



# Monitoring the Quality of Teaching & Learning Policy Statement

Last updated: October 24

## Why do we need to monitor the quality of teaching and learning in school?

We monitor the quality of teaching and learning to ensure that our children are *consistently* receiving quality first teaching opportunities. A number of people are involved in the monitoring of quality first teaching: these include the Headteacher, the Deputy Headteacher and the Assistant Headteacher; phase and subject leaders including our SENDCo; governors.

## How do we monitor the quality of teaching and learning in our school?

Monitoring is done in a number of ways. These include:

- Pupil Voice
- Learning Walks
- Visits from consultants and specialists
- Coaching and support
- Book looks
- Monitoring of data
- Pupil Progress Meetings
- Monitoring of different groups such as Pupil Premium, EAL, More Able

## When and how does the observation process take place?

Integral to this process is a termly 'observation' in which the Headteacher (or Deputy Headteacher) and Phase Leader will attend a lesson. Through monitoring and coaching, a focus for improvement is agreed before the lesson. During the lesson observation the goal is for the observer to be active within the lesson e.g. supporting a group, circulating around the classroom, checking in with individual children - but where appropriate there may be a requirement to observe from a distance. All of these approaches can include within them, opportunities for professional dialogue, questions and offers of immediate support and intervention within the lesson. The observation will always culminate in a full feedback session which will take place immediately afterwards (allowing for a short break so that the observers can discuss their observations with each other) and include questions such as those in Appendix B.

## How do we ensure that observations support teacher wellbeing?

The emphasis around observation in our school is one of support. Judgements are not subjectively or arbitrarily arrived at but rather a picture is formed over time. The coaching conversations are key to the successes around continued professional development. To further support well-being, the systems of monitoring and observation are regularly reviewed with all the relevant staff, at least annually.

**Appendix A: Monitoring of Teaching and Learning Pro Forma**



**Quality First Teaching and Learning**

<b>1</b>	Timings	Is there an appropriate <b>pace</b> ?
		Are <b>transitions</b> smooth?
		Does the lesson follow the <b>agreed timetable</b> , where applicable?
<b>2</b>	Questioning	Are a <b>range</b> of children targeted in a range of ways?
		Does strategic questioning illicit <b>deeper understanding</b> ?
		Are supportive strategies such as Talk Partners and Maths Buddies being used?
<b>3</b>	Movement	Is the classroom organised to support <b>independent movement</b> ?
		Are children suitably positioned to ensure best <b>engagement</b> ?
<b>4</b>	Support & Challenge	Is the lesson <b>well resourced</b> ?
		Is the learning of less able students <b>scaffolded</b> ?
		Do children have the opportunity to go further and deeper?
		Are <b>toolkits</b> available and in use where needed?
<b>5</b>	Presentation	Are instructions <b>clear and precise</b> ?
		Is there evidence of good <b>modelling</b> ?
		Are opportunities for <b>clarification</b> utilised where needed?
<b>6</b>	Engagement	Are the children <b>enthused</b> by their learning?
		Do they understand what they are doing and why?
		Are there lots of opportunities to <b>share thoughts and ideas</b> ?
<b>7</b>	Relationships	Are there <b>positive interactions</b> throughout the lesson?
		Are successes clearly shared and valued?
		Is <b>challenging behaviour</b> dealt with firmly but sensitively?
		Is the language used in line with our policy?
<b>8</b>	Assessment for Learning	Is <b>understanding</b> being regularly checked?
		Does the teacher monitor student progress during <b>independent time</b> ?
		Do <b>books</b> reflect ongoing and positive dialogue between teacher and student?
<b>9</b>	Environment	Is there a good balance between informing and celebrating within the class displays?
		Are there <b>magical spaces</b> in the classroom?
<b>10</b>	Targets	Do the children know what they need to do in order to <b>make progress</b> ?
		Are the <b>Seven Superpowers</b> clearly shared, referenced and understood?

**Appendix B: Examples of Questions that the Observers Might Ask**