

# QUEEN ELIZABETH HIGH SCHOOL

## TEACHING AND LEARNING POLICY

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### 1 Rationale

- All students are individuals with differing needs and thus require a personalised and differentiated approach to teaching and learning.
- We acknowledge that the quality of our teaching directly affects how well students learn. We are committed to providing teaching and learning of a consistently high standard as we work towards raising attainment, achievement, enjoyment and aspirations for all students.
- Teaching and Learning must be an integral element of CPD activities.

### 2 Aims

*“There should be a focus on improving the consistency of high quality teaching to meet learners’ needs as effectively as possible; strengthening the relationship between learning and teaching” (Vision 2020- Government Report)*

- To recognise that it is the responsibility of all teachers to provide the highest quality teaching and learning for our students.
- To share and understand a common meaning of “high quality teaching and learning”.
- To support and facilitate improvements in teaching and learning through appropriate CPD activities.
- To monitor the quality of teaching and learning via a cohesive and transparent procedure.

### 3 Definitions

*High quality Teaching and Learning consists of many elements (reference: Ofsted Criteria grid – see Appendix 1)*

- Excellent subject knowledge of staff which motivates and inspires students
- Students of all abilities/groupings are making exceptional progress (SEN, Gifted and Talented included)
- Lessons are well structured and planned taking into account student prior learning and capability (*reference: lesson proforma – see Appendix 2*)
- Assessment for Learning:
  - effective question and answer technique
  - high quality feedback
  - peer/self assessment
  - sharing learning objectives and success criteria

*(reference: Assessment for Learning Policy)*

- Wide ranging learning activities (e.g. Visual, Audio, Kinaesthetic, Thinking Skills, effective group work)
- Seating plans appropriate to tasks
- Differentiation through a range of strategies (resources, support, groupings, intervention)
- All students enjoy and engage with the learning
- Resources, including use of new technology, make an effective contribution to learning
- Behaviour Management is excellent and school policy is applied consistently
- Independent learning is managed and developed
- Where appropriate, effective use of other adults makes an impact on learning

#### **4 Responsibilities**

##### **Role of Deputy Head with responsibility for Teaching & Learning**

- To ensure that teaching and learning developments are included in CPD activities and programmes.
- To ensure staff are aware of current research and national initiatives related to teaching and learning.
- To lead and manage the teaching and learning review process for curriculum areas (which involves monitoring the teaching and learning quality of all teachers).
- To formulate, with curriculum leaders, teaching and learning action plans following the review process.

##### **Role of Curriculum Leaders**

- To ensure that teaching and learning developments are included in department meeting agendas and department CPD activities.
- To monitor the quality of teaching and learning of all teachers in the department using the agreed self-evaluation process.
- To formulate an action plan with the Deputy Head with responsibility for teaching and learning following the department review.
- To support individual teachers where appropriate.
- To monitor the impact of teaching and learning on student achievement.

## 5 Monitoring and Evaluation Process

Curriculum Leaders – See Appendix 3

Senior Leadership Team – See Appendix 4

School Improvement Partner – termly meetings and lesson observations

## 6 Other Policies

This policy should be read in conjunction with other policies/documents

- Behaviour Management Policy
- Curriculum Policy
- SEN Policy
- Gifted and Talented Policy
- Assessment for Learning Policy
- Teaching and Learning Handbook
- SEF documents and procedure

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This policy was agreed by the Pupil and Curriculum Development Committee at their meeting on 14 June 2011.

<b>Signed</b>		<b>Chair of Pupil &amp; Curriculum Development Committee (Adrian Woolley)</b>	<b>Date</b>	
<b>Signed</b>		<b>Headteacher (Neil Morrison)</b>	<b>Date</b>	
<b>Review Date:</b>	<b>June 2013</b>			

### Ofsted Criteria Grid – Appendix One

Aspect	Outstanding	Good	Satisfactory	Inadequate
1. Subject Knowledge	Excellent subject knowledge is applied consistently to challenge and inspire students.	Strong subject knowledge is applied to challenge and enthuse students.	Subject knowledge is secure and helps learning.	Subject knowledge is unsatisfactory and does not help learning.
2. Progress	Students of all abilities/groupings are making exceptional progress.	Students of all abilities/groupings are making good progress.	Students are making progress broadly in line with their capabilities.	Students of all abilities/groupings fail to make progress according to their capabilities.
3. Planning to meet needs	Teachers are aware of student capabilities and their prior learning and plan effectively to build on these.	Good assessment procedures lead to well planned lessons which meet the needs of all students.	Regular and accurate assessment informs planning which generally meets the needs of all students.	Assessment does not support student improvement or planning.
4. A4L	Students understand in detail how to improve their work; are aware of success criteria and are constantly supported in improving work.	Students are provided with detailed feedback which results in knowing how well they have done and what to do to sustain good progress.	Students know about their progress and how to improve but may need more detailed guidance.	Students are unsure of progress made or how to improve.
5. Engagement & Enjoyment	Students demonstrate excellent concentration, are <u>all</u> fully engaged and are rarely off task. Enjoyment of the subject is clearly evident.	Majority of students are engaged and motivated and demonstrate enjoyment.	Students are generally engaged, show some enthusiasm and little time is wasted.	There is lack of engagement and enjoyment in general. Students may be off task for periods of time.
6. Behaviour Management	Behaviour management is excellent and school policy is applied consistently.	Behaviour Management is good with reference to school policy which is applied consistently.	Behaviour Management is adequate.	Behaviour management is inadequate and prevents learning at times. There is limited application of school policy.
7. Resources	Resources, including new technologies, make a marked contribution to learning.	Resources, including new technologies, enhance student learning.	Adequate use is made of resources including new technologies.	There is inadequate use of resources including new technologies.
8. Range of learning activity	There is a wide range of learning activities with evidence of differentiation and collaborative learning.	There is a range of learning activities with evidence of differentiation and collaboration.	There is adequate range of learning activities which could be developed to aid differentiation and collaboration.	There is inadequate range of learning activities and lack of differentiation and collaboration.
9. Intervention & Support	Student understanding is checked throughout the lesson with targeted intervention and support.	Student understanding is checked at times with relevant intervention when necessary.	Student understanding is checked occasionally and some intervention occurs.	Student understanding is not checked and hence lack of intervention and support.
10. Use of Teaching Assistant	Where appropriate, TAs make an impact on learning.	Where appropriate, TAs contribution makes a significant contribution to the quality of learning.	Where appropriate, the TA is effectively deployed.	Where appropriate, the TA is not used effectively.

**LESSON OBSERVATION CHECKLIST**

<b>Teacher</b>		<b>Date &amp; Period</b>	
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<b>Year Group</b>		<b>Number of students</b>		<b>Observer</b>	
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<b>Agreed focus:</b>
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<b>Start of Lesson</b>	<b>Evidence</b>	<b>Comment</b>
Punctuality of students including number of students late and action taken		
Recap		
Reference to homework		
Objectives clarified		
Overview/Big Picture		
Seating plan		
Register		
Clear instructions/expectations		

<b>Main</b>	<b>Evidence</b>	<b>Comment</b>
Differentiation - variety T/L strategies		
- resources		
- support		
- groupings		
Engagement of all students		
Effective use of TA/other adult		

**Not all of this checklist will be appropriate to all observations depending on agreed focus**

<b>A4L</b>	<b>Evidence</b>	<b>Comment</b>
Written feedback		
Verbal feedback		
Peer assessment		
Self assessment		
Success criteria made explicit		

<b>Q &amp; A</b>	<b>Evidence</b>	<b>Comment</b>
All students involved		
Deeper thinking challenged		
Variety of technique		

<b>Student Progress</b>	<b>Evidence</b>	<b>Comment</b>
Subject knowledge & understanding		
Skills		
Individual needs met (G & T/SEN/FSM)		

<b>Behaviour Management</b>	<b>Evidence</b>	<b>Comment</b>
School policy followed		
Issues dealt with effectively		
Students have required equipment / books / planners / bags		

<b>ECM</b>	<b>Evidence</b>	<b>Comment</b>
Be healthy		
Be safe		
Enjoy & achieve		
Make positive contribution		
Achieve economic wellbeing		

Cross Curricular Development	Evidence	Comment
Literacy		
Numeracy		
ICT		

Plenary	Evidence	Comment	
Student given time to reflect/examine			
Objectives are revisited/assessed			
Links to future learning/lessons			
Homework is set with deadlines clear	verbal		
	written		
students record in planner			
Organised ending/dismissal			

Environment	Evidence	Comment
Supports A4L		
Positive Room left tidy/cared for		
Health & Safety issues		

## Record of post observation discussion

Date of feedback \_\_\_\_\_

Positive Features	
1	
2	
3	

Areas for Development	
1	
2	
3	

Action/Follow up

Signed:

Observer \_\_\_\_\_ Teacher \_\_\_\_\_

**QEHS: Self Evaluation– Teaching and Learning**  
**Curriculum Leaders**

**1 Lesson Observations**

- Curriculum leaders will observe each member of their team once during the year. The focus will be on the quality of teaching and learning. The observations should be divided across the three terms
- Observations will last approximately 30 minutes and be followed, at an appropriate time, by supportive feedback to the teacher. Lessons from a range of year groups should be sampled
- A brief feedback session with the teacher observed should take place within 2 weeks of the observation. Staff should be provided with a copy of the recording sheet used
- Outcomes from the lesson should be recorded in the SEF file

**2 Work Sample**

- In addition to work scrutiny carried out during a learning walk and SLT review, there will be two other work scrutinies each year
- All staff should supply books/files for the relevant key stage scrutiny. Department members can be involved in the work scrutiny but it is the responsibility of the curriculum leader to collate the findings and determine outcomes and actions
- A record of the outcome of the work needs to be kept in the self evaluation file

**3 Learning Walks**

- Curriculum Leaders (supported by members of staff with a subject based TLR) will conduct one learning walk each term
- The curriculum leader will determine the focus of the learning walk, in line with specific departmental priorities
- Learning walks may include observation, work scrutiny and/or discussion with pupils, depending on the focus
- A number of teachers in the team will be visited during each learning walk, perhaps for 10-15 minutes, allowing 3 or 4 lessons to be visited in a single period

- The proforma summarising outcomes will be completed for SEF file

#### **4 Student Evaluation**

- Curriculum leaders will lead two student panels during the year in addition to SLT panels
- Documentation/questions will be provided to support the process. These need not be prescriptive and curriculum leaders can amend the questions or add new ones to suit their needs
- A student panel should consist of students (approx 12) with a range of ability from a range of classes. Students should be made aware of the purpose of the process (to gain their views and feedback and to continually reflect and improve) as well as the importance of not discussing members of staff or other students by name
- The curriculum leader should choose students using the data monitoring information and ensure an equal gender split where possible. Students should be consulted as to whether they have been involved in recent panels in other departments to avoid the same students being used all the time. A panel would normally last about 30 mins - 1 hour.
- A record of the students present and a record of the questions, answers and actions taken should be kept
- The summary proforma indicating positive features and areas for development will be completed and placed in SEF file

#### **Action plan/impact**

Outcomes of this process should be recorded using the Action Plan proforma which also records Impact.

## QEHS: Self Evaluation– Teaching and Learning

### Senior Leadership Team

#### 1 Lesson Observations

- The Headteacher / Deputies will observe each teacher once during the year. One lesson observation for each department will be a paired observation with the curriculum leader. There will be occasional lessons observed by two members of SLT or senior colleagues from TVC schools. These will be for the purpose of moderating lesson grades.
- A schedule will be produced at the start of the year, identifying when each departments' observations will take place. Teaching staff will then receive advance notice of the specific lesson to be observed
- Teachers should provide a lesson plan in advance of the observation using the agreed school plan. A seating plan should also be provided indicating where SEN/G & T/FSM students are seated.
- Individual feedback on the lessons observed will be provided for staff by the observer
- General Feedback on the quality of teaching and learning in a department will be provided for curriculum leaders by Helen Bailey (Deputy Head with responsibility for T&L)
- The lessons will be graded using the criteria grid

**Lesson Observation Proforma, Lesson plan and Criteria Grid are in the SEF file on the Shared Area**

#### 2 Work Sample

- Students in the groups observed need to provide their work/books/files for a specific date within the review period (Curriculum Leaders will be notified in advance)
- Neil and Deputies will select a sample of students work to carry out a Work Scrutiny
- Curriculum Leaders should carry out a work sample at the same time since all the work is collected together. There may be a particular focus

**Proformas for the Work Sample are in the SEF file on the Shared Area**

### **3 Learning Walks**

- During the department review period (1 week small departments; 2 weeks larger departments) a member of SLT will carry out a Learning Walk (1 hour small departments; 2 hours larger departments). This could occur at any time and will probably involve a visit to 3 - 4 lessons for 15 – 20 minutes each within the hour lesson
- **Proforma for Learning Walk is in the SEF file on the Shared Area**

### **4 Student Panels**

- During the Department Review period the Directors of School will each carry out a Student Panel exercise with a cross section of students from each Key Stage.
- A written report from each of these will be fed into the overall Department Review report.

### **Department Review – SLT**

#### **Action Plan and Report**

At the end of the review period and after SLT discussion a report will be produced for the department based on evidence from all aspects of the process. This report will highlight the positive aspects and areas for development.

Curriculum Leaders will meet with Helen Bailey to organise an action plan based on the review.

The impact of this department review in terms of changes made will be measured throughout the year using the evaluation document provided.