



The Coopers' Company
and Coborn School

Teaching and Learning Charter

SUBJECT TEACHERS	SUBJECT LEADERS
PLANNING – benefit from and contribute to the sharing of best practice, joint planning and peer observation	
<ul style="list-style-type: none"> ○ Plan curriculum delivery together using up-to-date SoW ○ Use the resources, strategies and ideas of colleagues ○ Observe best practice and discuss it with colleagues in a professional dialogue 	<ul style="list-style-type: none"> ● Ensure up-to-date detailed SoWs and lesson plans for all years are in place and used ● Institutionalise the sharing of best practice in meetings ● Use subject meetings as a forum for joint planning ● Formalise peer observation within & beyond subject
LESSONS – model lessons based on starter, active learning and plenary approach	
<ul style="list-style-type: none"> ○ Ensure lesson objectives or key questions are set, noted on board or articulated ○ Employ a variety of learning activities, giving consideration to <ul style="list-style-type: none"> ● VAK (Visual, Audio, Kinaesthetic) ● AFL/L2L (Assessment for Learning & Learning to Learn) ● Appropriate ICT usage, esp VLE ○ Ensure each lesson has a clear starter and plenary 	<ul style="list-style-type: none"> ● Conduct Learning Walks every week for one hour, focusing on an area agreed during a subject meeting, and used to provide feedback to colleagues ● Target underachieving classes with regular drop-ins to offer systematic support if needed ● Ensure pupil-friendly level and grade descriptors are displayed in all rooms
CHALLENGE – ensure lessons provide effective differentiation for pupils	
<ul style="list-style-type: none"> ○ Stretch provided for G&T (Gifted and Talented) pupils ○ Accessibility for SEN (Special Educational Needs) pupils ○ Support for underachieving pupils ○ Focus on A* delivery ○ Ensure all students know their Target Grade and current level of working 	<ul style="list-style-type: none"> ● Use subject meetings to discuss examples of effective differentiation & lesson planning ● Manage the rewriting of schemes of work for all years, delegating to experienced colleagues and involving colleagues new to the profession. Include extension work for A*s & support work for strugglers ● Oversee the hosting of pupil/parent-friendly subject documents on the VLE (Virtual Learning Environment) and school web site ● Survey the classroom experiences of pupils via focus groups (Student Voice)
HOMEWORK – regular setting of homework	
<ul style="list-style-type: none"> ○ Ensure work is set on each scheduled occasion ○ Insist on proper use of diaries by all students to record work ○ Check each homework is done; follow-up if not 	<ul style="list-style-type: none"> ● Sample pupil diaries termly ● Support colleagues with non-compliant pupils – faculty detentions ● Survey the homework experiences of pupils via focus groups (Student Voice)
MARKING – regular marking of books, offering targets and assessing progress against targets	
<ul style="list-style-type: none"> ○ Review books at least twice every half-term, with tick and comment/target ○ Grade & moderate one assessment against level/grade criteria each half term, giving consideration to APP (Assessing Pupil Progress) 	<ul style="list-style-type: none"> ● Termly book monitoring, with clear feedback to colleagues, possibly done in Subject mtgs ● Regular review/training on marking practice vis-à-vis comments and targets in meetings ● Providing tasks with mark schemes & lead moderation sessions during subject meetings
INTERVENTION – targeted support for pupils after each TRIPS round	
<ul style="list-style-type: none"> ○ Ensure each targeted pupil is spoken to by teacher/HoS ○ Use reports or support plans to scaffold improvement for the next TRIPS round 	<ul style="list-style-type: none"> ● Interrogate TRIPS data to identify the key issues ● Support colleagues in devising and implementing improvement strategies for underachieving pupils ● Celebrate high-achieving and high-effort pupils