

Teaching & Learning Policy



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A Whole School Policy for Monitoring & Evaluation and Review of Teaching & Learning

At Richard Avenue Primary School, the most important role of teaching is to promote learning to raise pupils' achievement. The purpose of monitoring teaching and learning is to ensure that high standards are maintained and developed further. Teaching should be understood to include teachers' planning and implementing of learning activities across the whole curriculum, as well as marking, assessment and feedback. If RAPS is to continue to become more effective and efficient, it must have the means to closely observe and reflect upon the existing practice in all Key Stages. This is the overriding aim of this policy.

Definitions

Monitoring is the process of gathering evidence to answer questions about the effectiveness of our school.

Evaluation is the weighing up of evidence against agreed criteria and reporting findings.

Review is deciding what action, if any, needs to be taken.

Evidence Gathering

The main evidence will come from direct observation of Teaching and Learning supplemented by a range of other evidence to enable senior staff and subject leaders to evaluate the impact teaching has had on pupils' learning.

Evidence will include:

- Discussing teaching and learning with staff.
- Pupil progress (tracking) including the effectiveness of intervention programmes.
- Observing lessons (jointly when appropriate) this will also include judgements about behaviour, engagement, enthusiasm and fluency.
- Scrutinising the quality of planning noting:
 - coverage of work meets the requirements of the National Curriculum/ agreed medium term plans in their subject
 - appropriate differentiation of activities and challenge
 - breadth / balance e.g. forms of writing, etc.
 - progression of skills
 - continuity between year group/previous year group
 - consistency in behaviour management techniques
- Work scrutiny (HA, MA, LA) noting:
 - coverage of work meets the requirements of the National Curriculum/ agreed medium term plans in their subject
 - range of activities
 - expectations
 - progress (related to previous year/Key Stage, within existing year group)
 - level of challenge provided
 - evidence of appropriate lesson structure
 - presentation
- Pupil discussion

Teaching and Learning

The quality of teaching and learning of all teachers will be reviewed at least annually using the full range of evidence gathering. This will focus upon Reading, Writing and Maths.

Maths and English

Monitoring will usually take place during the second half of the autumn and spring terms, linked to current school priorities in the core curriculum of maths and English involving SLT, alongside subject leaders where relevant.

Organisation

A timetable for all learning walks will be drawn up as relevant to enable best use of time. Because of the more relaxed nature of learning walks, staff will be careful not to arrive in any one classroom alongside a colleague.

Learning walks in non-core subjects will be organised as per the monitoring & evaluation timetable.

Planning of lesson observations

The DHT will plan an overview for each term's work in monitoring and evaluation.

Feedback

A summary of findings will be presented, as soon as possible after learning walks and work scrutiny, (in phases - EYFS, KS1, KS2) so that themed discussions can take place around strengths and areas for development.

Further support

When additional support is required, an individual support plan will be developed by the HT & DHT.

Summative information

At the end of each period of monitoring, those involved will provide a summary of findings. This will include reflections on:

- strengths specific to each year group
- strengths specific to the whole school
- areas of development specific to the whole school.

Appendix 1

Possible criteria and foci for learning walks

Quality of education

Intent

- leaders take on or construct a curriculum that is ambitious and designed to give all learners, particularly the most disadvantaged and those with special educational needs and/or disabilities (SEND) or high needs, the knowledge and cultural capital they need to succeed in life
- the provider's curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment
- the provider has the same academic, technical or vocational ambitions for almost all learners. Where this is not practical – for example, for some learners with high levels of SEND – its curriculum is designed to be ambitious and to meet their needs
- learners study the full curriculum. Providers ensure this by teaching a full range of subjects for as long as possible, 'specialising' only when necessary

Implementation

- teachers have good knowledge of the subject(s) and courses they teach. Leaders provide effective support, including for those teaching outside their main areas of expertise
- teachers present subject matter clearly, promoting appropriate discussion about the subject matter they are teaching. They check learners' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In doing so, they respond and adapt their teaching as necessary, without unnecessarily elaborate or differentiated approaches
- over the course of study, teaching is designed to help learners to remember in the long term the content they have been taught and to integrate new knowledge into larger concepts
- teachers and leaders use assessment well, for example to help learners embed and use knowledge fluently or to check understanding and inform teaching. Leaders understand the

limitations of assessment and do not use it in a way that creates unnecessary burdens for staff or learners

- teachers create an environment that allows the learner to focus on learning. The resources and materials that teachers select – in a way that does not create unnecessary workload for staff – reflect the provider’s ambitious intentions for the course of study and clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment
- a rigorous approach to the teaching of reading develops learners’ confidence and enjoyment in reading. At the early stages of learning to read, reading materials are closely matched to learners’ phonics knowledge

Impact

- learners develop detailed knowledge and skills across the curriculum and, as a result, achieve well. Where relevant, this is reflected in results from national tests and examinations that meet government expectations, or in the qualifications obtained
- learners are ready for the next stage of education, employment or training. Where relevant, they gain qualifications that allow them to go on to destinations that meet their interests, aspirations and the intention of their course of study. They read widely and often, with fluency and comprehension.

Behaviour and attitudes

- the provider has high expectations for learners’ behaviour and conduct and applies these expectations consistently and fairly. This is reflected in learners’ behaviour and conduct
- learners’ attitudes to their education or training are positive. They are committed to their learning, know how to study effectively and do so, are resilient to setbacks and take pride in their achievements
- learners have high attendance and are punctual
- relationships among learners and staff reflect a positive and respectful culture.
- leaders, teachers, other staff and learners create an environment where bullying, learner-on-learner abuse or discrimination are not tolerated. If they do occur, staff deal with issues quickly and effectively, and do not allow them to spread

Personal development

- the curriculum extends beyond the academic, technical or vocational. It provides for learners' broader development, enabling them to develop and discover their interests and talents
- the curriculum and the provider's wider work support learners to develop their character – including their resilience, confidence and independence – and help them know how to keep physically and mentally healthy
- at each stage of education, the provider prepares learners for future success in their next steps
- the provider prepares learners for life in modern Britain by: equipping them to be responsible, respectful, active citizens who contribute positively to society; developing their understanding of fundamental British values; developing their understanding and appreciation of diversity; celebrating what we have in common and promoting respect for the different protected characteristics as defined in law.

Teaching and learning

- Planning will be realistic and effective, showing clear learning objectives, differentiation, cross curricular links and high expectations
- The teaching will reflect these clear learning objectives, differentiation will be appropriate to individual children's learning styles, interests and abilities, there will be evidence of links with previous learning, there will be high expectations and lessons will be well paced
- A variety of teaching strategies and resources will be used which are appropriate to the learning objectives, including the use of ICT
- A balance of curriculum is covered
- Learning Intentions and Success criteria will be identified and shared within the lesson
- The teaching will stimulate the children
- Teachers will demonstrate a sound knowledge of the subject
- Children will be given opportunities to develop independence in their learning

- Children will acquire new knowledge or skills in their work, develop ideas and increase their understanding
- Children will show engagement, application and concentration and work productively
- Children will develop and/or illustrate the capacity to work independently and collaboratively
- An effective transition between key stages exists

Standards – pupil progress and work

- Presentation of work will be of a high standard and reflect the school's policy on presentation and marking
- The standard of each child's work in books, displays and performance indicates continuing progress that is appropriate to age, ability, personality, strengths and needs
- Children's work reflects the teachers' high expectations and knowledge of individual children, including that gained through assessment for learning
- Standards are monitored between year groups and key stages.

Learning environment

- The learning environment should be reflective of needs of children within each class – less stimulating, visual aids/ timetables etc
- Displays will be fresh and imaginative and reflect the best work of all children
- Displays will be varied and should consist of literacy, numeracy, ICT, etc.
- Displays may include working displays that will provide a stimulus or reference or contain teaching points
- The classroom will be organised/ tidy and children will have an established routine of keeping their classroom tidy e.g. desks, after play time etc
- Resources will provide additional interest and be appropriate to the lesson objectives
- Values, school & classroom rules will be visible
- The grounds and premises are clean and used as a resource for learning

Curriculum, assessment (including timing and impact of live marking)

- Planning will be effective and show clear learning objectives, differentiation and high expectation
- Planning will show that the statutory requirements of the National Curriculum are being met
- Planning will indicate that the Literacy Strategy and the Numeracy Strategy are being delivered effectively
- Marking of children's work will be thorough, meaningful and assist in future planning in accordance with school policy
- Formal assessment indicates the progress of individual children and informs planning (AfL) by identifying areas that require support or suggest opportunity
- Assessment and record keeping inform the teaching of children with special educational needs
- Pupil reports are written and records kept in accordance with assessment policy