

2024-25



# TEACHING & LEARNING HANDBOOK

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# OUR CULTURE OF LEARNING

The Gildredge House Culture of Learning is comprised of three distinct strands.

## **A culture of ASPIRATION**

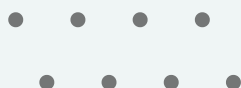
At Gildredge House, our mission is to 'Aspire in all that we do'. We encourage every member of our learning community, regardless of their prior academic attainment or life experience, to strive to achieve the highest possible standards both inside and outside the classroom. Our school motto, 'Aspire', concisely encapsulates this belief.

## **A culture of CONSISTENCY**

Teachers are the most creative, resourceful people. We should not be expected to behave like robots - schools would become incredibly dull places if this was the case. Concurrently, we also know that implementing a classroom culture that limits in-school variation and ensures students experience a consistently excellent standard of teaching will result in positive academic outcomes. We are striving to create such a culture of consistency.

## **A culture of LEADERSHIP**

For some of us, our job titles and responsibilities make it obvious that we hold positions of leadership. However, leadership is more than just a job name. From the moment we step into our classrooms we become the person responsible for leading the students in front of us. As such, we are all leaders.







# A CULTURE OF ASPIRATION

## MISSION

At Gildredge House, our mission is to 'Aspire in all that we do'. We encourage every member of our learning community, regardless of their prior academic attainment or life experience, to strive to achieve the highest possible standards both inside and outside the classroom. Our school motto, 'Aspire', concisely encapsulates this belief.

## VISION

Our vision is to be a school that ASPIRES:

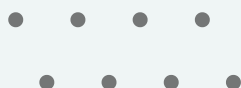
- for balanced students who flourish through opportunities and learning experiences in and outside the classroom.
- toward a culture of care and wellbeing, which results in optimal conditions for learning.
- to be proud of the Gildredge House way, our uniform and attendance.
- for all students to achieve their potential and beyond.
- for an inclusive, all-through, values-based curriculum.
- for students to understand their responsibility to be global citizens, contributing to a better world.
- to celebrate students' individual and collective achievements.
- to engage young people in environmental education and action.
- for a strong careers programme which supports students in further education, training, and employment.
- to work collaboratively within our local, national, and global communities.

# VALUES

Academic achievement is the key that unlocks the gates of opportunity. Supporting students to achieve their academic potential is the core business of every school. In this respect, Gildredge House is no different. However, we also believe that academic outcomes shouldn't be the only metric upon which schools are judged.

Our vision for the school is therefore underpinned by a values-based education. Collectively, these values are referred to as our 'ASPIRE Values'. We expect all students and staff to demonstrate these values at all times.

<u>A</u>	Ambition		To relish new challenges or opportunities, always strive to do our best.
<u>S</u>	Support		To collaborate, encourage and help others whilst accepting and responding to support ourselves.
<u>P</u>	Perseverance		To have self-belief in overcoming challenges to be successful.
<u>I</u>	Integrity		To be honest and always do the right thing.
<u>R</u>	Reflection		To consider our strengths and areas for development whilst making connections in our learning.
<u>E</u>	Empathy		To understand the feelings and needs of others, supporting those who sometimes need our help.



# A CULTURE OF CONSISTENCY

On the following pages you will find a summary of the principles and teaching strategies that form part of our Culture of Learning:

## **The Gildredge House 5**

The five key principles of our Culture of Learning – Challenge, Explanation, Modelling, Questioning and Feedback. Inspired by Sean Allison’s ‘Making Every Lesson Count’, these principles should be evident in every lesson.

## **Culture of Learning Routines**

These routines combine with The Gildredge House 5 to create a positive climate for learning. They are a crucial part of our Culture of Learning.

## **Adaptive Teaching**

We adhere to the belief that approaches designed to support students with additional needs usually benefit most students. Our Empowering Every Learner Framework has been developed with this approach in mind, alongside Student Support Profiles for those students who require personalised adaptations.

## **Curriculum**

Underpinning our Culture of Learning is our ‘Golden Threads’ curriculum. It has been developed to support both academic achievement and a values-based education.

## **Literacy**

A strong focus on developing students’ literacy skills is an essential part of our Culture for Learning across the whole school.



# GH5

# CHALLENGE

## Key principles:

- Teachers use knowledge of the class to plan lessons that engage students in appropriate struggle.
- Teachers have high expectations of all students and adapt lessons to ensure all students can achieve the lesson objective.
- Teachers uses effective questioning to challenge students.
- All lessons contain a specific Challenge Task.

## What does this look like?

### CLASS PROFILE

Before the lesson, Teachers gain knowledge of their class by reviewing information contained on the Inclusion Register, Student Support Profiles, and SIMS. Teachers use this information to ensure the lesson they are planning provides appropriate challenge for the class they are teaching



### LESSON OBJECTIVE

Teachers provide a clear lesson objective and, in the Secondary phase, there should also be specific success criteria which all students should be able to achieve. The lesson objective should be guided by Blooms Taxonomy of Questioning.



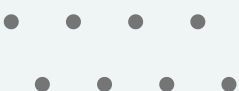
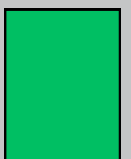
### QUESTIONING

As per the whole school questioning strategy, Teachers plan questions prior to the lesson which will provide stretch and challenge, particularly to High Prior Attaining students. Teachers target questioning during lessons to ensure all students are challenged and engaged. The aim should be for all students to have contributed at least once during the lesson.



### CHALLENGE TASK

All lessons should include a Challenge Task for students to attempt. The Challenge Task should be located in a green box on PowerPoints to ensure it is easily identifiable to students.



# EXPLANATION

## Key principles:

- Teachers are mindful of cognitive load theory.
- Explanations are broken down into manageable chunks to avoid overloading working memory.
- Teachers use both verbal and visual explanations, particularly when explaining task instructions.
- Teachers assess students' understanding of their explanations as the lessons progress.

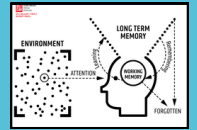
## What does this look like?

### REDUCE EXTRANEANOUS LOAD

Teachers' verbal explanations are clear and concise.

Visual stimuli is clear and unambiguous.

Potential distractions to learning are reduced, for example, by removing unnecessary graphics from PowerPoint presentations.



### CHUNK

Teachers are mindful to chunk their explanations into concise sections. This reduces the likelihood of cognitive overload.



### VISUAL AND VERBAL

Teachers use both verbal and visual explanations during the lesson.

Teachers ensure that instructions for tasks are provided in both verbal and visual form.

All students benefit from this approach.



### CHECK UNDERSTANDING

Teachers regularly check that students have understood their explanations. They use a range of techniques to do this, for example Cold Calling, Show Me Boards, Think Pair Share.





# GH5

# MODELLING

## Key principles:

- Teachers model intended outcomes before students engage in practice.
- Modelling is most effective when delivered in small step-by-step chunks.
- Teachers attempt to model whilst simultaneously thinking aloud, identifying common misconceptions and errors as they progress.

## What does this look like?

### I DO

Teachers model the intended outcome of the task. This enables students to appreciate what successful completion of the task looks like.

Whilst modeling, Teachers identify common misconceptions or errors.

Teachers model in small, step-by-step chunks, checking for understanding. This increases the likelihood of students successfully completing the task independently.



### WE DO

Teachers ask for student assistance to model another example.

Whilst student is explaining, Teachers question them on the choices they have made.

Teachers engages with other students during explanation, asking them to identify any successes or errors.



### YOU DO

Students engage in independent practice.

Teachers check in on those students who will require further scaffolding.



# QUESTIONING

## Key principles:

- Teachers pose planned, probing questions before lessons commence.
- Teachers pause and provide students with adequate thinking time before asking for responses.
- Teachers ensure all students are participating through a range of questioning strategies.
- Teachers pose hinge questions to ascertain student understanding at pivotal moments in their learning.

## What does this look like?

### PLAN

Teachers plan the questions they will ask during the lesson.  
Teachers plan to ask specific hinge questions to ascertain students' understanding.  
Teachers use their Question Planner to plan their questions.



### PAUSE

Teachers pose questions as follows:  
Question > Pause > Response  
Teachers allow at least 5 seconds of thinking time before requesting student responses.



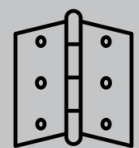
### PARTICIPATE

Teachers request feedback from class.  
Teachers use a range of techniques to gather feedback, for example, cold calling, hands up, random name generator.



### HINGE

Teachers pose hinge questions at planned moments in the lesson.  
Hinge questions enable Teachers to ascertain students' understanding before progressing onto new learning.



# FEEDBACK

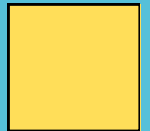
## Key principles:

- Teachers provide constructive and timely feedback with the intention of enabling students to improve the quality of their work.
- Feedback is delivered in a variety of different ways e.g. verbal, written, peer-to-peer or self-generated.
- After written feedback has been issued by Teachers, students are provided with dedicated time to improve their work.

## What does this look like?

### FEEDBACK SHEETS

Students in Key Stage 2 and above receive at least one Feedback Sheet each half term. Feedback Sheets acknowledge both strengths and areas for improvement. Feedback Sheets must contain an element of personalised feedback.



### STUDENT RESPONSE

Students must respond to the feedback provided on Feedback Sheets. Students should respond to feedback by correcting a specific element of their work or by completing a similar problem.



### PURPLE PEN FEEDBACK

Teachers use a purple pen when providing written feedback to students.



### GREEN PEN FEEDBACK

Students use a green pen when self-assessing, or peer-assessing one another's work.



### VERBAL FEEDBACK

Verbal feedback is provided by Teachers, particularly in EYFS and KS1, where students may struggle to respond to written feedback.

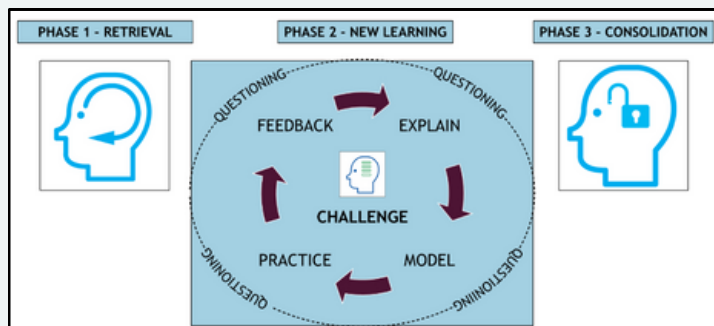


# LESSON DESIGN

## Key principles:

- Planning lessons in distinct phases enables Teachers to assess whether meaningful learning is taking place.

## What does this look like?



### Phase 1 Retrieval

- Teachers 'connect and correct' as students enter the classroom as per READY TO LEARN routine.
- Students complete RETRIEVAL ACTIVITY.
- Students feedback from retrieval activity, Teachers assess students' understanding.
- Teachers introduce content of the lesson through LESSON OBJECTIVES and, in the Secondary phase, there should also be specific SUCCESS CRITERIA which all students should be able to achieve.

### Phase 2: New Learning

- Teachers EXPLAIN lesson content and regularly assess student understanding through QUESTIONING and other AfL strategies such as Show Me Boards.
- Teachers MODEL how lesson content can be applied through strategies such as 'I do, we do, you do'. Teachers use QUESTIONING during modelling process to assess students' understanding.
- Students PRACTICE applying the lesson content.
- Teachers collect student FEEDBACK from practice through QUESTIONING and other AfL strategies.
- Teachers pose pre-planned hinge question to ascertain whether students are prepared to move onto new lesson content.
- Teachers repeat this cycle when introducing new lesson content.

### Phase 3: Consolidation

Teachers use AfL strategies to assess whether the lesson objective has been achieved.



# LITERACY

# APPROACH

## Key principles:

- All Teachers are teachers of literacy.
- Developing literacy will transform the lives of students. It is 'a bridge from misery to hope' (Annan, 1997).

## What does this look like?

### READING AGE AWARENESS

All students complete an annual Reading Age assessment.

In the Secondary phase, outcomes of the assessment are available to Teachers through the Inclusion Register and on SIMS.

Teachers should adapt their lesson delivery to support students with reading ages that are significantly below or above their chronological age.



### SUBJECT GLOSSARIES

All subjects in the Secondary phase have developed glossaries for each unit of work they are delivering.

Glossaries should be found in students' exercise books.



### TARGETTED VOCABULARY INSTRUCTION

Teachers should use strategies, for example, the Frayer Model or 'I say, you say', during lessons to enhance students' understanding of Tier 2 and Tier 3 vocabulary.

Retrieval Activities should include opportunities for students to recall subject-specific Tier 2 and Tier 3 vocabulary.



### LITERACY CODES

A literacy feedback code has been developed to increase the expectations of written literacy skills across all subjects.

Teachers should use this code in their feedback to students.



# THROUGH-LINE CURRICULUM

*“Ultimately, the quality of a school’s curriculum is one of the most important determinants of its success. It shapes the educational experiences of students and lays the foundation for their future success.”*

**Tom Sherrington**

## **What does this look like?**

Schools have the power to determine much of what a person knows. This is an incredible privilege, the implications of which we have considered at great length.

Our curriculum is underpinned by a values-based education. The result is a purposeful learning environment that enhances personal and academic achievement whilst also developing students' social and relationship skills.

We have identified six core values that we believe will ensure our students achieve success. These are our ASPIRE Values. Our curriculum has been developed with our ASPIRE Values in mind.

The Gildredge House vision and intent statement for our curriculum is as follows:

We provide a progressive, ambitious and values led inclusive curriculum, that is rich in language, for all learners, Reception to Year 11. This:

- Develops independent, resilient people who positively contribute to their own lives and the wider community.
- Prepares students for future careers, with appropriate knowledge and skills.
- Creates aspiration for lifelong learning.

Teaching staff have developed a curriculum model across all subjects from Reception to Year 11. A carefully designed Programme of Study with generic skills and key vocabulary has been designed to map ‘Golden Threads’ through the different Key Stages. Primary and Secondary colleagues have worked in collaboration to carefully sequence the content of their curriculums. Long-term and medium-term plans have been developed which identify learning outcomes, key vocabulary, assessments and intended learning activities.

# ADAPTIVE TEACHING

## Key principles:

- Effective adaptive teaching, rather than traditional differentiation, results in a culture of high expectations of students.

The key differences between these approaches are as follows:

- Differentiation involves Must/Should/Could lesson objectives, capped lesson expectations dependent on students' needs, individualised learning plans, and mini lessons for different groups of learning.
- Adaptive teaching involves focused support for all students, responsive tweaks to lessons as they are taking place, and judging in the moment whether students are keeping up.

## What does this look like?

### BEFORE THE LESSON

Teachers review the needs of their class using the Inclusion Register, Student Support Profile, and SIMS.



### DURING THE LESSON

Teachers implement the Empowering Every Learning framework and Student Support Profile strategies.

Teachers regularly assess students' understanding of lesson content through use of AfL strategies.

Teachers adapt lessons to support students who are struggling with content.



### AFTER THE LESSON

Teachers reflect upon students' understanding of lesson content and adapts next lesson.



# EMPOWERING EVERY LEARNER

## Key principles:

Our Empowering Every Learner framework outlines the universal lesson adaptations Teachers should implement to support their students.

## What does this look like?

### Challenge

- Using student data to understand student need(s) and set tasks at an appropriate level.
- Implementing strategies as outlined in the Student Support Profile (SSP).
- Deploying Teaching Assistants effectively as supplementary support.

### Explanation

- Ensuring lesson resources are visually accessible and form part of a communication friendly environment.
- Providing clear instructions, broken down into manageable steps.
- Supplying support materials to reduce the cognitive load e.g. print out of textual resources.

### Modelling

- Providing clear strategies to empower students to complete tasks successfully e.g. task planners, mind-maps, gap fill sheets.
- Utilising established strategies to impart knowledge e.g. I/We/You, Think/Pair/Share.
- Checking understanding of students with SEND regularly.

### Questioning

- Using alternative methods to gain student responses e.g. show me boards, post-its, visuals.
- Pre-agreed routines around cold calling and targeted questioning for students with SEND.
- Giving processing time and adequate opportunities for 'pause.'

### Feedback

- Keeping language concise and remove ambiguity.
- Utilising pre-agreed methods to communicate with students with SEND e.g. check ins, visual cards.
- Giving targeted praise and acknowledgement.

Additional resources: [Student Support Profiles](#) > [Inclusion Register](#) > [Inclusion Briefing](#)

Emails: [primarysend@gildredgehouse.org.uk](mailto:primarysend@gildredgehouse.org.uk) or [secondarysend@gildredgehouse.org.uk](mailto:secondarysend@gildredgehouse.org.uk)



# SUPPORTING EAL STUDENTS

## Key principles:

- All students receive quality first teaching, directly linked to our Gildredge House 5.
- All EAL students are prescribed a DfE Proficiency in English code. The codes are:
  - A - New to English
  - B - Early Acquisition
  - C - Developing Competence
  - D - Competent
  - E - Fluent
- These codes will be present on each student's data marksheet and can also be found on the Inclusion Register.
- The codes should be added to seating plans.

Strategies seen as most beneficial for our less proficient students include:

## Primary Phase

- Providing use of assistive technologies, e.g. immersive reader, online bilingual dictionaries, subtitles on videos.
- First language buddies.
- Creating visual word mats specific to topics.
- Visual supports, e.g. role-play, games, activities, pictures, diagrams, videos.
- Including elicited demonstration of comprehension through action and gesture, rather than speech.

## Secondary Phase

- Seating the student at the front, with those who share the language, or with good language role models.
- Providing frames and structures for spoken language.
- Providing use of assistive technologies, e.g. immersive reader, online bilingual dictionaries, subtitles on videos.
- Visual aids and modelling to illustrate meaning, e.g. picture, diagram.
- Providing pre-learning materials before a lesson e.g. worksheets, videos.

In addition to the above, all staff will be provided with continual professional development opportunities throughout the academic year, delivered by our EAL Specialist Teacher, to develop and improve their ability to deliver appropriate teaching strategies and support EAL students.

# SUPPORTING HPAT STUDENTS

## Definition of HPAT:

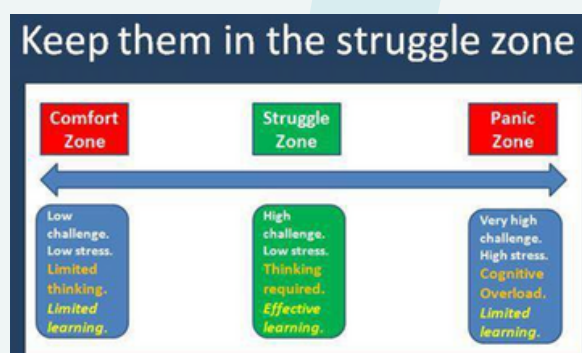
Students that are higher attaining students i.e. a Year 6 SATs score with a mean average above 110, or are classed as talented.

## Key principles:

- HPAT students are stretched and challenged in every lesson, to ensure they are consistently involved in 'healthy struggle'.
- If an HPAT student is not making the appropriate levels of progress, identified through subject academic reports, intervention is put in place to support the student get back on track and make expected levels of progress. Interventions include mentoring, subject reports, and small group work.

To teach challenging lessons that make our students THINK HARD, we:

- teach to the top, using the most able students in each class as the driver, not a bolt-on extra.
- do not use all, most, some learning objectives and instead make learning objectives single and challenging for all, and, in the Secondary phase, there should also be specific success criteria which all students should be able to achieve.
- identify students on seating plans, know what they can do well, not so well, and how to stretch and challenge them, to keep them in the 'struggle' zone.
- 'Scale up' content by considering the expected knowledge, concepts and skills in each subject, and teach classes just beyond that point.
- set high expectations and make students aware we are doing so.
- model formal, subject-specific academic language ourselves and encourage it from students.
- ensure that students know what excellence looks like: examples of excellence are shared, discussed and deconstructed with the class, e.g. model grade 7, 8, 9 GCSE answers at KS4.
- use planned questioning to probe students to stretch them further.
- provide feedback that challenges their thinking.



# READY TO LEARN

## Key principles:

- All lessons begin with our Ready to Learn routine.
- Consistent application of this routine results in a purposeful start to lessons.

## What does this look like?

### CONNECT AND CORRECT

Teachers meet their class at the door.

Where possible, students should be lined up in single file outside the classroom door. Teachers welcome students into the classroom, connecting with a positive welcome and correcting uniform as they enter.



### RETRIEVAL

Students in KS2-KS4 copy lesson title and date into their book.  
Students complete retrieval activity.



### REGISTER

Whilst students are attempting the retrieval activity, Teachers complete the register.  
Teachers in the Secondary phase alert Transfer of any missing vulnerable students.



### FEEDBACK

Teachers lead feedback session from retrieval activity.



# GH5

# READY RESPECTFUL SAFE

### Key principles:

- Students are expected to be Ready, Respectful and Safe at all times.
- Students should be encouraged to demonstrate these behaviours through the Gildredge House 5.

### What does this look like?

Demonstrating the GH5 through our Attitudes to Learning. **GH5**

## Challenge

We are **READY** to accept challenges.

We are **RESPECTFUL** by producing our best effort.

We ensure others feel **SAFE** to answer challenging questions.

Demonstrating the GH5 through our Attitudes to Learning. **GH5**

## Explanation

We are **READY** to listen to explanations.

We are **RESPECTFUL** when we explain our thoughts, feels and opinions.

We are **SAFE** to accept adaptations to support explanations.

Demonstrating the GH5 through our Attitudes to Learning. **GH5**

## Modelling

We are **READY** to learn new ways to overcome problems.

We are **RESPECTFUL** of different ways of doing things.

We are **SAFE** to demonstrate how we have been successful.

Demonstrating the GH5 through our Attitudes to Learning. **GH5**

## Questioning

We are **READY** to answer questions.

We are **RESPECTFUL** when others answer.

We are **SAFE** to answer questions, even if we are not sure on the answer.

Demonstrating the GH5 through our Attitudes to Learning. **GH5**

## Feedback

We are **READY** to accept feedback.

We are **RESPECTFUL** when giving feedback to others.

We are **SAFE** to explore ways to improve our work.





# HOMework

## PRIMARY

### Key principles:

- Students are set meaningful homework to complete.
- The purpose is to develop recall and support transfer to the long-term memory.
- Completed homework is acknowledged by Teachers.

### What does this look like?

Homework in the Primary phase is set according to the following schedule:

Year Group	Activity	Frequency	Year Group	Activity	Frequency
EYFS	Boom Reading Phonics focus sheets Curriculum linked activities	Daily Weekly Termly	Year 4	Boom Reading Comprehension/Maths activity Times Tables Rockstars Word Aware Spelling	Daily Weekly Weekly Termly Termly
Year 1	Boom Reading Phonics CPG Numbots Word Aware	Daily Weekly Weekly Termly	Year 5	Boom Reading Comprehension/Maths CPG Times Tables Rockstars Word Aware Spelling	Daily Weekly Weekly Termly Termly
Year 2	Boom Reading Comprehension CPG Maths CPG book Numbots Word Aware Spelling	Daily Weekly Weekly Weekly Termly Termly	Year 6	Boom Reading Comprehension/Maths/Spelling CPG Times Tables Rockstars Word Aware Spelling	Daily Weekly Weekly Termly Termly
Year 3	Boom Reading Comprehension/Maths activity Times Tables Rockstars Word Aware Spelling	Daily Weekly Weekly Termly Termly			



# HOMework

# SECONDARY

## Key principles:

- Students are set meaningful homework to complete.
- The purpose is to develop recall and support transfer to the long-term memory.
- Completed homework is acknowledged by Teachers.

## What does this look like?

### Key Stage 3

Core subjects set up to 30 minutes of homework per week. All other subjects set up to 30 minutes of homework per fortnight i.e. top subject on homework schedule weeks 1, 3 and 5 of each term, and bottom subjects on homework schedule in weeks 2, 4 and 6 of each term.

### Key Stage 4

Core subjects set up to 45 minutes of homework per week. Options subjects set up to 30 minutes per week.

There may be points through the year where extended pieces of homework are required. When this is the case, the timeframe will fit in accordance with the homework schedule.

	Monday	Tuesday	Wednesday	Thursday	Friday
Year 7	Science	Maths	Geography History	English	Languages Creative Arts
Year 8	Science	Maths	Geography History	English	Languages Creative Arts
Year 9	Science	Maths	Geography History	English	Languages Creative Arts
Year 10	Science	Maths	Option A Option B	English	Option C Option D
Year 11	Science	Maths	Option A Option B	English	Option C Option D



# BEAUTIFUL BOOKS

## Key principles:

- The presentation of work within a student's exercise book is an indicator of their overall attitude to learning.
- Teachers must ensure that students are adhering to our Beautiful Books Expectations.

## What does this look like?

**In our books we...**

		
<b>Write the date on the right</b>	<b>Write the title in the centre</b>	<b>Underline our date and title</b>
		
<b>Take care with our handwriting</b>	<b>Glue in our resources</b>	<b>Respond to feedback</b>



# A CULTURE OF LEADERSHIP

## **'Everyone a Leader' programme**

At Gildredge House, we believe all members of staff should regard themselves as a leader within their area of responsibility. Our 'Everyone a Leader' programme is designed to nurture and develop leadership potential. Focusing on the development of leadership capabilities will empower colleagues to drive positive change and create a truly outstanding learning environment for our students.

## **Aims**

The aims of the 'Everyone a Leader' programme are to:

- empower all staff to become effective leaders in their roles.
- develop leadership skills to drive classroom, curriculum and whole-school improvement.
- foster a culture of collaboration, coaching, and mentoring to support the development of all staff.
- bring about positive change for our school by developing our collective leadership capacity.
- ensure well-being is at the center of high-performance and leadership development.

## **Structure**

Our 'Everyone a Leader' programme is delivered through a range of training opportunities.

## **Core CPD sessions**

The content of our Core CPD sessions is driven by our School Development Objectives. All Teachers and Secondary phase classroom-based staff attend these sessions. Each session has a specific focus, with the overarching theme of leadership running through each meeting. The sessions take place on Mondays between 3:15–4:30pm.





### **Teaching and Learning Masterclass sessions**

Teaching and Learning Masterclass sessions take place every Wednesday from 8.05am. The aim of each session is to share effective teaching and learning practice and to encourage such practices to become habitual. Achieving this objective will enable Teachers to lead their classes to excellent academic progress.

### **SSAT Effective Formative Assessment Project**

This two-year project focuses upon developing the range of effective formative assessment strategies colleagues are implementing within the classroom. Providing colleagues with the expertise to do this will result in them becoming highly skilled classroom leaders. All Teachers and Teaching Assistants participate in the project. They are divided into Teaching and Learning Communities (TLC) for the duration of the project. Each TLC meets for ten sessions across the academic year.

### **Gildredge House Leadership Development Programme**

The objective of our Gildredge House Leadership Development Programme is to ensure that Middle and Senior Leaders possess the skills to drive school improvement. The programme is delivered by our Executive Head Teacher and Heads of School with support from external colleagues. Six Leadership Development Programme sessions take place across the academic year during INSET Days and twilight sessions. At the end of the programme, participating colleagues complete an impact project to demonstrate how they have implemented their learning.

### **2b Limitless - Leader as Coach Programme**

Colleagues participating in this externally accredited programme are trained to lead strength-based coaching sessions. Upon completion of the programme, they will use the skills they have acquired to lead coaching sessions with other members of staff. The training takes place during twilight sessions held throughout the academic year.



### **Strength-based Coaching sessions**

To support their leadership development, all Teachers are offered strength-based coaching from an accredited coach. In addition, Middle Leaders all receive one coaching session with the Executive Head Teacher, with the option of continuing these coaching sessions should they wish to. The objective of this coaching is to empower colleagues to identify and apply their personal strengths to professional challenges. In turn, this will increase the leadership capabilities of colleagues as they take greater ownership in overcoming the challenges they face.

### **PIXL CPD**

During the academic year 2024-25, we will begin to collaborate with PIXL. PIXL are a well-established school improvement organisation who offer a range of leadership and subject focused training opportunities to school staff. Middle Leaders and subject areas will engage with PIXL, identify how it can be used to drive improvement and subsequently implement this effective practice.

### **NPQ Programmes**

We are committed to supporting the professional development of staff for whom participation in the following fully funded leadership focused National Professional Qualifications (NPQ) is appropriate:

- NPQ Leading Primary Mathematics
- NPQ Special Educational Needs Coordinator
- NPQ Headship

The range of fully funded NPQ programmes may change during the academic year and so this list will be reviewed regularly.

