

## Appendix A

### Learning Walk/Deep Dive Policy

#### **Introduction**

Quality assurance is an essential element of school self-evaluation. The outcome of quality assurance will contribute to enhancing the quality of teaching and learning, improving pupil progress and levels of attainment.

At Elements Academy, our approach is to promote high quality teaching and learning to ensure that all pupils access a broad and balanced curriculum that is personalised to meet their differing learning and Social, Emotional and Mental Health (SEMH) needs, enabling all pupils to make sustained progress and achieve positive outcomes.

At Elements Academy, quality assurance is also intended to identify training and development needs, ensure school policy is being implemented and to encourage reflection and innovation. Quality assurance should be open, transparent and supportive with an appropriate balance between line management and / or external quality assurance and individual / internal self-evaluation.

The following section provides clear guidance and protocols for the main types of quality assurance that are regularly used at Elements Academy.

This policy seeks to outline the guidance on Deep Dives, Quality assurance of Assessment and Feedback, Faculty Reviews and Learning Walks used to monitor and improve the quality of education, including behaviour for learning, across the academic year and on the procedures to be followed before, during and after such observations.

This policy should be read in conjunction with:

- Appraisal Policy
- Capability Policy
- Teachers Standards
- Staff Code of Conduct

These policies can be found on Every Document Management System.

This policy gives guidance to staff on the structure of Deep Dives which will be used for appraisal purposes and the continuous improvements of the quality of education within Ethos Academy Trust. This policy also gives guidance in relation to Learning Walks, Quality assurance of Assessment and Feedback and Faculty Reviews. Head teachers and other leaders may, as a matter of course, observe practice whilst walking around the school and visiting classrooms as part of their regular routine, although this activity will not form part of the individual's appraisal process.

#### **Aims and Objectives**

The aim of Deep Dives and Learning Walks is to ensure improvements of individuals the whole Academy and provide evidence for appraisal, self-evaluation, accountability and

reflection. These activities form part of the ongoing professional dialogue that builds on an individual staff member's strengths and developmental needs.

Deep Dives, Faculty Reviews, Quality assurance of Assessment and Feedback and Learning Walks, along with coaching, mentoring and appraisal reviews by the Head of School, senior leaders, middle leaders and subject leaders are a vital and effective tool to support continuous school improvement at Elements Academy.

### **Faculty Reviews**

Faculty Reviews will be conducted three times per academic year and will be undertaken by the Deputy Headteacher (Quality Assurance) and other members of the Senior Leadership Team (SLT) in conjunction with the relevant Faculty Leader.

A Faculty Review will consist of:

- Faculty Development Plan form (FDP) completed by the Faculty Leader in the light of the previous review;
- Meeting between Faculty Leader and Deputy Headteacher to scrutinise data, outcomes, vulnerable groups and current and planned strategies for improvement (and their impact);
- Interviews with a range of students from each key stage;
- Learning Walks

The Faculty Leaders will meet with the Deputy Headteacher to agree outcomes and priorities. The FL will record findings on the Teachers Matrix and update FDP to respond to priorities identified. These will be presented to the Governors. Information taken from observations during the year may also be used.

### **Quality assurance of Assessment and Feedback**

Quality assurance of assessed work and feedback (work scrutiny) takes numerous forms and is conducted at several levels:

- Within faculty reviews
- Deep Dives
- Calendared work scrutiny at subject leadership level
- Ad hoc in response to individual student's progress checks
- Standardisation before and moderation after key assessment points

We are committed to ensuring that any Deep Dive/Learning Walk is supportive and developmental and that those who are involved in the process will:

- Carry out the role with professionalism, integrity and courtesy;
- Seek to reach agreement in advance on how Deep Dives/Learning Walks are to be carried out;
- Evaluate objectively;
- Report accurately and fairly; and
- Respect the confidentiality of the information gained.

Deep Dives and Learning Walks aim to meet the objectives below:

- To encourage and support staff to recognise and evidence their areas of strength;
- To encourage and support staff to recognise and develop their areas for development;
- To encourage staff self-reflection on their everyday practice;
- To provide focused CPD for all staff;
- To support and develop effective teaching and learning;
- To maintain a positive learning community;
- To promote a culture of fairness for all;
- To promote best practice; and
- To support and promote the Trust's values and a culture of recognition.

### **Application and Timing**

To ensure good practice, leaders will:

- Consult staff on the pattern of Deep Dives/Learning Walks which teachers can expect annually and seek agreement with the teachers on these arrangements;
- Ensure that teachers are given reasonable notification of any Deep Dives (a minimum of 10 working days);
- Ensure that there will be a reasonable amount of time between Deep Dives/irrespective of the purpose of them;
- Ensure that Deep Dives/Learning Walks will be undertaken solely by persons with qualified teacher status or appropriate training, experience and professional skills;
- Ensure that the purpose of visits by Head of School/SLT, middle leaders and subject leaders will be made clear before they occur;
- Ensure that staff are able to respond and act upon next steps; and
- Include all teaching members of staff in these procedures to ensure all staff are able to develop and progress in their careers.

### **Purposes of Deep Dives and Learning Walks**

Deep Dives and Learning Walks are a crucial part of developing professional practice and ensure teaching and learning is quality assured. The purpose of them is to:

- Know strengths and weakness in subject areas, standards and coverage, teaching, learning and progress;
- Gain views on pupils' attitudes and engagement in learning (knowing more, remembering more);
- Know strengths and weaknesses of teaching; ensure consistency through the Academy;
- Support and advise colleagues based on first-hand experience;
- Have the chance to reflect on own practice and opportunity to develop our teaching skills;
- Share good practice and ensure consistency;

- Meet CPD requirements; and
- Inform INSET needs.

Whenever possible the Academy will seek to carry out Deep Dives/Learning Walks for a range of purposes in order to avoid overburdening teachers. These may include;

- Personal development, behaviour and welfare;
- Social, moral, spiritual and cultural;
- Classroom environment;
- Assessment;
- Targeted SEND support
- Outcomes;
- Quality of teaching and learning;
- Feedback and marking;
- Quality of questioning; and
- Cross curricular learning.

## **Types of Observations**

### **Learning Walks – informal**

Learning Walks will usually be carried out by the SLT/Subject leads/Middle leaders in order to monitor the quality of teaching and learning.

Learning Walks will usually last around 5/10 minutes and may involve the observer talking to pupils and looking at their work. The frequency will depend on the individual teacher and the Academy needs at that time.

Generally, feedback will be given the following day (verbal feedback will always be given and written feedback may also be requested).

Drop in observations may occur where fellow teachers observe a lesson for their own personal / professional development. This will be agreed in advance by all parties. Formal notice may not be given and these observations will not be used as part of the formal appraisal process.

### **Deep Dives (Observations) – formal**

The purpose of Deep Dives is to assess the teacher's performance and progress against their objectives and relevant standards.

Teachers will not receive more than three formal deep dives per year and will not usually last for more than three hours.

Generally, feedback will be given the following day (verbal). All reasonable endeavours will be used to provide written feedback within 5 working days.

## **Additional Deep Dives**

Additional formal Deep Dives may take place if:

- The teacher requests them;
- There are concerns that the teacher is not meeting teacher standards; or
- The teacher is subject to formal capability proceedings.

The above policy will apply to additional observations.

## **Feedback and Records**

Oral feedback will be given following any Learning Walk or Deep Dive as soon as possible after and no later than the end of the next working day whenever possible. A professional dialogue will be maintained.

Written feedback will be provided within 5 days of the Learning Walk/Deep Dive taking place.

The written feedback will include the date on which the Learning Walk/Deep Dive took place, what was observed and over what timescale. The teacher has the right to append written comments to the feedback comments. The Head of School/SLT/Trust Leadership will have access to the records, unless the teacher wants/allows it to be shared with subject leads, peers or external partners.

## **Deep Dives and Learning Walks – Formal Capability Procedures**

For teachers on a formal capability procedure, an important part of the support offered to the teacher will be a clearly defined amount of classroom Deep Dives/Learning Walks with structured oral and written feedback. The amount of Deep Dives/Learning Walks will be discussed with the teacher and their union representative (where the teacher requires a union representative) who is supporting and advising them on the process.

## Appendix B

### Remote Education Policy

## Remote Education Policy

### 1. Statement of School Philosophy

*At Ethos Academy Trust we strive to be creative, innovative and flexible in our approach to learning and will always endeavour to ensure that pupils and their parents are supported to the best of our ability. This policy sets out how we aim to support pupils with their learning when face to face teaching is not a possibility.*

### 2. Aims

This Remote Education Policy aims to:

- Ensure consistency in the approach to remote learning for all pupils that are unable to attend school through the use of quality online and offline resources and teaching videos;
- Provide clear expectations to members of the school community with regard to delivering high quality interactive remote learning;
- Include continuous delivery of the school curriculum alongside supporting the mental health and well-being of pupils;
- Support parents to help their child engage in remote learning as necessary;
- Support effective communication between the school and families.

### 3. Who is this policy applicable to?

- A student who requires home learning (Elevate students)
- A students who is unable to attend school as a result of illness
- Any student who needs to access education remotely due to unforeseen circumstances affecting school opening
- Members of staff delivering remote learning and CPD

### 4. Content and Tools to Deliver This Remote Education Plan

Resources to deliver this Remote Education Plan include:

- Use of Microsoft Teams to ensure the continuation of education in all curriculum areas which includes core subjects, option subjects along with Personal Development lessons.
- Wider Microsoft Office package.
- Online tools for example Kerboodle and Seneca learning and links to online learning websites such as Oak National Academy and White Rose Maths to enhance our curriculum offer.
- Phone calls home;
- Printed learning packs where this is identified as the best for the individual; and
- Physical materials such as writing tools if needed.

## **5. Suggested structure for remote learning**

Pupils will be allocated tasks on Microsoft Teams to be completed during the agreed timescales and where applicable invited to join the face-to-face lesson virtually. If pupils are able to, it is recommended that they complete the lessons which have been set at the usual time they would have a lesson in the correct order. This will mean pupils' learning should suffer minimal disruption and they will be in a position to reintegrate smoothly back to their usual teaching sessions and routines as soon as it is possible to do so.

## **6. Home and School Partnership**

Elements Academy is committed to working in close partnership with families and recognises each family is unique and, because of this, remote learning will look different for different families in order to suit their individual needs.

Elements Academy will provide access guidance and ongoing support on the use of online platforms to parents and pupils.

Where possible, it is beneficial for young people to maintain a regular and familiar routine. Elements Academy would recommend that each 'school day' maintains structure.

We would encourage parents/carers to support their children's work, including finding an appropriate place to work and, to the best of their ability, support pupils with work by encouraging them to engage with the learning tasks.

Every effort will be made by staff to ensure that work is set promptly. Should accessing work be an issue, parents should contact school promptly and alternative solutions may be available. These will be discussed on a case-by-case basis.

All pupils sign an 'Acceptable Use Policy' at school which includes e-safety rules and this applies when pupils are working on computers at home.

## **7. Roles and responsibilities**

### **Teacher**

When providing remote learning, teachers must be available within their usual teaching hours to provide support and instructions for learning activities.

If they are unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should report this using the normal absence procedure.

When providing remote learning, teachers are responsible for:

- Setting work for online learning which is reflective of the work which is being carried out in lessons had the pupil been in school. The work set should follow the suggested timetable wherever possible as this has been designed to keep to the structure of the school day;
- Providing feedback on work;
- Maintaining regular contact with parents/carers to report any concerns with progress and to discuss appropriate strategies to support improvement; Any complaints or concerns shared by parents / carers or pupils should be reported to a member of SLT. Any safeguarding concerns should be immediately referred to the DSL.
- Liaising with Learning Support Mentors/Key Workers as needed to support online learning or for other tasks as needed;
- Ensuring the safeguarding policy addendum is followed including recording, downloading and securely saving the virtual lessons.

### **Key Workers**

- Key Workers must be available during usual working hours;
- If they are unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should report this using the normal absence procedure;
- Make phone calls to students who are accessing online learning at the start of the day to ensure they are ready to access remote learning;
- Deliver online sessions where appropriate to their role and requirements of the Academy and in liaison with teaching staff;
- During the school day, inclusion workers must complete tasks as directed by the class teacher or a member of the SLT.



## **Senior Leaders**

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school, including daily monitoring of engagement;
- Ensuring all pupils have access to IT equipment and internet so they can access remote learning;
- Monitoring the effectiveness of remote learning;
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations.

## **Designated safeguarding lead**

- The DSL is responsible for managing and dealing with all safeguarding concerns. For further information, please see the Safeguarding and Child Protection Policy;
- Ensuring the online learning safeguarding policy addendum is being adhered to with spot checks being carried out on a half termly basis.

## **IT Technicians**

IT technicians are responsible for:

- Fixing issues with systems used to set and collect work;
- Helping staff with any technical issues they're experiencing; including logging in, usernames and passwords;
- Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer;
- Assisting pupils and parents with accessing the internet or devices.

## **Pupils and parents**

Pupils and parents will be asked to sign the acceptable use agreements in the appendices before beginning any virtual learning.

