

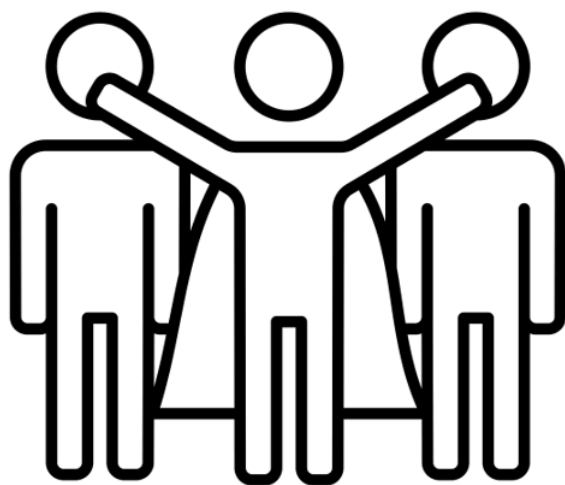


2025-2026



TEACHING AND LEARNING HANDBOOK

Alameda Middle School



Ambitious  **Motivated**
Confident to Soar

A Welcome from our Headteacher

Over the past year, our school has continued to strengthen its reputation and secure its position at the heart of the community. In a period marked by significant political and economic challenges, the enthusiasm, dedication and collaboration of the Alameda team has been central to the progress we have made. We have ensured that our pupils continue to have wonderful opportunities, supported by a culture of consistency, high expectations and a shared determination to achieve the absolute best outcomes.

But we still have more to do to improve the outcomes for pupils in our school.

Our commitment to steady, sustained improvement is rooted in doing what we know works well—consistently and with purpose. Progress is not achieved through quick fixes, but through the everyday application of high standards, a commitment to self-improvement and a clear focus on agreed priorities. By maintaining this focus, we will continue to strengthen the quality of education we provide and the opportunities available to every pupil.

This year, our improvement priorities remain sharply defined:

1. Outcomes

- to ensure that pupil attainment and progress in reading, writing, SPaG and maths match national outcomes, closing any gaps and raising achievement across the board.

2. Behaviour

- to secure improvements in behaviour by reducing incidents of low-level disruption by 30%, achieved through building positive relationships, the consistent application of our refreshed whole-school behaviour policy, targeted staff training and behaviour support, improved use of data analysis, and the continued promotion of a positive behaviour culture.

3. SEND

- to accelerate the progress of pupils with SEND by increasing staff confidence and competence in adaptive teaching strategies, ensuring that **every** learner has the right support to succeed.

4. Teaching and Learning

- to raise the overall quality of teaching and learning so that all provision is consistently Good or better, as demonstrated in both formal observations and informal learning walks.

Through these priorities, we reaffirm our commitment to every pupil, every lesson, every day. By building on the strong foundations already in place, and by working together as one team, we will continue to make progress that is both measurable and meaningful progress that benefits our pupils and prepares them academically and personally for the transition to upper school.

Term Dates 2025-2026



Alameda Middle School Academic Calendar 2025/2026															
School Holidays				Bank Holidays				Pupil Day				Training Day			

September 2025							October 2025							November 2025							December 2025						
Mon	1	8	15	22	29		Mon		6	13	20	27		Mon	3	10	17	24		Mon	1	8	15	22	29		
Tue	2	9	16	23	30		Tue		7	14	21	28		Tue	4	11	18	25		Tue	2	9	16	23	30		
Wed	3	10	17	24			Wed	1	8	15	22	29		Wed	5	12	19	26		Wed	3	10	17	24	31		
Thu	4	11	18	25			Thu	2	9	16	23	30		Thu	6	13	20	27		Thu	4	11	18	25			
Fri	5	12	19	26			Fri	3	10	17	24	31		Fri	7	14	21	28		Fri	5	12	19	26			
Sat	6	13	20	27			Sat	4	11	18	25		Sat	1	8	15	22	29		Sat	6	13	20	27			
Sun	7	14	21	28			Sun	5	12	19	26		Sun	2	9	16	23	30		Sun	7	14	21	28			

January 2026							February 2026							March 2026							April 2026						
Mon		5	12	19	26		Mon		2	9	16	23		Mon		2	9	16	23	30	Mon		6	13	20	27	
Tue		6	13	20	27		Tue		3	10	17	24		Tue		3	10	17	24	31	Tue		7	14	21	28	
Wed		7	14	21	28		Wed		4	11	18	25		Wed		4	11	18	25		Wed	1	8	15	22	29	
Thu	1	8	15	22	29		Thu		5	12	19	26		Thu		5	12	19	26		Thu	2	9	16	23	30	
Fri	2	9	16	23	30		Fri		6	13	20	27		Fri		6	13	20	27		Fri	3	10	17	24		
Sat	3	10	17	24	31		Sat		7	14	21	28		Sat		7	14	21	28		Sat	4	11	18	25		
Sun	4	11	18	25			Sun	1	8	15	22		Sun	1	8	15	22	29		Sun	5	12	19	26			

May 2026							June 2026							July 2026							August 2026						
Mon		4	11	18	25		Mon	1	8	15	22	29		Mon		6	13	20	27	Mon		3	10	17	24	31	
Tue		5	12	19	26		Tue	2	9	16	23	30		Tue		7	14	21	28	Tue		4	11	18	25		
Wed		6	13	20	27		Wed	3	10	17	24		Wed	1	8	15	22	29		Wed		5	12	19	26		
Thu		7	14	21	28		Thu	4	11	18	25		Thu	2	9	16	23	30		Thu		6	13	20	27		
Fri	1	8	15	22	29		Fri	5	12	19	26		Fri	3	10	17	24	31		Fri		7	14	21	28		
Sat	2	9	16	23	30		Sat	6	13	20	27		Sat	4	11	18	25		Sat		1	8	15	22	29		
Sun	3	10	17	24	31		Sun	7	14	21	28		Sun	5	12	19	26		Sun		2	9	16	23	30		

Autumn Term - 75 days Spring Term - 55 days Summer Term 65 days = 195 days
Pupil contact will amount to 190 of the 195 days. Schools will be closed on five of the 195 days to enable teacher training to take place in accordance with Teachers' Conditions of Service.
Training days are set as follows: Monday 1st and Tuesday 2nd September 2025, Monday 3rd November 2025, Monday 5th January 2026 and one further INSET day Monday 20th July 2026 will be covered by twilight training.

The School Day

8:30 - 8:50	AM Registration
8:50 - 9:50	Lesson 1
9:55 - 10:55	Lesson 2
10:55 - 11:15	Break
11:15 - 12:15	Lesson 3
12:20 - 13:20	Lesson 4
13:20 - 14:10	Lunch
14:10 - 14:20	PM Registration
14:20 - 15:20	Lesson 5

- **Monday 08:00 – Staff briefing in staff room**
- **Monday 15:20-16:20 – Staff meetings (typically in the hall or with head of relevant department)**
- **Duties (before school, break and after school) will be shared by HSI**

Teacher-Led Learning Routines at Alameda

Creating a culture of ambition, motivation and confidence

Establishing consistent, high-quality routines supports a culture of learning, belonging and high expectations. When routines become habits, they shape behaviour, reduce cognitive load, and allow teachers to focus on responsive teaching. As Peps Mccrea (2020) notes, routines improve motivation, wellbeing, and lesson efficiency. At Alameda, these routines are not optional; they are what we *all* do, every lesson, every day.

Key Whole-School Routines:

1. Threshold (entrance & exit routines)
2. Do Now
3. Turn and Talk
4. No hands up – Cold Call
5. Show Me – whiteboards
6. Work the Clock

At Alameda Middle School, embedding consistent whole-school routines ensures every lesson starts with purpose, maintains focus and maximises learning time.

These strategies promote high expectations, equitable participation, and active engagement across all classrooms.

By establishing a shared language and approach to teaching, we create a calm, structured environment where all pupils can thrive.

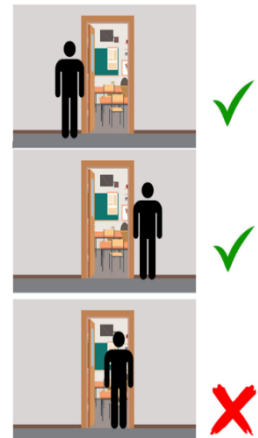
1. Threshold – Entrances and Exits

The minute students enter sets the tone. Staff must be present at the door, greeting pupils warmly and confidently, reinforcing expectations and building rapport.

At the door:

- Stand where you can see the room and corridor
- Greet every pupil with positivity and purpose
- Use brief personal comments to connect
- Remind, reset, and reinforce expectations

Students should enter calmly and begin the Do Now task independently.



Exiting the room:

A clear exit routine signals a calm, purposeful end. Teachers should:

- Celebrate effort and achievement
- Give clear instructions to pack away
- Dismissing by row or table
- Be at the threshold to monitor corridors and welcome the next class

2. Do Now

A short, **accessible** task ready as students enter. Work with your department to ensure Do Nows are purposeful and aligned.

The Do Now:

- Should be consistent in format and location
- Requires no teacher input to begin – **all pupils** can access the task
- Takes 5 minutes and produces written work where the subject allows for this. The Do Now task may look different in practical subjects like PE, music and drama.



- Revisits prior learning and supports memory recall

3. Turn and Talk

Used to increase engagement and peer discussion:

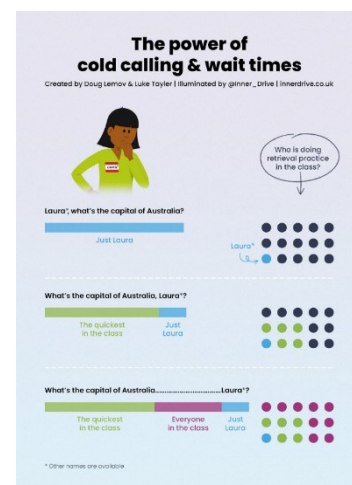
- Provide a clear, focused question
- Pupils talk only to their talk partner
- Keep timing tight (10–30 seconds)
- Use a clear start and stop signal
- Circulate to monitor quality of talk
- Review and praise effective discussions

This is a ‘warm-up’ to cold-call and should be used with clarity and purpose. Some variations include think, pair, share; pair and square; stand up, hand up, pair up.

4. No hands up – Cold Call

We are going to run a **hands down** approach in our classrooms. **Cold calling** should be the default method of questioning, not hands up. Benefits include:

- Ensuring all pupils are attentive and engaged
- Gaining a more accurate understanding of learning
- Targeted questioning for differentiation



Key habits:

- Use wait time before expecting an answer
- Ask the question *before* naming the student
- Use follow-ups to deepen thinking and maintain rigour
- Support all pupils to contribute – ***some pupils may need a ‘heads up’ that they will be called upon (see SEND plans)***

Model Example: Cold Call Questioning in the Classroom

Context: The teacher is reviewing key concepts in a science lesson. Students have been previously told that anyone may be called on to encourage focus and participation.

Teacher:

"Let's recap what we learned about photosynthesis yesterday. What gas is taken in during the process?"

(Pauses briefly, scans the room)

"Amira?"

Amira:

"Carbon dioxide?"

Teacher:

"Correct – well done. Carbon dioxide is taken in through the leaves. Now, can anyone tell me the name of the substance that absorbs light energy?"

(Pauses again)

"Liam?"

Liam:

"Chlorophyll?"

Teacher:

"Exactly right. Thank you. And last one – what are the two main products of photosynthesis?"

(Pauses)

"Tariq?"

Tariq:

"Oxygen and glucose."

Teacher:

"Great – spot on. Oxygen and glucose are the key products. Excellent answers, everyone."

Key Features:

- Calm, non-confrontational tone
- Pause before naming the student to encourage class-wide thinking
- Questions are clear and scaffolded
- Student names are used respectfully and supportively

- Positive reinforcement is given

5. Show Me – Whiteboards

Whiteboards raise participation and accountability. Use them deliberately:

1. Set the task with precise instruction
2. Countdown to control timing and behaviour
3. Signal when to show answers and scan responses
4. Address misconceptions via cold-call
5. Reset the class before moving on

1. Use precise instruction to present the task and time scale.	Don't touch them yet , but for this next task, we will use your whiteboards ." "You have 10 seconds to complete this task."
2. Set the question.	"When I say go, tell me: In which year, was William Shakespeare born?"
3. Count down to manage the class.	"Hold your boards but do not turn them until instructed. You can begin in 3, 2, 1, GO!" [Scan the room]
4. Count down to signal an end point.	"3, 2, 1, Show Me!" [Scan responses]
5. Address misconceptions.	"Let's draw attention to..." [Cold-Calling to discuss]
6. Reset the class.	"Down and wipe in 3, 2, 1, GO!"

Whiteboards should also be used for scaffolding and support for pupils in class.

Scaffolding ideas using whiteboards:

- Model and guide step-by-step responses, allowing pupils to mirror and practise
- Break down complex tasks into smaller chunks pupils can attempt on whiteboards
- Provide sentence starters or key vocabulary

- Use guided questions to lead pupils through new concepts before independent work
- Encourage trial and error in a low-stakes way before committing to final answers.
- Visualise thinking (e.g. diagrams, plans, methods).
- Check for understanding mid-task to decide if more scaffolding is needed.
- Prompt paired comparison (e.g. “Show me your answer, now compare with a partner”) to build reasoning.
- Support language development by having pupils rehearse phrases or responses before speaking.

6. Work the Clock

Pace matters. Every minute counts.

Use these strategies:

- Narrate time to drive urgency
- Give time limits for all tasks
- Use clear cues and countdowns for transitions
- Avoid wasted minutes—especially at the end of lessons

“Don’t let the diffusion across students fool you—every minute matters.” (*Doug Lemov*)

Final Word

These routines are *what we do at Alameda*. They help pupils feel safe, successful and part of something purposeful. Through consistency, clarity and care, we build classrooms where every child can thrive.



Teaching Standards



Part One: Teaching

Teachers make the education of their pupils their first concern and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

A teacher must:	
Set high expectations which inspire, motivate and challenge pupils	• establish a safe and stimulating environment for pupils, rooted in mutual respect • set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions • demonstrate consistently model the positive attitudes, values and behaviour, which are expected of pupils.
Promote good progress and outcomes by pupils	• be accountable for pupils' attainment, progress and outcomes • be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these • guide pupils to reflect on the progress they have made and their emerging needs • demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching • encourage pupils to take a responsible and conscientious attitude to their own work and study.
Demonstrate good subject and curriculum knowledge	• have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings • demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship • demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject

	• if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics • if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies
Plan and teach well-structured lessons	• impart knowledge and develop understanding through effective use of lesson time • promote a love of learning and children's intellectual curiosity • set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired • reflect systematically on the effectiveness of lessons and approaches to teaching • contribute to the design and provision of an engaging curriculum within the relevant subject area(s).
Adapt teaching to respond to the strengths and needs of all pupils	• know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively • have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these • demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development • have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.
Make accurate and productive use of assessment	• know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements • make use of formative and summative assessment to secure pupils' progress • use relevant data to monitor progress, set targets, and plan subsequent lessons

	• give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.
Manage behaviour effectively to ensure a good and safe learning environment	• have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy • have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly • manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them • maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.
Fulfil wider professional responsibilities	• make a positive contribution to the wider life and ethos of the school • develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support • deploy support staff effectively • take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues • communicate effectively with parents with regard to pupils' achievements and well-being.

Part Two: Personal and professional conduct

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

- treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
- showing tolerance of and respect for the rights of others
- not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.

Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.

Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

POST-THRESHOLD TEACHERS

1. Professional attributes

Frameworks

P1. Contribute significantly, where appropriate, to implementing workplace policies and practice and to promoting collective responsibility for their implementation.

2. Professional knowledge and understanding

Teaching and learning

P2. Have an extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise learning to provide opportunities for all learners to achieve their potential.

Assessment and monitoring

P3. Have an extensive knowledge and well-informed understanding of the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those related to public examinations and qualifications.

P4. Have up-to-date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learners' needs.

Subjects and curriculum

P5. Have a more developed knowledge and understanding of their subjects/curriculum areas and related pedagogy including how learning progresses within them.

Health and well-being

P6. Have sufficient depth of knowledge and experience to be able to give advice on the development and well-being of children and young people.

3. Professional skills

Planning

P7. Be flexible, creative and adept at designing learning sequences within lessons and across lessons that are effective and consistently well-matched to learning objectives and the needs of learners and which integrate recent developments, including those relating to subject/curriculum knowledge.

Teaching

P8. Have teaching skills which lead to learners achieving well relative to their prior attainment, making progress as good as, or better than, similar learners nationally.

Team working and collaboration

P9. Promote collaboration and work effectively as a team member.

P10. Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback.



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PROFESSIONAL STANDARDS FOR TEACHING ASSISTANTS

The main purpose of these standards is to raise the status and professionalism of teaching assistants and to position their role within a community of professionals, including teachers and school leaders, all working together to improve outcomes for children.

The role of the Teaching Assistant (TA)

The primary role of the teaching assistant should be to work with teachers to raise the learning and attainment of pupils while also promoting their independence, self-esteem and social inclusion. TAs provide support to pupils so that they can access the curriculum, participate in learning and experience a sense of achievement. TAs should act with honesty and integrity to uphold comparable standards to other education professionals, in order to make the education of pupils their first concern. By demonstrating values and behaviours consistent with their professional role, TAs work with other education professionals within a common framework of expectations.

The four themes

The professional standards for Teaching Assistants are set out in four themes.

- personal and professional conduct
- knowledge and understanding
- teaching and learning
- working with others

Within each theme there are several standards expected of TAs.

Personal and professional conduct

Teaching Assistants should uphold public trust in the education profession by:

1. **Having proper and professional regard for the ethos, policies and practices of the school** in which they work as professional members of staff.
2. **Demonstrating positive attitudes, values and behaviours** to develop and sustain effective relationships with the school community.
3. **Having regard for the need to safeguard pupils' wellbeing** by following relevant statutory guidance along with school policies and practice.
4. **Upholding values consistent with those required from teachers** by respecting individual differences and cultural diversity.

5. **Committing to improve their own practice** through self-evaluation and awareness.

Knowledge and understanding

Teaching Assistants are expected to:

1. **Acquire the appropriate skills, qualifications, and/or experience** required for the TA role, with support from the school employer.
2. **Consistently model the expertise and skills in understanding the needs of all pupils** (including specialist expertise as appropriate) and know how to adapt and deliver support to meet individual needs.
3. **Share responsibility for ensuring that their own knowledge and understanding is relevant and up to date** by reflecting on their own practice, liaising with school leaders and accessing relevant professional development to improve personal effectiveness.
4. **Demonstrate a level of subject and curriculum knowledge relevant to their role** and apply this effectively in supporting teachers and pupils.
5. **Understand their roles and responsibilities within the classroom and whole school context** recognising that these may extend beyond a direct support role.

Teaching and learning

Teaching Assistants are expected to:

1. Demonstrate an informed and efficient approach to teaching and learning by adopting relevant strategies to support the work of the teacher and increase achievement of all pupils including, where appropriate, those with special educational needs and disabilities.
2. Promote, support and facilitate inclusion by encouraging participation of all pupils in learning and extracurricular activities.
3. Use effective behaviour management strategies consistently in line with the school's policy and procedures.
4. Contribute to effective assessment and planning by supporting the monitoring, recording and reporting of pupil progress as appropriate to the level of the role.
5. Communicate effectively and sensitively with pupils to adapt to their needs and support their learning.
6. Maintain a stimulating and safe learning environment by organising and managing physical teaching space and resources.

Working with others

Teaching Assistants are expected to:

1. **Recognise and respect the role and contribution of other professionals, parents and carers** by liaising effectively and working in partnership with them.
2. **With the class teacher, keep other professionals accurately informed** of progress or concerns they may have about the pupils they work with.
3. **Understand their responsibility to share knowledge** to inform planning and decision making.
4. **Understand their role** in order to be able to work collaboratively with classroom teachers and other colleagues, including specialist advisory teachers.
5. **Communicate their knowledge and understanding of pupils** to other school staff and education, health and social care professionals, so that informed decision making can take place on intervention and provision.



APPRAISAL



Overview

The appraisal year will run from September to September.

The process is to help you take stock and to be of benefit to you, to help you improve as a member of staff and so, ultimately, to help our pupils progress. As part of the appraisal process, meetings should include looking at your job description; objectives from the previous year; your professional development and the Teachers' Standards. You will consider what you've done in the past year, as well as the impact of your work on your own development and pupil outcomes.

Objectives should align with the School Development Plan's main aims to improve school performance and pupil outcomes. They must be Specific, Measurable, Achievable, Relevant, Time-bound (SMART), and suitable for the job role. **SMART** objectives are:

- **Specific** – be precise about what is going to be achieved.
- **Measurable** – what evidence, data will you use and what impact will it have?
- **Achievable** – are you attempting too much?
- **Realistic** – have you identified the support you will need?
- **Time bound** – is there a clear date for completion?

There will be a minimum of three objectives, with an additional leadership objective for holders of TLRs. Colleagues with UPS/TLR or on the Leadership spine will have an additional objective; non-TLR holders **may choose** to agree to a leadership objective as part of their personal development.

Upper Pay Spine: UPS teachers must demonstrate that they are maintaining the expectations of the UPS point they are currently paid at. Those working towards the upper pay spine or seeking to move to the next UPS level, must demonstrate and provide evidence for meeting the criteria.

The criteria for the UPS is defined as:

- You are highly competent in all elements of the relevant standards
- Your achievements and contribution to an educational setting or settings are substantial and sustained

NB. See the teaching standards for further information on UPS standards.

Completing the review/planning meeting:

- **Review of objectives and performance** – note key accomplishments and factors that have hindered or helped achievements.
- **Development** – discuss developmental progress since the last review and the training development opportunities that have occurred, its impact and future needs

Objective setting – as part of the formal appraisal, the reviewer and the reviewee will agree new/continuing objectives for the next review period linked to school priorities, job role and experience. These should be clearly agreed and defined to ensure transparency about success criteria, how progress will be measured and what evidence will be used. Where appropriate, reviewer actions to support the reviewee's CPD or training needs should be jointly identified and recorded.

Objectives and success criteria sections need to be completed by **31st October** each year (following your review meeting). These should be sent to the Headteacher and your Reviewer.

Appraisal is a joint responsibility between the member of staff being appraised and their reviewer. It is essential that the review process is recorded clearly. The appraisal document is owned by the member of staff being appraised. It is their record of the objectives that have been set, interim reviews that have taken place and at the end of the appraisal cycle, the overall outcome of their professional cycle.

Duration

The appraisal cycle lasts for an academic year. There will be formal meetings to plan and review each year. In addition, as is good practice, there will be an interim review during Spring 1. The teacher can request further meetings if they wish. All meetings should be at mutually convenient times. Where a member of staff is leaving in July, they will be responsible for ensuring the appraisal cycle is concluded before the end of term, once they have completed the final review in Summer 2.

Monitoring – key functions

The reviewer may monitor the reviewee's performance through different methods including:

- Classroom / workplace observations and/ or learning walks
- Task observations for other purposes (e.g. external visitor observations)

- Work scrutiny e.g. marking, assessments, moderation
- Discussions with the reviewee / discussions with colleagues / discussions with parents and/or other stakeholders

Evidence from monitoring should always be shared with the reviewee during the year, so that there are 'no surprises' at the end of the cycle i.e. there should be ongoing professional dialogue.

Mid-year review – Spring Term

- To check on progress against the agreed objectives
- To check overall performance against the role and relevant professional standards
- To ensure that development and support opportunities necessary to meet the performance/success criteria are provided
- To discuss any issues arising during the year
- To collect evidence in support of the final annual assessment/review

There may be occasions when it is necessary to review what has been agreed in the appraisal statement during the cycle. For example, where the reviewee's post and/or responsibilities have changed or if there have been difficulties in accessing agreed support or where the reviewee has been on maternity or long-term sickness absence. Where this is the case with the agreement of both parties, the objectives should be changed.

Feedback

Feedback is a two-way process: when constructive, it forms an essential element of appraisal and ongoing professional dialogue. Feedback can be defined as:

- **Motivational feedback** – identifies what is working well and has a positive impact in order to encourage continued high performance and positive behaviour.
- **Developmental feedback** – highlights performance and behaviours which have a negative impact and encourages change.

The focus should be on facts – this ensures that feedback is specific and is understood, that examples are given and clarification provided if necessary. It is useful to consider areas that have gone well in addition to challenges that have been faced.

Access to appraisal documentation

The meeting with your reviewer is a confidential meeting, but relevant staff have access to all documentation. The documentation will be kept by the Headteacher for six years.



OBSERVATION SCHEDULE AUTUMN TERM 2025



Week commencing	Staff	Week	Subject	Observed by
15 September	Amanda Burt	1	PSHE	Donna Leonard , Hayley Sibley
	Michelle Nelson-Cole	1	PE	Kevin Oliver , Hayley Sibley
	Danielle Pelling	1	Maths	Jacqueline Ross , Esther Horner
	Anna Nieto	1		Donna Leonard , Amy Jennings
	Phil Harley	1	Art	Becci Jiggles , Mat Brown
22 September	Elaine Beavis	2	History	Amy Jennings , Donna Leonard
	Hayley Sibley	2	PSHE	Jacqueline Ross , Elaine Beavis
	Donna Leonard	2	Maths	Amy Jennings , Jen Jones
	Kelly Lara	2	English	Hannah Brookes , Amy Jennings
	Issy Carr	2	PE	Michelle Nelson-Cole , Amy Jennings
29 September	Adam O'Neill	3	PSHE	Jacqueline Ross , Hannah Brookes
	Jake Lawson	3	Geography	Laura Mills , Amy Jennings
	Bob Maples	3	English	Jacqueline Ross , Mat Brown
	Zoe Grace	3	Science	Rachael Douglas , Amy Jennings
	Tom Ross	3	English	Donna Leonard , Hannah Brookes
06 October	Gabriella Koncz	4	Maths	Donna Leonard , Esther Horner
	Esther Horner	4	English	Amy Jennings , Georgia Smart
	Hannah Brookes	4	English	Kelly Lara , Daisy Angell
	Daisy Angell	4	English	Amy Jennings , Hannah Brookes
	Jen Jones	4	Maths	Donna Leonard , Terry Stanley
	Amy Jennings	5	English	Kelly Lara , Elaine Beavis
	Mat Brown	5	DT	Amy Jennings , Jane Friend

13 October	Terry Stanley	5	Maths	Donna Leonard , Aidan Leaper
	Georgia Smart	5	English	Hannah Brookes , Amy Jennings
20 October	Becci Jiggles	6	Art	Ben Bottone , Phil Harley
	Kristen Rankine	6		Donna Leonard , Hayley Sibley
	Jim McGrath	6	Science	Rachael Douglas , Amy Jennings
	Jane Friend	6	C&N	Donna Leonard , Mat Brown
	Laura Mills	6	Geography	Amy Jennings , Jake Lawson
HALF TERM				
03 November	Alf Bargiela	7	French	Jacqueline Ross , Gabriella Koncz
	Aidan Leaper	7	Maths	Donna Leonard , Hayley Sibley
	Tara Chavda	7	English	Amy Jennings , Alf Bargiela
	Trudy Bell	7	English	Hannah Brookes , Danielle Pelling
	Suzy Smith	7	Science	Rachael Douglas , Zoe Grace
10 November	Jacqueline Ross	8	English	Hannah Brookes , Tara Chavda
	Louise Fox	8	Maths	Donna Leonard , Amanda Burt
	Kevin Oliver	8	PE	Amy Jennings , Adam O'Neill
	Ben Bottone	8	Music	Trudy Bell , Jake Lawson
	Rachael Douglas	8	Science	Suzy Smith , Zoe Grace
Trainee Teacher observations of Izzy Carr and Tom Ross ongoing.				



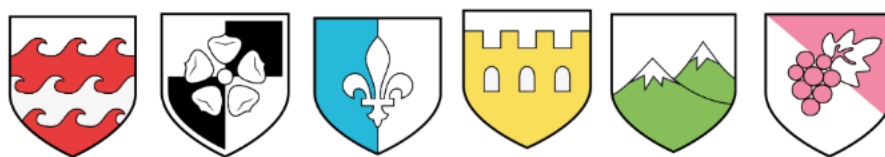
MIDDLE AND SENIOR LEADER MONITORING POINTS



Senior Leader and Middle Leader Monitoring

			Week commencing
Autumn term	Lesson Observations throughout the term.	Learning Walks	8.9.25; 29.9.25
		(Form Time) Learning Walks	10.11.25; 24.11.25
		Work Scrutiny	13.10.25; 1.12.25

		Pupil Voice – in person	8.12.25 (triangulated with learning walk)
Spring term	Peer learning walks throughout the term.	Learning Walks	12.1.26; 26.1.26
		(Form Time) Learning Walks	9.3.26; 16.3.26
		Work Scrutiny	2.2.26; 6.4.26
		Pupil Voice – in person	23.3.26 (triangulated with learning walk)
Summer term	Peer learning walks throughout the term.	Learning Walks	20.4.26; 4.5.26
		(Form Time) Learning Walks	1.6.26; 6.7.26
		Work Scrutiny	18.5.26; 29.6.26
		Pupil Voice – in person	6.7.26 (triangulated with learning walk)



Form groups and the Alameda House System

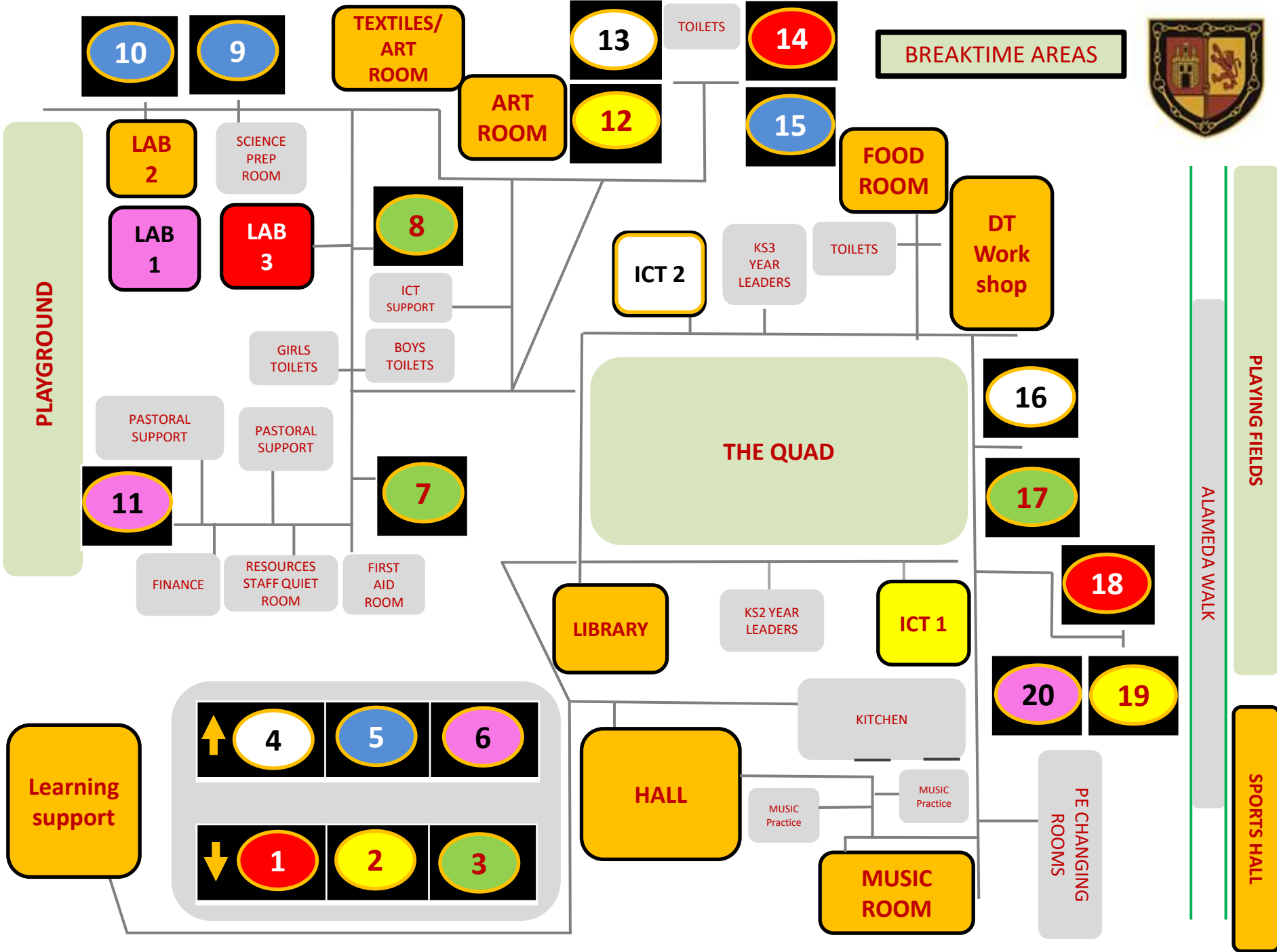
- At Alameda Middle, there are 6 houses: Aragon, Castile, Leon, Murcia, Navarre and Rioja
 - **Leon - Blue**
 - **Aragon – Red**
 - **Navarre – Green**
 - **Castile – Yellow**
 - **Murcia – White**
 - **Rioja – Pink**
- Staff with form groups will have a house allocation – those without a form will be given a house.
- **The room on the school map, reflects the house of the tutor group that use that room.**
- **Each form will be named after their house** – 5L, 5A, 5C, 5N, 5R, 5M, 6L ... , 7L ... , 8L
- In **ALL years, pupils in each form class will belong to the SAME HOUSE**. This helps with identity and supports sorting who is doing what when entering competitions and challenges.
- Form tutors **will need a board dedicated to their house**. Each tutor will be given two small house shields (see above) to go in the top two corners of the board. Tutors will also have a shield on the outside of their door in addition to the room number.
- On the map of the school, any room associated with a house, **has the inside coloured the same as the house**. All other rooms are filled in grey.

We want to boost house identity and form identity through more competitions and challenges. These could be bake, spelling bee, attendance, behaviour points, etc challenges, subject based challenges as well as sports events, fun run competitions.

If you have a good idea for a house event that you are willing to run, please discuss this with your line manager.

Tutor groups and their rooms:

TEACHER	ROOM	YEAR	HOUSE	KNOWN AS
T Stanley	14	5	ARAGON	5A
D Angell	17	5	CASTILE	5C
L Mills	15	5	LEON	5L
K Lara	16	5	MURCIA	5M
S Smith	19	5	NAVARRRE	5N
J Friend	20	5	RIOJA	5R
T Chavda/ P Harley (Mon)	1	6	ARAGON	6A
H Brookes	2	6	CASTILE	6C
D Pelling	5	6	LEON	6L
E Beavis	4	6	MURCIA	6M
G Smart	3	6	NAVARRRE	6N
A Bargiela	6	6	RIOJA	6R
T Bell/ H Sibley (Fri)	18	7	ARAGON	7A
Z Grace/A O'Neill (Fri)/B Jiggles (Thu)	Lab 1	7	CASTILE	7C
I Carr	7	7	LEON	7L
J Lawson	13	7	MURCIA	7M
G Koncz	10	7	NAVARRRE	7N
R Maples	12	7	RIOJA	7R
R Douglas	Lab 3	8	ARAGON	8A
M Brown	ICT 1	8	CASTILE	8C
T Ross	9	8	LEON	8L
M Nelson-Cole/ B Bottone	ICT 2	8	MURCIA	8M
V Taylor	8	8	NAVARRRE	8N
J Jones	11	8	RIOJA	8R



THE 'FIVE-A-DAY' PRINCIPLE

Scaffolding



What is it?



Scaffolding is one of the five evidence-based approaches—a 'Five-a-day'—that the EEF's guidance report, *Special Educational Needs in Mainstream Schools*, recommends to support pupils with SEND to make good academic progress.

Consider how you can provide scaffolds in a way that reduces stigma, promotes independence and reduces over time.

“Scaffolding is a metaphor for temporary support that is removed when no longer required. It may be visual, verbal or written.”

SEN in Mainstream guidance report, EEF, 2020

What can it look like in practice?

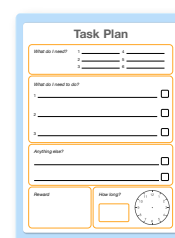
For example:

Visual



Visual scaffolds may support a pupil to know what equipment they need, the steps they need to take or what their work should look like.

- A task planner
- A list of the steps a pupil needs to take
- Model examples of work
- Images that support vocabulary learning



Verbal



Providing a verbal scaffold may involve reteaching a tricky concept to a group of pupils, or using questioning to identify and address any misconceptions.

- “Let’s look at this together...”
- “What have you done before, that will help you with this task?”
- “Don’t forget, your work needs to include...”

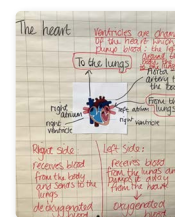


Written



A written scaffold will typically be provided for a pupil to support them with an independent written task. It could be the notes made on the whiteboard during class discussion; it could even be the child's own previous work used to support their recall.

- A word bank
- A writing frame
- Sentence starters



What does the evidence say?

HLP15—Provide scaffolded supports:

Scaffolded supports provide temporary assistance to students so they can successfully complete tasks that they cannot yet do independently and with a high rate of success. Teachers select powerful visual, verbal and written supports; carefully calibrate them to students' performance and understanding in relation to learning tasks; use them flexibly; evaluate their effectiveness; and gradually remove them once they are no longer needed. Some supports are planned prior to lessons and some are provided responsively during instruction.

How strong is the evidence?

A systematic review of 56 studies (Belland et al., 2017) found that 'scaffolding has a consistently strong effect across student populations', noting a 'very large' effect size among students with learning disabilities.

“In your classrooms, respond to need—what is the pupil's barrier, what will scaffold that barrier and how will you adjust the strategy if you need to? Consider how long you need to do this for, and how intensely you need to do it.”

**Kelly Ashford, Deputy Headteacher,
Wells Hall Primary**

Figure 67 McLeskey et al. (2017)—high-leverage practice 15 SEN in Mainstream Schools Evidence Review, EEF, 2020 eef.li/D4821h

Teaching Staff	Role in School	Line Manager
Daisy Angell	Teacher; Year 5 Form Tutor	Hannah Brookes
Alfonso Bargiela	Head of MFL; Year 6 Form Tutor	Louise Fox
Elaine Beavis	Head of history; Year 6 Form Tutor	Amy Jennings
Trudy Bell	Head of Drama; Year 7 Form Tutor	Hannah Brookes
Ben Bottone	Head of Music; Year 8 Form Tutor	Donna Leonard
Hannah Brookes	Head of KS3 English; Year 6 Form Tutor	Amy Jennings
Mat Brown	Teacher; Year 8 Form Tutor	Jane Friend
Amanda Burt	Head of Year 8	Hayley Sibley
Issy Carr	Trainee Teacher; Year 7 Form Tutor	Donna Leonard
Tara Chavda	Teacher; Year 6 Form Tutor	Amy Jennings
Rachael Douglas	Head of Science; Year 8 Form Tutor	Jacqueline Ross
Jane Friend	Head of Cooking & Nutrition; Year 5 Form Tutor	Donna Leonard
Zoe Grace	Teacher; Year 7 Form Tutor	Rachael Douglas
Phil Harley	Head of Year 6	Hayley Sibley
Esther Horner	SENDCO	Jacqueline Ross
Sandra Ingham	Maths Intervention Teacher	Donna Leonard
Jen Jones	Teacher; Year 8 Form Tutor	Donna Leonard*
Becci Jiggles	Head of Art	Ben Bottone
Gabriella Koncz	Teacher; Year 7 Form Tutor	Donna Leonard*
Kelly Lara	Teacher; Year 5 Form Tutor	Amy Jennings
Jake Lawson	Teacher; Year 7 Form Tutor	Amy Jennings
Aidan Leaper	Head of Year 5	Hayley Sibley
Bob Maples	Teacher; Year 7 Form Tutor	Hannah Brookes
Laura Mills	Head of Geography; Year 5 Form Tutor	Amy Jennings
Jim McGrath	Teacher	Rachael Douglas
Michelle Nelson-Cole	Teacher; Year 8 Form Tutor	Kevin Oliver
Adam O'Neill	Head of Year 7	Hayley Sibley
Kevin Oliver	Head of PE	Louise Fox
Danielle Pelling	Teacher; Year 6 Form Tutor	Donna Leonard*
Tom Ross	Trainee Teacher; Year 8 Form Tutor	Amy Jennings
Georgia Smart	Teacher; Year 6 Form Tutor	Hannah Brookes
Suzy Smith	Second in Science; Year 5 Form Tutor	Rachael Douglas
Terry Stanley	Teacher; Year 5 Form Tutor	Donna Leonard*
Kate Wilkins	Maternity Leave (Head of Maths)	Donna Leonard

**Line manager whilst Kate Wilkins is on maternity leave*

Support Staff	Role in School	Line Manager
Lauren Barnet	Midday Supervisor	Hayley Sibley
Stephanie Green	Midday Supervisor	Hayley Sibley
Helen Knight	Pastoral Support KS2	Louise Fox
Caitlin Fennell	Lab Technician	Rachael Douglas
Marie Keysmith	DT Technician	Ben Bottone
Anna Nieto	Cover Supervisor	Donna Leonard
Karen Powell	DT Technician (Food)	Jane Friend
Kristen Rankine	Lead Cover Supervisor	Donna Leonard
Kerstie Richardson	Family Support Officer	Louise Fox
Sarah Richardson	Pastoral Support KS3	Louise Fox
Cheryl Sharpe	Library Manager	Hannah Brookes
Vicky Taylor	Emotional Learning Support Assistan	Louise Fox

Teaching Assistants	Line Manager	Line Manager
Kelly Beevor	Esther Horner	Esther Horner
Chris Carr	Esther Horner	Donna Leonard
Ailsa French	Esther Horner	Esther Horner
Michelle Harmer	Esther Horner	Donna Leonard
Abby Hiscocks	Esther Horner	Esther Horner
Anna Hornibrook	Esther Horner	Hannah Brookes
Aimee Ludicke		Esther Horner
Fiona Parkinson	Esther Horner	Hannah Brookes
Sarah Vanstone-Howe	Esther Horner	Esther Horner
Leni Demmers-Derks	Esther Horner	Esther Horner
Lucienne Mann	Esther Horner	Esther Horner
Chloe Picard	Esther Horner	Esther Horner
Molly Harris	Esther Horner	Esther Horner
Catherine Thackham		Esther Horner
Jackie Wilson	Esther Horner	Esther Horner
Jackie White	Esther Horner	Esther Horner

Admin Team	Role in School	Line Manager
Danielle Anness	IT Technician	Diana Fickling
Caroline Barnes	Data Administrator/PA	Donna Leonard
Chris Beavis	IT Manager	Diana Fickling
Donna Furnell	Finance Assistant	Diana Fickling
Clare Maidment	Attendance Officer	Hayley Sibley
Katie McGing	Receptionist/Administrator	Diana Fickling
Claire Power	First Aid Lead	Diana Fickling
Tracy Robaszek	Receptionist/Administrator	Diana Fickling
Catherine Tilley	HR/School Administrative Manager	Diana Fickling
Cathy Vince	Senior Receptionist/Administrator	Diana Fickling
Nandita Sonagra	Finance Officer	Diana Fickling

Senior Leadership Team	Role in School	Line Manager
Jacqueline Ross	Headteacher	The Governing Body
Diana Fickling	Business Manager	Jacqueline Ross
Louise Fox	Deputy Headteacher	Jacqueline Ross
Donna Leonard	Assistant Headteacher	Jacqueline Ross
Amy Jennings	Assistant Headteacher	Jacqueline Ross
Hayley Sibley	Assistant Headteacher	Jacqueline Ross

Site Team	Role in School	Line Manager
Nicola Woodyatt	Site Agent	Diana Fickling
Sara Tyrrel	Facilities and Lettings Manager	Diana Fickling
Brian Woodward	General Maintenance	Diana Fickling
Mark Woodyatt	Assistant Site Agent	Diana Fickling
Barbara Ogilvie	General Assistant	Diana Fickling

After School Care Club	
Joan Lonie	After School Supervisor Lead
Alison French	After School Supervisor
Barbara Ogilvie	After School Supervisor
Kirstie Carpenter	After School Supervisor