

*St Mary's Catholic
Primary School*



*Learning, Teaching
Assessment & Moderation Policy*



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Rationale

This policy has been produced to support effective learning, teaching, assessment & moderation at St Mary's Catholic Primary School. It also includes the arrangements for the monitoring of teaching and learning. It should be read in conjunction with our Mission Statement:

St Mary's School is a welcoming Catholic Community.
A place where we come to ...

<p style="text-align: center;"><i>PRAY</i></p> <p>We deepen our love for Jesus through personal prayer, reflection and collective worship.</p>		<p style="text-align: center;"><i>LEARN</i></p> <p>We support and encourage one another to do our best in all things. We celebrate one another's strengths, talents and abilities.</p>
<p style="text-align: center;"><i>LOVE</i></p> <p>Knowing that God loves us, we nurture a positive sense of self and we serve the needs of others in a changing and challenging world.</p>		<p style="text-align: center;"><i>ENJOY</i></p> <p>By learning to respect ourselves and others, we can fully enjoy living a life of opportunities and realise our potential.</p>

We believe that the methodology and expectations for teaching and learning have the greatest impact on raising standards of achievement and progress for all pupils in the school. Assessment and moderation plays an important role in the quality of learning and teaching in any school and this is reflected in the policy. We recognise that assessment and moderation is important in all subject areas and is a key tool in improving children's learning.

We monitor learning and teaching in a variety of ways to enable staff to feel more confident in delivering learning and teaching opportunities and to become reflective practitioners. This policy outlines the purpose, value and management of learning, teaching, assessment and moderation at St Mary's. It is also designed to demonstrate how the monitoring of learning and teaching is implemented in the school.

It is crucial that there is agreement and shared understanding among all staff of the aims for effective learning and teaching at St Mary's.

St Mary's follows the aims and objectives set out in the National Curriculum. In Reception, the Early Years Foundation Stage curriculum is followed. Planning, teaching and learning should reflect all aspects and coverage of the National Curriculum programmes of study. For guidance on coverage of the National Curriculum requirements reference may be made to the progression booklet which continues throughout the school for each cohort of pupils and the National Curriculum document (2014).

Learning is linked to the Cornerstones Curriculum which provides an exciting range of age appropriate learning journeys, aligned to the National Curriculum and EYFS which are designed to engage the pupils' interests and enthusiasm.



Our Learning and Teaching Charter

We have worked together at St Mary's to identify our Learning and Teaching Charter along with our Learning Values, which are visible in all that we do. These have been cross referenced with external expectations for outstanding teaching.

St Mary's Catholic Primary School
Learning and Teaching Charter
In every lesson we would expect to see...

- 1** **Planning and Preparation**
which facilitates learning.
- 2** **Positive Attitudes and Behaviour**
which enables learning.
- 3** **Purpose**
which ensures children know what they are learning and why.
- 4** **Pace and Delivery**
which engages all children.
- 5** **Differentiation and Inclusive Practice**
which enables all pupils to learn.
- 6** **Questioning**
which consolidates, challenges and deepens understanding.
- 7** **Clear and High Expectations**
of all children.
- 8** **Assessment**
which ensures continual learning.
- 9** **Progress**
by all children.
- 10** **Feedback**
which identifies next steps in learning.



We believe that high quality teaching is necessary to promote high quality learning. It is associated with wide and varied opportunities within a broad and balanced curriculum and each of the ten aspects of the charter:

1 Planning and Preparation which facilitates learning.

Learning experiences need to be well structured, planned and prepared with careful thought given to resources and prior learning of the children, which clearly lead towards the stated aims and objectives. Deployment of additional adults should be indicated on planning and should demonstrate how they support different groups of learners over time. Plans must be clearly stored on the server and accessible to all.

2 Positive Attitudes and Behaviour which enables learning

Staff must manage children's behavior effectively in line with the school behavior policy. All adults should foster relationships with pupils that are rooted in mutual respect and which promote good behaviour that is built upon clear expectations. They also need to engage children within their learning encouraging a love of challenge and an understanding of failure and mistakes as the way in which learning is deepened.

3 Purpose which ensures children know what they are learning and why.

In order for children to help themselves assess and improve their own work they need to be aware of the learning intentions and how they can ensure success within their learning. Success criteria are used to scaffold children's learning and to support them towards high achievement. These could be constructed with children in order to show them which features of their learning will enable them to be successful.

4 Pace and Delivery which engages all children.

It is essential we offer a range of teaching styles to ensure all children have the same opportunities for learning. Staff need to provide adequate time for practice in order to embed the pupils' knowledge, understanding and skills, making maximum use of all lesson time.

5 Differentiation and Inclusive Practice which enables all pupils to learn.

Suitable differentiation should be a feature of each and every lesson. Staff must take account of the needs of all pupils in their class providing quality first teaching. They should use marking, feedback and data analysis to identify any pupil who is falling behind and work with their teaching team to put structures in place to enable them to catch up. Adult intervention should be available where appropriate but there must be a focus on independent learning.

6 Questioning which consolidates challenges and deepens understanding.

Pupils learn best when they are encouraged to question, discuss, and collaborate in problem solving tasks, recognising concepts of fairness. Staff should demonstrate a deep knowledge and understanding of the subjects they teach. They must use questioning highly effectively, demonstrating an understanding of the ways that pupils think about subject content. Misconceptions should be identified and corrected, they can also be used to model teaching points.

7 Clear and High Expectations of all Children.

Attitudes and relationships have a powerful effect on the effectiveness of the learning and teaching process and they provide motivation, support and encouragement. Staff must have consistently high expectations of all pupils, encouraging them to try hard, recognising all their efforts and modelling how they can continue moving forward.



8 Assessment which ensures continual learning.

Staff must check pupils understanding systematically and effectively in every lesson, using formative and summative assessment to identify next steps in learning. Assessment needs to be accurate in order that we have a clear picture of the needs of the pupils. Staff should work together across year groups and phases to ensure agreement and moderation of assessments.

9 Progress by all children.

Staff must enable all pupils with the skills necessary to make progress, embedding reading, writing and, where appropriate, maths across the curriculum. This progress should be evident in the children's work as well as through data

10 Feedback which identifies next steps in learning.

Staff must provide clear and timely feedback in a variety of ways to ensure that pupils know what they can do to improve their learning. Time must be given for pupils to use this feedback effectively. An effective partnership with parents is essential to the process of learning

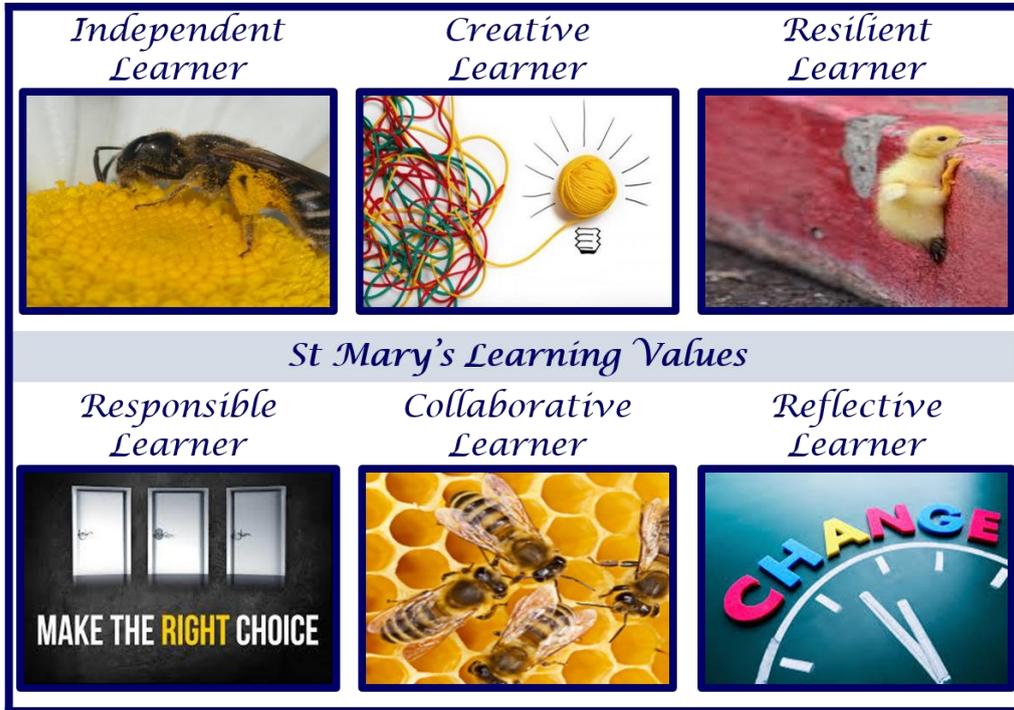
It is essential that pupils appreciate the value of working together and develop respect for other people and different opinions. The curriculum should weave spiritual, moral, social and cultural (SMSC) opportunities in all areas. Resources and teaching strategies should reflect the value of the diversity of the pupil's experiences and provide a comprehensive understanding of people and communities beyond their immediate experience.

High quality teaching and learning is more likely to occur in a well organised environment where the equipment and resources are readily available and where children are encouraged to be independent.



Our Learning Values:

Through the focus on our six learning values at St Mary's we endeavor to instill a love of challenge and learning. We aim to equip our children for 21st century learning and life. We encourage resilience, the ability to reflect and adapt to the changing needs of the modern world, to think creatively, to work both independently and as part of a team and to act responsibly as global citizens.



Inclusion

Our inclusive culture is reflected in all school policies and practices. We ensure that classroom and extra-curricular activities encourage the participation of all pupils, drawing on their knowledge and experience outside school. Teaching and support are integrated together, enabling all pupils to overcome barriers to learning and participate fully in school life.

Equality and inclusion will be achieved through analysis and assessment of children's needs, by monitoring the quality of teaching and the standards of pupils' achievements and by setting targets for improvement. Learning for all children is given equal priority and available resources are used to maximum effect.

Children with Special Educational Needs will be given support to access the curriculum at an appropriate level to enable them to reach their full potential.

All children, including those who have been identified as able, gifted and talented, will be given opportunities within lessons and through extra-curricular activities to use and develop their gifts and talents.

The Inclusion Manager is responsible for advising teachers, monitoring interventions and progress for children who may have SEND, who are on the Inclusion register or who may have been identified as being able, gifted or talented. They will work in collaboration with teachers to plan interventions for pupils.

The characteristics of effective teaching and effective learning can be seen in Appendix 2.



Assessment and Moderation

Assessment takes many forms, from self-assessment, peer assessment and formal and informal teacher assessment, to the statutory assessments carried out in the Early Years Foundation Stage, the phonics check in Year 1 and national tests at the end of Key Stages.

At St Mary's we recognise all assessments as being valid and worthwhile and that different assessments can be used for different purposes. Assessments are only useful if they are used to inform future teaching.

There are two parts to assessment:

- Assessment **of** Learning - used to make judgments about attainment and to find out what pupils know.
- Assessment **for** Learning - the process of seeking and interpreting evidence for use by pupils and their teachers to decide where the pupils are in their learning, where they need to go and how best to get there.

Moderation is used to ensure consistency amongst teachers of levels of attainment, progress measures and judgments of children's knowledge, skills and understanding.

Why Assess and Moderate?

Assessment and moderation provides key information to assist teachers' planning and pupils' learning in order to ensure a quality education is provided for all pupils.

It is important that assessment and moderation enable the class teacher to evaluate their teaching and the children's learning. This will help teachers to answer the following questions:

- Has the class overall learned what I planned? If not, which areas need further consolidation?
- Are all the pupils making progress?
- Are pupils making sufficient progress against local and national expectations?
- Are pupils making sufficient progress compared to other groups of learners in the school? E.g. previous cohort?
- Which individuals or groups need more support in which areas? How does this fit with current whole school priorities?
- Which pupils require further challenge?
- Do I need to re-evaluate how resources and staffing are being deployed in order to best support all children?
- Are the set targets required to be reviewed?

Assessment and moderation enables pupils to evaluate their own learning. It should encourage them to ask and answer questions such as:

- Am I making good progress?
- What progress have I made?
- What could I do to improve?
- What targets can I set together with my teacher?
- What can I do at home that will help my learning?
- Am I achieving my targets?
- What do I feel successful in?
- What kind of support can help me to feel more successful?



It is important that parents and carers know about their child's progress and achievements. Assessment information will be available at parent consultation meetings, through statutory attainment data information being sent to parents and carers and via feedback from the class teacher. Parents and carers may wish to know the answers to the following questions:

- Is my child making good progress?
- Are there any major areas for further support or extension?
- What are their targets?
- How is my child progressing and what is their achievement when compared with others of the same age?
- What can I do to help?

Assessment and moderation information is used to inform the Local Authority and Government whether the school:

- Is progressing against their targets
- Is progressing in line with LA targets and whether the LA priorities are being met
- How the development plans are progressing
- Can demonstrate that pupils are achieving in line with national and local expectations at each key stage and within year groups
- Has identified vulnerable groups and understands how best to support them and track their progress
- Is performing in line with other similar schools
- Is providing sufficient opportunities to ensure that all pupils are securing expected or better than expected progress

Assessment and moderation information is used to inform the Headteacher, Governors, Senior Leadership Team and Subject Leaders whether:

- The pupils are making sufficient progress
- The teaching across the school is effective
- Accurate judgements have been made about areas of strength and those for development
- Pupils' performance is comparable with those in parallel classes or other cohorts
- Pupils' progress is in line with the school's targets
- The school's performance is comparable with other or similar schools
- The school's performance data is comparable with national and local data
- There are any specific barriers to learning for specific groups of learners
- Vulnerable groups are making expected or better than expected progress
- School priorities need to be adapted
- Continuing Professional Development opportunities need to be tailored to specific areas or specific staff

All pupils will have their work marked and assessed in accordance with the Marking and Feedback Policy.

All parents/carers are entitled to be given any results and records of assessments that are made on their child and must have access to their child's records once an agreed appointment has been made with the Class Teacher or Head teacher.

All teachers are entitled to professional dialogue with colleagues that supports their assessment



judgements. Teachers are also entitled to relevant Continuing Professional Development (CPD) opportunities which may help them to carry out their role more effectively. Records of CPD are held by the Head Teacher and staff are encouraged to keep their own records.

Procedures for Assessment and Moderation

All teachers are expected to provide assessment tasks according to the agreed Assessment and Moderation Timetable (Appendix 1). These will be moderated with colleagues, unless they are standardised tests which are results based. Teachers will also make continual formative assessments throughout the year. There is a school assessment system (Target Tracker) which allows teachers from to make judgements about pupils' progress and attainment. On-entry data is gained within the first few weeks of children joining Reception. Pupil Progress Meetings take place at least 4 times annually and progress of individuals or groups are discussed during some team meetings.

Assessments will be carried out in:

- Early Years Foundation Stage using the Early Years Foundation Stage base line screening and throughout the year assessing on progress made towards and beyond the Early Learning Goals.
- In Year 1 a statutory phonics screening check will be undertaken.
- At the end of Year 2 and Year 6 according to Statutory Government guidelines.
- Teacher assessments for each year group (with the exception of Reception) 4 times a year

Assessments entered on to Target Tracker will be reflective of summative and formative assessments and will be drawn from a range of evidence of what pupils know, understand and can do. The assessment subject leaders will ensure that the database is kept up to date. The Headteacher and subject leaders have access to all assessments on the pupils. Examples of moderated work will be kept by the subject leaders and class teachers. It is the Head Teacher's duty to ensure all statutory tests are completed according to DfE regulations.

The Governing Body will receive results of all statutory assessments

The DfE and Local Authority receive all statutory assessment results for their own annual publications.

Monitoring Learning and Teaching

- Monitoring enables St Mary's to fulfil its duty in knowing about standards, practice and areas for development.
- It enables staff to improve their teaching and practice through observations, discussions and opportunities to reflect on what is successful as well as areas for development.
- It helps to identify strengths within the school and to develop these.
- It helps to identify areas of development within the school and to inform the School Development Plan and appraisal targets.
- It enables the school to evaluate the provision and learning for the various groups of children across the school.
- It enables the school to ensure that school policies are being followed eg marking and feedback.
- It helps the school to gain a view on how pupils view their learning and specific aspects of the school and curriculum.
- It enables leaders to evaluate how new and existing initiatives/procedures are affecting learning.
- Monitoring assists with the Appraisal and Capability processes and helps teachers and



staff identify targets for their professional and personal development.

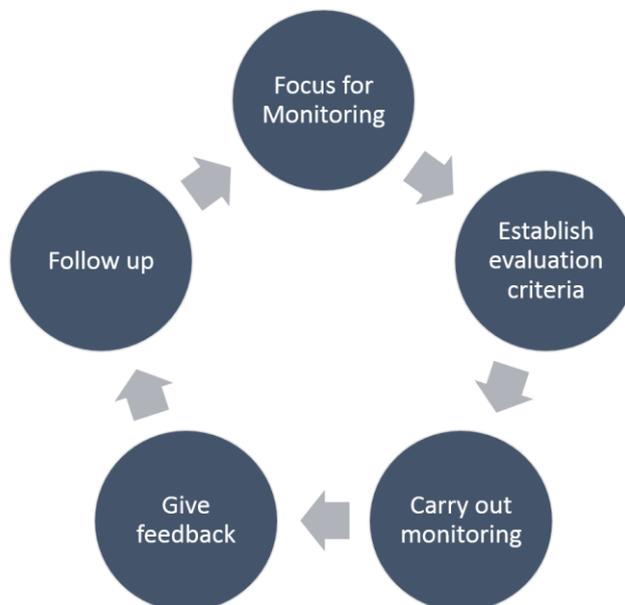
Equality and Entitlement of Monitoring of Learning and Teaching

- All teachers are entitled to lesson observations in line with St Mary's Appraisal and Capability Policy and this policy.
- All classroom based support staff are observed within each lesson observation.
- All members of staff are entitled to verbal and written feedback which supports professional development.
- All members of staff are entitled to take part in peer observations where appropriate and where organised by a school leader or subject leader.
- All members of staff are entitled to Continuing Professional Development opportunities which assist them in meeting their targets from the monitoring process.

Monitoring may fall into the following categories:

Governor visits
Lesson observations
Work scrutiny
Planning scrutiny
Learning walks
Pupil consultations
Staff interviews
Stakeholder questionnaires
Policy reviews

Monitoring Procedure



Lesson Observations

Once a date has been set for the observation, the focus is agreed between the observer and the teacher/member of staff to be observed. In the case of an appraisal observation, the focus of the observation would be driven by priorities set out in the School Development Plan.

- Planning for the observed lesson may be made available to the observer. Observers may request to know how this individual lesson is part of the sequence of lessons.
- The lesson observation pro forma and the lesson observation criteria (Appendices 3, 4 &



5) are used to record the observation.

- The observer may give a brief verbal feedback to the person being observed but will write a more detailed observation within 2 days and will share this with the Headteacher and the teacher who was observed.
- Feedback following a lesson observation should be a dialogue between both parties which enables the person being observed to reflect upon his/her own practice.
- Follow up – this may take many forms, at the agreement of both parties and which may include further lesson observations which are in a supportive capacity, team teaching, peer observations, training opportunities, and informal examples of improved practice from either party.
- Where two consecutive ‘requires improvement’ judgements or one inadequate judgement have been made, a Professional Development Plan will be put into place by the Headteacher and Phase Leader, which will be monitored by the Senior Leadership Team.

Feedback

Effective feedback should:

- **Provide confirmation:** Feedback should clarify what good/outstanding performance is and in what capacity this has been met. It should facilitate the development of self-reflection about teaching and about the pupils’ learning.
- **Identify Strengths and Areas for Development:** Feedback should deliver high quality information about practice. It encourages dialogue about teaching and learning and it provides opportunities to move professional practice forward.

Learning Walks

- The focus for learning walks will be agreed by senior staff in line with school priorities.
- The observers may spend around 10 minutes in each learning area, watching a small part of the learning and talking to two or three children about what they have learned. Observers may also complete a learning walk when no children are present eg when looking at the learning environment.
- The learning walk example pro forma (Appendix 11) will be used to make notes and for feedback. This should be tailored to the focus of the learning walk.
- The overall findings will be shared with all staff.
- Feedback will be to staff individually only if appropriate.

Roles and Responsibilities

All staff should:

- Ensure that the Learning and Teaching, Assessment and Moderation Policy is implemented.
- Develop dialogue which enables practice to be moved forward.
- Ensure the Assessment and Moderation timetable is implemented.
- Work alongside one another to support and develop practice.
- Ensure that equality of provision is given to all pupils.
- Design and/or support intervention programmes that promote good or better progress.

The Senior Leadership Team should:

- Provide time, resources and training on a strategic basis.
- Maintain an overview of pupil progress across the school, and share this with staff, governors and the LA.
- Comply with regulations for statutory assessments.
- Ensure that every effort is made to meet the needs of all pupils including those with



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special educational needs and disabilities. This will include access to national tests.

- Maintain an accurate record of summative assessment through the use of Target Tracker.
- Develop strategic plans that promote improvements in learning and teaching and in pupil progress.

Phase Leaders should:

- Ensure continuity of transition between year groups and key stages.
- Oversee and evaluate the progress of pupils in learning.
- Support planning meetings.
- Support subject leaders in being effective and ensuring their positive effect upon learning and teaching.
- Monitor the quality of the learning environment.
- Use data to present accurate information and action planning which supports good or better progress for all pupils.
- Develop plans that promote improvements in learning and teaching and in pupil progress.
- Identify time and resources needed on a strategic basis.
- Ensure staff are aware of the assessment and moderation timetable and the monitoring procedures within the school.

Subject Leaders should:

- Evaluate the teaching of the subject in school, identifying areas for improvement and celebrating success.
- Evaluate the effectiveness of pupil learning through the Assessment and Moderation timetable.
- Maintain clear policies within the subject area which reflect current practice, legislation and recommended guidance.
- Maintain an overview of standards of attainment in their subject area.
- Ensure that there is coverage in the subject area, a clear teaching sequence and progression in skills and knowledge across the school.
- Develop and evaluate action plans that demonstrate development in their subject area that support whole school priorities.
- Monitor the quality of the learning environment & subject resources.
- Identify time and resources needed on a strategic basis.
- Analyse and evaluate budgetary spending in a timely manner, according to deadlines.
- Report to governors where appropriate on progress, impact and future development in their areas of responsibility.

Class Teachers should:

- Meet the relevant standards in accordance with national standards for teachers and job descriptions.
- Ensure continuity and sharing of information to aid smooth transition between year groups.
- Maintain coverage of all subject areas and ensure that planning takes account of this.
- Be aware of and use a variety of teaching methods to offer equal opportunities to each child.
- Ensure that pupils have the opportunity to work collaboratively and co-operatively as well as independently.
- Plan the organisation of groups according to the intended outcome of the task.
- Have a good understanding of the progress and attainment of pupils and groups of pupils within the class and to feedback to senior managers about this.



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- Plan and deliver an appropriately challenging curriculum for all pupils.

Inclusion

St Mary's aims to be responsive to all aspects of diversity and to increase the learning and participation of all pupils within the school and its locality.

Our inclusive culture is reflected in all school policies and practices. We ensure that classroom and extra-curricular activities encourage the participation of all pupils, drawing on their knowledge and experience outside school. Teaching and support are integrated together, enabling all pupils to overcome barriers to learning and participate fully in school life.

Equality and inclusion will be achieved through analysis and assessment of children's needs, by monitoring the quality of teaching and the standards of pupils' achievements and by setting targets for improvement. Learning for all children is given equal priority and available resources are used to maximum effect.

Children with Special Educational Needs and Disabilities will be given support to access the curriculum at an appropriate level to enable them to reach their full potential.

All children, including those who have been identified as able, gifted and talented, will be given opportunities within lessons and through extra-curricular activities to use and develop their gifts and talents. These opportunities will be provided in accordance with the Gifted and Talented policy.

Health and Safety

All Health and Safety issues related to this policy are covered within the school's Health and Safety policy.

Review

The Head teacher and staff will review this policy in accordance with the policy review schedule or when required.



Assessment and Moderation Check List

Terms 1 & 2	EYFS Baseline Assessment on entry
	Year 1 Phonics Assessments on entry
	Target setting – All teachers to set predictions for the end of the academic year.
	Formative assessments for RWM to be entered on Target Tracker ongoing
	Summative assessments for reading, writing, maths and RE to be entered on Target Tracker at the end of Term 2.
	Baseline and end of intervention assessments eg Sandwell.
	Half termly work scrutiny (including marking) according to SD priorities.
	Half termly moderation of work eg as part of team meetings
	Half termly Pupil Progress meetings
Learning consultation meetings	
Terms 3 & 4	Formative assessments for RWM to be entered on Target Tracker ongoing
	Summative assessments for reading, writing, maths and RE to be entered on Target Tracker at the end of Term 4.
	Baseline and end of intervention assessments eg Sandwell.
	Half termly work scrutiny (including marking) according to SD priorities.
	Half termly moderation of work eg as part of team meetings
	Half termly Pupil Progress meetings
Learning consultation meetings	
Terms 5 & 6	Report writing
	End of EYFS assessments
	EYFS visits to pre-school settings (to support on-entry assessments)
	National curriculum tests for Year 2 & Year 6
	Teacher Assessment for Year 2 and Year 6 to be sent to LA and uploaded to SIMs
	Y1 Phonics screening – results uploaded
	Formative assessments for RWM to be entered on Target Tracker ongoing
	Summative assessments for reading, writing, maths and RE to be entered on Target Tracker at the end of Term 6.
	Baseline and end of intervention assessments eg Sandwell.
	Half termly work scrutiny (including marking) according to SDP priorities.
	Half termly moderation of work eg as part of team meetings
	Pupil Progress meetings
	Analysis of National Curriculum test data from Year 2 & Year 6
	Science Teacher Assessments
	Update class profile information
Completion of Pupil Progress proforma	
Sharing handover information to new class teacher as part of transition process.	



Pupils	
<ul style="list-style-type: none"> • Acquire new knowledge • Acquire new skills • Develop ideas and increase their understanding • Are engaged • Apply themselves and concentrate • Are productive and pursue their own ideas • Develop the skills to work independently • Feel confident to ask questions and to talk about their work and learning • Listen respectfully to each other • Reflect and discuss their feelings and experiences • Are well motivated • Show initiative 	<ul style="list-style-type: none"> • Can identify problems and know how to solve them • Develop skills to work collaboratively • Understand the objectives that teachers set • Understand the success criteria which can lead to successful learning outcomes • Know how to use ICT to help them learn • Understand how well they are doing and how they can improve • Identify goals for themselves • Feel confident to make mistakes and take risks in their learning • Use a range of peer and self-assessment strategies • Behave well and in line with expectations
Teaching Staff	
<ul style="list-style-type: none"> • Have a good command of the subject – information is accurate and clear • Provide clear, helpful demonstrations • Set clear learning objectives which are shared with the pupils • Set out clear success criteria which support the learning objective • Plan effectively • Challenge pupils, expecting the most from them • Consider equal opportunities at all times • Include references to spiritual, moral, social and cultural elements • Plan methods so that pupils learn effectively • Use resources so that pupils learn effectively • Insist on high standards of behaviour and addresses any low level disruption quickly and effectively • Set homework that reinforces and extends what is learnt in school • Consider the importance of citizenship • Link topic to the world of work • Make sure that the lesson proceeds at a good pace and that no time is wasted • Review the work at relevant intervals • Include different ways of learning in the lesson • Explain how the lesson is linked to prior learning and everyday application 	<ul style="list-style-type: none"> • Plan work that meets the needs of all pupils including the various groups of pupils • Ask well planned questions • Listen and responds attentively to pupils • Demand high standards of accuracy and presentation when appropriate • Praise pupils when appropriate • Check pupils understanding of work during the lesson • Ensure that pupils know how well they are doing and what they need to do to get better • Assesse work accurately and uses this to inform future planning • Use pupils’ misconceptions and mistakes to help them to learn • Make sure that there are successful outcomes which match the objectives set • Use ICT effectively • Create a purposeful learning environment • Ensure the inclusion of all pupils • Thoughtfully and effectively deploy additional adults in the classroom to support learning • Create good relationships • Set and share appropriate targets with the pupils



Lesson observation pro-forma

(to be used in conjunction with Appendix 4 – Lesson Observation Criteria and Appendix 5 – Teachers’ Standards)

Teacher Name:				Observer Name:			
Focus:				Context:			
Date		Yr Grp		Time		LSAs	Present/NOR
Evidence:							
Evidence of SMSC							
Area(s) of Strength							
Area(s) to Develop							
Time Spent in lesson:							



Lesson Observation Criteria

Appendix 4

(to be used in conjunction with Appendix 3 - Lesson Observation pro-forma and Appendix 5 – Teachers’ Standards).

Ofsted Grade Descriptors for the Quality of Teaching, Learning and Assessment

Outstanding (1)

Good (2)

- Teachers demonstrate deep knowledge and understanding of the subjects they teach. They use questioning highly effectively and demonstrate understanding of the ways pupils think about subject content. They identify pupils’ common misconceptions and act to ensure they are corrected.
- Teachers plan lessons very effectively, making maximum use of lesson time and coordinating lesson resources well. They manage pupils’ behaviour highly effectively with clear rules that are consistently enforced.
- Teachers provide adequate time for practice to embed the pupils’ knowledge, understanding and skills securely. They introduce subject content progressively and constantly demand more of pupils. Teachers identify and support any pupil who is falling behind, and enable almost all to catch up.
- Teachers check pupils’ understanding systematically and effectively in lessons, offering clearly directed and timely support.
- Teachers provide pupils with incisive feedback, in line with the school’s assessment policy, about what pupils can do to improve their knowledge, understanding and skills. The pupils use this feedback effectively.
- Teachers set challenging homework, in line with the school’s policy and as appropriate for the age and stage of pupils, that consolidates learning, deepens understanding and prepares pupils very well for work to come.
- Teachers embed reading, writing and communication and, where appropriate, mathematics exceptionally well across the curriculum, equipping all pupils with the necessary skills to make progress. For younger children in particular, phonics teaching is highly effective in enabling them to tackle unfamiliar words.
- Teachers are determined that pupils achieve well. They encourage pupils to try hard, recognise their efforts and ensure that pupils take pride in all aspects of their work. Teachers have consistently high expectations of all pupils’ attitudes to learning.
- Pupils love the challenge of learning and are resilient to failure. They are curious, interested learners who seek out and use new information to develop, consolidate and deepen their knowledge, understanding and skills. They thrive in lessons and also regularly take up opportunities to learn through extra-curricular activities.
- Pupils are eager to know how to improve their learning. They capitalise on opportunities to use feedback, written or oral, to improve.
- Parents are provided with clear and timely information on how well their child is progressing and how well their child is doing in relation to the standards expected. Parents are given guidance about how to support their child to improve.
- Teachers are quick to challenge stereotypes and the use of derogatory language in lessons and around the school. Resources and teaching strategies reflect and value the diversity of pupils’ experiences and provide pupils with a comprehensive understanding of people and communities beyond their immediate experience.

- Teachers use effective planning to help pupils learn well. Time in lessons is used productively. Pupils focus well on their learning because teachers reinforce expectations for conduct and set clear tasks that challenge pupils.
- In lessons, teachers develop, consolidate and deepen pupils’ knowledge, understanding and skills. They give sufficient time for pupils to review what they are learning and to develop further. Teachers identify and support effectively those pupils who start to fall behind and intervene quickly to help them to improve their learning.
- Teachers use their secure subject knowledge to plan learning that sustains pupils’ interest and challenges their thinking. They use questioning skilfully to probe pupils’ responses and they reshape tasks and explanations so that pupils better understand new concepts. Teachers tackle misconceptions and build on pupils’ strengths.
- Teachers give pupils feedback in line with the school’s assessment policy. Pupils use this feedback well and they know what they need to do to improve.
- Teachers set homework, in line with the school’s policy and as appropriate for the age and stage of pupils, that consolidates learning and prepares pupils well for work to come.
- Teachers develop pupils’ reading, writing and communication, and where appropriate mathematics, well across the curriculum. For younger children in particular, the teaching of phonics is effective in enabling them to tackle unfamiliar words.
- Teachers expect and encourage all pupils to work with positive attitudes so that they can apply themselves and make strong progress.
- Pupils develop the capacity to learn from mistakes and they become keen learners who want to find out more.
- Most 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.
- Most pupils commit to improving their work. They are given time to apply their knowledge and understanding in new ways that stretches their thinking in a wide range of subjects, and to practise key skills.
- The school gives parents accurate information about how well their child is progressing, how well their child is doing in relation to the standards expected, and what their child needs to do to improve.
- Teachers challenge stereotypes and the use of derogatory language in lessons and around the school. Teachers promote equality of opportunity and diversity in teaching and learning.



Defining spiritual, moral, social and cultural development

The spiritual development of pupils is shown by their:

- ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values
- sense of enjoyment and fascination in learning about themselves, others and the world around them
- use of imagination and creativity in their learning willingness to reflect on their experiences.

The moral development of pupils is shown by their:

- ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England
- understanding of the consequences of their behaviour and actions
- interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.

The social development of pupils is shown by their:

- use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds
- willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively
- acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

The cultural development of pupils is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others
- understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain
- knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities
- interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.



Teachers' Standards (to be used in conjunction with Appendix 3 Lesson Observation pro-forma and Appendix 4 Lesson Observation Criteria)

Teacher standard 2
Promote good progress and outcomes by pupils
 2a. Be accountable for pupils' attainment, progress and outcomes.
 2b. Be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these.
 2c. Guide pupils to reflect on the progress they have made and their emerging needs
 2d. Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching.
 2e. Encourage pupils to take a responsible and conscientious attitude to their own work and study.

Teacher standard 3
Demonstrate good subject and curriculum knowledge
 3a. Have a secure knowledge and understanding of the relevant subjects and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings.
 3b. demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
 3c. Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject.
 3d. If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics.
 3e. If teaching early maths, demonstrate a clear understanding of appropriate teaching strategies.

Teacher standard 4
Plan and teach well structured lessons
 4a. Impart knowledge and develop understanding through effective use of lesson time.
 4b. Promote a love of learning and children's intellectual curiosity.
 4c. Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
 4d. Reflect systematically on the effectiveness of lessons and approaches to teaching.
 4e. contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

Teacher standard 1
Set high expectations which inspire, motivate and challenge pupils
 1a. establish a safe and stimulating environment for pupils, rooted in mutual respect
 1b. Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions.
 1c. demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

Teachers' Standards

Teacher standard 7
Manage behaviour effectively to ensure a good and safe learning environment
 7a. Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy.
 7b. Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.
 7c. Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them.
 7d. Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

Teacher Standard 5
Adapt teaching to respond to the strengths and needs of all pupils
 5a. Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively.
 5b. have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these.
 5c. demonstrate an awareness of the physical, social and know how to adapt teaching to support pupils' education at different stages of development.
 5d. have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

Teacher standard 8
Fulfil wider professional responsibilities
 8a. Make a positive contribution to the wider life and ethos of the school.
 8b. Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support.
 8c. Deploy support staff effectively.
 8d. Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues.
 8e. Communicate effectively with parents with regard to pupils' achievements and well-being.

Teacher standard 6
Make accurate and productive use of assessment
 6a. Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements.
 6b. Make use of formative and summative assessment to secure pupils' progress.
 6c. Use relevant data to monitor progress, set targets, and plan subsequent lessons.
 6d. Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.



Governor observation schedule

Appendix 6

Please see the Governing Body School visits Policy for more information on Governor Visits to the school.

Programme of Governor Visits 2015 - 2016

Curriculum Area	Date and time of visit	Governors
English		
Mathematics		
Early Years		
RE		
Science		
SEND		
Safeguarding		
Health & Safety		

Possible focus for visits:

- Meet subject leader for an update
- Lesson observations alongside the subject leader
- School Single Document update
- Summary of standards and attainment
- The learning environment
- Pupil voice
- Performance and progress of vulnerable groups of learners



Monitoring of Learning and Teaching Timetable

Appendix 7

Task	Who?	When?	Notes
Planning Scrutiny	Subject Leaders	Half termly	Planning must be up to date on server
	Head / SLT	3 x per year (may be part of above)	
Work Scrutiny	Subject Leaders	Once a year for each subject	
	Head / SLT	3 x per year (may be part of above)	
Lesson Observations	Subject Leaders	Once a year for each subject	One subject half term – liaise with other SLs
	Head / SLT	3 x per year (may be part of above)	
Pupil Conferencing	Subject Leaders	Once a year for each subject	
	Head / SLT	3 x per year (may be part of above)	
Learning Walks	Subject Leaders	Once a year for each subject	
	Head / SLT	3 x per year (may be part of above)	
Policy Review	Subject Leaders	Once a year for each subject	
	Head/Govs/SLT	According to the policy review chart.	
Curriculum Coverage Review	Subject Leaders	Once a year for each subject	
	Head / SLT	3 x per year (may be part of above)	
Data Analysis	Subject Leaders	3 x per year after data collection and following National Tests	
	Head / SLT	3 x per year (may be part of above)	
Attendance	Head / SLT	6 x per year and ongoing throughout	
NQT Observations	Mentor SLT/Subject leaders	Half termly	
Induction Observation	Headteacher/SLT	Within first 3 weeks (unless an NQT)	
Governor Visits	Link Governors and SLs	According to governor visit schedule	
Stakeholder questionnaires	SLT & Admin staff	Annually or according to SD priorities and fact finding.	



Work Scrutiny pro-forma

Date:	Year group:	Class:	Focus:
Teacher:	Carried out by:		
Progress and Achievement		R/A/G	Comments
Is there evidence of a range of learning experiences? eg <i>-variety of recording,</i> <i>-variety of genre,</i> <i>-balance of own recording and reproduced activity sheets,</i> <i>-evidence of individual and paired work,</i> <i>-child's use of ICT</i>			
Is the work appropriate to the expectations of the year group?			
Is the learning focus/objective evident?			
Do pupils complete work and is there a suitable quantity of work? (eg see children's books, folders, 'Showcase' books)			
Do set tasks build on previous learning?			
Are set tasks well pitched with an appropriate level of challenge?			
Is there evidence to show progress?			
Are children applying literacy and mathematical skills across the curriculum?			
Marking and Feedback		R/A/G	Comments
Is the marking policy followed?			
Have children made comments or changes in response to marking?			
Is there evidence of progress following the marking?			
Are there opportunities for children's self-evaluation?			
Are 'top tips' and 'challenges' suitable? Do they consolidate learning and move children's learning on?			
Presentation		R/A/G	Comments
Do pupils look after their books and take pride in their work?			
Is work well-organised and set out appropriately? eg <i>-handwriting/number formation</i> <i>-each page used appropriately</i> <i>-activity sheets, if used, are well produced with appropriate language and visual symbols</i>			
Are expectations of presentation and handwriting high?			



Comments on whole school focus:

Strengths

Areas for Development



Planning Scrutiny pro-forma

Monitoring of Short Term Planning

Date:	Year group:	Class:	Subject / Focus:
Teacher:		Carried out by:	
Area of focus		R/A/G	Comments
Are learning objectives clearly defined?			
Are success criteria clear and do they support achievement of the learning objectives?			
Are key questions indicated? (including higher order thinking questions)			
Are planned activities purposeful and support the learning objectives?			
Is there clear progression across the teaching sequence?			
Are independent tasks suitably differentiated to support and extend learning?			
Is teacher guided group work indicated? (With whom and what?)			
Are additional adult roles clearly identified? (With whom and what?)			
Are opportunities for AfL planned for <i>eg feedback, peer & self- assessment</i>			
Is there evidence of ongoing assessment and evaluation to inform future planning?			
<i>Subject specific focus if required</i>			
Strengths:			
Areas for development:			



Ideas for Pupil Conferencing

Appendix 10

Date:	Subject:	School Personnel:	Governor:
Question Prompt	Response		
Why do you think we learn about....?	<i>(Relevance to real life)</i>		
What do you enjoy about....?	<i>(subject focussed)</i>		
What would make even better?	<i>(subject focussed)</i>		
What have you learned this term in?	<i>(key skills/knowledge)</i>		
How do you know how well you are doing?	<i>(teacher comments/marking/success criteria/targets)</i>		
Do you think you find the work easy/difficult/just right?	<i>(differentiation / support / marking)</i>		



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How are you helped in the lesson?	<i>(differentiation / support / marking)</i>
Do you think that you learned a lot in this year?	<i>(knowledge / skills / confidence)</i>
Do you have any targets or things that you need to work on in?	<i>(knowledge / skills / confidence)</i>
How could the subject be improved? What do you think about the new?	<i>(impact of new initiatives)</i>

Overall Evaluation

Strengths:	Questions arising:
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Next Steps / Recommendations

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Signature:	SLT:	Subject Leader:	Governor:
Name:			



Criteria (e.g. Are boys and girls participating in writing activities?)		
Specific areas of observation: (for this criteria)		
Area of Focus	Evidence (Y/N)	Comment / point for development
Generic areas of observation: (to be included for all Learning Walks)		
Area of Focus	Evidence (Y/N)	Comment / point for development
Are there positive attitudes and behaviour?		
Is there an inclusive environment where all children are able to access the curriculum?		
Are any additional adults used appropriately?		
Is there a purposeful atmosphere?		
Are displays appropriate in supporting and celebrating children's learning?		