Monitoring the Quality of Teaching & Learning Policy

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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 and the Deputy Headteacher, subject leaders, our SENDCo and our 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 monitoring process take place?

The whole process begins with a termly coaching conversation between the teacher and a member of SLT to agree a focus for the lesson visit. Over the year, the ambition is to see a wide range of curriculum subjects being delivered. The lesson visits and feedback conversations offer opportunities for professional dialogue, questions and exploration of potential support and intervention. This process is replicated termly with Teaching Assistants too.

How do we ensure that lesson visits support teacher wellbeing?

The emphasis around lesson visits in our school is one of support. 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.

Appendix A: Below are the ways in which we evaluate quality first teaching.

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

Appendix B: Rosenshine's Principles of Instruction are a key focus for our school when considering the components of quality first teaching.

THE PRINCIPLES OF INSTRUCTION

TAKEN FROM THE INTERNATIONAL ACADEMY OF EDUCATION

This poster is from the work of Barak Rosenshine who based these ten principles of instruction and suggested classroom practices on:

- research on how the brain acquires and uses new information
- research on the classroom practices of those teachers whose students show the highest gains
- findings from studies that taught learning strategies to students.

HOW2
teachinghow2s.com

01 DAILY REVIEW

Daily review is an important component of instruction. It helps strengthen the connections of the material learned. Automatic recall frees working memory for problem solving and creativity.

02 NEW MATERIAL IN SMALL STEPS

Our working memory is small, only handling a few bits of information at once. Avoid its overload — present new material in small steps and proceed only when first steps are mastered.

03 ASK QUESTIONS

The most successul teachers spend more than half the class time lecturing, demonstrating and asking questions. Questions allow the teacher to determine how well the material is learned.

04 PROVIDE MODELS

Students need cognitive support to help them learn how to solve problems. Modelling, worked examples and teacher thinking out loud help clarify the specific steps involved.

05 GUIDE STUDENT PRACTICE

Students need additional time to rephrase, elaborate and summarise new material in order to store it in their long-term memory. More successful teachers built in more time for this.

06 CHECK STUDENT UNDERSTANDING

Less successful teachers merely ask "Are there any questions?" No questions are are taken to mean no problems. False. By contrast, more successful teachers check on all students.

07 OBTAIN HIGH SUCCESS RATE

A success rate of around 80% has been found to be optimal, showing students are learning and also being challenged. Better teachers taught in small steps followed by practice.

08 SCAFFOLDS FOR DIFFICULT TASKS

Scaffolds are temporary supports to assist learning. They can include modelling, teacher thinking aloud, cue cards and checklists. Scaffolds are part of cognitive apprenticeship.

09 INDEPENDENT PRACTICE

Independent practice produces 'overlearning' — a necessary process for new material to be recalled automatically. This ensures no overloading of students' working memory.

10 WEEKLY & MONTHLY REVIEW

The effort involved in recalling recently-learned material embeds it in long-term memory. And the more this happens, the easier it is to connect new material to such prior knowledge.