



# Triangulation Pack

To be read in conjunction with the Teaching and Learning Handbook

## 2017-18

## How Capital City Academy evaluates the quality of Teaching

October SEF meeting with CAL – Post results/AP3 & Appraisal		February SEF meeting with CAL – Actions post AP1		Summer Term SEF meeting with CAL – Post AP2 and Curriculum planning	
AP0 (wk6)	AP1 (wk 6)		AP2 (wk 3)		AP3 (wk 3 plus external exams)
Learning Walk 1 (wk3)	Learning Walk 2 (wk3)	Learning Walk 3 (wk3)		Learning Walk 4 (wk3)	Learning Walk 5 (wk2)
Work Scrutiny 1(Y11-13 in CLT with CALs wk7)		Work Scrutiny 2 (Y7-10 during INSET Day in departments)		Work Scrutiny 3 (Y7-10 in CLT with CALs wk 6)	
Student progress meeting 1 (Post AP0 for Y7&12 only)		Student progress meeting 2 (Post AP1)		Student progress meeting 3 (post AP2)	
Department review / DEFT					
Personal Development Plan record/Peer observations/STAR lesson observations/Coaching					

**SEF meetings with CALs** - The quality of teaching is discussed and agreed during a termly meeting with Curriculum Area Leaders. This is based on the evidence as detailed in the table above. Strengths and areas for development are discussed and a judgement is made regarding the performance of teachers and the department overall.

**Learning Walks** – There will be 5 learning walks over the year. The focus of the LW relates to the Academy Priorities. Where possible observations will be conducted in a pair and feedback should be given within 24 hours.

Learning Walk 1 - Embedding the 4-part lesson across every classroom and checking '*Essential Practice*'

Learning Walk 2 – How well do students evaluate their learning?

Learning Walk 3 - How is teaching at Capital City Academy closing gaps – especially for the more able and disadvantaged?

Learning Walk 4 - Evaluating the effectiveness of the teaching of literacy and numeracy in classrooms across the academy

Learning Walk 5 - How well are students being prepared for the new linear GCSEs and A-levels?

**Work Scrutiny** - Books will be looked at to check *essential practice*, on three occasions during the year. Student books will always be looked at during learning walks or DEFT visits.

**Student progress meeting** - After each assessment point the CAL, or relevant post holder will meet with each member of the department and discuss student outcomes in each class. Three underperforming students, per class, should be selected from targeted groups. The agreed strategies are input into SIMS.

**Department reviews** – the schedule for department reviews is published following the Autumn Term SEF meetings. A report will be written after the department review by the CAL and published to the academy. Department reviews consist of each member of staff being observed, student/staff surveys and leadership interviews with the line manager, reviewer and attached governor (where available).

**Department Evaluation and Feedback Tool (DEFT)** – CAL or post holder will visit 3 lessons per fortnight and feedback to the teacher. This is captured in the DEFT booklet and should be focused on any department priorities.

**Personal Development Plan record, coaching and peer observations** – Staff also reflect on their teaching through discussion with their CAL/Line Manager and have a personal development plan as a result of this and other feedback they receive. Peer observations, coaching sessions and STAR lesson reflections should support this work - evidence of this should be included in the PDP.

# Capital City Academy – Learning Walk 1 Record Form

<b>Member of staff</b>		<b>Observer(s)</b>		<b>Date</b>		<b>Lesson</b> 1 2 3 4 5 6	
<b>Number of students</b>		<b>Class / Set</b>		<b>Focus of Observation</b>			

Learning Objectives:

Observer and teacher - please bullet point the above for teachers personal development plan

<b>Areas of strength</b>	<b>Areas for development</b>
<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>

## Essential practice Check

<b>Teacher Planner</b> - 4 Part lesson - Challenge  <b>Student Planner</b> - Hw recorded?	R      A      G R      A      G  R      A      G	<b>Student Books</b>  - Black pen - Date/ title underlined - RAG123 (not C6) - Front progress sticker	R      A      G R      A      G R      A      G R      A      G
<b>Purple Folder</b> - MA students identified - seating plan - Schemes of learning that demonstrate pitch for more able students	R      A      G R      A      G  R      A      G	<b>P3/S3 on board</b>	R      A      G

Please sign to indicate you have read and shared this document within 24hrs of the lesson observation.

Teacher \_\_\_\_\_ Observer \_\_\_\_\_

# Capital City Academy – Learning Walk 2 – WB 13 November 2017

Member of staff		Observer(s)		Date		Lesson 1 2 3 4 5 6 7					
Number of students		Class / Set		Focus of Observation	How well do students evaluate their learning?						
Essential Practice Check											
Teacher Planner				Student Books							
4 Part lesson	R	A	G	Black pen	R	A	G				
Challenge	R	A	G	Date/ title underlined	R	A	G				
Student Planner				RAG123 (not C6)	R	A	G				
H/W recorded	R	A	G	Front progress sticker	R	A	G				
Purple Folder				Literacy Sticker	R	A	G				
Seating plan	R	A	G	Literacy Marking	R	A	G				
MA students identified	R	A	G	Behaviour for Learning							
SEND students identified	R	A	G	P3/S3 on board	R	A	G				
SoL / Curriculum Maps	R	A	G								
Learning Objective/s											
<p><b>How well do students evaluate their learning?</b></p> <p>Features of student evaluation include: RAG321; Directed Independent Reflection Time (DIRT); Self-Assessment (green pen check); Peer-Assessment; Questioning techniques; Oral feedback; Redrafting.</p> <p><i>Make notes on these and any other student evaluation strategies evident during the learning walk.</i></p>											
<p>Observer and teacher - please bullet point the above for teachers personal development plan</p> <table border="1"> <tr> <td>Areas of strength</td> <td>Areas for development</td> </tr> <tr> <td> <ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul> </td> </tr> </table>								Areas of strength	Areas for development	<ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>
Areas of strength	Areas for development										
<ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>										
<p>Please sign to indicate you have read and shared this document within 24hrs of the lesson observation.</p> <p>Teacher _____ Observer _____</p>											

<b>Subject:</b>		<b>Class:</b>		<b>Teacher:</b>		<b>Observer:</b>		
<b>Presentation / Literacy sticker / Progress sticker - <u>Comment only if these require attention</u></b>								
	Name:		Name:		Name:		Name:	
<b>Formative marking</b> (every 3 weeks)	Y	N	Y	N	Y	N	Y	N
<b>Student responding to marking</b> (DIRT)	Y	N	Y	N	Y	N	Y	N
<b>AP assessments in folder</b>	Y	N	Y	N	Y	N	Y	N
<b>Folders organised</b> (For BTEC only tracking sheet at front)	Y	N	Y	N	Y	N	Y	N
<b>Exam Spec and notes made/filed</b>	Y	N	Y	N	Y	N	Y	N
<b>Extended Writing</b> <i>Extended Writing</i> <i>Exam Practice</i> <i>Other</i>	Y		Y		Y		Y	
	N		N		N		N	
<b>Self / Peer - Assessment</b> <i>Green Pen Check</i> <i>Other</i>	Y		Y		Y		Y	
	N		N		N		N	
<b>Literacy Marking</b> <i>Literacy codes</i> <i>Subject terminology in use</i> <i>Grammatical accuracy</i> <i>MFL</i>	Y		Y		Y		Y	
	N		N		N		N	
<b>Progress shown in:</b> <i>Quality of extended writing</i> <i>Quantity of writing</i> <i>Acquisition of knowledge and skills</i> <i>Other</i>	Y		Y		Y		Y	
	N		N		N		N	
<b>Overall comment, actions (if required) and RAG</b>								
<b>R</b>			<b>A</b>			<b>G</b>		
<b>Actions for CAL and post-holders – sharing good practice, use of marking codes, model answers, peer and joint construction, exam preparation, revisiting school and/or department assessment policy</b>								

<b>Subject:</b>		<b>Class:</b>		<b>Teacher:</b>		<b>Observer:</b>		
Presentation / Literacy sticker / Progress sticker - <u>Comment only if these require attention</u>								
	Name:		Name:		Name:		Name:	
<b>Formative marking</b> (every 3 weeks)	Y	N	Y	N	Y	N	Y	N
<b>Student responding to marking</b> (DIRT)	Y	N	Y	N	Y	N	Y	N
<b>Extended Writing</b> <i>GEM tasks</i> <i>Extended Writing</i> <i>Exam Practice</i> <i>Other</i>	Y		Y		Y		Y	
	N		N		N		N	
<b>Self / Peer - Assessment</b> <i>Green Pen Check</i> <i>RAG321</i> <i>Other</i>	Y		Y		Y		Y	
	N		N		N		N	
<b>Literacy Marking</b> <i>Literacy codes</i> <i>Copy spellings</i> <i>Spelling tests</i> <i>Subject terminology in use</i> <i>Grammatical accuracy</i> <i>MFL</i>	Y		Y		Y		Y	
	N		N		N		N	
<b>Progress shown in:</b> <i>Quality of extended writing</i> <i>Quantity of writing</i> <i>Acquisition of knowledge and skills</i> <i>Other</i>	Y		Y		Y		Y	
	N		N		N		N	
<b>Overall comment, actions (if required) and RAG</b>								
<b>R</b>			<b>A</b>			<b>G</b>		
<b>Actions for CAL and post-holders</b> – sharing good practice, generic GEMs, use of marking codes, model answers, peer and joint construction, exam preparation, revisiting school and/or department assessment policy								

## Student Progress Meetings

After each assessment point the CAL, or relevant post holder will meet with each member of the department and discuss student outcomes. These meetings give an opportunity to discuss progress of each class within the context of the department and Academy as a whole and also to focus on individual students creating strategies for three students. These students should be selected because they are underperforming and should be part of an Academy focus group e.g. disadvantaged or more able.

### **CALs to ask class teacher:**

1. How well are students progressing compared to their target grades in each of your classes?
2. a) For the class about which you are most concerned, how did they do in the previous assessment point compared to others in the year group?  
  
b) What actions can we agree to address these or how can we share excellent practice?
3. Who are the disadvantaged students in your class; how are they doing compared to non-disadvantaged students?
4. How are SEN/D students progressing?
5. Which three students are we selecting from each class? What strategies are we going to employ to improve progress for these students?
6. Can we discuss your PDP for this term? Have you uploaded to Bluesky?

### **Line Managers to ask CALs:**

1. What are standards like in each year group?
2. Are there any classes where progress appears to be out of line with others?
  - a. Why do you think this is?
  - b. What action can we agree to address these?
3. What is the performance of disadvantaged students compared to non-disadvantaged students?
4. What is the performance of SEN/D students?
5. How are we progressing towards meeting the departmental KPIs?
6. Can we discuss your PDP for this term? Have you uploaded to Bluesky?

## Student Progress Meetings – Example responses

### 1. How well are students progressing compared to their target grades in each of your classes?

Out of 29 students:

- 9 students are not achieving at least their target grade (31%), of which 3 are 2 grades below
- 11 are achieving their target (38%)
- 9 are achieving more than their target (31%)

Of the 9 students below target I am most concerned about John and Amal. Their homework is of a low quality or incomplete, and they don't do much work in class. It was clear in the assessment that they had not understood a lot of the work, and they struggled to answer the questions. Ali is also a concern as he has missed a lot of lessons due to absence and Sara has very poor literacy and so finds it difficult to read the questions and structure her answers.

Of the students who achieved above their targets, Nikola was particularly impressive; she structured her answers very well, and had clearly spent time learning the main points using her knowledge organiser.

### 2. a) For the class about which you are most concerned, how did they do in the previous assessment point compared to others in the year group?

- Fewer students in this class reached their targets than the equivalent class on the other half of the year
- Disadvantaged students did better than non-disadvantaged but these students had lower targets than the non-disadvantaged students
- The same proportion of students met their targets as in this assessment

### b) What actions can we agree to address these or how can we share excellent practice?

- Seek a wider range of activities to engage boys, seek advice from colleagues on how to organise debates effectively.
- Provide opportunities for all students to write lengthy, well developed answers to open ended questions.
- Scaffold open ended questions for EAL students.
- Look at books of Black Somali making excellent progress in the department and share good practice.

### 3. Who are the disadvantaged students in your class; how are they doing compared to non-disadvantaged students?

- 18 disadvantaged students in class –
  - 7 are on or above their targets (39%)
  - 9 are 1 grade below their target (50%)
  - 2 are more than one grade below their target (11%)

This is below the achievement of the whole class.

### 4. What is the performance of SEN/D students?

- 4 SEN/D -
  - 1 is achieving their target
  - 1 is 1 grade below their target
  - 2 are more than 1 grade below target
- Only 25% making expected progress compared to class average of 69%

### 5. Which three students are we selecting from each class? What strategies are we going to employ to improve progress for these students?

John, Amal and Sara.

**John:** Check his work first during independent tasks to ensure he has understood the task and is engaging with the activity. Ask him to reiterate and rephrase a point made by another student during discussion.

**Amal:** Check her understanding by asking probing questions, and check work regularly. Ensure she is one of the first students questioned during discussions to increase engagement.

**Sara:** Provide writing frames to support her structuring answers during lesson, and key words to support spelling. Break any long passages down into smaller chunks to support decoding.



6. Can we discuss your PDP for this term? Have you uploaded to Bluesky?

Yes, I have put providing challenge for the more able Y10 students as my area for development and am going to trial optional extension activities with rewards as part of my consolidation activities. I will now update my PDP following this assessment point and upload to Bluesky.

## Example of a DEFT

**CAPITAL**  
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Fortnight Beginning: 13<sup>th</sup> April 2015

**Departmental Evaluation and Feedback**

**Lesson 1**

Observer: <i>ASP</i>	Class: <i>Year 10 Music</i>	Objective: <i>To be able to play an arrangement of a song and find subject of a song</i>
Teacher: <i>ANNA</i>	Date: <i>Tuesday 14th April</i>	
Focus: <i>WWW</i>		EBI
Student Progress	<i>Students are fully engaged and correct the learning by providing a lesson in building on what was arranged. Most pupils learn.</i>	<i>Ask to explain back what is the melody's arrangement? Repeat back knowledge?</i>
Provision for SEND students	<i>Students in the room. All students would know and encouraged.</i>	
Marking and feedback	<i>According to subject policy.</i>	
Challenge and Subject Knowledge	<i>Strong use of questioning particularly with class to ensure all students can participate in the lesson.</i>	
Literacy	<i>Strong use of literacy skills for understanding and relating to the subject.</i>	
Behaviour for Learning	<i>Good use of the subject and a lot of positive reinforcement.</i>	
Planning, inc. Teacher Planner and Purple Folder	<i>Yes, both present and used.</i>	
Homework	<i>No homework set for this lesson.</i>	

**Lesson 2**

Observer: <i>ASP</i>	Class: <i>Year 10 Music</i>	Objective: <i>To develop good literacy skills in music.</i>
Teacher: <i>ANNA</i>	Date: <i>Tuesday 14th April</i>	
Focus: <i>WWW</i>		EBI
Student Progress	<i>Students progress well in the lesson and are able to write a short piece of music.</i>	<i>Remember to write a short piece of music.</i>
Provision for SEND students	<i>Students in the room. All students would know and encouraged.</i>	
Marking and feedback	<i>According to subject policy.</i>	
Challenge and Subject Knowledge	<i>Strong use of questioning particularly with class to ensure all students can participate in the lesson.</i>	
Literacy	<i>Strong use of literacy skills for understanding and relating to the subject.</i>	
Behaviour for Learning	<i>Good use of the subject and a lot of positive reinforcement.</i>	
Planning, inc. Teacher Planner and Purple Folder	<i>Yes, both present and used.</i>	
Homework	<i>No homework set for this lesson.</i>	

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**Lesson 3**

Observer: <i>ASP</i>	Class: <i>Year 10 Music</i>	Objective: <i>To be able to play an arrangement of a song and find subject of a song</i>
Teacher: <i>ANNA</i>	Date: <i>Tuesday 14th April</i>	
Focus: <i>WWW</i>		EBI
Student Progress	<i>Students are fully engaged and correct the learning by providing a lesson in building on what was arranged. Most pupils learn.</i>	<i>Ask to explain back what is the melody's arrangement? Repeat back knowledge?</i>
Provision for SEND students	<i>Students in the room. All students would know and encouraged.</i>	
Marking and feedback	<i>According to subject policy.</i>	
Challenge and Subject Knowledge	<i>Strong use of questioning particularly with class to ensure all students can participate in the lesson.</i>	
Literacy	<i>Strong use of literacy skills for understanding and relating to the subject.</i>	
Behaviour for Learning	<i>Good use of the subject and a lot of positive reinforcement.</i>	
Planning, inc. Teacher Planner and Purple Folder	<i>Yes, both present and used.</i>	
Homework	<i>No homework set for this lesson.</i>	

Additional comments (impact of Teaching Assistants, classroom display, presentation of students' learning, etc.)

Departmental Actions

Action	By Whom?	Date	Completed?
<i>Be consistent with S4321</i>	<i>ANNA</i>	<i>14th April</i>	<input checked="" type="checkbox"/>
<i>Question to be developed for more able</i>	<i>ANNA</i>	<i>14th April</i>	<input checked="" type="checkbox"/>

## **Personal Development Plan - record of coaching, external and internal CPDL and reflection**

A reflective personal development plan should be completed by all teaching staff after the appraisal meeting and be updated regularly throughout the year after each SPM. This should be uploaded to Bluesky along with the details of any CPD undertaken.

As part of continuing professional development and learning staff should aim to conduct peer observations. STAR lesson should be used and watched approximately once per term. Staff who are being coached should record weekly leverage meetings and action steps.

### **Brief guide for Peer Observations and STAR lesson reflections**

#### **Purpose of the activity**

1. Allow the observer and teacher to:
  - a. Reflect on their own practice
  - b. To understand the focus on learning from the perspective of Ofsted

As the Peer Observer in the process, you must ensure that the creation of a non-judgmental environment is evident; your aim is to encourage the colleague you are observing to reflect on and talk about their teaching. The process should be formative, developmental and allow for personal reflection and exploration of practice.

#### **Ground rules**

1. Capital City Academy does not grade individual lessons
2. Check carefully when you are being observed and being the observer
3. Stay the whole lesson (arrive late or leave early if you are teaching either side)
4. Meet within 48 hours of your observation

#### **During the Observation**

You should refrain from participating in the session you are observing as this may change the focus of the activities undertaken and may reduce your capacity to comment objectively. It is also useful to remember that your observation is a snapshot of your colleague's teaching practice and your feedback should factor this in by allowing the teacher to discuss the processes they used. This can be done at the discussion phase (post-observation).

We would like you to support your colleague by documenting this overview for them.

#### **After the Observation**

Find twenty minutes to talk about the lesson and then hand your form to Cassie who will type up and send to staff to add to their PDP.

#### **STAR lesson**

Cameras can be booked for any time via ICT ([tboreham@capitalcityacademy.org](mailto:tboreham@capitalcityacademy.org))

## Peer Observation record form

Name of observer	Name of teacher	Date
Lesson time	Room	Class group
Observations		
Evidence of SMSC		

**Update your PDP in any of the relevant sections with reflections on what you have learnt and how you could apply this to your practice. Please hand this form to CHO.**

Signed by observer	
Signed by teacher	

# PERSONAL DEVELOPMENT AND LEARNING PLAN 2016-17

## Autumn Term 2016

*Every teacher needs to improve, not because they are not good enough, but because they can be even better.*

*To be completed September 2016 and uploaded to Bluesky.*

REFLECT	<b>What are my skills and strengths?</b>  Identified from lesson observations, Departmental Evaluation and Feedback and self-reflection (audit) and any STAR lesson reflections. <i>New staff – self-reflection until LW1</i>	
IDENTIFY	<b>What are my development needs?</b>  Identified from lesson observations, Departmental Evaluation and feedback and self-reflection (audit) and any STAR lesson reflections. <i>New staff – self-reflection until LW1</i>	
INTENTIONS	<b>What do I intend to work on in my teaching practice?</b>  Be specific, realistic and measurable. Focus on the learning needs of the students being taught by you not just what you do as a teacher.	
ACTIONS	<b>How do I intend to achieve this?</b>  Would you like to observe another colleague? What actions will you take to achieve this goal? Focus on sustained practice.	
TIMINGS	<b>When do I intend to achieve this by?</b>  Challenge yourself to be realistic. This development process should be sustained for a significant period of time and involves cycles of trialling ideas, reflecting and adjusting	
SUCCESS	<b>How will I know I have been successful?</b>  Identify clear outcomes and success criteria that focus on the impact of learning	
SUPPORT	<b>Who might support me with this development?</b>  The development process should be collaborative with other teachers supporting, challenging, observing and coaching you.	
SHARE	<b>How am I going to share my successes with others?</b>  Team meetings, staff meetings, coaching conversations, INSET, Twilights, briefings....	
IMPACT	<b>What has been the impact on the students learning?</b>  Identify what has gone well with evidence and examples.	

### **Spring Term 2017**

*Every teacher needs to improve, not because they are not good enough, but because they can be even better.*

*To be completed January 2017 and uploaded to Bluesky.*

<b>REFLECT</b>	<b>What are my skills and strengths?</b>  Review progress made towards intentions and targets. Use additional feedback from lesson observations, DEFT and self-reflection (audit) and any STAR lesson reflections.	
<b>IDENTIFY</b>	<b>What are my development needs?</b>  Identified from lesson observations, Departmental Evaluation and feedback and self-reflection (audit) and any STAR lesson reflections.	
<b>INTENTIONS</b>	<b>What do I intend to work on in my teaching practice?</b>  Be specific, realistic and measurable. Focus on the learning needs of the students being taught by you not just what you do as a teacher.	
<b>ACTIONS</b>	<b>How do I intend to achieve this?</b>  Would you like to observe another colleague? What actions will you take to achieve this goal? Focus on sustained practice.	
<b>TIMINGS</b>	<b>When do I intend to achieve this by?</b>  Challenge yourself to be realistic. This development process should be sustained for a significant period of time and involves cycles of trialling ideas, reflecting and adjusting	
<b>SUCCESS</b>	<b>How will I know I have been successful?</b>  Identify clear outcomes and success criteria that focus on the impact of learning	
<b>SUPPORT</b>	<b>Who might support me with this development?</b>  The development process should be collaborative with other teachers supporting, challenging, observing and coaching you	
<b>SHARE</b>	<b>How am I going to share my successes with others?</b>  Team meetings, staff meetings, coaching conversations, INSET, Twilights, briefings....	
<b>IMPACT</b>	<b>What has been the impact on the students learning?</b>  Identify what has gone well with evidence and examples.	

## **Summer Term 2017**

*Every teacher needs to improve, not because they are not good enough, but because they can be even better.*

*To be completed April 2017 and uploaded to Bluesky.*

<b>REFLECT</b>	<b>What are my skills and strengths?</b>  Review progress made towards intentions and targets. Use additional feedback from lesson observations, DEFT and self-reflection (audit) and any STAR lesson reflections.	
<b>IDENTIFY</b>	<b>What are my development needs?</b>  Decide whether to choose new areas or develop areas from last term.	
<b>INTENTIONS</b>	<b>What do I intend to work on in my teaching practice?</b>  Be specific, realistic and measurable. Focus on the learning needs of the students being taught by you not just what you do as a teacher.	
<b>ACTIONS</b>	<b>How do I intend to achieve this?</b>  Would you like to observe another colleague? What actions will you take to achieve this goal? Focus on sustained practice.	
<b>TIMINGS</b>	<b>When do I intend to achieve this by?</b>  Challenge yourself to be realistic. This development process should be sustained for a significant period of time and involves cycles of trialling ideas, reflecting and adjusting	
<b>SUCCESS</b>	<b>How will I know I have been successful?</b>  Identify clear outcomes and success criteria that focus on the impact of learning	
<b>SUPPORT</b>	<b>Who might support me with this development?</b>  The development process should be collaborative with other teachers supporting, challenging, observing and coaching you	
<b>SHARE</b>	<b>How am I going to share my successes with others?</b>  Team meetings, staff meetings, coaching conversations, INSET, Twilights, briefings....	
<b>IMPACT</b>	<b>What has been the impact on the students learning?</b>  Identify what has gone well with evidence and examples.	