



KINGSDALE FOUNDATION SCHOOL

TEACHING, LEARNING AND BEHAVIOUR MODIFICATION POLICY

Adopted October 2016
Next Review July 2017

Kingsdale Foundation School

EVALUATION OF TEACHING, LEARNING AND BEHAVIOUR MODIFICATION

1. Principles, Context and Aims

1.1 Principles

The Teaching, Learning and Behaviour Modification Policy will be based on the following principles:

- All staff teams will have raising standards of achievement or maintaining excellence as their over-arching aim;
- All teams are responsible for their own performance;
- All departments will take responsibility for dealing with behaviour management issues to ensure access to learning for all pupils;
- SMT and Directors will provide support and strategies for engaging best quality of teaching and learning.

1.2 Context

The core responsibilities of SMT and Directors are:

- Monitoring and review;
- Challenge;
- Intervention and support;
- Strategic leadership and direction.

1.3 Aims

Supporting teams to raise pupil achievement is the core purpose of the work of the SMT. We consider the quality of teaching to be the single most important factor in raising pupil achievement.

'The most important purpose of teaching is to raise pupils' achievement. Inspectors consider the planning and implementation of learning activities across the whole of the school's curriculum, together with teachers' marking, assessment and feedback to pupils. They evaluate activities both within and outside the classroom. They evaluate teachers' support and intervention strategies and the impact that teaching has on the promotion of pupils' spiritual, moral, social and cultural development'.

At the heart of this policy is a desire to make a direct link between the role of the teacher with regard to delivering lessons as outlined in the National Standards for Teachers, and managing behaviour and relationships in order to create an appropriate environment for learning.

Objectives of the Policy

- To ensure clarity in regard to key aspects of policy and practice for effective teaching and successful behaviour and relationships management.
- To share good practice on building positive and productive relationships with students.

Intended Outcomes

- The quality of teaching and learning is high;
- There are low levels of pupil absences;
- There are high levels of punctuality;
- Staff feel empowered to teach and deal effectively with a wide range of behaviour issues.

Rights and Responsibilities

All members of the school community have rights and responsibilities vis-à-vis teaching learning, citizenship and inclusion.

Everyone in the school community has the right (in the classroom) to :-

- Feel and be physically safe;
- Be treated with respect and courtesy;
- Succeed;
- Use their imagination and express themselves.

In addition

Pupils have the right to:

- Learn;
- Attend their time-tabled lessons;
- Be consulted on issues on practice which directly affects them.

Teachers have the right to:

- Teach in an environment which is conducive to teaching and learning;
- Ask for appropriate help and support when difficulties arise as a result of the breakdown of behaviour within the classroom;
- Be consulted on issues which directly affect them.
- Reflect on their practice.

Parents/All Stakeholders have the right to:

- From an early stage, be informed, consulted and involved in all aspects of their children's educational progress, achievements, behaviour and relationship issues;

- To be fully involved in the development of whole school practices on teaching, learning and behaviour modification through the annual Parents' Evenings, Monthly Parents' Forum and ongoing communication with staff at the School.

This document is to define the School's policy for the evaluation of teaching, learning and behaviour modification and the terms under which the policy will operate. The policy is built on the OFSTED guidance for the inspection of departments.

The core features of the policy are:

Monitoring and Review:

- To collect evidence that can be used, to evaluate the quality of teaching and learning and behaviour modification across the curriculum;
- To validate the school's judgements on the quality of teaching, learning and behaviour modification for external audiences.

Support and Intervention:

- To support departments in making their systems for the evaluation of the quality of teaching, learning and behaviour modification more robust;
- To improve the quality of teaching, learning and behaviour modification by identifying good practice and areas for development at individual department and whole school level.
- To encourage and celebrate innovation and challenge.

In support of these aims the specific purposes of the policy are to:

- Define a set of protocols for the observation of classroom practice by line-managers and SET through work scrutinies, Climate Walks and scheduled monitoring by SMT/SET.
- Ensure that judgements made by HOD's, Directors and SET are rigorous;
- Provide guidance to HOD's, Directors and SET on giving developmental feedback which outlines strengths and weaknesses and points for improvement.
- Provide opportunities for self-evaluation and reflection.

2. Protocols for Classroom Observations

Key focuses of our observations are to enhance the departments' systems for evaluating the quality of teaching, learning and behaviour modification in order to validate the judgements the departments have made. To this end we consider all observations should be carried out jointly where possible. Lesson observations from within the school could be carried out by the Headteacher, deputy Headteachers, Assistant Headteachers, directors, subject managers, phase co-ordinators, subject teachers and so on.

Observing teachers at work has become an accepted part of the culture of improvement in education and most departments have some form of monitoring system in place. However, the process can still be stressful. To ensure that such observations are carried out in a fair and consistent manner it is important that all staff adhere to the following protocols when observing lessons:

Observations will:

- Be planned and timetabled in negotiation with line managers;
- Be based on clear and transparent criteria;
- Be followed by verbal feedback on the day of the observation where possible;
- Result in a summary, which identifies strengths and weaknesses and gives points for improvements.

3 Evaluating the Quality of Teaching, Learning and Behaviour Modification

3.1 Context and Content

The evaluation of the quality of teaching, learning and behaviour modification can be judged by:

- Observing the actions of teachers in the classroom;
- Sampling pupils' work;
- Talking to pupils;
- Assessing the quality of the interaction between teachers and pupils in line with whole school policy for the management of behaviour and inclusion;
- Reviewing documentation, such as lesson plans, open mark-book, etc;
- Analysing data on pupil attainment using Go4Schools.

For a comprehensive evaluation of the quality of teaching, learning and behaviour modification, each of these activities must be carried out. **However, the key component is lesson observation and no evaluation can take place without a systematic observation of classroom practice.**

Such observations will focus on the following:

- The subject matter, its context and relevance, and how it relates to the pupils and what they have done before; what they are required to do and how they will be accessed.
- The methods used and structure of the lesson, evaluating each of the lesson's components where these are distinct;
- The pupils, what they are required to do and how they do it, noticing the extent to which the lesson is engaging provides challenge and or addressing the needs of all of them as fully as it should;
- Strategies used by the teacher to promote inclusion.

3.2 Teaching Quality Standards

The quality of teaching will be considered specifically in terms of the extent to which teachers display the following ten key qualities:

- i. Good subject knowledge and understanding in the way they present and discuss their subject;
- ii. Technical competence in teaching basic skills;
- iii. Effective planning, the setting of clear objectives that pupils understand and play a part in the assessment of their work;
- iv. The ability to challenge and inspire pupils, expecting the most of them so as to deepen their knowledge and understanding;
- v. Teaching methods which enable all pupils to learn effectively;

- vi. The ability to manage the pupils well and set to model the standards of expected behaviour in line with the whole school policy on citizenship and inclusion. Evidence that high standards of behaviour are an essential feature of the classroom.
- vii. The ability to use time, support staff and other resources especially information and communications technology effectively;
- viii. Accurate assessment of pupils' work through regular and accurate target setting;
- ix. The effective use of homework to reinforce and/or extend what is learned in school;
- x. Teaching that is inclusive and meets the needs of each and every student.

3.3 Learning (Impact) Quality Standards

The quality of learning will be considered specifically in terms of the extent to which pupils/students exhibit the following six key qualities:

- i. They have acquired new knowledge or skills, developed ideas and increased their understanding;
- ii. They apply intellectual, physical or creative effort in their work;
- iii. They are productive and work at a good pace;
- iv. They show interest in their work, are able to sustain concentration, think and learn for themselves;
- v. They understand what they are doing, what knowledge has been arrived at and how they can improve;
- vi. The self-esteem of each pupil (and their belief in their ability to contribute to the lesson and make progress) is raised.

3.4 Making Observations

Each of the key qualities above is displayed by the actions of the teacher and pupils/students in the classroom. It is the observation of these actions that forms the basis for the classroom observation and the judgement of the effectiveness of the quality of the teaching. Examples of the actions that are typical of the key qualities are shown in Appendix 1 (Teaching) and Appendix 2 (Learning).

When observing the actions of the teacher, the observer will be evaluating the quality of teaching with the following priorities:

- To evaluate the effectiveness of teaching;
- To identify which aspects of teaching works best, or least well;
- To assess the role of the teacher in modelling expected behaviours;
- To record and report these insights so as to illustrate good practice and to explain weaknesses clearly to provide a basis for improvement.

The observation will be recorded by the observer using standard forms. An example is shown in Appendix 3.

3.5 Making and Presenting Judgements

Using the evidence collected during the observation, the observer is expected to make summary judgements of the quality of teaching and learning they have observed. These judgements will be summarised under the following headings:

- Strengths
- Weaknesses

- Points for future development

In addition, the following four aspects of the teaching and learning process will be assessed:

- Teaching
- Learning
- Pupil Attainment
- Pupils' Attitude and Behaviour
- Assessment

The summary judgements will be recorded on a 'Summary of Observation' form. A copy of the form is given in Appendix 4. Completed copies of this form will be given to the observed teacher and to the Headteacher.

The teacher's performance is related to a number of key qualities that have to be considered when making the judgements. The judgements will be based on balancing the relative performance of the teacher across all the qualities. Deriving this balance is complex, subtle and a matter of judgement. It is essentially a qualitative and not a quantitative exercise.

Whilst the judgement on the quality of teaching, learning and behaviour modification must be based on a balance of performance across the key qualities, it cannot be satisfactory if any one of the following is present:

- Teachers' knowledge of subject is not good enough to promote demanding work;
- Basic skills are not taught effectively;
- A significant minority of pupils are not engaged in the lesson;
- There is evidence of unacceptable behaviour/interactions with pupils that goes unchallenged;
- Lessons are poorly planned and organised and time is wasted;
- There are weaknesses in controlling the class;
- Pupils do not know what they are doing;
- Pupils are not making progress
- Support staff in a classroom are used ineffectively;
- Opportunities for inclusion are overlooked.

4. Individual Feedback

A key aim of monitoring and evaluation is to support and develop the quality of teaching and learning. Good feedback is a professional dialogue between observer and teacher. Giving effective feedback is a critical element of the process of observation. **Feedback should be clear, objective and unambiguous, leaving the teacher with an understanding of the strengths and weaknesses seen in the session and identifying points for future development.**

All observations will be supported by written feedback (see Appendix 4) and verbal feedback. To support verbal feedback time should be built into the observation schedule so that where possible it takes place on the day of the observation. If this is not possible the member of staff should be informed of how and when verbal feedback will be given.

Directors of each faculty will provide detailed guidance and coaching on how to give constructive feedback.

5. Evaluating the Quality of Teaching, Learning and Behaviour Modification across the Curriculum

One of the aims of the classroom observations carried out by SMT staff is to evaluate the quality of teaching and learning across the curriculum. Through the process of joint observation it is expected that the judgements made by the school are **standardised and validated**. The validation of the school's judgement should enable members of the SMT and the Headteacher to have a dialogue about the quality of teaching and learning across the curriculum.

6 Timetable for Implementation

It is expected that the evaluation of teaching, learning and behaviour modification in each department will be carried out on a systematic basis by the HOD/Director. This evaluation will normally be carried out throughout the Autumn Term each year with return visits to lessons, which are a cause for concern, across the year.

Lesson observations will be supported through ongoing Climate Walks and drop-in sessions carried out by the SMT.

7. Competency Procedures

The key purpose of the evaluation processes laid out in this policy is to make general judgements about the quality of teaching and learning within each department and to offer developmental feedback, which leads to improvement. **It is the responsibility of the HOD/Director to identify teachers with professional difficulties and to implement Competency Procedures, where necessary, in strict adherence to legal guidelines.** Should a teacher be subject to Competency Procedures then the observation documentation may be used if the Director and the Headteacher have agreed this in advance.

Appendix 1 – Evaluating the Quality of Teaching: Detail

There are ten key qualities that are exhibited by effective teachers. Each of these key qualities can be judged by observing the actions of teachers in the classroom, their interactions with pupils and reviewing pupils' work, 'by reviewing documentation, such as mark-books, and through the analysis of data on pupil attainment. Examples of the actions for each of the key qualities are shown below.

1. Good subject knowledge and understanding demonstrated in the way they present and discuss their subject.

- i. The teacher teaches competently and understands the content of the National Curriculum programmes of study, the requirements for public examinations and programmes of vocational study.
- ii. The teacher plans competently the learning in the subject or area of work, showing a good understanding of the way the subject develops.
- iii. The teacher demonstrates skills in asking subject specific questions which help pupils to understand and which extend their thinking.
- iv. The teacher explains new ideas in a way that makes sense to pupils.
- v. The teacher draws on their knowledge of how pupils learn when presenting them with new experiences or information.
- vi. The teacher uses appropriate equipment, artefacts and resources to interest and challenge the pupils.
- vii. The teacher demonstrates their ability to deepen the thinking in the subject for all pupils and stretch the more able.

2. Technical competence in teaching basic skills

- i. The teacher integrates the teaching of Numeracy, literacy and ICT and E-safety into their lesson planning.
- ii. The teacher demonstrates appropriate knowledge of, and ability to meet the requirements of, Numeracy and Literacy Strategies.
- iii. The teacher uses appropriate language and shows appropriate grasp of concepts
- iv. When teaching Numeracy, literacy and ICT and E-safety, the teacher shows confidence in teaching those aspects of Numeracy, literacy and ICT and E-safety that relate to their subject.
- v. The teacher explains ideas in Numeracy, literacy and ICT and E-safety in a way that makes sense to pupils and which enables them to extend their understanding and thinking.

3. Effective planning and the setting of clear objectives that pupils understand

- i. The teacher has clear objectives for pupils' learning.
- ii. The teacher's planning takes into account the differing needs of pupils, such as those with specific learning needs.
- iii. The teacher clearly shows what they intend to teach and are able to evaluate the extent to which learning objectives have been realised.
- iv. The teacher's planning shows how the lesson fits into longer-term plans and why particular methods have been used.
- v. Support staff involved in planning the teaching have been briefed about what they are expected to do.

4. The ability to challenge and inspire pupils, expecting the most of them so as to deepen their knowledge and understanding.

- i. The teacher advances learning in an atmosphere of imaginative speculation and curiosity, unconstrained by subject boundaries.
- ii. The teacher provides pointers to new connections and deeper understanding, provoking determined and unexpected contributions from pupils.
- iii. The teacher includes all pupils and fosters a climate of achievement in which pupils can make individual progress.

5. Teaching methods, which enable all pupils to learn effectively.

- i. The teacher's explanation is lively, informative and well structured.
- ii. The teacher's use and style of questions is such that they probe pupils' knowledge and understanding, challenge their thinking and engage all pupils.
- iii. Practical activity is purposeful and not stereotyped in that pupils are encouraged to think about what they are doing, what they have learned from it and how to improve their work.
- iv. Investigations and problem-solving activities when used help pupils to apply and extend their learning in new contexts.
- v. The choice of pupil grouping, for example pupils working alone, in pairs or small groups, or all together on activities that reinforce the objectives set for teaching and learning.
- vi. The form of organisation allows the teacher to work efficiently with as many pupils as possible.
- vii. The use of resources stimulates learning and sensitively reflects different groups, cultures and backgrounds.
- viii. The teacher encourages the development of the pupils' imaginative spark and creative and intellectual curiosity.
- ix. Varied, challenging, use of resources.

6. The ability to manage pupils well and insist on high standards of behaviour.

- i. The teacher exercises authority clearly and fairly from outset.
- ii. The teacher holds the pupils' attention and involves them in the work at hand, encouraging their concentration and completion of the task.
- iii. The organisation of the work to be done and the grouping of pupils to do it is carried out clearly, efficiently and sensitively.
- iv. The teacher supports and controls the pupils, intervening according to the needs of individuals and groups.
- v. There is a mutual respect between teacher and pupils and proper habits of work are established and developed.
- vi. The teacher stresses the importance of self-discipline and has expectations of mature behaviour.
- vii. The teacher consistently models the high standards of behaviour and self discipline expected from pupils.

7. Pupil Teacher-Relationships

Advice to Teachers on Managing Pupils

- I. The teacher takes the lead in creating an atmosphere in the classroom that contributes to and reinforces positive learning through working partnerships.
- Establish meaningful relationships with pupils. Take a genuine interest in pupils as individuals and as learners.
 - Always communicate calmly and respectfully with pupils and expect the same in return.
 - Be fair and consistent at all times. This does not rule out flexibility.
 - Arrive punctually to class before pupils as a mark of respect to the pupils and to ensure a calm and ordered start to the lesson.
 - Put up the date, learning aims, objectives and outcomes for each lesson. Clearly display the focus for appropriate behaviour rather than negative behaviour.
 - Focus on the pupil and not the behaviour.
 - Use non verbal communication often as gentle and subtle signals to acknowledge and deal with behaviours and attitudes that cause concern (E.g. a smile, a frown, a nod of the head etc).
 - Use genuine praise and encouragement. They are great motivators.
 - Offer options and choices as part of explaining consequences in order to support pupils taking responsibility for their own learning and behaviour.
 - Observe current legislation regarding Safeguarding Children (Child Protection) and the specific Health and Safety protocols of this School.
 - Assist pupils in supporting school rules by giving them your laminated A4 Exit Slip if you ask them to leave their classroom to complete an errand for you.
 - Do not leave pupils unattended in the corridor or on the walkways. Create “Time Out” spaces within the classroom.
 - Where it is deemed necessary for a pupil to be removed from the lesson, have recourse to the Departmental Shadow Support Timetable.
 - Remember that you are responsible for the Health and Safety of every pupil on your register/in your classroom.

II. Best practice case study – improving teacher-pupil relationships

One school put improving teacher-pupil relationships at the heart of its school-development plan. They focused on the way in which teachers interacted with pupils.

The following bullet points outline the behaviours for teachers:

- Welcoming your class into the classroom with a smile
- No shouting unless a child is in danger
- Being positive and encouraging to all your pupils
- Explain why you’re doing what you’re doing. Pupils will be far more willing to do as you ask if they understand why they’re being asked to do something.

The aim of the School was to achieve consistency amongst staff in their interactions with pupils.

Pupils in their turn were asked to:

- Line up quietly outside the classroom before lessons.

- Think twice before they speak once.
- Be kind to each other.
- Bring all their equipment to school.
- Walk quietly in the corridors – observing the 4Ls and Walkway Rules.
- Be polite to non-teaching staff.

The key to all the above, was found to be the focus that the school had on teachers leading by example and being effective role models for their pupils.

Please refer to the Staff Code of Conduct

III. What Pupils Can Do

Advice to Pupils on Managing Staff

- Think about when, how and at what point to raise issues of concern.
- Talk to your subject teacher in the first instance to help them to understand your point of view.
- Try to do this calmly and respectfully at a mutually convenient time.
- Try to familiarise yourself with the range of non-verbal communications that are used by your teachers to help you to redeem yourself e.g. a nod, smile or a frown. Model these behaviours often – they will become routine.
- Do not assume that if something has gone wrong in one lesson that it will be carried on in the next lesson. Work together with your teacher to make a fresh start each lesson. Your teacher will want to praise you for your efforts. You can praise your teacher also.
- Familiarise yourself with/adhere to schools rules. This will prevent unnecessary confrontation.
- Know who to go to when you think that the relationships have broken down with your subject teacher.
- Allow issues that arise in the classroom to be dealt with by the subject teacher, head of department or director in the first instance.
- You may at anytime ask for a trusted adult to advise or represent you.
- Use the Pupil Lesson Evaluation form to give voluntary feedback to your teacher.
- Attend the Subject forum for each department and give your balanced views/make suggestions to Heads of Department and Directors.

Responsibilities

IV. The Governing Body Have:

- Responsibility for making final decisions in regard to taking appropriate action for unacceptable behaviour by staff or pupils, which are of a very serious nature.
- Legal responsibility to ensure that a behaviour policy is revised implemented and reviewed annually.
- Responsibility for ensuring that pupils of all abilities make expected progress. This will be achieved through systems of accountability.

The Headteacher

The Headteacher has responsibility for:

- Taking appropriate action when there have been incidents of unacceptable behaviour by staff or pupils which are of a very serious nature.
- Ensuring that policy and practice promotes consistency of approach and fairness.
- Establishing a structure that allows staff and pupil concerns to be listened to and addressed.

Pastoral Managers

Pastoral Managers have responsibilities for:

- Overseeing and monitoring day-to-day implementation of the Citizenship and Inclusion policy as it relates to the Teaching, Learning and Behaviour Modification Policy.
- Reviewing the intended outcomes for the policy on a regular basis.
- Liaising with curriculum Directors and the Director of Learning Support (SENCO) in regard to the effectiveness of the policy.
- Leading the review of policy.

Senior staff in General

Senior staff have a responsibility for:

- Informing themselves about the policy, school rules and agreements.
- Consistently and fairly applying the policy in their own interactions in the areas that they line manage and across the school and ensuring that staff and pupils adhere to school rules and agreements.
- Promoting positive behaviour.

Pupils

Pupils have a responsibility for:

- Choosing to associate with and promoting positive behaviour.
- Adhering to school rules and agreements.
- Reporting incidents of unacceptable behaviour e.g. bullying and harassment.
- Informing themselves about the Teaching, Learning and Behaviour Modification policy, school rules and agreements.

Parents/Primary Carers

Parents and Primary Carers have responsibility for:

- Informing themselves about the policy, school rules and agreements.
- Ensuring their children at the school understand the policy, rules and agreements.
- Working in partnership with the school to implement the policy, rules and agreements for the greatest good of all members of the school community.

8. The ability to use time, support staff and other resources especially Information and Communications Technology (ICT) effectively

- i. The teacher uses resources that are sufficient in quantity and quality, and fitted to the intended work.
- ii. The teacher manages time and resources so that pupils work productively.
- iii. The teacher delivers effective lessons that are usually brisk in pace. Time is available for reflection and consolidation.
- iv. Pupils know what they have to do and how long they have in which to do it.
- v. The use of ICT is relevant and the teacher is clear of their intentions and the quality of intervention and support given.
- vi. When using ICT the teacher's intervention is not merely to solve technical problems but to maintain pupils attention upon the task. The intervention develops pupils' understanding of ICT, the subject or both.
- vii. Support staff when directed by the teacher to help pupils, are aware of what the teacher expects from them and what they should do to ensure the intended learning and desired behaviour takes place.
- viii. Staff understand and apply their responsibilities towards 'Acceptable Use' and E-Safety in the classroom.

9. The thorough assessment of pupils' work and the use of assessments to help and encourage pupils to overcome difficulties

- i. In their day-to-day work with pupils the teacher looks for gains in learning, gaps in knowledge and areas of misunderstanding.
- ii. The teacher uses a variety of assessment methods, including marking, questioning of individuals and plenary sessions, to carry out effective formative assessments of pupils' work.
- iii. The teacher listens and responds to pupils, encourages, and, where appropriate praises them, recognises and handles misconceptions, builds on pupils' responses and steers them towards clearer understanding.
- iv. The teacher encourages pupils to judge the success of their own work and set targets for improvement.
- v. Appropriate and challenging targets are set as and when necessary.

10. The effective use of homework to reinforce and/or extend what is learned in school

Pupils with Statements of Special Educational Needs (Educational Healthcare Plan-EHCP)

- i. There is effective planning to support SEN pupils
- ii. There is effective co-ordination between the SENCO, classroom assistants and the classroom teacher.
- iii. The classroom teacher is aware of each SEN pupil's IEP, its content and targets.
- iv. The content of the lesson is appropriate to support the learning of SEN pupils.
- v. The learning and progress of SEN pupils is appropriate to their age, ability and needs.

Pupils with English as an Additional Language

- i. There is effective planning to support EAL pupils
- ii. There is effective co-ordination between the EAL co-ordinator, classroom assistants and the classroom teacher.
- iii. Opportunities are provided to ensure pupils have opportunities for supported speaking and listening.

- iv. Effective models of spoken and written language are provided (for example, through 'writing frames').
- v. The class teacher understands how pupils' first language can be used to support the learning of others.
- vi. The class teacher uses high-quality, culturally relevant visual aids and other resources.
- vii. The pupils are supported where possible by bilingual support assistants.

Gifted and Talented Pupils

- i. There is effective planning to support gifted and talented pupils.
- ii. There is effective co-ordination between the gifted and talented co-ordinator and the classroom teacher.
- iii. The teacher has an awareness of the needs of the gifted and talented pupils.
- iv. The teacher shows a willingness to adapt and adjust to take account of pupils' rapid development.

Appendix 2 – Evaluating the Impact of Teaching Learning and attainment

There are five key qualities that are exhibited by pupils if they are learning effectively. Each of these key qualities can be judged by observing the actions and behaviour of pupils in the classroom, by reviewing their work and through the analysis of data on their attainment. Examples of the actions for each of the key qualities are shown below.

1. Pupils have acquired new knowledge or skills, developed ideas and increased their understanding

- i. The pupils have consolidated previous knowledge, covered new ground and made sufficient and appropriate progress during the lesson.
- ii. The pupils' work shows progress over time
- iii. The amount of work covered, its content and quality, is appropriate for the age and ability of the pupils concerned.
- iv. Pupils are able to discuss their work and demonstrate knowledge and understanding.
- v. Pupils are able to demonstrate newly developed skills.

2. Pupils apply intellectual, physical or creative effort in their work

- i. Pupils are engaged in their work.
- ii. Pupils are applying previously acquired knowledge, understanding and skills to their work.
- iii. The pupils understand the rationale for the work they are doing and its relevance to the development of their knowledge, skills and understanding.
- iv. Pupils relate and apply their own ideas to their work.

3. Pupils are productive and work at a good pace

- i. Pupils are putting in sufficient effort for the work they have been given.
- ii. The effort the pupils are putting in is worthwhile in relation to what is learnt.
- iii. Pupils produce an appropriate amount of work for their age and ability.
- iv. Pupils work is of an appropriate standard for their age and ability.

4. Pupils show interest in their work, are able to sustain concentration and think and learn for themselves.

- i. Pupils show sustained interest and effort throughout the lesson.
- ii. Pupils take responsibility for their own learning.
- iii. Pupils show a willingness to think creatively and extend their knowledge, skills and understanding beyond the immediate content of the lesson.
- iv. Pupils are able to make links between their learning in the lesson observed and the knowledge, skills and understanding acquired in other subjects.

5. Pupils understand what they are doing, how well they have done and how they can improve.

- i. Pupils are able to explain what they have done and how much they have learnt at the end of each lesson.
- ii. Pupils take a self-critical interest in their work and have a desire for improvement

Appendix 3 - Kingsdale Foundation School Short/Specific Lesson Observation Proforma

	OBSERVATION FOCUS	GRADE	EVIDENCE BASE
1	The extent to which expectations, reflected in teaching and planning, including curriculum planning, are sufficiently high to extend the previous knowledge, skills and understanding of all pupils	1 2 3 4	
2	How well teaching enables pupils to develop skills in reading, writing, communication and mathematics	1 2 3 4	
3	The extent to which well judged teaching strategies, including setting challenging tasks matched to pupils' learning needs, successfully engage all pupils in their learning	1 2 3 4	
4	How well pupils understand how to improve their learning as a result of frequent, detailed and accurate feedback following assessment of their learning	1 2 3 4	
5	The extent to which effective and adept use of questioning and discussion promotes learning	1 2 3 4	
6	The extent to which the pace and depth of learning are maximised as a result of teachers' monitoring of learning during lessons and any consequent actions in response to pupils' feedback (<i>this includes the ability of the teacher to alter the lesson plan in light of student feedback</i>)	1 2 3 4	
7	The extent to which teaching utilises technology, to enhance learning and develop learner progress	1 2 3 4	
8	How well the teacher uses their expertise, including their subject knowledge, to develop pupils' knowledge, skills and understanding across a range of subjects and areas of learning	1 2 3 4	

9	The extent to which the teacher enables pupils to develop the skills to learn for themselves, where appropriate, including setting appropriate homework to develop their understanding	1 2 3 4	
10	The extent to which the quality of teaching and other support provided for pupils with a range of aptitudes and needs, including disabled pupils and those who have special educational needs, is adapted and utilised so that students learning improves and progress is made (<i>this also includes the effectiveness of the use made of other adults in the room</i>)	1 2 3 4	
11	The extent to which the teacher enthuses, engages and motivates pupils to learn and foster their curiosity and enthusiasm for learning (<i>this judgement can be based on the view of the environment for learning within the classroom</i>)	1 2 3 4	
12	The extent to which student attitudes and behaviour in the classroom promotes and encourages learning and contributes to student safety	1 2 3 4	

Overall judgement on Quality of teaching

1	Outstanding	2	Good	3	Requires Improvement	4	Inadequate
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Brief Summary of judgement

<p><i>Signed (observer):</i></p> <p><i>Date:</i></p>
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Appendix 4
MONITORING PROGRESS: CLASSROOM OBSERVATION CHECKLIST

Date of Observation: _____ Class Observed: _____

	Satisfactory	Further Development
<p>1. Lesson preparation and planning</p> <ul style="list-style-type: none"> • The lesson was appropriately structured • It was part of a sequence and planned programme • The aims of the lesson were clear • Adequate and suitable resources were available • The material was differentiated as appropriate 		
<p>2. Subject Knowledge</p> <ul style="list-style-type: none"> • The teacher displayed a good command of the subject material 		
<p>3. Lesson preparation and teaching methods</p> <ul style="list-style-type: none"> • Suitable approaches were chosen from the options available • The material was well presented • The pace was appropriate • The teacher adapted the approach where necessary 		
<p>4. Communication and motivation skill</p> <ul style="list-style-type: none"> • The teachers' language was appropriate to pupil's ability • The pupils' were actively involved 		
<p>5. Discipline</p> <ul style="list-style-type: none"> • The teacher displayed a positive approach, encouraging and rewarding good behaviour • Where pupil behaviour was inappropriate, the teacher dealt with the situation effectively 		
<p>6. Effective use of homework</p> <ul style="list-style-type: none"> • Homework was set and marked in accordance with the school's homework policy • Appropriate feedback on homework was given 		
<p>7. Classroom organisation</p> <ul style="list-style-type: none"> • The classroom was well organised • Materials were well presented • An appropriate environment conducive to learning was created 		
<p>8. The teachers objectives for pupil's learning was met</p>		

Please indicate if an aspect is not applicable or if there is not enough evidence to assess.

CLASSROOM OBSERVATION FEEDBACK RECORD

Date of Feedback: _____

Date of Observation: _____

Class Observed: _____

Strengths

Areas for development

Teacher's comments

Observer: _____(signature)

Teacher: _____(signature)

Appendix 5 – Lesson Planning Pro-formas (Short)

Theme: _____ Time: _____ Pupil with special needs: _____

Group: _____

Number of Pupils: _____

Boys: _____

Girls: _____

Learning Outcomes: By the end of this lesson pupils

Will be able to:

Should be able to:

May be able to:

Beginning of Lesson

Development of Lesson

Conclusion of Lesson

Homework

Resources

KINGSDALE FOUNDATION SCHOOL LESSON PLAN PROFORMA (Long)

Day: _____ Period: _____
Room: _____ Date: _____
Subject: _____ Class/Age: _____
Number of pupils: who should be in the classroom: _____ Class working towards NC Level, GCSE Level/Grade, BTEC/OCR Award: _____
No of Boys: _____ No of Girls: _____ No. of pupils who have an SEN Statement (EHCP), are EAL or G&T: _____
Job title: _____

Previous Lesson:

Outlines of Lesson Content

(Relationship to National Curriculum PoS/Attainment Targets/Levels, opportunities for AfL/APP)

.....
.....
.....

Objectives

.....
.....
.....

Learning Outcomes

All pupils will:
.....
Ablest pupil will:
SEN, EAL, G&T pupils will:

Arrangement and organisation of class group work to be listed.

.....
.....
.....

List of resources needed and classroom safety assessment.

.....
.....
.....

Beginning of Lesson (Introductory activities/what teachers & pupils are expected to do)

.....
.....
.....

Development of lesson (Teacher & pupil activities including questions/pupils' tasks)

.....
.....
.....

Differentiation (SEN/EMA/Gifted & Talented)

.....
.....
.....

Homework task

.....
.....
.....

Cross curricular themes and PLTS/Language & literacy/numeracy/functional skills

.....
.....
.....

Citizenship/PSHCE focus

.....
.....
.....

Independent learning/healthy life choices

.....
.....
.....

Appendix 6 - Evaluating the quality of teaching (Inspection Judgements)/The Protocol for Classroom Observation

1. Role and Responsibilities

Before The Session the line manager or observer will where possible:

- Agree the purpose and focus of the observation;
- Agree the time and venue for the feedback;
- Agree the audience for the summary judgements and if grades are to be given;

The line manager or observer will where possible:

- Share the agreed purpose and focus of the observation with the teacher;
- The teacher being observed will provide the following materials for the observer on the day of the observation:
 - Lesson plan
 - Lesson register
 - Any relevant data pertaining to pupil attainment
 - Number on roll of the class
 - Any other adults in the class
 - A record of work taught to-date

During The Session

The observer will:

- Keep a “running record” using the observation proformas (Appendix 3);
- Observe only and will not contribute to the lesson, although at sometime during the session it is possible that (s)he will engage with pupils during their activities;
- Observe the courtesies by introducing themselves, agreeing position in the class and by giving thanks to the teacher;

After The Session

The observer will:

- Provide verbal feedback (ideally on the day of the observation) following the guidelines within this appendix;
- Provide written feedback (ideally on the day of the observation, if this is not possible within five days of the observation) using the summary proforma identifying strengths, weaknesses and point for future development along with summary grades for teaching, learning, pupil attainment and pupils’ attitudes and behaviour (Appendix 4);

2. Giving Feedback

Good feedback is a professional dialogue between observer and teacher. Giving effective feedback is a critical element of the process of observation. Feedback should be clear, objective and unambiguous, leaving the teacher with an understanding of the strengths and weaknesses seen in the session and identifying points for future development. Time for feedback should be built into the observation schedule and,

where possible, should take place on the day of the observation. If this is not possible the member of staff should be informed of how and when verbal feedback will be given.

Points for observers:

- Where possible, focus initially on an aspect of the session which was successful e.g. “pupils were really engaged in” and then focus the discussion by relating what has been observed in making progress against the original objectives e.g. you wanted pupils to understand that/learn to/be able to Did they respond as you expected?”
- Help the teacher to review the session by asking probing questions such as:
 - *Why did you select that activity to*?
 - *What did pupils*?
 - *What influenced your choice of*?
 - *What other strategies did you consider?*
 - *What will you do next?*
- Illustrate any judgements with specific and practical examples from the observations especially where your evaluation differs from the teacher;
- Always link strengths and weaknesses to their effect upon learning and attribute them to the teaching techniques;
- Summarise the discussion:
 - *“The agreed strengths of the session are*”
 - *“The agreed weaknesses of the session are”*
 - *“The agreed points for development are*”
- Record the outcomes.

Summary

To be effective, feedback should focus on:

Behaviour	not	Personality
Observation	not	Inference
Fact	not	Opinion
Exploring Alternatives	not	Just providing answers
Development	not	Purely judgement

To be effective, feedback should avoid:

- Patronising praise;
- Aggressive criticism (not assertiveness);
- Too much generalisation – lack of focus;
- Not giving opportunity for, or listening to, response;
- Lack of, or non-use of, evidence;
- Trivialisation of real concerns;
- Lack of respect or understanding.

Where there is teacher support for the teacher in the classroom, the teacher must show that effective planning for the support teaching assistant is in place so that pupils learning, particularly for individual groups of children and the use of the teaching assistant is effective.

It must be clear that the teaching assistant or others are deployed effectively to maximise impact on the specific pupils, learning must be evident and good collaboration between the lead teacher and the teaching assistant.

Review date: Autumn Term 2017