THAMESVIEW SCHOOL

Thong Lane, Gravesend

Kent DA12 4LF

Teaching and Learning Policy

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TEACHING AND LEARNING POLICY

In the June 2018 Ofsted Inspection, our school was graded as 'Good' – 2' for the Quality of Teaching and Learning. It is our aim, that with continued focus, our school should strive to be 'Outstanding – 1' in this category. High quality T & L links to student attainment, it is the school's aim that the majority of our students achieve the expected levels of progress as a minimum. Every student is set aspirational targets based on FFT5 to stretch student outcomes. Outstanding teaching, will ensure that there is at least good progress. Our school therefore, maintains that our expected level of teaching quality is at least good or better. The triggers document outlines what staff can expect from the school in the event of any lesson observation grade.

Teaching and Learning Aims

The desire to meet the individual needs of each student is central to Thamesview's Teaching and Learning Policy. We endeavour to ensure the quality of teaching and learning across the school, and within every Key Stage, is consistently high and that teachers celebrate success, challenge underachievement and raise student performance, by enabling all individuals to fulfil their potential in a rich and varied learning environment.

Through our teaching we aim to:

- Facilitate students to reach their aspirational targets set by the school.
- Enable students to become confident, resourceful, enquiring and independent learners;
- Foster students' self-esteem and help them build positive relationships with other people;
- Develop students' self-respect and encourage students to respect the ideas, attitudes, values and feelings of others;
- Show respect for all cultures and, in so doing, to promote positive attitudes towards other people;
- Enable students to understand their community and help them feel valued as part of this community;
- Help students to grow into reliable, independent and positive citizens.

The Learning Environment

We believe that students learn best when they:

- Are happy;
- Are interested and motivated;
- Achieve success and gain approval;
- Are given tasks which match their ability;
- Clearly understand the task;
- Are confident, feel secure and are aware of boundaries;
- Are challenged and stimulated.

We acknowledge that people learn in many different ways and we recognise the need to develop strategies that allow all students to learn in ways that best suit them. These different learning opportunities include:

- Investigation and problem solving;
- Research and finding out;
- Self-directed learning;
- Group/pair/whole class collaborative work;
- Independent work;
- Asking and answering questions;
- Multi-sensory;
- Listening:
- Use of multimedia;

- Building on personal experience;
- Creative activities; design & making things;
- First-hand experience/fieldwork/visits;
- Debates, role-plays and oral presentations;
- Participation in athletic or physical activity;
- Structured play;
- Challenge and extension should be evident in all lessons and in all learning.

We encourage students to take responsibility for their own learning, to be involved as far as possible in reviewing the way they learn, and to reflect on how they learn; what helps them learn and what makes it difficult for them to learn.

A good learner is a student who has acquired new knowledge, new skills, new values or gained understanding through using different types of information and has been exposed to a variety of experiences.

Effective Teaching

All teachers have to teach in partnership with colleagues to plan, deliver and evaluate work. We deploy specialist teachers, learning support assistants and other adult support as effectively as possible. Continued Professional Development (CPD) is an important part of our culture, where we encourage and facilitate all our teachers to reflect upon and share their strengths, improve areas in need of development and plan their professional development needs accordingly. We do all we can to support our teachers in developing their skills, so that they can continually improve their practice; this is done in part through a rigorous appraisal cycle and through line management and monitoring. CPD is directly linked to QTL&A and needs are identified through the quality assurance process.

For effective teaching to take place there are a number of 'ingredients' that we feel are needed.

- Clear learning aims and outcomes shared with the students both visually and aurally;
- Vocabulary relevant to ability and use of Bloom's Taxonomy;
- A clear link to previous and future learning;
- A clear outcome to be achieved at the end of the lesson;
- A review of the learning throughout the lesson;
- A purposeful well-prepared plan;
- Appropriate challenge for all students;
- Differentiation
- Teacher modelling;
- Directed and open questioning;
- Interaction between teacher and student and students and students;
- Pace;
- Appropriately levelled resources;
- Enthusiastic delivery;
- An element of fun with engaging activities;
- Involvement of all the students;
- High standards and expectations of every individual;
- Inclusion of Literacy, Numeracy and in some lessons ICT skills and development irrespective of subject area.

Grade descriptors: Quality of teaching in the school

1 Grade descriptors are not to be used as a checklist but should be applied adopting a 'best fit' approach.

2 These grade descriptors describe the quality of teaching in the school as a whole, taking account of evidence over time. **Embedded**	Clear and well embedded routines to focus learning are observed. The teacher has high standards which are consistently applied. Students comment on a very positive learning climate. Any disruption is minimised and skilfully handled. School policies evident. There is evidence of consistently high levels of teacher feedback/student views throughout the lesson and in workbooks. The vast majority of students know their levels and what they need to do to improve their work. Marking and assessment is of a high standard that allows a vast majority of students to make progress. Assessment meets the departmental assessment framework. Teachers check the understanding of students consistently throughout the lesson. All students are challenged to make 4LOP. Class data shows a strong level of progress within the class with the vast majority of students making expected progress and significant number of students exceeding expected progress. **All data can be verified**.
Secure	Routines and structure to support learning and progress exist in the lesson and are well applied. The teacher communicates standards to the students and students respond positively. Students comment on a positive learning climate. Disruption is minimal and generally well handled. School policies evident. There is evidence of high levels of teacher feedback /student views throughout the lesson and in workbooks. Most students know what they need to do to improve their work. High quality marking is evident and aids student's progression within the lesson. Marking follows the departmental assessment framework. Teachers check the understanding of most students throughout the lesson. Most students are challenged to make 4LOP. Level of challenge over time evidenced through data sheets and book work. Class data shows a strong level of progress within the class with the majority of students making expected progress and a number of students exceeding expected progress. **All data can be verified**.

Developing practice	Students report that on some occasions learning is disrupted in the lesson. Some routines to manage behaviour exist but they require focus or development to impact fully. Some disruption impacts on the progress of individuals in the class. There is some evidence of teacher feedback/student views throughout the lesson and in workbooks. Some students know what they need to do to improve their work
	There are elements of quality marking, although it may not be consistent or in line with the departmental assessment framework.
	The quality of marking does allow for some student progress however some have limited understanding of how to improve.
	Some activities have an appropriate level of challenge. Limited opportunities for students to work above their 3LOP target level over time.
	Class data shows a variable level of progress within the class with less than 50% of students making expected progress.
	Not all data can be verified.
Inadequate/Insecure	Teaching is likely to be inadequate where any of the following apply.
	- As a result of weak teaching over time, pupils or groups of pupils currently in the school are making inadequate progress. - Teachers do not have sufficiently high expectations and teaching over time fails to excite, enthuse, engage or motivate particular groups of pupils, including disabled pupils and those who have special educational needs. - Pupils cannot communicate, read, write or use mathematics as well as they should. - Learning activities are not sufficiently well matched to the needs of pupils so that they make inadequate progress.
	Class Data cannot be supported by evidence – regardless of what the data on the class actually records.

The 9 Point Teaching Plan

Rigorous planning is important to high quality effective lessons. Good planning addresses at least 8 key areas:

1. Use of Data

Data should be used effectively to inform teaching and learning. It should be clear in the lesson plan, which students have been identified as underachieving (those not making enough progress towards their targets) and in discussion during feedback, be able to share what intervention strategies have been put in place to address these. Teachers have access to all school data in 4 Matrix and should use Transition Matrices to identify learning issues within all their classes' regards progress and attainment. Each teacher has standard data sheets and should be inserted with their plan. The data should be referred to when planning. Activities and groupings should be designed around the target levels of students. The SEN and G & T registers are available to consult as part of planning, and given to staff at the start of the year.

2. Differentiation for SEND and Less Able Students: Awareness and Tracking of Progress

Differentiation can take on many forms including and not exclusively, different resources, support, tasks, groupings, learning styles, etc. **Awareness of this group and their progress is critical to their success. Careful monitoring of their progress is required so that timely and appropriate interventions can be actioned.** Sometimes there may be a support member of staff allocated to the student or your lesson, and it is your responsibility to ensure the learning support is deployed effectively; giving them direction and expectations to meet in terms of supporting student(s). The school has a strong commitment to LSA development and support staff are observed for professional development during the academic year.

3. Differentiation for HAPs

Differentiation for the more able is just as important as for the SEND students. Suitable challenge must be in place to stretch the more able in all your lessons. This requires careful design of tasks rather than additional work at the same level as the rest of the class. Tasks should encourage the development of the higher level skills in Bloom's Taxonomy such as Evaluation and Analysis. It could be as simple as asking directed and probing questions to address these levels or it could be focused activities that require complex manipulation of information or using higher level skills.

4. Awareness of PPG Students and their Progress

Aspirational targets and high expectations are important for PPG success. These students need to be suitably targeted and challenged in all your lessons. **Awareness of this group and their progress is critical to their success. Careful monitoring of their progress is required so that timely and appropriate interventions can be actioned.**

5. Incorporating Bloom's Taxonomy

Bloom's Taxonomy can be used to design activities based on a hierarchy from less to more complex cognitive skills. It is an effective method of differentiating tasks, ensuring that the more able are stretched to their full ability and the less able can access the lesson fully. Try to start at the top of the hierarchy and then simplify down the model, rather than start from the bottom and work up; set high aspirations for students to move them up the Domains. **Very few groups of students should now solely be in tiers 1-3.**

Bloom's Taxonomy Cognitive Domain				
Level	Category	Behaviour Descriptions	Examples of activity to be trained, or demonstration and evidence to be measured	'Key Words' (Verbs which describe the activity to be trained or measured at each level)
1	**Knowledge**	recall or recognise information	multiple-choice test, recount facts or statistics, recall a process, rules, definitions; quote law or procedure	arrange, define, describe, label, list, memorise, recognise, relate, reproduce, select, state

Level	Category	Behaviour Descriptions	Examples of activity to be trained, or demonstration and evidence to be measured	'Key Words' (Verbs which describe the activity to be trained or measured at each level)
2	**Comprehension**	understand meaning, re-state data in one's own words, interpret, extrapolate, translate	explain or interpret meaning from a given scenario or statement, suggest treatment, reaction or solution to given problem, create examples or metaphors	explain, reiterate, reword, critique, classify, summarise, illustrate, translate, review, report, discuss, re-write, estimate, interpret, theorise, paraphrase, reference, example
3	**Application**	use or apply knowledge, put theory into practice, use knowledge in response to real circumstances	put a theory into practical effect, demonstrate, solve a problem, manage an activity	use, apply, discover, manage, execute, solve, produce, implement, construct, change, prepare, conduct, perform, react, respond, role-play
4	**Analysis**	interpret elements, organizational principles, structure, construction, internal relationships; quality, reliability of individual components	identify constituent parts and functions of a process or concept, or de-construct a methodology or process, making qualitative assessment of elements, relationships, values and effects; measure requirements or needs	analyse, break down, catalogue, compare, quantify, measure, test, examine, experiment, relate, graph, diagram, plot, extrapolate, value, divide
5	**Synthesis (create/build)**	develop new unique structures, systems, models, approaches, ideas; creative thinking, operations	develop plans or procedures, design solutions, integrate methods, resources, ideas, parts; create teams or new approaches, write protocols or contingencies	develop, plan, build, create, design, organise, revise, formulate, propose, establish, assemble, integrate, re-arrange, modify
6	**Evaluation**	assess effectiveness of whole concepts, in relation to values, outputs, efficacy, viability; critical thinking, strategic comparison and review; judgement relating to external criteria	review strategic options or plans in terms of efficacy, return on investment or cost-effectiveness, practicability; assess sustainability; perform a SWOT analysis in relation to alternatives; produce	review, justify, assess, present a case for, defend, report on, investigate, direct, appraise, argue, project-manage

			a financial justification for a proposition or venture, calculate the effects of a plan or strategy; perform a detailed and costed risk analysis with recommendations and justifications	

6. Embedding Literacy

Every teacher, in every subject has responsibility for ensuring literacy is addressed across the curriculum. It is not just the responsibility of the English Department to ensure that literacy is addressed. **Questions to consider for 'literacy' in any subject:**

- Are key terms and vocabulary clear and explored with pupils to ensure that they recognise and understand them? Are they related to similar words or the root from which they are derived?
- Do teachers identify any particular features of key terms and help pupils with strategies for remembering how to spell them or why they might be capitalised (e.g. 'Parliament' in history or citizenship)?
- Do teachers remind pupils of important core skills – for example how to skim a text to extract the main elements of its content quickly or to scan a text for information about a key word or topic?
- Do teachers make expectations clear before pupils begin a task – for example on the conventions of layout in a formal letter or on the main features of writing persuasively?
- Do teachers reinforce the importance of accuracy in spoken or written language – for example, emphasising the need for correct sentence punctuation in one-sentence answers or correcting 'we was…' in pupils' speech?
- Do teachers identify when it is important to use standard English and when other registers or dialects may be used – for example, in a formal examination answer and when recreating dialogue as part of narrative writing?
- Do teachers help pupils with key elements of literacy as they support them in lessons? Do they point out spelling, grammar or punctuation issues as they look at work around the class?
- Does teachers' marking support key literacy points? For example, are key subject terms always checked for correct spelling? Is sentence punctuation always corrected?

7. Embedding Numeracy

Similarly, embedding numeracy is important for all students to access the full curriculum. It is the responsibility of all teachers, not just the Mathematics Department, to ensure there are relevant opportunities in lessons to develop numeracy. Please see the Director of Maths for resource ideas.

8. Embedded ICT

ICT is an important functional skill that students will develop throughout their lives. Opportunities should be provided in lessons to develop students' ICT skills in lessons. Teachers should also make full use of ICT in lessons, although in an appropriate manner, rather than using it for its own sake.

9. Assessment of and for Learning

At Thamesview, we have a strong belief that AFL should be used as part of the learning process and not at the end of it. Planning should build in opportunities for AFL. There are many forms that this can take (see Assessment section).

In each case of AFL, a dialogue should be set-up that helps learners know how they are performing at that time and what could be done to improve performance. Students need to be made aware of the assessment criteria for pieces

of work before any assessment takes place. In some cases it may also be appropriate to negotiate the assessment criteria with the students.

Equal Opportunities

Our teachers have high expectations of all students regardless of ability, gender, sexual orientation, ethnicity, social background or disability. Teachers organise a variety of groupings in the classroom and intervene as appropriate to alter groupings to ensure equal participation. Groupings may be single sex, mixed ability, mixed gender and may vary throughout a lesson.

The Role of Governors

Our governors determine, support, monitor and review the school policies on teaching and learning. In particular they:
• support the use of appropriate teaching strategies by allocating resources effectively;
• ensure that the school buildings and premises are best used to support successful teaching and learning;
• monitor teaching strategies in the light of health and safety regulations;
• monitor how effective teaching and learning strategies are in terms of raising student attainment;
• ensure that staff development and performance management policies promote good quality teaching;
• Monitor the effectiveness of the school's teaching and learning policies through the school self-review processes. These include reports from subject leaders and the Headteacher's reports to governors as well as a review of the in-service training sessions attended by our staff.

Governors also monitor the effectiveness of the policy through visits to the school during scheduled monitoring visits. These visits interview a range of staff and students to ensure the policy is robust and well implemented.

The Role of Parents

We believe that parents have a fundamental role to play in helping students to learn. We do all we can to inform parents about what and how their child is learning, by:
• holding parents' evenings to explain student progress;
• sending regular reports to parents in which we explain the progress made by each student and indicate how the student can improve further;
• explaining to parents how they can support their child with Homework through the Show My Homework website.
• Having clear school policies, such as no child being moved classes before confirmation that parents have been discussed with and fully consulted.
• Having an Assistant Headteacher lead on Parental Engagement within the school.

We believe that parents have the responsibility to support their child and the school in implementing school policies. We would like parents to:

• ensure that their child has the best attendance record possible;
• ensure that their child is equipped for school with the correct uniform, equipment (such as pencil, ruler, calculator) and PE kit;
• do their best to keep their child healthy and fit to attend school;
• inform school if there are matters outside of school that are likely to affect a student's performance or behaviour at school;
• promote a positive attitude towards school and learning in general;
• fulfil the requirements set out in the home/school agreement. Support the School in upholding high standards of behaviour and conduct.

Homework

All Homework should be recorded by staff on the Classcharts webpage. This is an IT platform that students can access on phones or at home. It clearly shows the detail of each Homework task, how the task is to be completed and the deadline for the task.

Thamesview defines Homework as any work or activity which students are asked to undertake outside normal lesson time, on their own or with the help of others.

Thamesview stakeholders should recognise that Homework can broaden the challenges open to our students, raise self-esteem and improve levels of motivation in learning. Furthermore it can support the development of independent learning skills, and boost creativity, problem solving and social awareness, alongside other skills such as literacy, numeracy and research skills. It also provides opportunities to develop a supportive educational partnership with homes, actively involving parents and carers in the learning process.

Homework should:

• Have clear learning aims and learning outcomes
• Be differentiated
• Give ample opportunity for students to succeed, including praise and rewards
• Be varied, not purely writing tasks
• Encourage shared ownership of learning between students, families and staff

All Homework should follow the school calendar for Homework and be recorded on Classcharts for students and parents.

Assessment

At Thamesview effective assessment practice is the responsibility of all and should form an integral part of every lesson.

• Assessment **of** Learning (AOL) is summative designed to measure progress in learning and arrive at an overall assessment at a particular designated point in time.

• Assessment **for** Learning (AFL) is formative, designed solely to help the learner progress and develop their work. This is used throughout lessons, and is an on-going up-to-date method of judging where a student's progress currently stands in a topic.

The school recognises the importance of Assessment for Learning (AFL) principles include;

1. Every teacher should know and have clearly communicated to every student where they currently are in their learning, where they need to go next and how best to get there.
2. Feedback of any kind given to students should be about the particular qualities of his or her work, with advice on what he or she can do to improve. All targets are based on the content of intellectual/academic work. A teacher may wish to place an additional target related to presentation on a piece of work, but it should not be the case that a presentation target is the only target that exists on a piece of work.
3. Students are able to communicate through some means at periods throughout a lesson so that the teacher can track progress in real-time and make necessary adjustments to the lesson to ensure student engagement, understanding and progress.
4. Teachers can use a range of AFL methods such as directed questioning, traffic lights, wipe boards, a Kagan Structure or any other activity to gain instant knowledge of where a student is currently working in the lesson.

Further Support

The Internet has many good resources on assessment; the QCA website is very useful for materials on AFL practice in all subjects – WWW.QCA.org.uk

Teachers should recognise that *all* students can improve and at Thamesview every child matters and should be supported to achieve the very best.

Marking should take place a minimum of two times a term and the whole school marking sticker (or approved Subject specific equivalent) should be used to complete this. The expectation is that this is done once and done in detail. This will be monitored for 'quality' in Marking Reviews, Wave Observations and Subject Reviews. The second assessment is marked by the teacher but it is the student who completes the Student Self Review Sticker. If a department wishes to carry out more than 2 assessments per term, that is at their discretion. Whole School reviews of marking take place every term except when a Wave Observation is scheduled to take place. A review of the quality of marking and assessment will form an integral part of this process.

Responsibilities of Subject Leaders/Directors

It is expected that these post-holders can consistently demonstrate that:
• Schemes of work include opportunities for developing Assessment for Learning, and that they are reviewed regularly. The Department Assessment Framework **(DAF)** AND Department **SEF** should be kept up to date, and regularly reviewed. DAFs need to clearly outline the rationale for any deviation from the whole School marking and assessment expectations. **All assessments MUST support the reporting process, accuracy of data drops and the school assessment calendar. There should be no roll-over of data – it MUST be fresh and current.**
• All teachers in the subject meet regularly to moderate work and agree marking grades. Physical evidence of moderated work is maintained for future reference.
• Six assessments take place (minimum) every year in every year group, that these assessments are stored or are easily evidenced in classwork books and assessment folders.
• All teachers in the subject keep records, and can demonstrate how they use student data to inform lesson planning. Teachers should keep records on and be able to demonstrate they know students within their class who are – HAPs, PPG and SEN.

It is their responsibility to ensure all tracking grades are accurate and can be substantiated by evidence if requested. **A moderation schedule should be in place for each subject area**.

Marking rationale

Thamesview recognises that teachers' marking of students' progress and attainment and students' assessment of their own progress and attainment are central functions in the learning process. The focus of written feedback is on helping students gain a clear understanding of how well they have gained knowledge, concepts and skills and then explaining what needs to be done to meet the learning objectives. It is then essential that the student is prompted to improve their learning.
Marking is most effective when the student knows:
   • The purpose of the task
   • How far they have achieved this
   • How to move closer towards the goal of their learning

Marking and the implementation of this policy is the responsibility of *all* teachers. Subject Leaders and Directors are responsible for ensuring their department and all individuals are prepared for School marking scrutinies and can meet the expected standard of practice.

Expectations

Teachers are expected to ensure that:

- Written feedback is predominantly encouraging and always constructive.
- Written feedback will be personalised to the student.
- The learning objectives and learning outcomes are the reference point for **all** written feedback.
- Students are told exactly what is expected from their written work and how they can achieve success.
- Exemplar work is provided as often as possible so that students are able to understand the standards that are expected.
- Peer and self-assessment are regularly used to enable students to become immersed in the assessment criteria.
- Formative comments will be given that show what has been done well, what still needs improvement and shows the learner how to improve their performance.
- Comments can be phrased as questions/prompts to stimulate each individual student to take the next steps in the learning process.
- Students should be given regular opportunities to engage in written dialogue using 'Green Pen Time.' This does not necessarily have to be linked to formal assessments – it could be marking of homework or any in-class activity so long as it is meaningful. This will be monitored for 'quality' in Marking Reviews, Wave Observations and Subject Reviews.

Thamesview recognises that good teaching practice is when the teacher uses marking and feedback as a way to evaluate the effectiveness of teaching, including the methods and resources that were used. Students too should be given time in lessons to reflect on written comments and consequently improve their understanding. **DIRT should be practised by all staff in all Departments on a regular basis and evidence available to support this having taken place**.

Evidence of marking should be recorded by the teacher in their records (electronically or in their books).

Subject Leaders are expected to ensure that:

- Their subject area has a coherent and consistent approach to identifying learning milestones and identifies key tasks to be levelled/graded and marked in detail every term.
- Target Stickers that track student progress each term should be evident on the inside cover of every classwork book.
- Planned opportunities exist to moderate key assessment activities to ensure consistency.
- Students and teachers have easy access to level and grade descriptors that are understood by **all** students (it is good practice for these to be prominently displayed in classrooms and in the front of exercise books).
- The marking in the subject area is regular, kept up-to-date and motivates students by having a positive impact on self-esteem.
- Be informed and aware of standards in their area and communicate these to SLT members in Marking Reviews.
- Be able to demonstrate action taken and its impact when any staff members marking falls below the required standard in their department. **This includes non-specialist staff**.

Thamesview School uses data on its students to:

- Measure prior performance
- Identify under/over performance, intervene or praise
- Set targets for future performance
- Diagnose potential learning difficulties

- Set students into teaching groups in certain curriculum subjects
- Plan lessons
- Set personalised pathway and option choices for students

A class profile that has data on every student within the group is available to teachers. These profiles are regularly updated and modified as the year progresses; they inform teachers of the following on every student they teach:

- Reading age
- Spelling age
- KS2 level in English, Maths and Science or scaled score equivalent.
- KS3 level (for KS4 students) in English, Maths and Science
- End of Year target within the subject for Years 7 and 8, and End of Year 11 target for Years 9, 10 and 11.
- Any SEN / PPG / HAP
- Current actual grade the student received at the last assessment /tracking point.

It is an expectation that teachers have this information recorded and can proactively demonstrate how the information is used to inform and support teaching and learning within their classes at Thamesview school. All students should have the ability to articulate clear identifiable steps they can take to improve on their level for the next assessment/tracking point.

The following principles underpin the use of data at Thamesview School:

1. Data should be used regularly by teachers not only to make judgements, but as a tool to facilitate on-going discussion with students about learning and their personal rate of progress.
2. All data and grades recorded for students should be easily verifiable by the subject teacher. Informal Reviews of assessments and marks occur regularly as part of the scrutiny of assessment.
3. Data should not be used in isolation to judge student progress, but form just one part of the picture when determining student progress.

Tracking Student Progress

Student tracking concentrates on reporting a student's attainment grade within each subject

A tracking report is produced on every student three times a year (as a minimum); the autumn, spring and summer periods.

Attendance is also recorded during each tracking period and is displayed as a percentage; this information originates from the school's SIMS network and does not need to be recorded by teachers.

Every student receives a full written report on their curriculum progress and attainment grades annually.

Computerised Procedures

All staff will record Levels and grades **onto SIMS**. These will then be stored on the school's system and downloaded into a report for students and parents. Attainment data is continuously available in 4 Matrix for staff. Assessment deadlines are clearly displayed for the whole year on the School Calendar.

Parents' Evenings

During the year there will be Parents' Evenings, where parents can meet the individual subject teachers and discuss progress. These evenings will take place normally between 4pm and 7.00pm. Years 9 have a further parents evening to discuss their option choices in preparation for GCSE and KS4 entry, this takes the form of an individual interview with a senior member of staff. Year 11 have two Prents' Evenings in the year in order to support preparations and

revision for final GCSE exams. All staff should be familiar with the expectations for Parent's Evenings – **student marked work must be available for sharing with parents**.

Lesson Observation and Monitoring

The Lesson Observation Protocol and Triggers document (see below) outline the observation process staff can expect at Thamesview and the way outcomes of that process are acted upon to ensure high standards of practice across the school.

The issue of whether a teacher is teaching outside their specialism should not affect the judgment of an observer, or the quality of the lesson for the teacher. A teacher may have less subject knowledge, but the basic components of a 'good' or 'outstanding' lesson are no different i.e. differentiation, AFL, student engagement, etc. are all transferable skills.

Good and outstanding teaching and learning has the greatest impact on improving achievement and attainment of students, so it is our responsibility as a school to provide good opportunities to support guide and promote good teaching practice.

It is the responsibility of every teacher to keep a copy of their lesson observations, and these should be produced as part of the appraisal review process.

In addition to observed lessons, we log the impact that teachers are making with their groups in terms of progress and attainment using assessment and tracking data. We want quantitative evidence to support where staff are doing well with their cohorts of students to help them progress, and where perhaps a member of staff may need support to help students raise their attainment levels.

It is to be understood that Lesson Observations only constitute one part of a picture on teacher performance, the full picture of performance for appraisal purposes will also consider;

- Exam results for KS4 classes – Progress and attainment.
- Marking reviews
- Data on any KS3 classes
- Wider contribution to the School.
- Evidence of undertaking own professional development during the academic year.

Lesson Observation Protocol

For the observed teacher	For teachers observing	General points of practice
• All teachers will be observed for up to 3 hours during the academic year, unless an individual has requested more formal observations or is in procedures. • Wave observations of 20 – 30 minutes long will account for approx. 50% of this time. • The other 50% of the time may be unscheduled drop ins and learning walks carried out by the QTLA team. • Notice of Wave observations will be given in advance unless the observation is part of procedures.	• A Wave observation to last up to 30 minutes and discussed within two working days with the teacher. • Books should be marked at least twice a term with formative comments that reflect the guidance in the Teaching and Learning policy. Whole school marking sticker (or approved Subject specific Marking Sticker) should be in clear evidence. • Focus always on learning and not teaching in observations – What is the impact of the teaching methods being used? What does the student now know/or can	• Subject knowledge of a good standard and high professional standards of practice are expected in all lessons, including lessons led by Non-Specialist staff. • Literacy should be promoted in all lessons and every opportunity taken to promote and embed improvements across the school in this area. • NQTS will be graded for their first lesson observation and for subsequent observations. • New staff joining the school during an academic year to be observed within three weeks

For the observed teacher	For teachers observing	General points of practice
- A discussion around the lesson and any grading should take place within 2 working days of the observation. The teacher is free to record and make comments at this meeting. This discussion could be observed by another member of SLT or Subject leader for training and development purposes. - A lesson plan is not a requirement for observations. Data records should be accessible**. The lesson delivered should reflect the data sheet on the class.** - Teachers should focus on how they can show firm evidence of progress within the lesson and progress in learning over time; it is an individual's responsibility to provide the evidence of these things. - Consider the Impact of the strategies being used – what difference is being made to students and outcomes as a result of the teaching taking place. **Please read the triggers document in line with this protocol.**	now do that was not the situation at the start of the lesson? - Observations can be rescheduled or redone in certain circumstances but only with the agreement of AHT (QTL&A). - It is acceptable to exit the lesson for a period of time to return at a later point; however a clear rationale should exist for doing this which is then communicated to the teacher in discussion afterwards. It should also be recorded on the observation paperwork that this took place.	of starting a post and then in subsequent whole school waves as normal. Responsibility for this lies with their LM.

Teaching and Learning Professional Development Triggers

Teaching Practice (Observation and daily practice)	
Outcome	Action
Observation graded as Embedded	Prompts letter from Head of School to go on file Teacher could be asked to act as coach/mentor to other teachers Teacher may be asked to lead training sessions in the School Based Training Programme
Observation graded as Secure Practice	Observation of 'outstanding' practitioner offered and arranged if accepted Invited to attend relevant School Based Training Programme sessions. Offer support to develop teaching further, including CPD, IRIS Connect for observation, coaching.
Observation graded as Developing Practice	Invited to attend relevant School Based Training Programme sessions. Re-observation within 2-3 weeks by Headteacher, Deputy Head or AHT (QTL&A If observation remains 'Developing,' Coaching Programme commences with designated member of QTLA Team

Observation recorded as Insecure practice.	Re-observation within 48hrs by Headteacher, Deputy Head or AHT (QTL&A) If observation remains as 'Insecure Practice,' Coaching Programme commences with designated member of QTLA Team – Reviewed at the end of 4 weeks Directed to attend relevant School Based Training Programme sessions If still insecure practice at the end of the Coaching Programme, could lead to support through a capability process.

Work Scrutiny	
Work scrutiny graded 'requires improvement'	Support/Intervention Plan with clear targets discussed and agreed. Further work scrutiny within two weeks - AHT (QTL&A)to arrange and continues until a secure 'good' is achieved
Work scrutiny graded 'inadequate'	Short term Support/intervention plan with clear targets discussed and agreed. Further work scrutiny within 5 days, AHT (QTL&A)to arrange If work scrutiny is graded to be better than inadequate, subsequent scrutiny to take place to ensure at least consistent good practice Consecutive inadequate work scrutiny could lead to support through a capability process.

All learning walks to be discussed and shared with line managers to agree next steps where appropriate and the following steps put into action.

Outcome	Action
Learning Walk/Subject review considered the equivalent of 'Developing' Learning walk/Subject review raises serious concern (equivalent to 'Insecure' if it were graded)	Learning walk/Subject review to be repeated within 10 days. Liaison between SL and QTLA Team to write action plan for improvement (2 week SIP – see below) Learning walk then repeated – no improvement results in Coaching Programme (as above for 'Insecure')

Support/Intervention plan options:
Weekly check on quality of marking
Coach/mentor (weekly sessions)
HOD/key stage coordinator lesson planning support/checking
Observation of other colleagues (either within or outside the department)

Unannounced, and Drop-in Observations

These may happen as part of any monitoring cycle and will generally, but not exclusively have a specific focus (i.e. standard of marking, student engagement, integration of numeracy). However, there may be occasions where coaching can be given if certain aspects are trying to be developed i.e. if a teacher's plenaries need development, then there may be a need to drop in for perhaps the last 10-20 minutes of a lesson to support and guide development in the plenary area. There will rarely be any formal written feedback on drop-in observations; although the sessions will be logged by the line manager.

Subject Reviews

Subject Reviews are a supportive process designed to develop ownership and accountability for subject departments amongst Subject Leaders. The main purpose of this process is to determine how effectively Subject Leaders can evaluate their department using the key judgement areas of the revised Ofsted framework which include Achievement, Quality of Teaching, Behaviour and Safety and Leadership and Management. When reporting, Subject Leaders must also consider:

- The spiritual, moral, social and cultural development of pupils within their department.
- The extent to which the education provided by their department meets the needs of the range of pupils, and in particular the needs of the disabled and those who have special educational needs.

Prior to a Subject Review, Subject Leaders will be expected to produce their Subject Evaluation Form where there will be opportunities to provide both quantitative and qualitative data to support judgements made. Subject Leaders will have to assign an overall effectiveness judgement for their department. These vary from:

- Outstanding (1): will expect to have outstanding teaching. Achievement is also likely to be outstanding, but exceptionally may be good and rapidly improving
- Good (2)
- Requires Improvement (3)- This is not a category
- Inadequate (4) that is either:
    - Serious weaknesses
    - Requiring special measures

(Tribal, 2013)

Subject Leaders will be given at least one day's prior notice to when their department is being reviewed. The review period will last 1 day, tasks completed during the review will include:

- Student Voice
- LSA support
- Speaking to SENco (support for students)
- Speaking to the Behaviour Manager (conduct logs, AD call outs etc.)
- Meeting with Subject Leader
- Observing transition time between lessons
- Work scrutiny/moderation practices
- Learning walk with a focus
- Analysis of attainment with particular attention to pupils for whom pupil premium provides support

Subject Leaders will have opportunities to participate in Subject Reviews outside of their subject area with the objective to develop their evaluation skills and competencies.

Continued Professional Development (CPD)

Thamesview School places great importance on CPD and ensures a varied programme is in place so that teachers can develop and enhance specific needs within their practice in Teaching and Learning. All staff are expected to complete a specific number of CPD sessions in one year as a minimum, although staff are welcome to attend over and above their prescribed number if they feel that additional sessions will benefit their professional development. Staff will need to ensure that their CPD folder is kept up to date as part of their Appraisal evidence and also to demonstrate reflective practice to ensure high quality of teaching and learning.

Monitoring and Review of the Policy

We are aware of the need to review the school Teaching and Learning Policy annually, so that we can take account of new initiatives, government agendas, changes in the curriculum, developments in technology or changes to the physical environment of the school.

TEACHING AND LEARNING POLICY

This Policy was agreed and adopted at a Governors' Meeting held on _____ *(date)*

Signed:_____ (Governor)

Signed:_____ (Headteacher)

The Teaching and Learning Policy will be formally reviewed in _____ *(date)*