

# TEACHING AND LEARNING POLICY

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1.0	June 2020	
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1.2		

## **Extract from the School Mission Statement**

“As a Roman Catholic School – Mount St Joseph strives to be a community of learners, believers and friends.

**As a community of learners we aspire to achieve our full, academic potential in a happy, safe and caring environment.**

As a community of believers we aim to develop a full awareness of our spiritual and moral responsibility and a deepening love and understanding of our faith.

As a community of friends we influence the people around us by using our unique gifts and talents to develop one another socially and culturally to build a better world.”

### **Rationale – Intent:**

Mount St Joseph is committed to ensuring that all students have the best possible education. It is a fundamental belief of Catholicism that we strive for excellence in all we do. Working in a Catholic school it is our moral and professional duty to strive for outstanding teaching. Our students are at the centre of everything we do. In order to provide the very best for them – education, safe space, and potential future - teaching and learning must be at the heart of the school; helping to form a positive community of learners, believers and friends. We are committed to providing a learning environment in which all students are engaged and challenged by teaching that is consistently of a high quality and is inspiring, engaging and challenging whilst being fully supported by excellent pastoral care. We believe that a truly outstanding school is about more than academic achievement: it is about developing the whole student. Creating young people who are passionate about their own education and futures; who are resilient and mindful; who are independent and confident; and who are able to make positive progress during their time at Mount St Joseph.

### **Rationale – Implementation:**

As a school, we want to ensure that teaching staff set high expectations; lessons are rigorous and purposefully structured to ensure maximum engagement. We focus on making sure that learners are engaged, taking an active role in their own learning. Developing resilience so that they can work independently, taking risks, and reflecting on their areas of strength and development. In order to ensure the consistency of high-quality teaching and learning, we have established a staff training and development programme that is centred on the latest pedagogical research to ensure the engagement and development of our students. Teaching – planning, classroom delivery, and marking and feedback – is subject to regular and rigorous quality assurance that is linked closely to performance management, involving in-depth personal and professional self-reflection.

Effective teaching and learning:

- Enables students to acquire new knowledge and make good progress according to their ability so that they increase their understanding and develop their skills;
- Fosters self-motivation, the application of intellectual, physical and creative effort, interest in their work and the ability to think and learn for themselves;
- Involves well planned learned sequences and lessons utilising effective teaching methods, activities and management of time;
- Shows a good understanding of the aptitudes, needs and prior attainment of students; ensuring that these are taken into account when planning learning;
- Demonstrates good knowledge and understanding of the subject matter being taught;
- Utilises effective classroom resources of good quality, quantity and range;
- Implements effective assessment strategies to inform teaching and impact on student progress;
- Develops meta-cognitive strategies;

- Utilises effective strategies for managing behaviour and encouraging students to act responsibly;
- Supports the promotion of Catholic values;
- Supports the promotion of British values, including democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs; and
- Promotes diversity and equality.

**Rationale – Impact:**

The impact of quality teaching and learning is ultimately tested through the progress that students make and the outcomes they achieve.

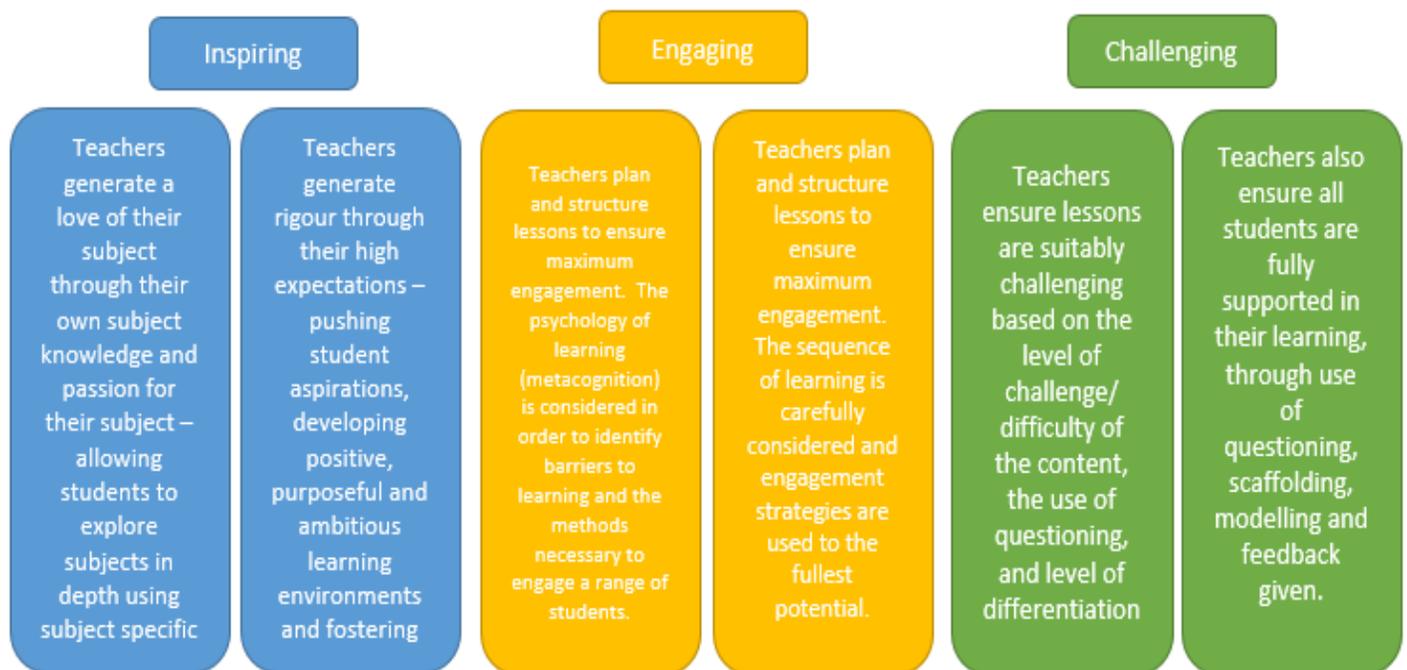
**Responsibility:**

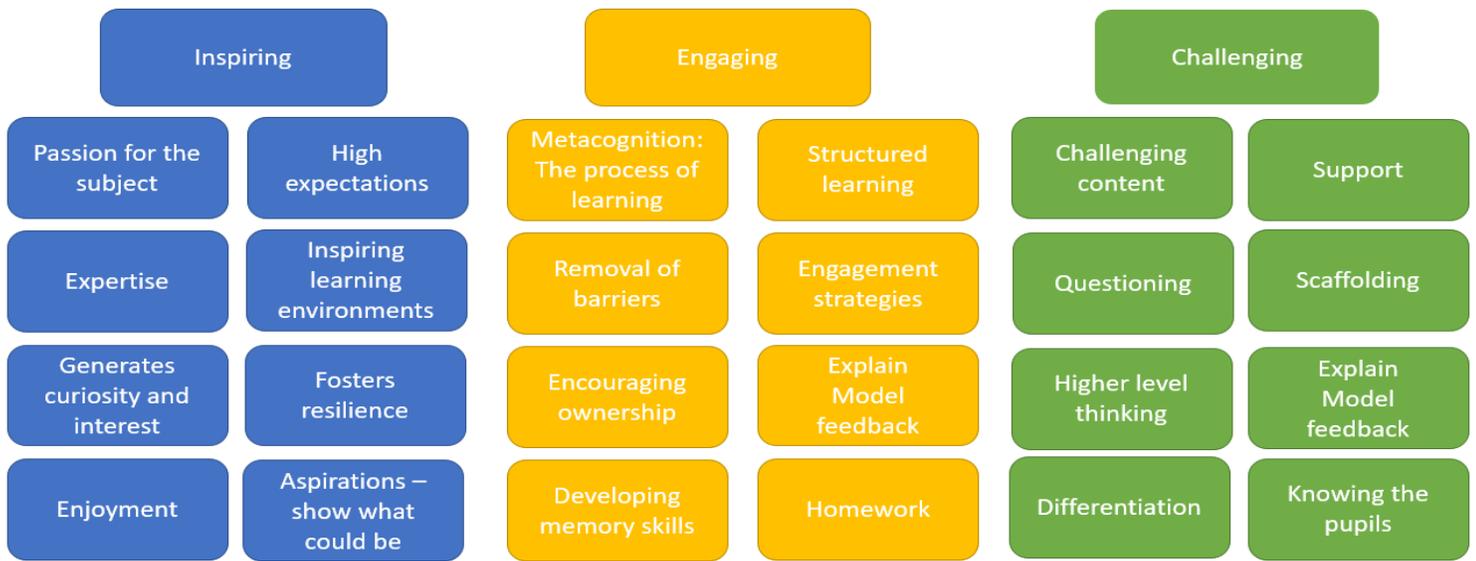
All staff are responsible for ensuring this policy is implemented and acted on with teachers providing high quality teaching experiences for our students on a daily basis. Heads of faculties and departments should monitor the quality of the teaching and learning within their department and to offer support where and when appropriate. The teaching and learning team, overseen by the Director of Teaching and Learning, alongside the Senior Leadership Team, will monitor the quality of teaching and learning across the school and identify where support and development is required.

**Expectations:**

All teaching staff are expected to work to the Teachers' Standards, effective from September 2012, relevant to their status in the school.

All teaching staff should strive to ensure their daily teaching is: inspiring, engaging and challenging.





### Creating a Positive Classroom Environment:

One of the key components to an outstanding teaching is the classroom environment. The relationship between the teacher and the student is essential if effective learning is to take place. The teacher should ensure that:

- students are welcomed into the classroom by the teacher – a strong staff presence at the door to the classroom can help with this;
- classrooms are pleasant spaces to be in with inspiring and interesting displays of information and students' work;
- there is a secure learning environment that allows students the opportunity to learn, to not fear failure but to use this as a tool for future development;
- there is a purposeful environment and students are readily engaged in the learning process;
- commitment to learning, effort and progress are all positively rewarded;
- relationships between the teacher and learner are positive and mutually respectful;
- the Behaviour for Learning policy is followed to help develop a positive learning environment.

**Seating plans** should be available via the planning for each class. Staff should consider seating plans carefully in order to ensure the most productive learning experience for each student. Student cohorts should be identified on staff used seating plans.

All classroom tables should be organised into **groups** to allow a more collaborative learning experience for all pupils. Group work encourages development of oracy skills through greater collaboration and discussion.

### Planning:

Departments are responsible for creating **curriculum maps** for each year group that map out students' learning journeys for each year, ensuring the required skills and knowledge are fully covered - as required by the National Curriculum and exam board specifications. Curriculum maps should outline key assessments, homework and vocabulary to be covered. This should be overseen and monitored by the Heads of Department/Faculties.

Individual lesson planning is expected to follow the **Accelerated Learning Process: The Four Part Lesson**.

The four stages of the lesson should be: connect the learning; activate the learning; demonstrate the learning; and consolidate the learning.

All lessons should be stored within departmentally shared **planners**. This enables the sharing of good practice across departments.

Each daily lesson should have clear **learning objectives**: these should be challenging, relevant and set at the appropriate level for student progression. The learning objectives are shared and discussed with the students and recorded to show progression.

Each daily lesson should also contain clear **success criteria**; these should also be shared with the students and should be linked to the learning objectives. The learning objectives SHOULD be the same for the whole class; it is the success criteria that should be differentiated.

Each daily lesson should be adequately **differentiated** to suit the needs of each individual student within the class to ensure all students have the opportunity to make progress.

Planning should incorporate relevant **pedagogic strategies** in order to ensure engagement and progression. These may include: AfL; engagement strategies; metacognitive strategies; collaborative learning strategies (e.g. Kagan Structures); stretch and challenge; questioning and dialogue etc. Please see the Teaching and Learning Handbook for further details.

Staff have a duty to set adequate **cover lessons** when out of school on a known absence. Instructions for the lesson should be kept simple and straight forward, but still challenging, using the school's 'Cover Lesson' pro-forma. A seating plan of the class should also be submitted with the plan. PowerPoints, instructions, seating plans and resources should be saved in departmental cover folders and left with the relevant cover supervisor, where this is known. Copies should also be left with the Head of Department/Faculty or with the line manager.

### **Teaching Within the Classroom**

All teaching staff are expected to work to the Teachers' Standards, effective from September 2012, relevant to their status in the school.

All teaching staff should strive to ensure their daily teaching is: inspiring, engaging and challenging.

### **Classroom Procedures:**

Staff should be punctual to all lessons, greeting students at the door and setting a positive tone for the lesson. Students must sit where requested by the member of staff – in accordance with the class seating plan. Staff should have the highest expectations of students throughout the lesson, in both effort and behaviour. Eating and drinking in class is not acceptable, except for bottles of water. Unless there are medical reasons for doing so (sanctioned by a note from the school office), students should not need to go to the toilet during a lesson. A Toilet Pass should be given if it proves necessary. Any student needing to leave the classroom, eg to go to the library, should be given a pass by the teacher. Students may be sent back to the classroom if they do not have a pass. There should be an orderly end to each lesson with pupils standing behind their desks until dismissed – not congregating by the classroom door. Students should not be released before the end of lesson bell; early dismissal impacts on other classes around school. Staff should check that uniform is neat and tidy before exiting students from lessons. Top buttons must be fastened, ties properly worn, shirts tucked in and blazers worn. Students should be encouraged to take pride in their appearance in their school uniform. Should poor behaviour interrupt learning at any point in the lesson, the Behaviour Policy must be followed.

### **Assessment:**

Data attained from KS2 and departmental base line assessments will be used to inform a target grade for each student. This target grade, generated centrally by the school, will be used to track students' progress. Information attained from CATs will be used to identify barriers and strengths within a pupil's learning.

An assessment of current attainment will be made on each student by the class teacher each term. This assessment will be recorded through SIMS and the whole school reporting system. This data will be provided for:

- Departments to analyse the performance of students within their department.
- Heads of Year to monitor the progression of students across the range of subjects. High achievers and underachievers need to be identified and the appropriate reward/intervention implemented.
- Heads of Year to monitor the progression of Higher Ability students
- SENDCo to monitor the progression of SEND students.
- Director of Standards to monitor the progression of looked after children.

The classroom teacher will be responsible for assessing students' progression towards the achievement of their targets: this will be monitored by the Head of Department/Faculty. A variety of methods should be used in generating assessments, including observation, discussion, formal tests and key pieces, written work, group work, peer and student self-assessment.

Assessments that are scheduled to be marked – in the form of **key pieces** - should be identified within the curriculum maps. They should be consistent across the department and ensure all skill areas are assessed.

The standardisation of marking of key pieces is the responsibility of the Head of Department/Faculty: they should ensure that assessments across the department are moderated and that they accurately assess the current working grade of the student. Where appropriate, students should be involved in the assessment process. Teachers should share assessment criteria and engage students in the whole assessment cycle process.

It is the responsibility of the classroom teacher to provide appropriate, personalised interventions for underachieving students.

### **Marking and Feedback:**

The purpose of marking students' work is to:

- Acknowledge individual student achievements
- Identify the steps they need to take to progress in their learning
- Ensure effective dialogue between teacher and pupil
- Facilitate self esteem, greater resilience and to motivate students
- Ensure high standards of presentation, accuracy and quality of students' work

It is the teacher's responsibility to ensure that students' classwork and homework is marked accurately. The marking of classwork should focus on the **marking of key pieces** that have been identified in departmental curriculum maps. Where appropriate, in core subjects, books should be marked at least each fortnight, in foundation subjects at least every three weeks and in KS4 option subjects each fortnight.

It is not required that all work needs to be marked for attainment. Pre-identified key pieces of work each half term will provide assessment of attainment and progression.

Written comments in the students' books and verbal comments should be constructive, indicating to

the pupils what they did successfully and how to improve. One word written comments should not be used. Written feedback should include:

- a positive comment(s) linked to the skills or knowledge that were being assessed (PC);
- a clear target for progression linked to success criteria/ exam marking criteria (T);
- a question or comment to provoke dialogue and pupil reflection/ response (Q).

During lessons students should be given time to reflect on the comments and respond accordingly.

Student self and peer assessment must be used as an integral part of the assessment cycle, this should be evident in students' work.

Work of exceptional quality should be rewarded in some way e.g. Premium Banking Points, positive phone call home, classroom praise with the work shared with the rest of the class, work displayed, certificates, star of the week etc.

### Remote/Home Learning:

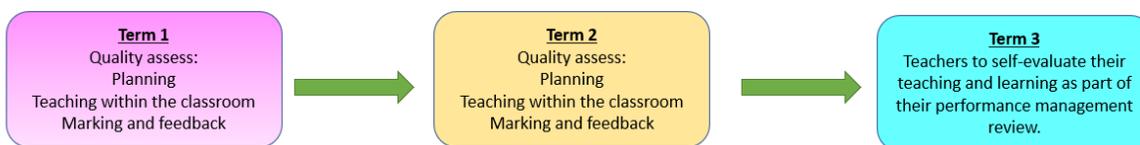
Key homework pieces should be identified on departmental curriculum maps. All homework should be set using Show My Homework/ Microsoft Teams. Sections of lessons need to be dedicated to explaining what students may need to do. Homework should be relevant and meaningful and should ensure continued, independent learning takes place.

Where possible, all homework should be marked – whether by utilising quiz marking on Show My Homework, peer or self-assessment in class, or teacher assessment.

### Quality Assurance

The quality assurance processes within school are vital to the continued growth and development of both teachers and learners alike and, as such, are subject to constant review and scrutiny to ensure appropriate rigor and accuracy. The three principle areas of teaching will continue to be quality assured: planning, teaching within the classroom, and marking and feedback – student progress over time. Every instance of quality assurance will also be an opportunity for self-reflection by the member of staff being reviewed. Quality Assurance will be completed more holistically where possible: looking at the three different areas of teaching as one whole. Ideally, these would all be completed at similar times and discussed in one feedback session. However, this is not always feasible, though the three facets of teaching could be reviewed by the same staff members to give that holistic overview.

Quality assurance will take place TWICE a year for the majority of staff. These sessions will take place in term 1 and term 2. In term 3, staff will be required to evaluate their teaching and learning and to assess how they will develop themselves and make progress. This will then form part of a key discussion during their **performance management reviews**.



**Planning Checks:** Dedicated departmental meetings will focus on departmental planning checks. These will be completed within departmental triangulation groups with 'spot-checks' by a SLT link or a member of the T&L team. Staff will need to complete a self-reflection of their own planning, completing the QA Review before monitoring staff provide their feedback. This will be a graded review: inadequate; emerging, developed and embedded gradings awarded.

### Learning Walks:

Learning walks are a vital part of assessing teaching and learning across the school. In addition, they are incredibly important for the purposes of sharing good practice. As such, we have an 'open door policy' for popping in to lessons.

In term 1, learning walks will be completed by HODs and selected staff – where cover permits. It is important for HODs to see first hand what is happening inside the classroom - the strengths and areas for development within departments. In term 2, learning walks would be completed by **IRIS** and reviewed by HOD/line manager. These could also be shared departmentally or to different staff via the sharing platform. Staff will need to provide copies of their PowerPoints, resources, class data and seating plans for any learning walks.

Learning walks would not be graded.

### **Lesson Observations:**

All new members of staff, ECTs, RQTs and staff requiring support will be formally observed. Staff will need to provide a formal lesson plan, copy of their PowerPoint, resources, class data and seating plan for any formal observation. Observations will always be completed by two members of staff with verbal feedback provided the next day and written feedback provided after this. Staff will receive two full days' notice for their observations with ECTs receiving a longer notice period. Students' books need to be available during the lesson so observers can look at these.

Lesson observations will be graded according to Ofsted criteria: with inadequate; emerging, developed and embedded gradings awarded.

### **Work Scrutiny:**

To ensure greater accuracy, work scrutiny needs to be completed within departments so that staff can demonstrate best practice, answer questions and explain their marking (where necessary). It is important to do this as an entire department so that staff have the opportunity to see other examples of marking – dedicated departmental meetings will ensure that staff are developing a dialogue about marking and HODs can evaluate how well the marking policy is being embedded. Members of the T&L team or SLT line managers would support in this QA check.

HODs will still be required to evaluate teaching and learning across their departments and to formulate an action plan for future development and growth. Information from these evaluations will be used to assist in planning aspects of staff training and development in the next academic year. Staff who require support with any aspect of their teaching and learning will experience additional checks in line with their support plan.

### **Staff Support:**

Staff who are graded as 'emerging' in any aspect of their quality assurance will be placed on a departmental support plan. Heads of Department will produce an action and departmental support plan outlining support that will be put in place and targets to assist in the development of the member of staff. A departmental mentor (usually a line manager) will meet weekly to review progress.

Staff who are consistently graded as 'emerging' for an aspect of their teaching will be placed on a teaching and learning support plan. A support plan will be put in place involving a teaching and learning mentor and a departmental mentor. Staff will meet weekly with the Head of Teaching and Learning to assess progress towards any targets and to assess what additional support can be put in place.

### **CPD:**

At the end of every academic year, the teaching and learning provision within school is reviewed and

evaluated. Staff voice is utilised – as part of the reflective process in term 3 – to inform planning for this new academic year and the professional development opportunities that were offered. The key focus to ensure teaching is inspiring, engaging and challenging in order to promote greater pupil engagement, independence and progression – is still the principle focus of the teaching and learning team.

Monday after school sessions are dedicated to staff development. Sessions are divided, across the year, into staff training and development sessions, departmental time, leadership training time, and whole staff training. All teaching staff and cover supervisors are expected to attend.

**Performance Management:**

Please refer to the separate Appraisal Policy for further information on performance management.

## Appendices:

### **Lesson Observations Protocol**

***“The key criterion for judging the quality of teaching in a lesson is the quality of learning and progress made by pupils”***

#### **Before the lesson observation:**

- The purpose of the observation will be determined prior to the observation.
- Staff will be informed if they are being observed for the full lesson or part of the lesson.
- The observed teacher will need to produce a lesson plan using the school's lesson planning format to present to the observers at the start of the lesson, alongside a copy of any resources used.
- Contextual information on the observed class **must** be provided for the observers, including: attainment and progress over time; disabled pupils and those with special educational needs (SEN); vulnerable pupils – including those in care, 'looked after children', those with behaviour difficulties or receiving free school meals; other specific groups; also any available summary of pupil's progress against their prior attainment and against challenging targets. Teachers and subject leaders should have this information.
- Pupils' books/files or evidence of pupils' work **must** be available during the lesson.
- A seating plan **must** also be provided.

#### **During the lesson observation**

- The majority of lessons will be observed by two members of staff; joint lesson observation can intensify and accelerate learning and ensure consistency
- During the lesson it is very helpful for the observing colleagues to talk quietly to each other during the observation. It is also common practice for the observers to move around the class, look at pupils' work and talk briefly with them about their work at appropriate times during the lesson.
- The observer will assess progress and attainment using evidence from the lesson, previous work and assessment records.
- The observer will watch transitions - turning points in the lesson; they frequently show if pupils know what they are doing – the effectiveness of previous learning. They also indicate pupils' attitudes and behaviour.
- After each phase of the lesson, the observer will evaluate the quality and effectiveness of that phase. From the emerging evidence, decide which way the lesson is going: is the teaching and learning 'embedded', 'developed', 'emerging' or 'inadequate'? The observers' notes should reflect this judgement.
- Observers will observe the lesson, write quick and brief notes to record the key evaluative messages, positive and negative, as the lesson unfolds; the notes should provide evidence for judgements and the basis for questions to raise with the teacher
- Lesson observation notes should be kept simple, clear, honest, accurate, analytical and evaluative.
- The word choice should reflect the overall judgement and relate to the grade descriptors.

#### **After the lesson observation**

- The observers will meet following the lesson observation, to agree strengths and improvement areas, to moderate judgements and to agree the focus for improvement in each lesson. This should occur within **one day** of observing the lesson. If observers need clarification when making a judgement on the lesson they should consult the Director of Teaching and Learning before providing feedback to the observed teacher.
- Feedback to the teacher MUST not occur immediately after the lesson. The observers will conduct the verbal feedback with the member of staff no later than 48 hours after the observed lesson. The written lesson observation feedback should be presented to the observed member of staff no later than **three days** after the observed lesson. The written feedback should also reflect the comments made in the verbal feedback. Finally, the observed teacher must reflect on the lesson and the observers' comments before handing a signed copy in no later than **one week** after the feedback.

## MSJ - Lesson Plan for Formal Observations

Class data attached	Seating plan attached	Evidence of progression (pupils' books/files/work available)	Resources/ copy of PowerPoint attached	
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<b>Targets from previous observation:</b>
Target 1:
What I have done this lesson to address this target:
Target 2:
What I have done this lesson to address this target:
Target 3:
What I have done this lesson to address this target:

Staff	Support	Dept	Date	HOD	SLT Manager	Class	Period	No Males	No Females

<b>Prior Learning:</b>

<b>Key Cohorts – Strategies for development:</b>

<b>Learning Objectives:</b>

<b>Success Criteria:</b>

<b>Resources for the lesson:</b>	<b>Cross Curricular Links:</b>
	SMSC:
	RWCM (including whole school literacy focus):

<b>Connect:</b>

<b>Activate:</b>

<b>Demonstrate:</b>

<b>Consolidate:</b>
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<b>Homework:</b>	<b>Date due in:</b>
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### Lesson observation feedback



**General Information:**

Staff	Dept.	Subject	Date	HOD	SLT Manager	Class	Period	No Present

**Class Data:**

Pupils' target levels/ grades and current working levels/ grades	Number of G and T, Ever6, EAL, SEN								
	G+T	Ev' 6	EAL	SEN	ST				

**Learning:**

The teacher ensures that:	Observations
The learning objectives are met and students make good progression in their learning	
Students are engaged in their work with a sense of enjoyment	
Students have the opportunity to think for themselves and learn independently	
The learning environment clearly promotes student learning	

**Planning and Teaching:**

The teacher ensures that:	Observations
The lesson objectives are relevant, challenging and linked to assessment levels at KS 3 or GCSE (AFL)	
Key questions for the development of understanding and assessing learning are highlighted	
Lesson objectives and the success criteria are visible, discussed and understood by students (AFL)	
The vast majority of students are participating in dialogue. The dialogue is not dominated by the teacher	
The teaching of RWCM and SMSC is explicit within the lesson	
Teaching methods are well selected and tasks are challenging and match pupils' needs	

Work is clearly modeled and scaffolded so that students know what they have to produce	
The teacher demonstrates a secure knowledge of their subject and its application to the learning	
Classroom resources and activities are well judged and imaginative	
Intervention is sharply focused, timely and matched individual needs.	
A variety of differentiation strategies are used to meet the needs of the range of students	
The timing and pace of the lesson facilitates progression and learning	

**Assessment:**

<b>The teacher ensures that:</b>	<b>Observations</b>
Recap of previous lesson/learning takes place	
Questioning scaffolds, extends and assesses the learning (AFL)	
A range of questioning techniques are used to a variety of student groups (AFL)	
There is frequent assessment of students learning and progression with appropriate intervention. (AFL)	
There are appropriate opportunities for pupils to assess their own learning and the learning of others (AFL)	
During the lesson pupils have the opportunity to reflect on what they have learnt and on what they need to do to improve.	
Marking and feedback are frequent and of a high quality	
The plenary effectively summarises what has been learnt	
Homework reinforces / extends pupil learning.	

**Behaviour and Safety:**

<b>The teacher ensures that:</b>	<b>Observations</b>
Students are well managed and behaviour supports learning. The T-P and P-P relationships are	

positive and supportive	
There is evidence of the use of school policies during the lesson e.g. behaviour management, register	
The lesson proceeds without interruption.	

**Judgement of lesson components: Please use the OfSTED grades 1 – 4.**

Learning		Planning and Teaching		Assessment		Behaviour and safety	
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**Overall judgment of lesson**

Embedded			Developed			Emerging			Inadequate		



**MSJ - Lesson Observation Pro-forma: questions for students**

**Question 1: Is this lesson typical of your experiences in this subject? What type of activities do you participate in?**

**Students' responses:**

**Question 2: Do you enjoy lessons in this subject? Why?**

**Students' responses:**

**Question 3: What grade/level are you currently working at? What targets have you been set to reach the next grade/ level**

**Students' responses:**

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## Lesson Observation Feedback



<b>Teacher</b>		<b>Department</b>	
<b>Date</b>		<b>Observer(s)</b>	

### Targets from previous observation and progression made during the observed lesson

<b>Target 1</b>
Progression:
<b>Target 2</b>
Progression:
Target 3:
Progression

### Key Strengths of the lesson observed

1	
2	
3	

### Development targets and agreed priorities for action

1	Target:
	Agreed Action:
2	Target:
	Agreed Action
3	Target:
	Agreed Action

**Signed:**

<b>Teacher</b>		<b>Date</b>	
<b>Observer</b>		<b>Date</b>	

		Embedded	Developed	Emerging	Inadequate
Learning	Progress	Rapid and sustained for almost all.	Most pupils, including groups, and pupils with D&SEN achieve well over time.	Progress is broadly in line with national from similar starting points.	Some, or all pupils are making inadequate progress.
	Learning	Pupils learn exceptionally well.	Pupils learn well.	<i>Pupils' learning is satisfactory.</i>	<i>Learning limited; pupils underachieve.</i>
	Attitudes	(Very) high levels of engagement, interest, resilience, confidence, independence, courtesy, collaboration and cooperation.	Most pupils are motivated to participate. They are resilient, confident, independent, considerate, respectful and courteous.	Most pupils want to work hard and to improve. They work cooperatively.	Pupils, or specific groups (inc D&SEN), are not excited, enthused or engaged by the teaching.
Planning and	Subject K&U	Excellent.	Well-developed.	<i>Secure.</i>	<i>Limited.</i>
	Planning	'Astute'.	'Effective'.	<i>Adequate.</i>	<i>Planning fails to take a/c of needs.</i>
	Use of time	Time is used very well.	<i>Time is used well.</i>	<i>Little time is wasted.</i>	<i>Time is wasted by some or all pupils.</i>
	Challenge and match to needs	Tasks are challenging; match pupils needs 'accurately'.	Tasks are challenging; match most pupils' needs.	Individual needs are 'usually' met.	<i>Challenge is inappropriate for some or all pupils.</i>
	Activities	Well-judged and often imaginative.	'Effective'.	<i>Mostly appropriate, but do not meet all needs.</i>	Not sufficiently well matched to pupils'
	Expectations	Consistently high..... of all pupils.	High.	<i>Sufficient for satisfactory progress.</i>	Not high enough.
	Interventions	Sharply focused and timely. Match individual needs accurately. 'Notable impact'.	'Appropriate'. <i>Good impact on learning.</i>	Additional support is deployed carefully.	<i>Additional support has little/no impact on learning; gaps are not narrowing.</i>
	RWCM & other skills, inc. SMSC	'Exceptional'. Every opportunity taken to develop 'crucial' skills, including RWCM.	Very effective. A range of skills, including RWCM, is taught.	<i>Some support for skills, but provided inconsistently.</i>	Pupils cannot use RWCM skills as well as they should.
Assessment	Of prior learning.	Systematic and accurate.	Accurate.	Careful, but may lack rigour. Some repetition of work/lack of challenge.	<i>Assessment takes too little account of pupils' prior learning or understand'g.</i>
	During the lesson	Understanding is checked systematically and effectively, anticipating interventions.	Progress is assessed regularly and accurately. T. listens astutely to pupils, observes carefully and questions skilfully ... to reshape tasks... to improve learning.	Work is monitored in the lesson. General misconceptions are picked up. Plans are adapted, but this is not always timely or relevant.	<i>Assessment is not used effectively to help pupils improve.</i>
	Homework	Appropriate and regular homework contributes very well to pupils' learning.	Appropriate and regular homework contributes well to learning.	Appropriate homework is set. This contributes reasonably well to learning,	<i>Homework is not set regularly or it does not contribute to learning.</i>
	Feedback and marking	Marking and feedback are frequent and of a consistently high quality. Ps know how to improve their work.	Assessments are discussed with pupils so that they know how well they have done and how to improve. <i>Marking is regular.</i>	Ps are informed about their progress and how to improve. This is usually timely and encouraging.	<i>Pupils are rarely, if at all, informed about progress. Many do not know how to improve. Marking is minimal.</i>
Behaviour and	Disruption to learning	Lesson proceeds without interruption.	Disruption to lesson is 'unusual'.	Major disruption is uncommon; there may be occasional low-level disruption, but it is not endemic.	Persistent low-level disruption occurs 'more than occasionally'. <i>It hinders learning.</i> The lesson is disorderly.
	Pupils' response	Pupils 'make every effort' to ensure that others learn and thrive. There is an atmosphere of respect and dignity.	Pupils respond very well to the teacher's behaviour systems. They consistently meet the teacher's expectations.	Pupils respond promptly to the teacher's directions. <i>Nearly all students are engaged in learning.</i>	Some or all pupils are not engaged by the teaching.
	Behaviour management	Behaviour management is systematic and consistently applied.	Behaviour management strategies are applied consistently.	Clear procedures for managing behaviour; usually applied, but not always consistently.	<i>Procedures for managing behaviour are not clear or are not used consistently.</i>
	Safety	Pupils understand unsafe situations and are highly aware how to keep themselves and others safe.	Pupils understand unsafe situations and how to stay safe.	Ps know the main risks they face and understand how these may threaten their own/others' safety.	<i>Pupils do not understand risk and may endanger themselves or others.</i>



## Quality Assurance Self-Reflection and Monitoring Sheet



Teacher	Reviewer	Subject
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Targets from last Quality Assurance checks	Evidence of progress made: Self-reflection	Evidence of progress made: Reviewer

Planning	Self-reflection	Reviewer	Teaching within the classroom	Self-reflection	Reviewer	Work Scrutiny	Self-reflection	Reviewer
	✓	✓		✓	✓		✓	✓
<b>Basics:</b>			<b>Basics:</b>			<b>Frequency of marking:</b>		
Planning is up to date			A copy of the PowerPoint, class data and seating plan are provided			Key pieces are marked within the agreed period.		
Plans are easily accessible on the reference drive			Learning objectives and success criteria are evident in planning and are shared with pupils			Key pieces are marked within the agreed period with some evidence of detailed marking.		
Plans are dated and labelled clearly			Use of different teaching methods and strategies to engage pupils			Key pieces are marked within the agreed period; detailed marking enables pupils to develop.		
Lessons have a clear structure e.g. Connect, activate, demonstrate, consolidate evident			The lesson is well structured with connect, activate, demonstrate and consolidate sections clearly incorporated			<b>Progress:</b>		
<b>Data</b>			<b>Planning and Teaching:</b>			Some evidence of good progress over time, this is inconsistent. Some books show that skills are being developed but improvement is not sustained.		
Up to date assessment data is available			The teacher demonstrates secure subject knowledge			The majority of books show evidence of good progress over time, with some books showing elements of outstanding progression. Evidence that skills have been developed and improved.		
Up to date assessment data is available and includes the identification of the different cohorts (most able, pupil premium, SEND, EAL etc.)			Teaching methods are planned for and used within the lesson to ensure engagement and progress (AFL)			All books show evidence of at least good progress over time, with most books displaying outstanding progress. There is clear evidence that skills have been embedded and developed over a period of time.		
Data includes the identification of underachieving pupils and intervention strategies employed			Questioning is used to gauge pupil understanding, extend answers, and to challenge misconceptions (AFL)			Graded assessments are evident in pupils' work but these do not always match pupils' prior or expected data.		
<b>Lesson objectives and success criteria</b>			Modelling is used to ensure pupils know how to structure answers			Graded assessments are evident in pupils' work and results show some evidence of progress made from prior assessments or towards expected data.		
Lesson objectives and success criteria are clearly identified in lesson plans			Engaging resources are used within the lesson			Graded and challenging assessments are evident in pupils' work and results show consistent evidence of progress made from prior assessments or towards expected data.		
Lesson objectives/success criteria are set at the correct level for the students			Differentiation: Challenge and extension tasks are planned for and utilised within the lesson			<b>Quality of written feedback:</b>		

Lesson objectives/success criteria are differentiated to suit the needs of every pupil			Differentiation: Intervention to match pupils' needs. Intervention occurs in response to pupils' needs			There are examples of written feedback which also include praise and suggest areas for improvement.		
<b>Learning activities and resources</b>			Timing and pace enable pupils to learn and make progress			Feedback takes into account level descriptors from the awarding body and it is written in a clear and constructive manner. Students are praised for their work and are challenged where work is deemed inadequate.		
Different learning activities and resources are evident			RWCM is evident within the planning and teaching of the lesson			Feedback takes into account level descriptors from the awarding body and is written in a clear and constructive manner. There is evidence of students acting on feedback. There is evidence that students clearly know where to go in their next stage of learning.		
A variety of learning activities and resources - used to ensure pupil engagement - are evident			<b>Learning and Engagement:</b>			There is some evidence of T-P Dialogue but it is not consistent or regularly maintained. Students respond sporadically to the teacher's suggestions/questions.		
A variety of learning activities and resources - used to ensure pupil engagement and progression - are evident			Pupils make relevant progression within the lesson			Effective T-P Dialogue is evident and is consistently maintained. Pupils respond well to the teacher's suggestions/questions. There is clear evidence that pupils are taking on board teacher feedback.		
<b>Teaching methods and use of AFL</b>			Pupils are keen to do well and want to develop and progress			Effective use of T-P Dialogue is consistent and allows students to progress. As for 'good' plus it is clear that the pupils know where to go in the next stage learning and this is shown through their responses and levels of progression.		
Different teaching methods have been used			Pupils are engaged with their learning			<b>Literacy:</b>		
Different teaching methods have been used to engage and challenge pupils			Pupils are actively involved in the lesson			Marking for Literacy is evident in exercise books and grammar, spelling and punctuation are commented upon sensitively. There may be some evidence of the use of the school's Marking for Literacy guidelines.		
Teaching methods are well selected and tasks are challenging and have been differentiated to match pupils' needs			There are opportunities for pupils to work independently to demonstrate their capabilities and progress			Marking for Literacy is clearly evident in work. There is some evidence of the use of the school's Marking for Literacy guidelines and subject-specific vocabulary is acknowledged and rewarded.		
There is evidence of AFL			Pupils can work collaboratively – group work/ Kagan structures/ peer coaching etc.			Marking for Literacy is clearly evident in work. The school's guidelines on marking for Literacy are used consistently and subject-specific vocabulary is acknowledged and rewarded effectively. There is evidence of students acting upon teachers' comments.		
Questions have been utilised within lessons to encourage pupil thinking			Where relevant, elements of competition are used to encourage engagement and greater learning			<b>PASA:</b>		
Key questions are identified in lesson planning to assess progress and to develop pupils' thinking			The learning environment and atmosphere ensures an engaging and productive learning space for pupils			Peer and self-assessment are evident in students' work.		
There is evidence of pupils assessing and evaluating their own work and the work of their peers in lessons			<b>Assessment:</b>			Peer and self-assessment are evident in students' work and as a result, students can evidence that they clearly know where to go in their next stage of learning.		
There is evidence of PASA in lessons; time is planned to allow pupils to act on this feedback/ improve their work based on feedback			Recap of previous learning takes place			Peer and self-assessment are evident in students' work and as a result, students can evidence that they clearly know where to go in their next stage of learning. Students are able to evidence that they respond to the peer's feedback.		
The teaching of Reading, Writing, Communication and Mathematics (RCWM) and social, moral, spiritual and cultural links (SMSC) is evident			Questioning is used for assessment and development			<b>Homework:</b>		

The teaching of Reading, Writing, Communication and Mathematics (RCWM) and social, moral, spiritual and cultural links (SMSC) is explicit in lesson planning			Use of PASA is evident			Homework is evident and is highlighted as such		
There is evidence that time allocated to marking and feedback is incorporated into planning			Opportunities to reflect and evaluate learning			Homework is evident and has helped to extend pupils' learning.		
There is evidence that time allocated to effective marking and feedback in order for pupils to improve and make progress is incorporated into planning			Relevant homework that will develop learning or flipped learning homework is planned for/ set			Homework is evident and has had a positive impact on pupils' learning. Effective feedback has been provided.		
<b>Homework</b>			<b>Behaviour and safety:</b>			<b>Presentation:</b>		
The setting of homework evident in planning			Behaviour is managed well			Presentation and organisation are rewarded/challenged.		
Appropriate homework is set on a regular basis and records are included in planning/e-planner			Use of school policies are evident			Presentation and organisation are rewarded/challenged and there is evidence that presentation improves.		
Appropriate homework that will allow pupils to develop further is set regularly and records are included in planning/e-planner			Praise and rewards are used in response to positive behaviour and good work			Presentation and organisation are rewarded/challenged and there is evidence that presentation improves. Students go out of their way to ensure that they take pride in what they are learning.		
<b>CEIAG</b>			<b>CEIAG</b>					
There is some evidence of discussion/activities linked to future careers in this subject area taking place			There is some evidence of discussion/activities linked to future careers in this subject area taking place					

Key:	Emerging	Developed	Embedded
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Planning – Grade:	Work Scrutiny – Grade:
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Planning - Key Strengths: Self-reflection	Teaching - Key Strengths: Self-reflection	Feedback – Key Strengths: Self-reflection
Planning - Key Strengths: Reviewer	Teaching - Key Strengths: Reviewer	Feedback – Key Strengths: Reviewer

Planning - Development Areas: Self-reflection	Teaching - Development Areas: Self-reflection	Feedback – Development Areas: Self-reflection
Planning - Development Areas: Reviewer	Teaching - Development Areas: Reviewer	Feedback – Development Areas: Reviewer

Planning: Agreed Priorities for future action	Teaching: Agreed Priorities for future action	Feedback: Agreed Priorities for future action

Additional comments on learning walk: