



Woodnewton- a learning community

The Quality of Teaching and Learning

At Woodnewton - a learning community, high expectations of learning, behaviour, personal responsibility and respect for each other underpin everything we do. Our teachers strive for excellence every day, to create independent, articulate thinkers and learners who have the confidence to achieve their ambitions. This drives us in our pursuit of high quality academic progress for all.

Our Core Values:

We offer an innovative, deep and rich curriculum, which is the means by which the school achieves its objective of educating pupils in the knowledge, skills and understanding that they need in order to discover and develop their interests and talents, so they achieve highly. The curriculum is ambitious and designed to meet the needs of all pupils, including those who are disadvantaged and those with special educational needs, providing them with the knowledge and cultural capital they need to succeed in life. Our school curriculum is underpinned by our common ethos and shared values.

Teaching and Learning Vision:

At Woodnewton, pupils and their learning are at the heart of all we do. Helping pupils learn and achieve well is our key purpose. Learning is at the core of what happens in classrooms and around our school. We believe that every learning experience counts and teachers are experts in using the most engaging, immersive and effective strategies to teach pupils. We offer our pupils a broad, balanced and relevant curriculum so they are engaged in their learning and achieve highly.

Pupils' learning must respond to: their prior attainment, their future career hopes and aspirations and the diverse societies and cultural groups in which they are likely to play a part. Learning must be an active and reciprocal process where discussion and challenge is built in by all, with pupils seeing themselves as learners. We recognise that pupils benefit from a strong home-school partnership to support their development and learning. Supporting pupils to take responsibility for their own learning and the choices they make is an integral part of what we do.

We think of ourselves as a learning community and believe that any attempt to raise standards must be focused on the classroom. Continued and sustained improvement is dependent upon improving the quality of teaching and learning that is taking place on a daily basis. Our expectation is that all pupils are provided with high quality learning experiences that lead to consistently high levels of pupil achievement and skills for life.

We are committed to the following:

- All pupils receiving consistently high quality, strong and purposeful teaching and outstanding education across all areas of the curriculum and wider school life.

- Fulfilling the IFtL teaching principles - where all teaching and learning opportunities will be *purposeful*, promote high quality *engagement* and ensure school *readiness* in every aspect of pupils' educational journey and future learning.
- Ensuring highly effective teaching which helps all pupils to know more, remember more and as a result be able to do more. By drawing on the long term content they have been taught pupils will have the ability to integrate new knowledge into previously learnt skills and apply their learning successfully in a range of contexts.

Teaching and Learning Principles:




Effective teaching and learning is seen as the outcome of teamwork encompassing pupils, staff, parents and other members of the community. Teaching and learning is our vision in action, informing and supporting the best classroom practice.

Pupils will move onto the next stage of their educational journey with the necessary knowledge, understanding and skills to achieve the best possible outcomes, fulfil their potential as successful, ambitious and hard-working learners.

At Woodnewton we learn together:

- We are Taught new knowledge and skills**
- We are Open to being questioned and challenged**
- We always Give 100% effort and have positive attitudes**
- We are Enthusiastic and active in our learning**
- We are a Team and build positive relationships**
- We have High expectations in all we do.**
- We are Engaged and curious about learning**
- We are Resilient when things go wrong.**

Pupils leave with happy memories, feeling secure, as confident and able learners and as fully rounded, positive citizens of the world.

-  Teaching generates rich, vibrant, stimulating learning environments, which ensure pupils develop their knowledge, understanding and skills in a range of subjects/aspects, for example, history, science, geography, art, music.
-  We believe every contact counts and no learning opportunity should be missed.
-  The teaching and learning ensures pupils develop as well-rounded individuals, taking into account their academic, social, cultural and other needs.

Teaching and Learning Priorities:

Through highly effective teaching and learning, we are committed to ensuring all our pupils are engaged individuals, by:

- Ensuring all vulnerable groups, including those with SEND and disadvantage, achieve highly.
- Creating a positive learning environment where success is celebrated but where it is also safe to make mistakes and learn from them.
- Classrooms, corridors and social areas are welcoming and conducive learning environments which are language rich and have displays and other resources which celebrate a wide variety of work and promote learning.
- Providing the best possible standards of teaching and learning, guiding and leading teachers and support staff.
- Promoting consistency in the quality of teaching and learning.
- Ensuring high quality teaching and learning for all pupils.
- Enabling all pupils to progress and develop, achieving the best possible standards of pupil performance.

Teaching and Learning Policy:

To nurture a community where everyone has a passion for learning. We will ensure that all pupils make rapid progress and achieve highly.

Highly effective teaching and learning is characterised by:

- Observable pupil progress within individual learning experiences, including within lessons, and over time (the acquisition of knowledge, skills and understanding) that is appropriate to a pupil's cognitive ability and enables them to make rapid progress.
- Pupils' application and concentration on tasks that demand intellectual and creative engagement.
- Pupils' ability to work collaboratively and independently at each stage of their learning (not simply working on their own, it is about knowing when, how, and why to do something in the right situation, being efficient with strategies selected, making connections with learning and making decisions in order to create new ideas).
- The development of:

<u>Cognitive Skills</u>	<u>Learning Skills</u>	<u>Personal Capabilities</u>
enquiry	independence	self-awareness
creative and critical thinking	perseverance	managing feelings
evaluating	motivation	motivation
information processing	collaboration	empathy
reasoning	focus	social skills
retrieval	curiosity	communication
	imagination	making links
	reflection	

Highly effective teaching and learning is characterised by:

Secure teacher subject knowledge.

Effective planning based on essential learning outcomes and teaching strategies in all areas of the curriculum for all vulnerable groups.

Learning outcomes, which are formulated directly from the National Curriculum Programmes of Study, alongside the appropriate context and steps to success, which are shared with the pupils.

Pupils make rapid progress

A range of strategies and resources that interest, encourage, engage and challenge pupils, maximising opportunities for high quality dialogue at all times.

Extended reading and writing opportunities across the curriculum, including reading for a purpose.

The promotion of the self-esteem and confidence of all pupils so that they believe that they can succeed.

A supportive and stimulating physical environment, which promotes independent learning.

Active learning and effective use of time, including regular opportunities for reflection and rehearsal to promote speaking, listening and thinking skills.

The provision of learning experiences outside the classroom and the set timetable.

Strategies that promote high standards of behaviour and engagement with learning.

The effective use of the significant contribution of learning support assistants in promoting pupil engagement and progress.

Engagement with parents including the provision of home learning.

Promotion of equality of opportunity to ensure the inclusion and achievement of all pupils is maximised.

High staff morale based on time for development, planning and preparation.

A commitment for collaborative professional development through the lesson study approach.










All learning experiences across our school should include the following key elements to ensure high quality teaching and learning. New teachers to our school will receive training to ensure they fully understand these elements and to enable them to embed these strategies in their everyday practice. The key elements and principles are all underpinned by excellent Assessment for Learning (AfL). Both formative and summative assessments play a key role in AfL. AfL is the process identifying what the learner has or has not achieved in order to plan the next steps in the teaching and learning. It involves using assessment in the classroom to raise pupils' achievement and is based on the idea that pupils will improve most if they understand the aim of their learning, where they are in relation to the aim and how they can achieve the aim.

Learning Outcomes:




Learning outcomes are shared orally and displayed: all learning outcomes are typed on teacher's planning and either displayed in the classroom, and written/printed clearly in books. Pupils are taught to recognise the difference between a task and its learning outcome (separating what they have to do from what they will learn). When marking pupils' work, the main focus is on meeting the learning outcome. All pupils are clear about how they will achieve the learning outcome through clear steps to success and all pupils must know exactly what they are going to learn and what is expected of them by the end of the task. Learning outcomes will be different for all pupils depending on their prior attainment. We want all our pupils to access the same learning and, through the use of materials/apparatus, adaptations are made from pupil to pupil to suit individual needs.



To involve pupils fully in understanding learning outcomes, teachers will:

-  Explain clearly the reasons for the learning experience/ lesson or activity.
-  Move away from saying 'today we are doing'....and instead say 'by the end of today's lesson you will all know/be able to/understand...'
-  Make learning outcomes specific.
-  Use pupil-friendly language.
-  Refer to the learning outcome at the start of the lesson (if appropriate) and throughout. Learning outcomes are not always shared at the very start of the teaching, but at an appropriate time in the learning experience once their interest and enthusiasm has been captured.
-  Share the specific assessment criteria (steps to success) with pupils-verbally or written.
-  Help pupils to understand what they have done well and what they need to do to develop. Looking at a range of other pupils' responses to the task set can help pupils understand how to use the assessment criteria to assess their own learning.

Steps to Success:

Steps to Success will link directly to the learning outcome and will break down the overall learning expectation into manageable components. It is displayed for the pupils to follow or created with the pupils during the learning experience. Teachers will refer back to the learning outcomes and steps to success by encouraging pupils to reflect on what they have learned and what has helped them to learn.

-  All groups of vulnerable pupils, including SEND and Pupil Premium, will be able to achieve as highly as possible.
-  Pupils use the steps to success to self-assess their own or to peer-assess their partner's work.
-  Pupils are reminded of the steps to success criteria during the learning experience – often pupils' work is used to illustrate the steps to success criteria in action during mini plenaries.

-  All learners are challenged appropriately.
-  Steps to success should be visible in planning.

Planning:

Learning experiences, which includes a lesson/series of lessons, should be carefully prepared with all required materials and resources to hand, ensuring a prompt start. Visual aids should be prepared and clearly displayed to aid the learning process. A teacher's planning is their most important tool. Consistently high standards of teaching can only be achieved if learning experiences are properly planned and prepared. Teachers plan on a weekly basis using agreed curricula and planning proformas. As experiences are completed, teachers evaluate whether the learning outcomes have been achieved, annotating on the planning. To ensure consistency and quality, teachers' planning is carefully monitored. It is the class teacher's responsibility to ensure plans are made available to teachers and teaching assistants covering release.

Planning matches teaching to the different learning needs of the pupils (e.g. through challenge for all or through the Mastery approach). Teachers may adapt their planning to ensure accessibility for all by: task, pace, outcome, time and/or adult support. Specific groups that need to be considered and planned for using the planning format are: Pupil Premium pupils, most-able Pupil Premium pupils, pupils with SEND and pupils who are early learners of English; where necessary, for these listed groups outcomes need to be stated.

Pupils should always be given opportunities to respond to feedback in purple (see Feedback policy).



Feedback:

Feedback (see Feedback policy) is embedded in everyday practice and is used to inform teaching and learning. Pupils benefit from opportunities for formal feedback through group and plenary sessions, in addition to direct comments on their individual pieces of work during/after the learning experience. Feedback enables pupils to understand their strengths and areas for development demonstrated in their work. Developmental marking or oral feedback explains what the next steps should be and if effective, pupils will make excellent progress by building on previous learning.

Giving feedback involves:

Live Feedback

Direct discussion with the pupil about the work being completed is part of our Teaching and Learning culture within classrooms which takes place during the lesson. For example, in Maths books, if you spot a misconception, a correct example could be modelled. It is understood that live feedback happens regularly throughout every lesson. Live feedback also minimises workload for teachers outside of the lesson. The teacher would provide this type of feedback alongside the pupil. This also includes whole class or group marking by the children.

-  Pupils will need to be made aware that when live feedback is given, the work they have produced will be given annotations completed by the teacher with discussion, in order to help them improve further.
-  A **green** highlighter can be used to show where a pupil has produced good work that is helping them achieve their learning outcome or meet the steps to success.

- In all lessons highlight an incorrect single answer/word in **pink** or use a **pink** highlighter to show mistakes/misconceptions. The pink colour signals pupils to think again and directs pupils to improve/reflect on their work. For example, to complete a correction/ re-write with correct punctuation/ check spelling. Pupils should always respond to feedback using **purple** pen.
- If the learning outcome has been achieved, a dash is to be made using a **green** highlighter next to the learning outcome and a Do Jo point can be awarded. If the learning outcome has not been met then a **pink** dash is to be used. If the learning outcome has been partially met then it is **orange** and if it has been exceeded, then it is **purple**.
- In any subject, a challenge/extension can be given where the pupil has fully met the learning outcome (where appropriate). These need to encourage pupils to use and apply the skills they have been learning rather than to just ask them to do more of the same e.g. with bigger numbers. If a pupil has not met the learning outcome, a target should be given using a **pink dash** followed by a short comment. For example, number formation/ finger spaces/ handwriting.
- If a pupil has achieved a personal target then acknowledge this using a **green** highlighter dash and a short comment in identifying what they have achieved. E.g. number formation/ finger spaces / paragraphs/ handwriting/specific punctuation.

Cognitive Feedback

Cognitive feedback is feedback provided through prompts, cues and questions that helps pupils reflect on their learning process. This feedback also forms part of the verbal and live feedback process. As pupils progress from Early Years to Year 6, feedback given will aim to develop these key skills; metacognitive strategies, promoting self-regulated learners and developing a culture of self-efficacy.

Peer and Self- Assessment

Peer and self- assessment is to be used at the end of a task/lesson (when appropriate).

- Pupils need to be trained on how to assess work against the learning outcome/steps to success.
- Where necessary, children will indicate if they have undertaken self-assessment by writing the code **SA** on the correct page in their books, and peer assessment by writing the code **PA** on the correct page in their books.

In Depth Feedback/Independent Writing

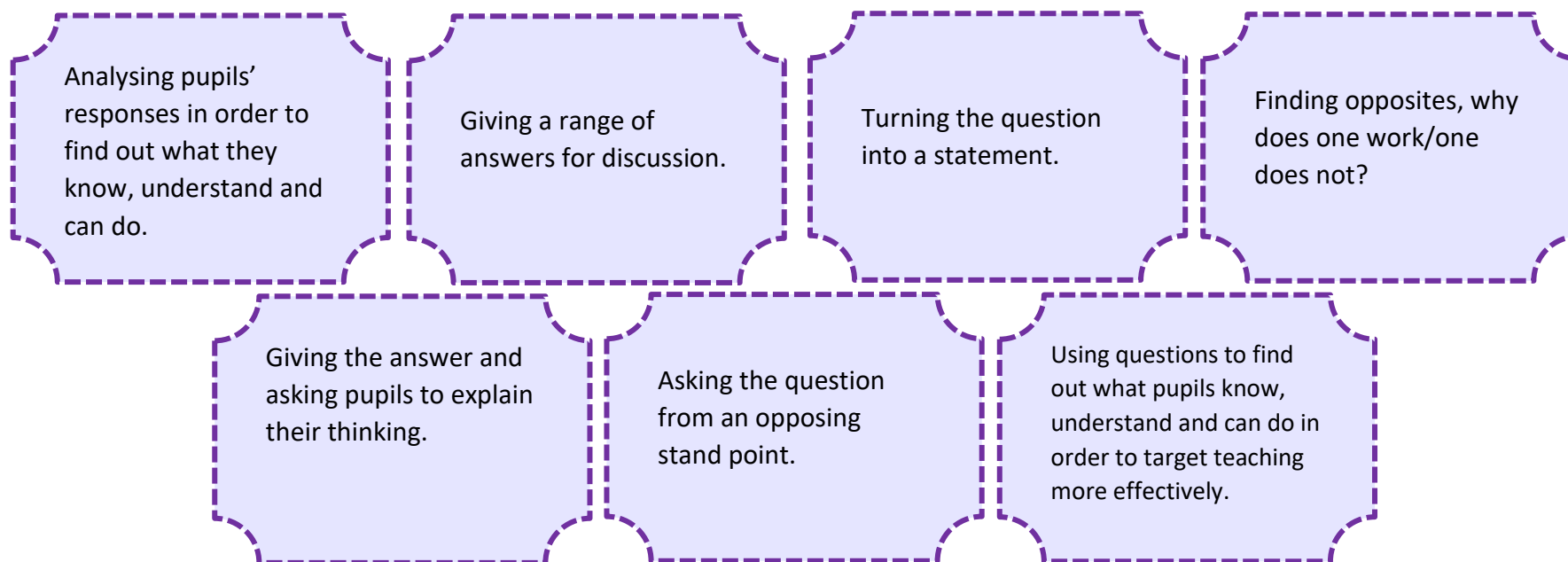
In depth feedback is the only type of feedback that needs to be completed outside of the learning experience/lesson.

In Writing, after an independent write, the teacher grades the assessed piece of writing and gives the pupil one or two new targets that are specific to their age/next steps needed.

Editing/modelling in writing with whole class/flexible groupings and/or individual pupils, are all a part of our writing lessons.

Questioning:

Using effective questioning means challenging pupils to deepen their thinking. Teachers take time to plan effective questions which go beyond straight recall with strategies such as:



Scaffolding/Modelling:

Scaffolding is a strategy used by teachers to support pupils' developing understanding to ensure progress (e.g. mini lessons, using multiple explanations, learning partners). A key aspect of teaching should be clear and specific modelling of the task that pupils are required to do. Teachers and Teaching Assistants provide high quality models to guide and inspire pupils. Modelling can be used as a tool to guide pupils' reflections on their work in relation to the steps to success.

Active Learning:







It is important that pupils are actively engaged during all parts of the learning experience. Teachers need to take into account pupils' concentration span and ensure pupils are not sitting passively for long periods of time by using three key strategies. We encourage the use of 'Talk to your learning partner' to allow opportunities for discussion. Pupils are trained to use appropriate body language when engaged in discussion with a partner. Teachers also incorporate the use of quick flash whiteboards and a 'no hands up' approach to questioning allowing pupils to answer quickly and to aid teachers' assessment for learning.

Active Listening:

Pupils are encouraged to listen intently to others as they speak throughout all parts of the learning experience. Pupils are expected to demonstrate their attentiveness through feeding back their understanding of their partner's explanation following Learning Partner discussions.

Structuring a Learning Experience:

The structure of a learning experience can differ depending on what has previously been learned. The following are examples of highly effective practice:

-  Creating an appropriate working atmosphere: pupils need to be in an appropriate state to learn. Classrooms are stimulating, engaging, reassuring and well organised; teachers and teaching assistants are fully prepared for learning experiences, ensuring resources are prepared and on tables in advance of each task; adults may need to sensitively engage with a pupil who is not 'ready to learn'.
-  Linking the learning experience to prior learning through the use of retrieval practice in each lesson: reviewing learning from the previous lesson/previous years. e.g.: 'Think about the three most important things you learnt in the last lesson – now tell your partner..... In two minutes, I am going to ask you what you learnt yesterday/last time. You may talk to your partner if you wish.....Today's learning experience/lesson is about the water cycle. Write down what you already know and work in pairs'. Completing a knowledge harvest at the beginning of a new project and end of unit quiz on completion of a project.
-  Providing an overview: the brain is more likely to absorb details when it can place them within a wider context. This is often referred to as 'providing the big picture first'. E.g.: Maths and English Learning Walls should display relevant materials, such as WAGOLLS (what a good one looks like) that the pupils can use to improve their independence. Pupils add their own questions and answers to The Learning Walls (as the unit develops) and are encouraged to carry out their own independent research at home.
-  Sharing learning outcomes with pupils: pupils must know exactly what they are going to learn and what is expected of them by the end of the learning experience. For learning outcomes to be shared effectively (see above).
-  Pupils should receive new information: we provide our pupils with new information or skills. Although we want all pupils to understand the information as they encounter it, new information can be delivered in many ways:
 - ✓ Explanation
 - ✓ Audio, visual aids – e.g. video clips or a song
 - ✓ Diagrams or pictures
 - ✓ Interactive resources
 - ✓ Demonstration
 - ✓ Modelling
 - ✓ Books
-  Short periods of explanation: pupils have limited concentration spans. A widely used and useful rule of thumb is that concentration spans will be about two minutes in excess of a chronological age. Significantly more learning will take place when new information is transferred and explained in three bursts of ten minutes, punctuated by activities (such as modelling, regular closed questioning), than in one thirty minute session. This approach will

keep pupils alert and provide instant feedback as to whether they have heard correctly and have understood. Asking too many open questions during an explanation can easily take a learning experience off on inappropriate tangents.



Pupils make sense of information; processing; understanding: developing understanding; demonstrating understanding; assessing understanding.



Quality of interactions: the frequency and nature of interactions between adult and pupils is highly significant. We develop understanding by: using open ended questions; providing wait time- pupils need time to think through their answers before replying; providing thinking time by giving an advance warning, such as 'In two minutes I am going to ask you....'. These responses could be explored in pairs or groups. Pupils could then respond with 'We think that...'. Extending and deepening understanding by asking follow up questions such as 'What made you think that?'



Review information and plan next steps: for example, is not necessarily confined to the end of the learning experience. Successful teachers weave ongoing review throughout their teaching and know that steps to success are only successful when repeated and referred to during each task.

Computing and Digital Technologies including the use of iPads:

Digital technology is used to enhance learning wherever possible, including the use of the iPads. Although it is nearly always used at the start of each learning experience to engage pupils and again at the end to consolidate learning, it is also used throughout as an aid to learning. The use of iPads is highly visible in the teaching and learning contexts across school, and teachers are continually searching for ways to develop the use of the iPad, and the use of technology as a learning tool.

It is important that teachers check children's understanding when using the iPads and do not assume that the child understands material looked at on there. For example, when working on the Flash Backs. AFL is key to pupil progress.

Teaching Assistants:

Within our school, our teaching assistants are clearly directed to support learning so our pupils can be effectively targeted and progress maximised. All teaching assistants are fully engaged with pupils at all times, during carpet sessions and table times. They should sit next to the pupil/pupils they are working with, quietly engaging them, explaining the task or using other resources to maximise progress, eg: a number line to facilitate learning. Our teachers and teaching assistants work as a team and the onus is on the teacher to prepare activities for the teaching assistant to do with the pupils.

Teaching Assistants (TAs) should not photocopy work, sharpen pencils or stick work in books during learning time. The time for this could be during assemblies, or at the end of morning or afternoon sessions. A teaching assistant's involvement should be communicated before the start of the learning experience. Teachers make it clear in their plans how they would like their TAs to support during every stage of the learning experience and the plan at all times should be shared. For example, teachers could make this clear by highlighting the TA support in another colour. TAs should be clear about who they are supporting and why and are involved in assessing pupil's understanding, recording observations (annotations on the planning) and feeding back assessments to the teacher, when appropriate.

Classroom environment and resources:

All pupils have a right to work in a tidy, well-organised classroom. The classroom is organised to facilitate learning and the development of independence. This often requires flexibility in the organisation of furniture. Fully inclusive classroom environments can both support and enrich the learning of all pupils.

As well as being vibrant and welcoming, the classroom environment can be a learning tool, a way of engaging pupils and building the class community. It can create a sense of ownership and be used to support and promote learning as well as celebrating pupils' work. With careful thought and planning, an effective classroom environment is used as an interactive resource supporting teaching, learning and assessment.

We believe that a well organised and stimulating environment has a direct impact on the quality of teaching and learning and therefore supports raising standards and enables pupils to develop independence as learners. The environments should provide consistency for all pupils, whilst challenging pupils to give their very best and develop a shared sense of what high standards look like.

Teachers and teaching assistants should ensure:



Learning Processes:

Pupils enter school at different stages of development. Pupils learn in different ways and at different rates of progress. In the course of learning, pupils develop their skills through a variety of processes. These include:

Investigation	Set groups	Asking questions	Repetition
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Experimentation	Co-operative learning	Practical exploration and role-play	Problem-solving
Listening	Talking, discussion	Research and discovery	Making choices and decision-making
Observation	Group work	Debates and presentations	Use of ICT

Behaviour for Learning:







Co-operative learning refers to a method in which pupils work in small, mixed ability learning teams. The pupils in each team are responsible not only for learning the material themselves but also for helping their team learn, together. Before co-operative learning can be implemented positive teamwork behaviours/ standards (behaviour for learning) need to be taught and reinforced. Classes should be able to list these standards (can be written in form of a contracting triangle) and explain what they look like/sound like/feel like in action.

We understand that a stimulating environment and an engaging curriculum foster positive learning behaviours. We have a clear behaviour policy which is designed to minimise the time spent on behaviour management and maximise the time spent on learning. (see Behaviour Policy)

Record-keeping and Assessment:

Record-keeping and Assessment: regular summative and formative assessments establish the level of pupils' attainment and track their progress. These assessments are used to inform future planning. Assessments are recorded on Progress Teaching and progress is analysed regularly by class teachers, education pastoral leads (EPLs, Core Faculty Leads, Subject Leads and the Senior Leadership Team. (see Assessment Policy) Teachers use flexible groupings within their teaching to offer pupils opportunities for pre-teaching or small group work to overcome misconceptions or gaps in pupils learning.

Monitoring and Evaluation:

-  Pupils' written work is monitored against the Feedback Policy daily.
-  Subject leaders and SLT sample pupils' work across the school to ensure consistency.
-  Monitoring takes place through the use of the iPads.
-  Performance Management (PM) team leaders observe all teachers/teaching assistants as part of the PM process.
-  Faculty/ Subject leaders observe teaching to identify strengths and areas for development in their subject.
-  Demonstrations and peer observations are arranged where appropriate.

Lesson Visits:

Lesson Visits through subject specific Deep Dives are carried out at regular intervals, three times a year. During this process, staff are given opportunities to reflect on their teaching and feedback is discussed to highlight the strengths and areas for enhancement within their teaching.

When teaching is observed as not yet good, individualised support is given and a follow up observation is carried out two weeks later. If significant progress has not been observed a package of support will be implemented by the Assistant Headteacher- Teaching and Learning.

Lesson Visits and monitoring form part of the performance management process, teachers and teaching assistants are observed teaching. Verbal feedback is given. We believe that in order to continue to raise standards in the school, all teaching needs to be good or better overtime. For the criteria to determine what good or better teaching looks like, please refer to the Ofsted Handbook.

Leadership of Teaching and Learning:

Leadership of teaching and learning is prevalent at all levels of the school community. It is everyone’s responsibility to ensure that the core business of teaching and learning remains engaging, enjoyable and unhindered and that it enables high achievement and rapid progress for all pupils.

<p>The Headteacher has ultimate responsibility for ensuring that teaching and learning remains of the highest quality and that the best staff, the best resources, the best CPD and the best systems all align to drive continuous improvement in the quality of provision.</p>	<p>Middle Leaders across the school ensure that the most relevant and engaging curriculum is offered to pupils so that they remain motivated and engaged and develop a love for learning. They lead their teaching teams by example, providing support and challenge to ensure the best teaching occurs.</p>
<p>All teachers are leaders of learning within their own classrooms. They plan and teach learning experiences, which are challenging, enjoyable, relevant and accessible for all.</p>	<p>Pupils actively contribute to leading and improving the quality of teaching and learning across the school. Opportunities for pupils to lead learning are built in to planned learning experiences as well as providing other pupil leadership activities throughout the school year.</p>

Career Professional Development (CPD):

Through our involvement in and commitment to raising educational standards and outcomes across all areas of the school, we will continue to receive whole staff development based on school priorities and identified needs. We value and invest in CPD for the growth of both the individuals and the staff as a whole – we support and promote CPD opportunities to support individual growth and to drive whole school priorities. Appropriate CPD will ensure teachers consistently secure good knowledge of the subjects they teach, present the subject matter effectively and use assessment accurately to inform their teaching and learning.

CPD provision will be informed and identified through a variety of means including, our whole school priorities, findings from monitoring and evaluations, assessment information and needs identified by the professionals themselves. The Performance Management process will help staff to identify targets and

areas for development in line with school development priorities and for their own professional development. Central to this process is the notion that, as leaders, we have the responsibility to provide our staff with pertinent, quality and effective CPD and, as professionals we have a responsibility to seek to improve our practice and therefore be active in evaluating our own needs, as well as acting on the support and advice of colleagues. CPD will be delivered as a whole school, group approach and also on a more bespoke and personalised level as appropriate. Every member of staff is entitled to quality CPD at whatever stage of their journey of growth and our culture is to see CPD as a learning opportunity for us to grow and develop to be the best we can be, whether we are early within our career or more experienced.

To ensure effective teaching and learning, we must provide the teachers with the toolkit to solve the differing problems they may face daily. Before this can be achieved, it is essential that a culture is created that rewards those who wish to develop. Personal progress should be recognised and celebrated and staff are empowered to share their knowledge rather than compete for position.

