectations set, explained and maintained throughout the lesson?	
6. Learning objective displayed, explained and referred to during the lesson, intended progress and outcomes understood by pupils?	
7. Are the tasks appropriate for the learning objective, with an emphasis on practical activity for differentiated groups or individuals?	
8. Quality of teaching skills, subject knowledge, questioning, listening, language used in discussion and challenge? Technical vocabulary used?	
9. Effective strategies for differentiation, High, Middle and Low Attainers, Challenge for Gifted & Talented pupils? Did you need to change the plans due to pupil in lesson response?	
10. How effective was my use of other adults as part of the lesson?	
11. IT skills, ICT opportunities provided for pupil learning?	
12. Cross curriculum – literacy, numeracy & ICT strategies included?	
13. Are all pupils aware of their personal targets to up-level their work?	
14. Assessment opportunities – verbal and written, records and reporting?	
15. Pupil behaviour – time spent on task, interruptions, discipline and my control? Pupil attitudes, their well-being and safety – the ECM agenda?	
16. Effective feedback to pupils during the lesson, praise and direction for next steps? Marking comments? Pupil's own assessment of learning?	
17. Mini - plenaries, reflections during the lesson, to consolidate learning for individuals, groups or whole class?	
18. Pupil routines if they are stuck or have finished a task and know not to disrupt the teacher? Did they work effectively?	
19. Effective use of appropriate resources, informative display, texts, work sheets, white board, other technologies, DVD etc?	
20. Plenary or summary – end of the lesson?	
21. The timing and pace of the lesson?	
22. My evaluation pointers for future lesson planning? Annotated planning.	

Analysis and evaluation. How did I feel the lesson went? Good aspects of the lesson were:

Even better if I'd....? Things I would change. Any specific training identified?



## M9a. PUPIL PROGRESS MEETINGS

Year Group X: Staff involved - X,Z,Y,A,B,C

Date (embolden) – Au 1; Au 2; Sp 1; Sp 2; Su 1; Su 2.

**Begin with positives – what has been working well this half term? Can you share some examples of striking progress, intervention, curricular design, targeted support that would be good to share and celebrate?**

**From the READING ATTAINMENT & PROGRESS SHEET.**

Questions

[Year group text overwrite]

**From the WRITING ATTAINMENT & PROGRESS SHEET.**

Questions

[Year group text overwrite]

**From the MATHS ATTAINMENT & PROGRESS SHEET.**

Questions

[Year group text overwrite]

**From the READING NAMES SHEET.**

Focus on the children who appear in the pink boxes. These children need to be on the provision maps – check that they are and that the provision maps tell a good story for the additional support to accelerate progress from all starting points.

[Year group text overwrite]

**From the WRITING NAMES SHEET.**

Focus on the children who appear in the pink boxes. These children need to be on the provision maps – check that they are and that the provision maps tell a good story for the additional support to accelerate progress from all starting points.

[Year group text overwrite]

**From the MATHS NAMES SHEET.**

Focus on the children who appear in the pink boxes. These children need to be on the provision maps – check that they are and that the provision maps tell a good story for the additional support to accelerate progress from all starting points.

[Year group text overwrite]

**Link to Performance Management.**

**Who are our focus PP children to move a table group by the end of the academic year?  
Are there any additional actions required that are not automatically covered above?**

[Year group text overwrite]

**Possible Barriers: SEND**

**Are there any children who are presenting particular difficulties that do not already have intervention or specialist support that we may need to refer to SENCO and/or Inclusion Support?**

[Year group text overwrite]

**Possible Barriers: Social, emotional, mental health (SEMH)**

**Are there any children who are presenting particular difficulties that would require parental, pastoral, Inclusion Support or a combination?**

[Year group text overwrite]

**Now update the provision maps to include the actions above.**

## **Teachers' Standards**

### **PREAMBLE**

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

### **PART ONE: TEACHING**

#### **A teacher must:**

#### **1 Set high expectations which inspire, motivate and challenge pupils**

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

#### **2 Promote good progress and outcomes by pupils**

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

#### **3 Demonstrate good subject and curriculum knowledge**

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

#### **4 Plan and teach well structured lessons**

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

#### **5 Adapt teaching to respond to the strengths and needs of all pupils**

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

#### **6 Make accurate and productive use of assessment**

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

#### **7 Manage behaviour effectively to ensure a good and safe learning**

## **environment**

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

## **8 Fulfil wider professional responsibilities**

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.

## **PART TWO: PERSONAL AND PROFESSIONAL CONDUCT**

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
  - o treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
  - o having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
  - o showing tolerance of and respect for the rights of others
  - o not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
  - o ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.

-Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.

-Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

## UPS Standards

### Upper Pay Range Teachers Standards

- 1 Contribute significantly, where appropriate, to implementing workplace policies and practice and to promoting collective responsibility for their implementation
- 2 Have an extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise learning to provide opportunities for all learners to achieve their potential
- 3 Have an extensive knowledge and well-informed understanding of the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those related to public examinations and qualifications
- 4 Have up-to-date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learners' needs
- 5 Have a more developed knowledge and understanding of their subjects/ curriculum areas and related pedagogy including how learning progresses within them
- 6 Have sufficient depth of knowledge and experience to be able to give advice on the development and well-being of children and young people
- 7 Be flexible, creative and adept at designing learning sequences within lessons and across lessons that are effective and consistently well-matched to learning objectives and the needs of learners and which integrate recent developments, including those relating to subject/curriculum knowledge
- 8 Have teaching skills which lead to learners achieving well relative to their prior attainment, making progress as good as, or better than, similar learners nationally
- 9 Promote collaboration and work effectively as a team member
- 10 Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback