
MONITORING TEACHING AND LEARNING POLICY

Every educational establishment has a responsibility to monitor the effectiveness of the service being provided so that every student can achieve his or her potential. At St Alban's Classical Academy we work continuously to assure the quality of teaching and learning provided is in line with the school's goal of producing knowledgeable independent thinkers who strive for mastery. This document is designed to help teachers be mindful of the school's overall aims and how to apply them in all areas of practice.

The process of monitoring teaching and learning starts with the examination of the following areas of a teachers' practice:

- **Lesson observations:** In order to assess the quality of teaching and learning, class teachers are observed by the Teaching and Learning Leader and/or Head Teacher every term. The observer/s will examine the following areas:
 - the teacher - delivery of lesson/instructions, quality of feedback given to pupils, standard of expectations, and behaviour management including the promotion of school's virtues;
 - the environment - use, accessibility and quality of resources to support learning, learning ethos reflecting the school's virtues;
 - the pupils - level of engagement in whole class, group and independent activities, demonstration of understanding instructions and expectations set, differentiated outcomes that reflect individual attainment/needs (and SEN provision where applicable), and quality of work produced. The observer will also gain feedback from a selection of pupils.
- In preparation for a formal lesson observation, the teacher must complete a lesson plan using the school lesson plan template to submit to the staff member observing prior to the observation taking place. Teachers will receive feedback within one working day of the observation taking place. The observation will include a target for improvement agreed with the lesson observer. Should there be a cause for concern, drop in sessions will be conducted more frequently which will be explained to the teacher and done in a supportive manner. NQT staff will have observations in line with their mentor guidance framework.
- **"Book Looks":** Useful evidence of the quality of teaching and learning can also be found in the outcomes of pupils' work. Therefore, each term, or half termly if necessary, the Teaching & Learning Leader will examine the following areas:
 - evidence of curriculum coverage;
 - outcomes of pupils' work against both their age-related expectations and their individual attainment as well as evidence of progression across the term/year;
 - teachers' marking and written feedback in accordance with the marking policy;
 - evidence of adherence to school policies and values (e.g. British handwriting and spelling, Twinkl phonics scheme, Maths calculations, etc.)
 - the standard of presentation in pupil's work.
- This may be done in liaison with the Head Teacher, the SENCo and/or class teacher. The sample of books required is dependent on the class size but a range of attainments will need to be provided to gain an overview of the whole class and assess differentiation. Following the scrutiny, strengths and areas for development including any targets will be fed back to the class teacher at Pupil Performance Meetings. Again, should there be a cause for concern, book looks may be conducted more frequently which will be explained to the teacher and done in a supportive manner.

- **Planning:** Class teachers are required to upload their medium term (half termly) planning on the Shared Drive at the beginning of each half term. Plans for each term must reflect effective use of assessment of prior learning and line up with the end of year curriculum outcomes for all subjects taught. Leadership will be looking to find evidence that teachers are continually giving opportunities to stretch and challenge pupils and expect target setting to include the whole class, groups and individuals. Therefore shorter term (weekly) plans must have consideration for all members of the class and show differentiation in accordance with the range of abilities, any SEN requirements (where applicable) and include extension activities for Gifted and Talented pupils. Weekly planning should be displayed clearly in a designated area of the classroom. Teachers are encouraged to use it as a working document and annotate as necessary/helpful but evidence of this is not required. (This is also particularly helpful in the event of an unexpected absence/need to cover lessons.)
- **Pupil Performance Meetings:** before the end of each term, Pupil Performance Meetings will take place with the class teacher, Teaching and Learning Leader and the Head Teacher/s (and SENCO where applicable). During the meeting, the attainment and progress of all pupils' shown on Pupil Performance Trackers will be reviewed where the class teacher is then able to provide a more holistic overview of the data. This can offer valuable insight into any concerns for pupils in terms of their ability or progress which may generate a conversation regarding any challenges the pupil may be facing and provide the opportunity to explore possible barriers such as SEN, wellbeing, external influences, etc. From this meeting an agreement can be made on targets/next steps based on the pupils' individual needs and support can be allocated for the pupil and/or teacher where applicable.
- **Pupil Performance Trackers** must be completed and submitted at the end of each term. (Exact dates are given to staff on the first teacher training day or after school meeting of the academic year.) This tracking strategy shows each pupils' attainment and progression across the year from their baseline. To support this, teachers need to track progress next to outcomes on an ongoing basis to ensure they can give an accurate attainment grade at the end of each term. End of learning outcomes for subjects need to be displayed in classrooms for use by the teacher as well as for leadership monitoring.

Teachers can find details of the expectations and all things relevant to best practice in the following areas: lesson observation template, school assessment policy, staff roles and responsibilities document, school curriculum plans, behaviour policy, schools mission and vision, curriculum manuals and through staff training.

There is a teaching and learning timetable that all staff should familiarise themselves with at the start of the school year in order that they are aware of the requirements and can prepare fully.

In seeking to maintain standards and achieve continuous improvement, there are a number of processes we follow including:

- **School Improvement Plan:** Regular leadership meetings allow for continuous feedback of the school's activity and support in generating the content for the School's Improvement Plan and establishing whole school priorities. During these meetings, members of the leadership team will share any relevant updates and discuss any feedback including strengths and areas for improvement within their area. Next steps can then be agreed upon by leadership and added to the SIP. The SIP is a working document that records the cyclical process of identifying areas for improvement, creating strategies to secure improvement, measuring the impact of the strategies and establishing next steps. It is the Teaching and Learning Leader's responsibility to ensure the strategies are implemented, monitored and measured but it may be that a particular subject leader also shares this responsibility e.g. if reading standards are marked as requiring improvement, the English subject leader will share responsibility in implementing, monitoring and measuring the strategies.
- Ongoing monitoring and responding is essential in the maintenance of the SIP. Measuring the impact of strategies allows the leader to determine their effectiveness and find alternatives where necessary to secure improvement. An example of this may be in analysing data following interventions and determining whether the interventions were successful or whether the pupil/s and/or teacher requires further support.
- **Data analysis:** Whole school data provides an overview of the performance of pupils at St Alban's Classical Academy in their attainment and progress. Leadership will use the information to draw

conclusions on the effectiveness of teaching and learning in line with the school's curriculum goals. They may also make comparisons to schools locally and nationally. Analysis drawn helps the school to ensure all of our pupils are achieving and progressing to their best potential and can identify any groups that may require specific support and act on providing it.

- **Staff training and support:** Individualised targets and next steps generated from the examination of teachers' practice will be agreed upon with the class teacher and Leadership and structured support will be provided. This may be done internally such as in the form of other teachers sharing good practice through modelling lessons, joint planning with subject leaders or teachers demonstrating strong subject knowledge/practice, and/or training during one of the after school weekly meetings, etc. Or this may be done externally such as through specific training sessions, online training through National College membership, moderation with other schools, etc. CPD training will take place in the majority of weekly after school meetings which will be determined based on whole school needs identified in the monitoring process. All staff will receive a CPD meeting each year conducted by the Head Teacher. Please note that if a teacher wants support improving practice in a particular area they can request further monitoring and mentoring.

Role and responsibilities of the Teaching and Learning Leader:

- Observing lessons including completing observation records and providing feedback to the staff member that had been observed.
- Carrying out Book Looks termly and providing feedback to individual staff members.
- Leading termly (or half termly) Pupil Performance Meetings with all class teachers and creating next steps/improvement strategies following the meeting.
- Timetabling the above events clearly on the whole school calendar so that all staff members are aware of dates and deadlines in a reasonable amount of time. These events should be timetabled at the beginning of each academic year but should the need for changes to dates occur, a minimum of 1 week notice should be given.
- Conducting Learning Walks every half term to ensure the school environment meets the expectations set out in this policy and the school's virtues.
- Liaising with the Head Teacher, SENCo, subject leaders and other relevant members of staff.
- Analysing whole school data, writing reports and creating strategies that support in improving the standards and progress of all pupils/groups across the school.
- Supporting staff members with receiving support/training to improve their teaching and learning. This includes leading whole school training sessions and facilitating individual training to meet the needs of teachers based on feedback from observations, Book Looks and Pupil Performance Meetings. This also includes supporting teachers with planning where appropriate.
- Attending all necessary leadership meetings and contributing regularly to the SIP.
- Keeping up to date with changes and developments within school, locally and nationally that are necessary to their role and undertaking relevant training for continual development.
- Write, review, and update all relevant policies and supporting documents as needed.

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