TEACHING AND LEARNING POLICY

Mount St Joseph Document Control Table			
Document Title:	Policy (Teaching and Learning)	**Author name / post:**	Director of Teaching and Learning
Version Number:	1.0	**Document Status:**	Review by SLT
Date Approved:	01 September 2020	**Approved By:**	SLT
Effective Date:	01 September 2020	**Date of next review:**	September 2024
Publication method:	Website / One Drive	**Date published**	September 2020
Superseded Version:			

Document History		
Version	**Date**	**Notes on Revisions**
1.0	June 2020	
1.1	July 2021	Minor editing adjustments; removal of changes due to COVID.
1.2	July 2022	Updates to the expectations (Pedagogical principles), Quality Assurance and the forms that will be used for Quality Assurance and formal observations highlighted in the appendices.
1.3	July 2023	Minor amendments

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 considered 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 of a high standard and supports the pedagogical principles:

Principle	How this should look in lesson
Big picture learning	Ensure all students understand the aim of the lesson and how it fits into the wider curriculum. Be explicit with the learning objectives and success criteria and ensure all students in the class are working towards the same objective.
Retrieval practice	Ensure there are opportunities for students to reflect on prior learning and consolidate knowledge.
Teacher explanation	Ensure all students are fully aware of what the teacher is expecting. Break down the instructions for each task and check with the students that they understand.
Systematic adaptive teaching	Ensure you adapt learning to the needs of the class. Use a range of tools to monitor the depth of knowledge obtained and if there are misconceptions ensure you change the structure of the lesson to accommodate all learners.
Modelling	Ensure all students understand the expectation of the standard of work by providing examples of good practice.
Effective questioning	Use higher order thinking questions to allow all students to be stretched and challenged. Allow this questioning to identify any misconceptions and as a result use this to reshape the lesson if necessary.

Explicit teaching of vocabulary	Ensure there are opportunities within the lesson for students to enhance their literacy, use subject specific vocabulary. Take opportunities to break down key terms and look at the meaning of key terms.
Feedback	Ensure that all verbal feedback is clear and concise and students understand the steps they need to take in order to improve. Any written feedback should follow the school policy and allow the students act on the feedback to make further progress. The consolidate phase of the lesson should be used to check the progress that has been made in the lesson.
Independent learners	Ensure students have been given the opportunity within lesson to adopt effective learning tools so that they can independently apply these strategies in lesson but also for home learning. Ensure lessons are inclusive for all.

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 **adapted** 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 **pedagogical principles** in order to ensure engagement and progression. These may include: high expectations, questioning, modelling, feedback and developing independent learners. 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 of a high standard and follows the pedagogical principles outlined above.

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, e.g. 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:
- Look at the depth of knowledge obtained by the student
- Monitor any misconceptions
- 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 twice a half term, in foundation subjects at least once a half term and in KS4 all subjects once 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 assess the depth of knowledge obtained and progress against the 'I can' statements at KS3 and mark schemes at KS4.

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.
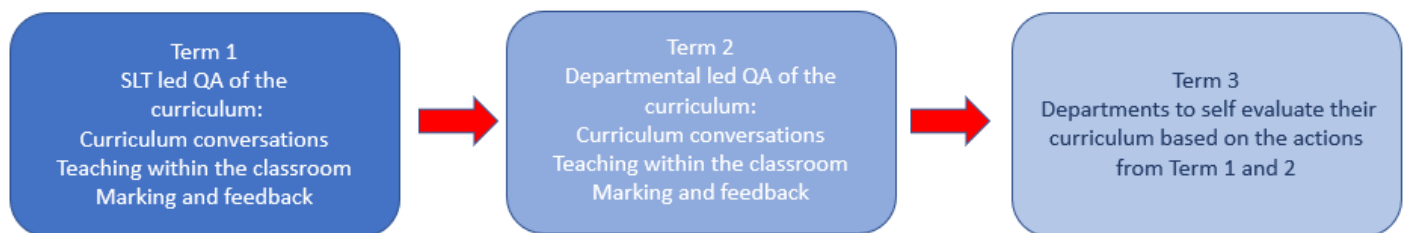
Home Learning:
Key homework pieces should be identified on departmental curriculum maps. All homework should be set using the SIMS APP. Sections of lessons need to be dedicated to explaining what students may need to do. Homework should be relevant and meaningful and should ensure continued, independent learning takes place.

Where possible, all homework should be marked – whether by utilising Microsoft forms, 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 and seeing how those three principles feed into the wider curriculum. Therefore, the whole department will be involved in conversations about their existing curriculum and what steps they would like to take to further enhance the provision.

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 and the wider department 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.**

Term 1 SLT led QA of the curriculum: Curriculum conversations Teaching within the classroom Marking and feedback	→	Term 2 Departmental led QA of the curriculum: Curriculum conversations Teaching within the classroom Marking and feedback	→	Term 3 Departments to self evaluate their curriculum based on the actions from Term 1 and 2

Curriculum conversations:
Curriculum conversations will take place throughout term 1 and 2 to ensure that the curriculum is broad and balanced and has high expectations for all students. In the first instance there will be an SLT link or a member of the Teaching and Learning Team that will lead the curriculum conversation with the HOD. This will allow the HOD to explain the context of the curriculum and highlight strengths and areas that

still need to be developed. The learning walks that will follow will be directed by the HOD and create an opportunity for the department to showcase their curriculum and the standard of teaching and learning within the department. The curriculum conversations and the plan for the learning walks will be shared with the department in advance so this will be an opportunity to share their best practice.

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 SLT, HODs and AHODs and selected staff from the Teaching and Learning Team – where cover permits. It is important for leaders 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 the department and reviewed by HOD/line manager. 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 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 the teaching standards: 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.

Lesson observation feedback

General Information:

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

Targets from previous observation and progression made during the observed lesson

Target 1:
Progression:

Target 2:
Progression:

Target 3:
Progression:

Key Strengths of the lesson observed

1 Intent	
2 Implementation	
3 Impact	

Development targets and agreed priorities for action

1 Intent	Target:
	Agreed Action:
2 Implementation	Target:
	Agreed Action
3 Impact	Target:
	Agreed Action

Overall judgment of lesson

Embedded	Developed	Emerging	Inadequate

		Embedded	Developed	Emerging	Inadequate
Intent	**Whole school and departmental intent**	Students have an excellent understanding of the curriculum.	Students have a clear understanding of the curriculum.	Students lack awareness of the curriculum.	Students have no awareness of the curriculum
	Big picture learning	Students have an excellent understanding of how this lesson supports their wider learning journey.	Students have a clear understanding of how this lesson supports their wider learning journey.	Students lack awareness of how this lesson supports their learning journey.	Students have no understanding of how this lesson supports their learning journey.
	Planning	Astute planning ensures that core knowledge and skills are effectively embedded across the lesson.	Effective planning allows for key skills and knowledge to be explored.	Adequate coverage of key skills and knowledge.	Planning fails to take account of needs.
	Activities	Well-judged and often imaginative.	'Effective'.	Mostly appropriate, but do not meet all needs.	Not sufficiently well matched to students'
	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.	Some support for skills, but provided inconsistently.	Students cannot use RWCM skills as well as they should.
	Retrieval practice	Systematic and accurate.	Accurate.	Careful, but may lack rigour. Some repetition of work/lack of challenge.	Assessment takes too little account of students' prior learning or understanding.

Additional notes

		Embedded	Developed	Emerging	Inadequate
Implementation	**Subject K&U**	Excellent.	Well-developed.	*Secure.*	*Limited.*
	Use of time	Time is used very well.	*Time is used well.*	*Little time is wasted.*	*Time is wasted by some or all students.*
	Challenge and match to needs	Tasks are challenging; match students' needs 'accurately'.	Tasks are challenging; match most students' needs.	Individual needs are 'usually' met.	*Challenge is inappropriate for some or all students.*
	Expectations	Consistently high….. of all students.	High.	*Sufficient for satisfactory progress.*	Not high enough.
	Interventions	Sharply focused and timely. Match individual needs accurately. 'Notable impact'.	'Appropriate'. *Good impact on learning.*	Additional support is deployed carefully.	*Additional support has little/no impact on learning; gaps are not narrowing.*
	During the lesson	Understanding is checked systematically and effectively, anticipating interventions.	Progress is assessed regularly and accurately. T. listens astutely to students, 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.	*Assessment is not used effectively to help students improve.*

Additional notes

Impact	**Progress**	Rapid and sustained for almost all.	Most students, including groups, and students with D&SEN achieve well over time.	Progress is broadly in line with national from similar starting points.	Some, or all students are making inadequate progress.
	Learning	Students learn exceptionally well.	Students learn well.	*Students' learning is satisfactory.*	*Learning limited; students underachieve.*
	Attitudes	(Very) high levels of engagement, interest, resilience, confidence, independence, courtesy, collaboration and cooperation.	Most students are motivated to participate. They are resilient, confident, independent, considerate, respectful and courteous.	Most students want to work hard and to improve. They work cooperatively.	Students, or specific groups (inc D&SEN), are not excited, enthused or engaged by the teaching.
	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 students so that they know how well they have done and how to improve. *Marking is regular.*	Ps are informed about their progress and how to improve. This is usually timely and encouraging.	*Students are rarely, if at all, informed about progress. Many do not know how to improve. Marking is minimal.*
	Home learning	Appropriate and regular homework contributes very well to students' learning.	Appropriate and regular homework contributes well to learning.	Appropriate homework is set. This contributes reasonably well to learning,	*Homework is not set regularly or it does not contribute to learning.*

Additional notes

Student response

Potential prompts
What have you learnt this lesson?
How does this link to previous lessons?
How does this link to your future journey?

Departmental QA – Curriculum review

Intent

Curriculum conversations to take place prior to the learning walks and to be led by the HOD. HOD will then decide on a plan for the learning walks.

Question	Possible evidence	RAG based on evidence and conversation held
What will you cover – knowledge/skills? Why?	Curriculum maps	
Is it a broad and balanced curriculum?	Curriculum maps Extra-curricular opportunities SEF (Intent, implementation, Impact)	
How is it sequenced? Does it flow logically? Does it help build learning?	Curriculum maps	
Do students know what they are covering/ big picture/journey?	Road maps Sample lessons outlining retrieval practice – Links to big picture Books	
How does this fit in with other subject areas? What links can you make here?	Curriculum maps Training power points from Literacy/ numeracy subject support Schemes of learning	
Are assessments included? Formative/summative?	Sample assessments KS3/KS4 Trackers Sample book - DIRT	
Is it accessible to the students – are their needs being met?	Higher and lower ability book Sample power point highlighting differentiation	
Is your curriculum ambitious?	Curriculum maps SEF Departmental training / meeting minutes	
Consistency – are all staff covering the same things in similar ways?	Standardisation and moderation documents Training examples Books from different teachers	

Implementation

Learning walks schedule

Department:		
Member of staff	Date, class, period	Who will do the learning walk?

Departmental QA – Curriculum review – Learning walks				
Date	Subject	Teacher	Class	Form completed by

Evidence

Student Voice: Please speak to a handful of students the questions below:		Notes	Evidence seen in the lesson
Intent	Do you understand the **BIG PICTURE** of your learning journey? • What are you learning? • How does this link to past lessons? • How will it link to future lessons?		Do the students understand the **BIG PICTURE** of the curriculum? Consider: planning, links to departmental and whole school intent, well-judged RWCM and activities
Implementation	Do you feel you are **challenged** in lessons? • Are there model examples? • Are you asked questions that allow you to make progress? • Is there support in lesson to help you to make progress?		Are the needs of all students being met? Consider: high expectations, timely interventions, application of knowledge and skills, questioning
Impact	How do you know you are being **successful** in this subject? • Can you show me evidence in your book? • What do you now know? • What skills have you demonstrated?		Was there evidence of students making progress over time because of a broad and balanced curriculum? Consider: types of assessments, tracking, teacher feedback, DIRT, PASA

Moving forward		
Strengths	Areas to improve	Actions
*	*	
*	*	
*	*	

Take photos of best practice to support feedback to the HOD

MSJ Lesson Plan

	Class data attached		Seating plan attached		Evidence of progression (pupils' books/files/work available)		Resources/ copy of PowerPoint attached	

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

LO:

SC:

How does this lesson link with prior and future learning?	What skills are being developed in the lesson? (RWMC / CEIAG)	

Connect:

Activate:

Demonstrate:

Consolidate:

Pedagogical principles	Big Picture learning	Retrieval practice	High expectations	Developing knowledge and skills	Modelling	Effective questioning	Reading, writing, communication and numeracy	Feedback	Independent learners