

Teaching and Learning at Plymstock School



Expectations, monitoring and support

2016-2017

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Principles of teaching and learning at Plymstock School

- **Good teaching** is the most powerful intervention.
- **Good leadership** ensures every child is exposed to effective teaching and support.
- **Collaboration and support** between colleagues, departments and other schools accelerates improvement.

The characteristics of effective teaching and learning at Plymstock School

- Teaching is planned effectively to promote students' learning. Time in lessons is used productively. Students focus well on their learning because the teacher has consistently high expectations of student behaviour and sets clear tasks that challenge students.
- In lessons, the teacher develops, consolidates and deepens students' knowledge, understanding and skills. Sufficient time is given for students to review what they are learning and to develop further. The teacher identifies and effectively supports those students who start to fall behind and intervenes quickly to help them to improve their learning.
- Secure subject knowledge is used to plan learning that sustains students' interest and challenges their thinking. The teacher uses questioning skilfully to probe students' responses, tackles misconceptions and builds on students' strengths.
- The teacher gives students feedback, in line with our whole school and department feedback and marking policies. Students use this feedback well and they know what they need to do to improve.
- Homework is set and marked in line with departmental agreements. It consolidates prior learning and prepares students for the work to come. The teacher ensures that homework is appropriate to the learning needs of students.
- The teacher develops and promotes students' reading, writing and communication, and where appropriate mathematics, across the curriculum.
- The teacher expects and encourages all students to work with positive attitudes so that they can apply themselves and make strong progress.
- Students develop the capacity to learn from their mistakes and as a result demonstrate resilience and perseverance when faced with challenging tasks. They are keen learners who want to find out more. They are willing to find out new information to develop, consolidate and deepen their knowledge, understanding and skills, both in lessons and in extra-curricular activities.
- Students commit to improving their work. They are given time to apply their knowledge and understanding in new ways that stretches their thinking and to practise key skills.
- The teacher promotes equality of opportunity and diversity.

Plymstock School priorities for 2016-2017

Our **three key priorities** for the **2016-2017** academic year are to ensure that in every classroom our students experience **CONSISTENT** and **HIGHLY EFFECTIVE**:

1. We will develop a **co-operative approach to teaching and learning** to facilitate high levels of **challenge, engagement, independence and resilience**, to close the achievement gaps and enable all sub-groups of students to make **strong progress and achieve well**.
2. We will make **every lesson count** by actively promoting **extended writing skills, ambitious vocabulary/SPaG** and **long-term memory retention** to enable all students to succeed.
3. We will collectively **promote the positive mental health and well-being** of all students and staff.

Key policies, procedures and documentation for 2016-2017

All key documentation and proformas can be accessed in the **Staff Area (Y drive)** via the following route: **School Procedures – Teaching and Learning 2016-2017**

All key documents are initially found here and a digital copy of this document.

The additional folders contain the following:

1. **Marking and Feedback 2016-2017** (*contains the Whole-school Feedback and Marking Policy, Department Feedback and Marking Commitments and a Feedback and Marking Tips booklet, with exemplars*)
2. **HODs QA and the SLT/HODs QA of Teaching and Learning Guidance Documents 2016-2017** (*contains Department Learning Walk and Work Scrutiny Record Sheets and the HOD Monitoring of Teaching and Learning Planning Sheets*).
3. **Learning Observations Form 2016-2017** (contains a form that can be used to record observations of learning and give feedback to staff).
4. **Seating Plans 2016-2017** (contains Show My Homework set-up instructions).
5. **Co-operative Learning using Kagan Structures** (contains all information from Training Day 1)
6. **Closing the gaps – Simple strategies to support key sub-groups** (key priority 2 – Upper Band, Disadvantaged, EAL and SEND)
7. **Preparing for Ofsted 2016-2017** (contains a quick guide to help staff prepare for inspection).
8. **Training Days 2016-2017** (Documentation and presentations from all staff training will be placed in this folder).

Expectations for every teacher at Plymstock School

Plymstock School 'Everyday 10'

Our 'non-negotiables' for every member of staff

1. Child Protection and Safeguarding is our first priority. All staff maintain the '**It Could Happen Here**' mind-set. We never minimise our concerns.
2. We expect all students to **be punctual, have the correct equipment and be in the correct uniform – challenging those that do not**. We have high expectations of every child regardless of background, prior school history, gender etc. We will **never** lower our expectations for a child at Plymstock School.
3. We expect all students to **speak to staff and each other with respect** using 'please' and 'thank you'. Staff will also speak to students with respect. All students in Years 7-11 will **stand when an adult enters the room**.
4. We take a **zero-tolerance approach to disruption** including **overt examples** such as 'shouting out', 'talking over the teacher' and 'arguing back' or **low level examples** such as 'being slow to settle', 'reluctance to engage in tasks' and 'persistent chatter'. We know the B-system and use it consistently.
5. **No foul language or aggression/violence will be tolerated at any time** and should always be **followed immediately with a sanction** (If a child swears at you, 'SLT on call' must be used straight away). The use of **racist, homophobic, sexist, faith-based derogatory comments must not be accepted under any circumstances** (this includes phrases such as "that's gay"). If this happens in school, the student(s) must be challenged immediately and appropriate sanctions issued – usually resulting in department parking in the first instance.
6. If any student in your class shows **extremist views** in relation to **race, religion, sexual orientation or politics**, they must be **challenged** and then **referred** to the relevant Head of Year straight away.
7. **We know all our students as individual learners** (including all sub-groups, especially **Pupil Premium**) and **differentiate teaching and learning** opportunities to ensure that all students make exceptional progress.
8. **We regularly set meaningful homework** that builds on class learning – in-line with our department policy.
9. We mark work frequently, in-line with the school policy and provide students with constructive and meaningful feedback. We always expect that **students will respond to and take action** on any **feedback** given.
10. We provide **accurate and realistic progress tracking data, based on robust internal and external assessments** – departments should ensure **moderation of books/assessments** takes place prior to each progress check. If you have concerns about the progress of your students – talk to your Head of Department early.

Effective middle leadership at Plymstock School

1. **Lead by example** in all that you do – show your passion and enthusiasm.
2. **Be positive** around your team and foster a culture of ‘how’ and not ‘why’.
3. Have the **highest expectations** for all members of your team and all students. **Never settle for second best** and ensure that every member of your team knows and understands your expectations.
4. **Frequently monitor the quality of teaching and learning in your department** (teaching, behaviour, feedback, homework etc...).
5. **Ensure that the progress data** entered by your team is both **accurate and realistic**.
6. Encourage members of your team to **highlight concerns early** and provide them with **appropriate support and guidance**.
7. **Know your department well** – particularly its **strengths and weaknesses**. Where weaknesses exist, **have a clear plan to improve**. This should be reflected in the **Curriculum Leader SEF**. Where performance concerns exist about a member of your team – **address it straight away and provide appropriate support**. Where there are **successes – recognise and celebrate them**.
8. **Know the key school policies** - ensure that **all members of your team are familiar with them**.
9. **Know the school’s key priorities** and plan to ensure that department meetings and department devolved training sessions **enable all members of your team to develop their pedagogy** to help achieve those priorities.
10. Keep an **open dialogue going with your Department Improvement Partner**. Where concerns exist – **discuss these early and seek support**. Where there are **successes – recognise and celebrate them**.

Expectations for every Matrix Manager at Plymstock School

The role of the Matrix Manager

1. To act as a 'critical friend'.
2. Provide **high challenge** but **high support** to middle leaders.
3. A key person to **help the department improve/drive up standards**.
4. **Hold middle leaders to account** – ensuring they are leading effectively and discharging their responsibilities.
5. **Know the department** (the curriculum, personnel, standards and performance).

The Matrix Manager will offer the following to their allocated areas:

- **Regularly visit the department** (not just through SLT walkabout).
- **Attend department meetings**, where appropriate.
- **Support/attend department events** and bring **trip/activity requests to the SLT** for consideration.
- **Support middle leaders** with personnel, student or parent issues.
- **Support with the recruitment** of high quality new staff.
- **Be a voice for the department** at SLT meetings.

Matrix meetings

The **minimum** expectation is that a Matrix Manager will meet with their allocated areas **at least once per half term**. However, there may be a need to meet more frequently depending on individual department circumstances (e.g. concerns from the summer examination results).

These meetings should be given a **high priority** and will be timetabled at the start of the year. This will enable middle leaders to plan and gather evidence in a planned manner. Matrix meetings should only be rescheduled in **exceptional circumstances**.

Meetings will be based around a set agenda that will focus on our key school priorities but will allow flexibility to discuss department specific issues.

Agenda to include:

- Setting/review of agreed action points.
- Analysis of latest performance data (particular focus on GTMA/PP).
- Quality of marking/feedback – evidence and impact of work scrutiny.
- Quality of teaching – evidence and impact of lesson observations/learning walks/student voice.
- Development/impact of differentiation strategies.
- Review of homework log (Is everyone setting homework in-line with the department policy? / What evidence do they have of this?).
- Behaviour, health and safety – issues arising.

The Curriculum Leader File (Evidence, analysis and action planning) will be brought to each matrix meeting for discussion. This will be a working file.

Following each meeting, action points will be agreed where appropriate and these must be reviewed at the next meeting.

Notes and action points must be retained in the Curriculum Leader File. A copy must also be kept in the Matrix Manager's file.

The Matrix Manager following each formal meeting will submit a checklist tick-sheet to RJD.

The timetabled formal matrix meetings must take place in the following weeks:

1. W/b 12th September 2016 (review of summer examination performance)
2. W/b 10th October 2016
3. W/b 12th December 2016
4. W/b 30th January 2017
5. W/b 20th March 2017
6. W/b 22nd May 2017
7. W/b 3rd June 2017

As the meetings are timetabled/agreed at the start of the year, with a set agenda, middle leaders must come to each meeting with all the required data/evidence.

*A key question to ask middle leaders during matrix meetings: **Can you show me the evidence that supports your judgement?***

The expectation is that a Matrix Manager should know the following for each of their allocated departments:

- The curriculum and examination structure.
- Past, current and projected performance.
- The strengths of the department.
- The areas the department need to improve, what they are doing about it and how they are progressing.
- The accuracy of their data.
- The quality of marking and feedback (does it fulfil the department policy?).
- Whether all teachers are setting homework.
- Any personnel issues.

Monitoring the quality of teaching and learning

The Monitoring of Teaching and Learning Planning Sheets are to be discussed and completed by HODs with their departments on **Friday 2nd September (3:00-4:00pm)**. These are then kept within the Curriculum Leader File and discussed with Matrix Managers in the first formal matrix meeting on the w/b 12th September.

Quality Assurance of Teaching

From September 2015 traditional lesson observations were replaced by a Quality Assurance of Teaching process. This will involve a wider triangulation of data, including learning walks, work scrutiny, student voice and staff reflection.

SLT/HOD Quality Assurance of Teaching, Learning and Assessment: Monday 17th October to Friday 10th November

Week beginning 5th October

Matrix Managers to meet HODs and discuss dates/times and logistics of QA process (points 1-4 below).

Although consistency is important in the form the evidence is gathered, there will inevitably be a slight bespoke approach in different departments.

Matrix Managers will need to ensure they are familiar with the marking/feedback policies for their Matrix areas (These can be found in ***Staff – School Procedures – Teaching and Learning 2016-2017 – Feedback and Marking 2015-2016***). In general we should all be looking for the following good practice:

- Frequency and quality of marking/feedback is in-line with the department policy.
- All members of the department use WWW/IOTI consistently.
- Feedback clearly gives students advice on how to improve.
- Students are acting on feedback given.
- Students are using the green pens, including correcting SPAG errors.
- Students take care and pride in their work (titles underlined etc...)
- Homework is being set in-line with the department policy.
- Is there evidence of the development of literacy and where appropriate, Mathematics.
- Progress judgements will be made in conjunction with the HOD.

The QA process will be as follows:

1. Each teacher in the department completes a short **self-review survey**. The survey focuses on our **agreed characteristics of effective teaching at Plymstock School** (*as outlined in the 'Teaching and Learning – Expectations, Monitoring and Support' document distributed on*

the September training day). This encourages all teachers to personally reflect on their own practice. The self-review is submitted to the HOD and will be considered an important part of the process.

2. The HOD and Matrix Manager agree a date and time for an **in-depth learning walk**. This may cover two periods. For larger departments there may be more than one learning walk. To ensure accurate judgements are reached it will be important to try and see every teacher and a cross-section of all year groups. During the in-depth learning walk, **feedback/marking** will be closely examined and **student voice** will be sampled (inc. Upper band, PP, male, female etc...). HODs and Matrix Managers may wish to take some books away for a more detailed review. The focus will be very much on what students are doing and the progress they are making. **To ensure full transparency the questions and recording sheets being used are available to all staff.**
3. The HOD, based on their knowledge of the department, gives an overview of **expected outcomes** for the learning walk to the Matrix Manager. The recent Department Exam Analysis review will also be considered.
4. The week that the learning walk(s) will be undertaken will be shared with the department before the observation window opens. However, the exact day/periods that it will take place will not be given.
5. The HOD and Matrix Manager will undertake an in-depth learning walk (if appropriate there may be more than one learning walk). They will spend a **maximum of 15-20 mins** in any one classroom. **Most teachers will only be visited once** during this period but **marking and feedback may be scrutinised from multiple groups**. However, in rare exceptions, a teacher may be seen twice if there are few classes at GCSE and A Level. To avoid too much in-class disruption, any extended conversations with students will occur outside the classroom.
6. The expectations for individual teachers are:
 - A seating plan is available on entry with sub-groups clearly identified (including any current tracking data – this could just be your markbook is open). An **annotated** printout from “Show My Homework” will suffice.
 - Exercise books/work showing marking and feedback are available for the current class and examples from other groups, where possible – this is an opportunity for you to showcase your hard work.
 - Lesson plans will **not** be required.
7. Upon completion, the HOD and Matrix Manager will discuss the findings and a summary report will be produced (Max two sides of A4).
8. The summary report, triangulated against different information sources, will consider:
 - The strengths of the department.
 - How consistently the department adheres to key school and department policies (marking/feedback, homework etc...)
 - Areas to further develop and the key actions to bring support those improvements.

The report is then discussed and fed back to the whole department. This is led by the HOD and supported by the Matrix Manager.

If individual concerns are identified (e.g. a marking/feedback concern) then a programme of peer support will be implemented quickly.

Head of Department Observation Window

Heads of Department will follow the same QA process during their observation window.

This will take place between Monday 20th February and Friday 10th March 2017.

The QA of Teaching record forms can be found in Appendix 1

Additional monitoring of teaching

Learning walks

HODs should carry out a **minimum of three learning walks per year** (Once per term). However, it may be sensible to do these little and often (covering all year groups) to help build up an accurate picture of marking and feedback across the department. *Records of findings and subsequent actions should be kept in the Curriculum Leader File and discussed with your Matrix Manager.*

Work scrutiny

HODs will be **expected as a minimum to carry out a work scrutiny at least three times per year** (Once per term). Again, little and often is recommended along with using some department meeting time to share/peer review marking examples/practice across the team. *Records of findings and subsequent actions should be kept in the Curriculum Leader File and discussed with your Matrix Manager.*

When a member of staff is conducting a work scrutiny they must have high expectations and specifically looking for evidence of the following:

1. Are the books free from graffiti?
2. Are the students' target grades or pathway visible in their books?
3. Is marking and feedback frequency in-line with the department policy?
4. Has the member of staff used WWW/IOTI?
5. Have the students used their green pens to annotate/amend work?

6. Does the feedback clearly identify what students need to do to improve?
7. Have the students responded to and acted upon the feedback?
8. Is homework being set frequently in-line with the department policy?

For marking and feedback to be classed as good/effective within a department or individual classroom then the answer to the seven questions above should be – yes and supported with evidence.

Student voice

HODs will be expected to carry out a **minimum of three student voice surveys per year** (Once per term). *Records of findings and subsequent actions should be kept in the Curriculum Leader File and discussed with your Matrix Manager.*

Seating plans

All teachers are expected to have a seating plan in place for every class that they teach from Years 7-13. This should be produced using the MintClass Seating Plan Programme.

All of the core data is automatically drawn through from SIMS for every student. All staff should familiarise themselves with the data ensuring that they know key information such as sub-groups etc... When being observed please provide a printed copy of your MintClass Seating Plan to the observer.

Paper copies of all seating plans (printed from MintClass) should be kept in the Curriculum Leader File and updated termly.

Homework logs

Each teacher should retain a record in their planner of the homework they have set for each class. These records should be available on request to the HOD, Matrix Manager or member of the SLT.

HODs will be expected to check homework records across the department frequently.

Records of findings and subsequent actions should be kept in the Curriculum Leader File and discussed with your Matrix Manager.

Curriculum leader file expectations

Documents contained in this file must be current, however you may wish to demonstrate a trend by using documents over a three-year period (e.g. teaching observations show that the quality of teaching is consistently good and improving etc...)

HODs should have the following in their Curriculum Leader File:

1. **Summer 2015 Exam Analysis document.**
2. **Summer 2016 Exam Analysis document**, including review of the 2015 action plans.
3. **2016-2017 Curriculum Leaders' SEF.**
4. **Seating plans for every class in your department** (printed from MintClass) – updated once per term.
5. **Monitoring of Teaching and Learning Planning Sheets** for 2016-2017.
6. **Teaching Observation records for 2015-2016**, with identified strengths and areas to develop.
7. **Teaching Observation records for 2016-2017**, with identified strengths and areas to develop.
8. **Learning walk records for 2015-2016**, with identified strengths and areas to develop (there should be records from at least three learning walks from last year)
9. **Learning walk records for 2016-2017**, with identified strengths and areas to develop.
10. **Work scrutiny records for 2015-2016**, with identified strengths and areas to develop (there should be records from at least three work scrutinies from last year)
11. **Work scrutiny records for 2016-2017**, with identified strengths and areas to develop.
12. **Student voice records for 2015-2016**, with identified strengths and areas to develop (there should be records from at least three student voice surveys from last year)
13. **Student voice records for 2016-2017**, with identified strengths and areas to develop.
14. **Department homework monitoring records for 2015-2016 and 2016-17.**

The following documents may not be necessarily contained within the Curriculum Leader File, but you need to be able to evidence quickly and accurately are:

- Current tracking data, clearly indicating the progress all students are making (with a particular focus on disadvantaged, gifted & talented and upper band students) and the actions your team are taking to support students in making that progress.
- Your department handbook – to include department specific policies such as Feedback and Marking commitments.
- Schemes of work for Years 7-13 and all courses offered by your department.

Development of teaching and learning timeline for 2016-2017

AUTUMN TERM

Thursday 1st September (10:00-11:00)

- In departments – HOD

Friday 2nd September (11:20-13:20 and 13:50-15:00)

In departments – Focus on Priority 1.

- Vision/aims/priorities

Department policy and expectations:

- Marking/feedback
- Applying Kagan training
- Assessment planning
- Department homework commitment – expectations.
- Monitoring strategies/times discussed and agreed by HOD and department.

Wednesday 7th September (15:00-16:00)

In groups – Focus on Priority 1 & 2.

Teaching development training carousel 1 – starts

- Unifrog Training
- Literacy
- Show My Homework
- SEND

Locations and groups to be confirmed.

Monday 12th – Friday 17th September

- Formal Matrix meetings – Matrix Managers to meet with HODs to discuss summer examination performance.

Wednesday 21st September (15:00-16:00)

In groups – Focus on Priority 1 & 2.

Teaching development training carousel 1 – session 2

- Unifrog Training
- Literacy
- Show My Homework
- SEND

Wednesday 28th September (15:00-16:00)

In groups – Focus on Priority 1 & 2.

Teaching development training carousel 1 – session 3

- Unifrog Training
- Literacy
- Show My Homework
- SEND

Wednesday 5th October (15:00-16:00)

TA and Department Planning Time (Autumn)

In departments – Focus on Priority 1 - to close the achievement gaps specific focus SEND.

Focus on Priorities 1-3.

- Marking/feedback
- Applying Kagan training

Monday 10th October – Friday 14th October

- Formal Matrix meetings.

Wednesday 12th October (15:00-16:00)

Literacy Team Department Meeting 1 (JAW)

All other staff in departments – T&L follow-up and feedback from teaching development training carousel - Literacy extended writing skills, ambitious vocabulary/SPaG - sharing of strategies and ideas - Priorities 1 & 2

Monday 17th October – Friday 11th November

- SLT/HOD Department Quality Assurance Window - conducted by Matrix Managers.

Friday 21st October (All day)

SWTSA Training Day

Monday 31st October (All day)

Plymstock School Training day

Wednesday 9th November (15:00-16:00)

In groups – *Focus on Priority 1 & 2.*

Teaching development training carousel 1 – ENDS

- Unifrog Training
- Literacy
- Show My Homework
- SEND

Monday 21st November – Thursday 24th November

- Challenge Partners' Review

Wednesday 7th December (15:00-16:00)

Carousel 2 STARTS: Teaching development training carousel (all teaching staff will rotate through these sessions):

Two/Three sessions will run that will be based around the three key priorities.

In groups – Focus on Priority 2.

- Literacy - Reading for Meaning
- The titles of the other session will be confirmed in the autumn term.

Monday 12th December – Friday 16th December

- Formal Matrix meetings.

Wednesday 14th December (15:00-16:00)

Carousel 2 ENDS: Teaching development training carousel (all teaching staff will rotate through these sessions):

Two/Three sessions will run that will be based around the three key priorities.

In groups – *Focus on Priority 2.*

- Literacy - Reading for Meaning
- The titles of the other session will be confirmed in the autumn term.

SPRING TERM

Monday 9th January – Friday 13th January

- Whole-school (Years 7-13) work scrutiny 1.

Monday 30th January – Friday 3rd February

- Formal Matrix meetings.

Monday 20th February – Friday 10th March

- HOD QA/Lesson Observation Window

Wednesday 22nd February (15:00-16:00)

Literacy Team Department Meeting 2 (JAW).

All other staff in departments – Department T&L follow-up and feedback from teaching development training carousel - Literacy - Reading for Meaning - sharing of strategies and ideas - Priorities 1 & 2

Wednesday 1st March (15:00-16:00)

Carousel 3 STARTS: Teaching development training carousel (teaching staff choose a session – each dept has one reserved space per session):

Sessions will run that will be based around the three key priorities.

The titles of each session will be confirmed in January.

Wednesday 8th March (15:00-16:00)

TA and Department Planning Time (Spring)

In departments – Focus on Priority 1 - to close the achievement gaps specific focus SEND.

Focus on Priorities 1-3.

- Marking/feedback
- Applying Kagan training

Monday 20th March – Friday 24th March

- Formal Matrix meetings.

Wednesday 29th March (15:00-16:00)

Carousel 3 ENDS: Teaching development training carousel (teaching staff choose a session – each dept has one reserved space per session):

Sessions will run that will be based around the three key priorities.

The titles of each session will be confirmed in January.

SUMMER TERM

Wednesday 19th April – Wednesday 21st June (15:00-16:00)

- All Wednesday sessions during this window are **devolved to departments** to allow for student support / exam prep / revision.

Monday 8th May – Friday 12th May

- Whole-school (Years 7-13) work scrutiny 2.

Monday 22nd May – Friday 26th May

- Formal Matrix meetings.

Wednesday 28th June (15:00-16:00)

Literacy Team Department Meeting 3 (JAW).

All other staff in departments – Department T&L - Review of 2015-2016: Focus on progress made in relation to Priorities 1-3

Monday 3rd July – Friday 8th July

- Formal Matrix meetings.

Wednesday 5th July (15:00-16:00)

- In departments.
- Department T&L - Review of 2015-2016: Focus on progress made in relation to Priorities 1-3
- Identify department priorities for 2017-2018.

Voluntary (Thursday) INSET programme for 2016-17 TBC. The titles of each session will be confirmed in October

South West Teaching Schools Alliance

We will continue our membership of South West Teaching Schools Alliance (SWTSA) after joining in 2015-16.

The Alliance is made up of over 25 secondary schools, 8 primary schools and 4 higher education institutions across Devon, Cornwall and Somerset.

The development opportunities for Plymstock School include:

- Participation in a wide range of subject-specific networks.
- Access to 'School 2 School' support through Specialist Leaders in Education (SLEs) – leaders and practitioners working in schools with a proven track record of success.
- The opportunity for some of our own staff to become Specialist Leaders in Education and contribute to improving performance across the whole region.
- The ability for Plymstock School staff to access the 'Developing Teacher Programme' and the 'Outstanding Teacher Programme'.
- Active participation in the Challenge Partners Programme to enable Plymstock School to move to the next stage of its future.

Appendix 1

Quality of teaching, learning and assessment: Self-review

Teacher name:

Department:

Characteristics of effective teaching, learning and assessment at Plymstock School	An area of personal strength	Secure	Further development needed
I have read and understand the school's safeguarding procedures and know what to do and who to contact in the event of a safeguarding concern.			
My subject knowledge is strong and I use this to plan differentiated learning that sustains the interest of students and enables them to make progress.			
I know the target pathways/grades for every student in each of classes, maintaining high expectations regardless of background.			
I am aware of how different groups of students (including disadvantaged and upper band students) are progressing in my classes, identifying gaps in their knowledge and planning strategies to overcome these.			
Time in my lessons is used productively to enable an appropriate level of pace to challenge all learners.			
Marking and feedback (quality and frequency) for all classes is in-line with the agreed policy in my department(s).			
I ensure that all students in all classes act upon the feedback I give them (including correcting spelling and grammar errors), using the green pen where appropriate.			

Meaningful homework is set and marked for all classes in-line with the agreed policy in my department(s).			
I develop and promote students' reading, writing and communication, and where appropriate mathematics, in my subject area(s), including frequent opportunities for extended writing.			
All students in my classes know their target pathways/grades, where they currently are in relation to that target and know what to do to improve.			
I manage behaviour, including any form of low-level disruption, effectively in my lessons, using the B-system where appropriate, to ensure that all learners can progress without distraction.			
I actively promote our core British Values. If they occur, I immediately challenge extremist or discriminatory viewpoints in my classroom, taking further action when necessary.			
I provide all of my students with frequent opportunities to work and learn independently.			
I expect and encourage all students to work with positive attitudes so that they can apply themselves and make strong progress.			
I help students develop the capacity to learn from their mistakes and as a result I support them to build resilience and perseverance when faced with challenging tasks.			

Signed:

Date:

Quality of teaching, learning and assessment: Student voice

Strongly Agree	Agree	Disagree	Strongly Disagree	Not sure
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Thinking about what we learn

1	I know what the learning objective is for each lesson.					
2	I know what I should be able to do by the end of the lesson.					
3	I usually understand why I am doing the work, and how it is helping my learning.					

How the teacher asks questions

4	My teacher asks me questions that make me stop and think.					
5	I am given time to think about my answer.					
6	When I give a short answer I am asked to expand on it.					

Discussion in the classroom

7	Sometimes we talk about the task in pairs or groups.					
8	I can ask another student for help with the task or question.					
9	The teacher encourages us to ask each other questions and answer them ourselves.					

How do we know how we are doing?

10	The teacher knows how well I am doing and tells me what they think.					
11	I understand what the marks and comments mean in my work.					
12	I am given advice on how to improve my work that I understand.					
13	I know what my target pathway/grade is and I am given advice on how to meet that target.					

Strongly Agree	Agree	Disagree	Strongly Disagree	Not sure
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Assessing ourselves

14	My teacher helps us to understand what a good answer looks like.					
15	Sometimes we are given time to review each other's work.					
16	The teacher helps us to comment on each other's work and answers.					
17	I understand how to mark my own work.					

You and your input

18	I listen to/read the teacher's advice and try to follow it, using the green pen to annotate my work.					
19	I know who else to talk to if I am stuck.					
20	I will go to see the teacher at break or lunch time for help.					

Quality of teaching, learning and assessment: Learning Walk

Department and classes:

Observers:

Date:

Sharing the learning objectives with the students

- *Do the students know what they are learning and why and are aware of links to prior and future learning?*

Behaviour, engagement and enjoyment of students in their learning

- *Are students on task, engaged, motivated, enthusiastic and supportive of each other?*
- *Are expectations clearly communicated?*
- *Is there any evidence of low-level disruption? Is this tackled effectively?*
- *Does behaviour make strong contribution to learning?*

Differentiation

- *Is there evidence that the planned learning opportunities match the needs of all students (particularly disadvantaged, upper band and SEND students)?*
- *Is the teacher aware of how different sub-groups are progressing? What actions are they taking to address any 'gaps'? Are these actions effective?*
- *If present, are Teaching Assistants used effectively?*

Independent learning

- *Are all students provided with frequent opportunities to work independently?*
- *Is this having a positive impact on progress?*

Student Marking and Feedback

- *Is marking and feedback in-line with the agreed department policy?*
- *Do students know their target pathway/grade and where they currently are in relation to that target.*
- *Do students know what they have done well (WWW) and what they need to do to improve their work (IOTI) and make progress towards targets?*
- *Is there evidence of students acting on teacher feedback (inc. the use green pens)?*
- *Is there evidence for the development of literacy and where appropriate Mathematics?*

Quality assurance of teaching, learning and assessment

Department:

Date:

QA undertaken by:

The quality of teaching, learning and assessment: Strengths

Marking and Feedback

Student behaviour, attitude and engagement in learning

The development of independent learning

Differentiating for the needs of all learners

The quality of teaching, learning and assessment: Areas to develop

Marking and Feedback

Student behaviour, attitude and engagement in learning

The development of independent learning

Differentiating for the needs of all learners

The quality of teaching, learning and assessment: Key actions

1.

2.

3.



Learning Observation Form – Lesson visits, learning walk and work scrutiny

Observer:	Date:
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Challenge	Needs Development	● ----- ●	Major Strength

Engagement	Needs Development	● ----- ●	Major Strength

Questioning	Needs Development	● ----- ●	Major Strength

Learning	Needs Development	● ----- ●	Major Strength

Observation Notes – 2016/2017. Specifically comment on co-operative learning, strategies to close gaps (SEND, EAL and Disadvantaged)

WWW

EBI