

Quality of Teaching Quality of Learning (QoTQoL)

‘The best available evidence indicates that great teaching is the most important lever schools have to improve outcomes for their pupils’ – EEF

Intent:

We will ensure that every teacher is supported in delivering high-quality teaching and that this is essential to achieving the best outcomes for all pupils.

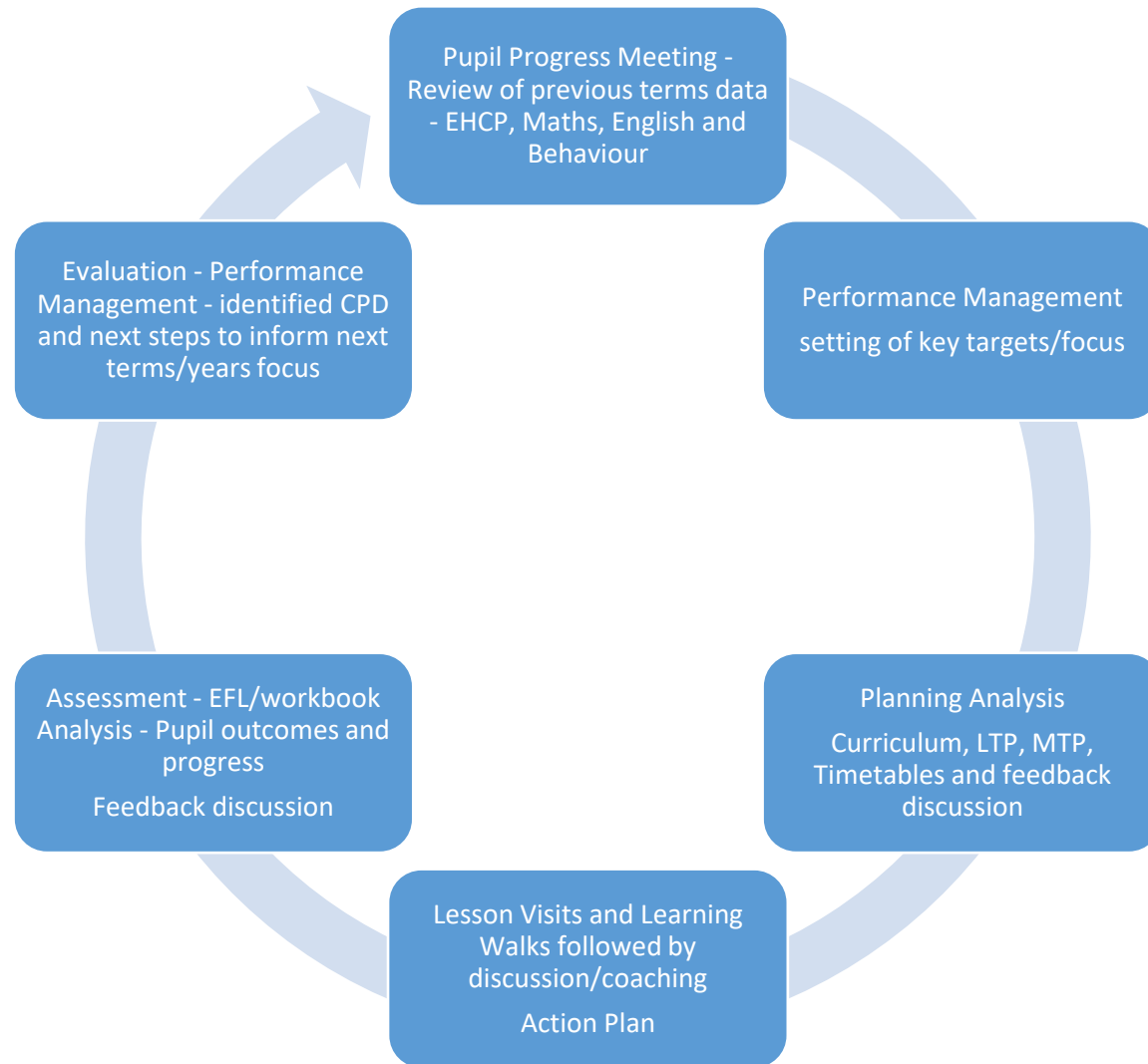
It is important that we will take into account and consider how children learn, how they can be engaged in their learning, how they develop knowledge and skills, and how they can be supported to lay firm foundations for later learning. Teaching approaches that understand the individual child, ensure long-term retention of knowledge and fluency in key skills are fundamental to learning and effective teaching.

We will ensure that approaches such as explicit instruction, scaffolding and flexible grouping are all key components of high-quality teaching and learning for pupils. Teachers will need to be mindful of the differing needs within their classes – having the highest expectations for all learners means it is just as important to avoid over-scaffolding as it is to ensure all pupils are adequately supported.

We have developed a robust process that looks to support, coach and develop every teacher, one that has moved away from formal observation, judgement and feedback to a coaching and mentoring model where they are at the heart of their own development and teaching journey. Through this process we have a ‘full’ picture of pupil progress and do not limit this to data but include this as part of the picture and the development of the whole child, improving outcomes for all learners.

Implementation:

Coaching and mentoring cycle over a term



As a minimum, all feedback from lesson visits and discussion within the cycle should be communicated face to face with the fundamental principle that it is the teacher's meeting, for them, about their teaching and their students. They own it; they drive it – and, ideally, they record it. A member of the SLT or subject co-ordinator will support and facilitate the meeting to ensure that the teacher identifies the area/s which they think will most improve their practice and how they can improve in this area, creating manageable, bite-sized steps for improvement.

The cycle each term will involve the following elements:

- An initial review of the previous terms data for EHCP targets, Maths, English and behaviour to identify any trends, identify gaps in learning/possibilities for further stretch and challenge and put a clear action plan in place
- Performance management meeting to set whole school, class and individual targets for teachers
- Planning analysis meeting to identify that planning and timetables reflect the curriculum and pathway for the class/key stage, a clear sequence of learning has been identified that builds on prior learning/understanding and next steps
- Lesson visits/learning walks to develop a conversation around current practice, identifying good practice (which may be beneficial to peers/wider Trust colleagues), reflecting on how teaching and learning can be improved and changes that could be made to improve outcomes for learners
- Assessment meeting to share pupil progress information through assessment and evidence scrutiny
- End of term performance management meeting to inform next steps

This cycle will ensure that professional development is ongoing and continuous, that it supports individual teachers through informed small steps and ultimately improves outcomes for all learners. At the end of each term we are able to identify the quality of teaching and learning for every teacher and this will inform and shape their own development.

We have the following templates in place to document and record the meeting and discussion that are in place over each term

Pupil Progress and data meeting template

EHCP and Curriculum Targets – Pupil Progress Meeting

Small step progress towards short term and longer term targets within EHCP and Core Curriculum areas

Emerging	<p>No Progress - Questions?</p> <ul style="list-style-type: none"> • Has the pupil been absent from school (check attendance). If so can we set more learning targets • Are the targets too challenging for the pupil? • Is there any other reason why no progress has been made e.g. target missed during assessment
Developing	<p>One Point of Progress - Questions?</p> <ul style="list-style-type: none"> • Has the pupil been absent from school for periods of time (check attendance) • Are the targets too challenging and could these be adapted (further scaffolding/resources) • Does the target need adapting to meet the current needs of the pupil (change in need)
Established	<p>Two Points of Progress - Questions?</p> <ul style="list-style-type: none"> • What opportunities would it take to move to generalised • Can this target be extended and generalised next term
Generalised	<p>Three Points of Progress - Questions ?</p> <ul style="list-style-type: none"> • Were the targets set challenging enough • How do we know that they have been generalised (long term memory)

Progress Data

Class:

Term:

	Actions	Patterns/Trends
EHCP		
Curriculum		

Performance Management Template



Appraisal Review Statement 2022 – 2023

This document will be used in conjunction with the Teachers pay and conditions policy which has been ratified by the Trustees of our Special Partnership

Appraisee:	Appraiser:		
Date of Review:	Autumn (Initial)	Spring (Review)	Summer (Final)
Area of additional responsibility within the school:	Current pay scale:		

Learning walk 1 AUT 22 Focus – Outdoor Learning (RA & SM)	Learning walk 2 SPR 23 Focus – Learning Environments (DD/SM)	Learning walk 3 SUM 23 Focus – Pupil Premium Impact (RW/CJ)	Health & Safety Learning walk (CJ/RA) Autumn 2022	Health & Safety Learning walk (CJ/RA) Spring 2023	Health & Safety Learning walk (CJ/RA) Summer 2023
Any actions:	Any actions:	Any actions:	Any actions:	Any actions:	Any actions:

Class EHCP target data Autumn 2022				Class EHCP target data Spring 2023				Class EHCP target data Spring 2023			
EME	DEV	EST	GEN	EME	DEV	EST	GEN	EME	DEV	EST	GEN
%	%	%	%	%	%	%	%	%	%	%	%

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Performance in relation to agreed targets and impact:

1. Target 1 – Whole School – embed sequential planning and assessment practice
IMPACT:

1. Target 2 – personal Target
IMPACT:

2. Target 3 – personal Target
IMPACT:

Summary of lesson observations (Progress over time) - What went well/main strengths of teaching and learning identified:

TA Performance Management Evaluation :

Interim Review:

TA's performance management has been completed

Well-being

Curnow recognises that teachers and line managers may wish to discuss any aspect of teachers' role/ responsibilities to ensure staff well-being remains paramount. There may be some aspects of the role which the appraiser may consider impacts upon their well-being – e.g. – time management, potential

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training/CPD need, assurance of good practice/ potential development points etc. Through such discussion the line manager and appraiser can identify/agree appropriate actions/development points/suitable support.

Through our meeting today we have identified the following:

Appraiser's comments:

Planning meeting template

Planning Monitoring

Term:

General Comments (School):

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Class	Pathway	Timetable	Curriculum areas	Subjects Comments/Actions
<u>Mylor</u>	R2L/L2L		Core	
			Creative and Understanding the World	

Timetables

- Timetable should match with your curriculum and needs of pupils as closely as possible – short focused sessions, focus on Core especially Maths and English
- Use the subject names and/or curriculum areas e.g. Core, Creative, Understanding the world
- Look at being more specific around what you are putting on the timetable e.g. PHSE/leisure used a lot – over a 1/3 of the timetable (There's 6 hours 20 minutes in a school day) but is it really communication, physical development etc.
- Focus should be on the Core – Maths and English followed by PHSE and PD.
- Make the timetable child friendly if they are able to use/understand a timetable

Planning


- Think about sequence from one lesson to the next, how does it link, it could repeat how it moves on, what makes for a clear sequence – small steps, linked. L2L sequence will be different from R2L sequence.
- Topic – Look at non- core subjects and linking in appropriate subjects – Ensure that all areas of DT, science etc are covered over the year.
- Sometimes a subject will not fit into a topic this is fine and can be delivered as a standalone subject. – Relevance to the pupils, breadth are the most important

Lesson Visits template

Lesson Visit


Class:		Subject:		Date:	
Teacher:		Group & number of pupils/ students:		Lesson:	
Support staff:		Observer:		Time & duration in lesson:	

Reflective conversation

	<p>Celebrate – what pleased us most?</p>	
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	<p>Reflections - including any actions/identified CPD</p>	
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Assessment/evidence template


Curnow School work scrutiny record

Date:			Observer:		
Class/key stage:			Teacher:		
Maths checked	Yes	No	Writing checked	Yes	No
				R	A
<i>Presentation/content: WILF clearly recorded, Work dated and staff initialled, Support codes used e.g. NH/VH/GH/PH, Pupil friendly feedback in use, Next steps clearly identified</i>					
<i>Work is tidy and well presented</i>					
<i>Clear differentiation of work/targets seen across group</i>					
Building on previous learning					
Depth and breadth of coverage					
Pupils progress					
Practice					
<i>If 'No' to any statements identify actions:</i>					
Feedback to teacher?				Yes	No

R - not evident (needs addressing)

A - partially evident (some good practice but needs to be more consistent)

G - Clearly evident (good and consistent practice no action required)

Building on previous learning	Depth and breadth of coverage	Pupils' progress	Practice
<p>Pupils' knowledge is consistently, coherently and logically sequenced so that it can develop incrementally over time. There is a progression from the simpler and/or more concrete concepts to the more complex and/or abstract ones. Pupils' work shows that they have developed their knowledge and skills over time.</p>	<p>The content of the tasks and pupils' work show that pupils learn a suitably broad range of topics within a subject. Tasks also allow pupils to deepen their knowledge of the subject by requiring thought on their part, understanding of subject-specific concepts and making connections to prior knowledge.</p>	<p>Pupils make strong progress from their starting points. They acquire knowledge and understanding appropriate to their starting points</p>	<p>Pupils are regularly given opportunities to revisit and practice what they know to deepen and solidify their understanding in a discipline. They can recall information effectively, which shows that learning is durable. Any misconceptions are addressed and there is evidence to show that pupils have overcome these in future work</p>

Each indicator has a RAG rating

R - not evident (needs addressing)

A - partially evident (some good practice but needs to be more consistent)

G - Clearly evident (good and consistent practice no action required)

Summary of QoTQoL

Quality of Teaching Overview

Highlighted level indicates best fit according to evidence gathered

Teacher:		Term:		
Pupils' progress and learning				
Evidenced via: <ul style="list-style-type: none"> Data/Progress meeting Planning Workbooks Evidence 	Teachers are determined that pupils/students achieve well and they enjoy their learning. They ensure pupils have coherently planned opportunities to embed and use their knowledge fluently. They consistently check & develop pupil's understanding and skills with well-planned opportunities for pupils to rehearse/use/extend their skills in an appropriate way. Almost all pupils and groups of pupils make sustained progress and learn 'exceptionally well', that leads to outstanding achievement; pupil outcomes as a result have improved.	Teachers address the development of deepening pupil's/students' knowledge, understanding and skills. Teachers identify and support effectively those pupils who start to fall behind and intervene quickly to help them improve their learning. The large majority of pupils and groups of pupils make the expected progress in lessons; pupil outcomes are improving.	Teaching, Learning and Assessment are not yet good. <u>Some</u> pupils/students' progress is evident; the learning needs of the group/individuals not adequately addressed which impacts on progress. Learning addressed does not sufficiently demonstrate security in planning next steps and as a result, pupil outcomes have not improved.	Pupils OR particular groups are making inadequate progress because teaching does not develop their knowledge, understanding and skills sufficiently. Progress is inadequate.
Planning				
Evidenced via: <ul style="list-style-type: none"> Planning Workbooks Evidence 	Teachers plan lessons very effectively and demonstrates security in the subject knowledge being taught. Planning makes the maximum use of lesson time and clearly evidences the lesson is part of a well-planned sequence. Planning demonstrates appropriate differentiation/ provides challenge for all pupils/students. Learning tasks are challenging; match pupils' needs 'accurately'; planning clearly links to pupil progress data and previous assessment outcomes.	Teachers use effective planning to help pupils/students learn well. Teachers use their secure subject knowledge to plan learning that sustains interest and provides opportunities for pupils to develop both their understanding and skill base in the subject they are studying. Tasks are challenging; match most pupils' needs; enthuse and motivate. Effective strategies are planned and used in accordance to planning produced within the lesson observed.	Planning has been produced. Individual needs are 'usually' met; but the planning is not sufficiently demonstrating that learning is part of a well-planned sequence. Further development is required in ensuring planning demonstrates challenge within learning opportunities presented which builds upon prior learning observed/ assessed.	Teaching is poorly planned. Learning activities/ tasks/ resources are not sufficiently well matched to pupils'/ student's needs and do not engage them. Planning does not demonstrate security of subject knowledge which ensures pupil knowledge/ understanding/skills are developed in an informed way.
Teaching				
Evidenced via: <ul style="list-style-type: none"> Lesson visits Learning walks 	The teacher has demonstrated deep knowledge/ understanding of the subject they are teaching ensuring their teaching is coherently sequenced; they use questioning effectively and encourage pupils to participate, recognising all efforts which <u>does not</u> impact on pace. The large majority of teaching is outstanding a very small part is good. Teachers use TA's effectively; the team are very knowledgeable, highly enthusiastic and effective (well-judged teaching strategies) in deepening pupils' skills, knowledge & understanding. Resources/teaching strategies used are well-matched to the needs of the pupils/students; no child is disadvantaged in the lesson observed.	Time in lessons is used productively, teachers have good expectations of all pupils. The large majority of teaching is good. <u>Some</u> is outstanding. Teachers' knowledge 'enables learning to be developed; aspects of teaching require further focus in ensuring learning (pupils embedding and using their knowledge fluently) is fully developed by all members of the teaching team.	Aspects of teaching is slow and at times, lacks pace; individuals/ groups observed as insufficiently engaged in aspects of the lesson observed, the contribution to effective teaching/learning/assessment needs further focus. Teaching is not demonstrating it is part of a well-planned sequence which is coherently structured; lesson time is not well used.	Teaching does not effectively develop pupils/students' knowledge, understanding and skills in the subject/area being addressed. Expectations are inappropriate. Teaching fails to promote learning or helps pupils embed and use knowledge fluently.

Literacy and mathematical knowledge, SMSC				
<p>Evidenced via:</p> <ul style="list-style-type: none"> • Planning • Lesson visits • Learning walks 	<p>Teachers take every opportunity to embed well planned differentiated reading, writing and communication outcomes and where appropriate mathematics; outcomes identified are part of a well-planned sequence and actively builds upon prior learning. Phonics teaching is evident <u>and</u> effective. Pupils develop and apply a wide range of core skills to enable them to embed their knowledge fluently. SMSC is very much evident in this lesson; pupils/students love the challenge of learning, which is celebrated and shared.</p>	<p>Teachers develop pupils' reading, writing and communication, and where appropriate mathematics, well in the lesson. Phonics teaching is evident. Literacy and mathematical knowledge is taught throughout which evidences a planned/ informed focus upon the development of core/ key skills and concepts which further secures pupil understanding. As a result, pupils continue to develop and apply a wide range of literacy/ mathematical skills well. SMSC promoted and pupil/student work is acknowledged.</p>	<p>Teachers fail to fully promote the development of pupils reading, writing and where appropriate mathematics; phonics delivery is insufficiently addressed. Pupil/students' participation/ achievements not sufficiently celebrated/ shared which reinforces learning/ or prepares pupils well for their next stage/steps. SMSC requires further development to ensure all learning is acknowledged celebrated and shared.</p>	<p>Pupils are not encouraged to communicate, read, write or apply mathematics as well as they should, so they do not make sufficient progress in their knowledge and are unable to access the curriculum in line with their peers. Insufficient promotion of SMSC within the lesson observed.</p>
Assessment				
<p>Evidenced via:</p> <ul style="list-style-type: none"> • Data/Progress meeting • Lesson visits • Workbooks • Evidence 	<p>Assessment is integral; teachers use assessment outcomes to inform pace of the session, planning, teaching and learning. Assessment of learning helps pupils embed & use knowledge and provides pupils with incisive feedback. Both WALT and personalised WILFs are evident and shared to secure pupil progress. Marking (feedback) is accurate, constructive and of high quality. Pupils understand how to improve their work by receiving regular feedback. Praise is used effectively (key vocabulary used) to reinforce learning. If/as appropriate; work books are used very effectively in the identification of next steps. Accreditation folders are of high quality and demonstrate very effective use of assessment (learning informs next steps).</p>	<p>Assessment of learning is used within the lesson; assessment outcomes provide pupils/students with feedback (key vocabulary used) in line with the Trusts assessment policy; pupils use this feedback well. Assessment of learning demonstrates accuracy as teachers listen, observe and question skilfully. Oral and written feedback is detailed and accurate. Pupils know how well they have done and how to improve. Work books demonstrate curriculum coverage; feedback is evident in demonstrating learning is part of a sequence. Accreditation folders demonstrate modules studied; annotation is clear and informs next steps.</p>	<p>Pupils/students' work is actively monitored. Learning is assessed but not always rigorously enough; feedback is evident but does not fully enable pupils/students to know/recognise how they can improve. Assessment is not consistently accurate to inform next steps in learning. Work books are used but require further focus to ensure they remain effective in informing next steps. Accreditation folders demonstrate modules studied; further focus upon quality of annotation is required.</p>	<p>Weak assessment practice means that teaching fails to meet pupil's needs. Inadequate progress because teaching does not use assessment outcomes effectively in developing pupil's knowledge, understanding and skills sufficiently. Little evidence of continual and sustained assessment. Marking is variable and development comments are rarely used.</p>
Behaviour/attitudes to learning				
<p>Evidenced via:</p> <ul style="list-style-type: none"> • Lesson visits • Learning walks • Behaviour/wellbeing data 	<p>Teacher's foster curiosity; developing interested learners who thrive in lessons deepening their knowledge understanding and skills. Teachers manage pupils' behaviour effectively with clear rules that are consistently enforced. Teachers have consistently high expectations of all pupils' attitudes to learning. All pupils/students purposefully engaged in learning. Pupils consistently have high levels of respect for others and highly positive attitudes towards their time in the class. Pupils behave consistently well, if pupils struggle with this, the teacher takes fair and highly effective action to support them to succeed to maintain high levels of engagement.</p>	<p>Teachers have high expectations and encourage pupils to work with positive attitudes; pupils work well on their learning because teachers reinforce expectations for conduct and set clear tasks/learning outcomes that challenge pupils. Pupil's behaviour does not disrupt lessons. Pupil's attitudes to education are positive, they are committed to learning and take pride in their achievements.</p>	<p>Teachers need to further promote pupil's/students attitudes to learning (engagement) to enable them to apply their knowledge and understanding in ways that stretches their thinking and to practice key skills. Teachers need to further promote positive behaviour to enable pupils to effectively engage in the teaching, learning, and assessment process.</p>	<p>Teachers do not promote equality of opportunity and so discriminate against the success of individuals or groups of pupils; pupils not sufficiently engaged in their learning in the lesson in ways that stretches their thinking and to practice key skills. Staff are not adequately and consistently managing behaviour, resulting in poor behaviour. Some pupils are not safe/do not feel safe.</p>

Impact: The quality of teaching and learning will continue to be maintained at a very high level, individuals will be supported and coached to improve where necessary and this will have a positive impact on pupil outcomes. Teachers feel at the centre of their own development and monitoring of teaching and learning is carried out in a more relaxed and holistic manner.