



Alderman Pounder Infant and Nursery School

Policy for Teaching and Monitoring

This policy incorporates the following former policies:

- Monitoring and Improvement
- Teaching and Learning

Document Owner: Head Teacher

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REVISION HISTORY

| Version | Revision Date | Next review due | Summary of Changes (and author) |
|---------|---------------|-----------------|--|
| 1.0 | Autumn 2013 | Autumn 2014 | Policy incorporated (Julie Hemsley) |
| 1.1 | Spring 2016 | Spring 2017 | Updated monitoring information. Replace subject coordinators with new management structure Updated AWL information |
| 1.2 | Spring 2017 | Spring 2018 | Minor updates (J Shelton) |
| 1.3 | Spring 2018 | Spring 2019 | RAISE Online replaced by ASP Changes to class structure |

Introduction

The children at our school are provided with high quality learning experiences that lead to a consistently high level of pupil achievers.

How our children learn and how they are taught in our school is driven by our teaching and learning strategies.

What they learn and are taught is driven by National Curriculum, the Early Years Foundation Stage and the Nottinghamshire Agreed Syllabus for RE.

Why they do so is in response to national, school and individual targets and the need to address individual needs of the whole child in order to develop positive attitudes and achieve their potential.

In order to secure ongoing improvement in standards within school we need to identify areas for development. These areas are identified through a series of monitoring activities which then inform the School Improvement Plan.

Monitoring teaching and learning is an important way of helping ensure that standards are raised. Monitoring information is used to ensure that the **School Improvement Plan** is focused on the strengths and weaknesses of pupils' attainment and progress. The school is committed to improving the quality of teaching and learning. The monitoring and evaluation process enables all staff to fulfill their management and leadership roles more effectively.

Aims

The aims are to:

- raise standard of children's learning through effective and efficient delivery of the curriculum
- have consistently high expectations underpinned with quality resources and appropriate and effective teaching strategies
- maximise opportunities in which children can achieve their potential in terms of academic achievement, aesthetic appreciation and spiritual awareness
- enhance self-respect and develop a responsible, independent attitude and take responsibility for own actions
- give equal provision and access for all children regardless of race, gender, intellectual or physical abilities
- ensure all the school community is tolerant and understanding, respecting others' rights, opinions and property
- promote positive behaviour, confidence and high self-esteem

- work closely with parents and community, recognising the need for real partnership in working together to maximise children's development

Teaching Strategies

Each of us is unique in the way we experience life and respond to events. There are as many different ways of learning as there are children in our classroom. The ways in which children learn can be broadly categorised into three main types; visual, auditory and kinaesthetic. We aim to use a range of teaching strategies to try and match, support and extend children's learning.

The strategies used in our school are:

- whole class direct teaching
- group teaching
- individual teaching
- open questions
- closed questions
- practical activities
- exposition/ modelling
- investigative
- interactive

We aim to make children independent learners by:

- providing easy access to resources
- providing opportunities for child initiated activities
- setting up of consistent simple routines and systems
- ensuring work is appropriately levelled
- giving children classroom management responsibilities
- motivating and increasing confidence
- developing problem solving techniques
- interpreting failure in a secure environment as developmental
- teaching coping strategies

We believe that children learn best when:

- they are happy, secure and confident
- their senses are engaged
- we give them opportunities to develop different types of intelligences
- the curriculum offered is relevant, motivating and stimulating
- there is regular assessment for learning, where children and teachers are clear about the next steps

- they are responsible for learning and contribute to the learning of others
- learning opportunities are well planned and differentiated for the inclusion of all
- their environment is conducive to learning
- we are all clear what good learning looks like

We promote a learning ethos by:

- developing a collaborative learning culture
- promoting a “have a go” culture and seeing mistakes as an essential part of the learning process
- provide learning prompts in every classroom
- promoting a learning dialogue in every classroom by using the language of learning and modelling the learning process
- sharing the learning objective and success criteria with the children at the start of the lesson
- teaching children to evaluate their own learning and recognise success
- developing the use of the plenary to promote children’s reflection on the learning process as well as content
- using a variety of questions to challenge children’s thinking and to help them make meaningful links across areas of their learning

The Learning Environment

Key Stage 1

Children need to have access to a stimulating learning environment which will encourage them to explore, investigate and learn through first hand experiences. We have a themed approach to learning. The lesson objectives are discrete to a particular subject area but the content is topic based and therefore learning is relevant to a particular theme. The children make connections and see a reason for their learning. Underpinning much of the learning which takes place are planned, structured play activities. These activities allow children to apply their learning in concrete experiences.

Throughout Key Stage 1, the classes consist of 2x Year 2 classes, 1x mixed Year 1/Year 2 class, 1x Year 1 class and 1x mixed Year 1/reception. They all consist of children with equal ranges of gender, age and ability. In most lessons the children may work in ability groups or social groups depending upon the teaching strategies being used.

Foundation Stage

Both FS1 and FS2 offer our youngest children opportunities to experience a wide range of resources and activities in a safe, secure environment. The units are organised into activity areas such as craft, construction or role play areas. Children are encouraged and supported to access the resources they need for their play.

To ensure that we meet the needs of all learners a range of strategies are used to promote effective teaching and learning such as:-

- a balance between child-initiated and adult-led activities
- opportunities for uninterrupted play
- adults intervening in play at appropriate moments in order to move learning forward
- drawing upon the ideas and experiences of the children
- variety of groupings
- short daily focus sessions which are differentiated according to the ability of each small group

The teaching and learning strategies and class organisation account for just part of our whole school learning culture. To complete the picture references must be made to other policies.

- Pupil Assessment and Reporting Policy
- Pupil Attendance Policy
- Behaviour Policy
- Inclusion Policies (SEND and Equality)

Monitoring Process

Individual teacher's on-going assessment and marking of pupils' work is used to inform day-to-day planning and target setting. All subjects are tracked in accordance with the assessment policy.

Assessment information is analysed to:

- identify each year group and whole-school strengths and weaknesses and development needs
- to set targets for the average levels for each year group in mathematics and English throughout the school

These year group targets support the target setting process for Year 2 and end of FS2 and inform performance management objectives for pupils' progress for individual teachers.

Each year the school also uses Nottinghamshire Performance Handbook and the Analyse School Performance document (ASP) to compare the performance of Alderman Pounder pupils with national averages and pupils' attainment in similar schools nationally and locally.

Many aspects of the **School Improvement Plan (SIP)** are based on a summary of the school's strengths and weaknesses in pupils' attainment.

The Head Teacher and subject leaders undertake work analysis to a timetabled monitoring programme. The particular focus for these scrutinies is included in the SIP. This is shared and discussed at staff meetings and actions are agreed.

Work Analysis

The whole staff undertakes an analysis of a sample of work across the school, (i.e. writing) looking at the attainment and progress by considering the work completed by a higher, middle and lower-attaining pupil from each year group. Leaders analyse data and work samples across the school and conclusions are drawn and action is taken accordingly.

The Quality of Teaching and Learning

The quality of teaching and learning is the most significant aspect of the school's provision that influences pupils' attainment and progress. The monitoring of teaching and learning leads to staff development either collectively or individually and informs the 'Improvement Planning Process'.

An annual programme for monitoring comprises of two elements:

- a **general summative observation/ focused observations** of all teachers undertaken by the Head Teacher. The purpose of this is to ascertain the overall quality of teaching in the school and to identify particular strengths in teaching in the school as a whole or areas that require attention. After observation a copy of the notes is given to the teacher and a feedback discussion takes place.
- buddy observations of all teacher undertaken by another teacher. Leadership decide on teacher pairs according to strengths and areas for development identified by the HT in the Autumn term. All teachers will complete a proforma and strengths and weaknesses will be feedback to the HT.

Curriculum Planning and Implementation

Subject leaders are responsible for long and medium-term planning in their subject. Key stage leaders are responsible for continuity and progression in the curriculum and the practice of agreed school strategies for teaching and learning in their key stages. The Head Teacher also ensures, during monitoring, that teaching in all classes is in line with agreed school policies.

Short-term planning

Short-term planning is evaluated as part of the Head Teacher's general observation of teaching. Monitoring of short term planning takes place to develop and refine as necessary.

The Governing Body

The Governing Body ensures monitoring takes place. It monitors pupils' attainment and progress through regular attainment and achievement meetings. Also through:

- receiving the ASP
- receiving a summary analysis of important parts of LA performance handbook
- considering recommendations concerning statutory and other targets for pupils' attainment
- policy development and implementation
- considering all policies, either by the governing body or a committee. Reports on other subjects are received in-line with the priorities in the school improvement plan and the monitoring timetable. Each subject has a Subject Leaders' Development Plan'

Teaching

Although the governing body does not formally monitor teaching, as part of the fulfillment of their role, governors may observe lessons and see at first hand the teaching and learning of the school. Governors do not write lesson observation reports. Their role in monitoring teaching is to ensure that the school's policies for monitoring teaching are carried out effectively.

The Head Teacher

The Head Teacher:

- arranges the overall programme and timetable of monitoring and evaluation each year
- provides resources to enable monitoring to take place
- evaluates the implementation of the monitoring programme
- participates in monitoring attainment and progress through work analysis
- ensures planning is effectively monitored
- undertakes general observation of teaching
- undertakes focused observation of teaching, when appropriate

- holds formal and informal discussions with teachers, pupils, parents and governors

Subject Leaders and Key Stage Leaders

Subject Leaders monitor:

- **attainment and progress**, through work analysis
- **planning** and implementation of the subject
- **teaching and learning**, within an agreed focus - this takes place in line with the SIP for other subjects
- analysis of data

Individual Teachers

Individual teachers:

- monitor attainment and progress in each subject through work analysis and on-going assessment and marking
- hold discussions with teachers, pupils, parents and governors concerning teaching and learning in the class
- mark SATs, phonics and other test outcomes
- consistently focus closely on pupils' work as a normal part of their teaching. Throughout the school pupils are taught to look closely at their work and to be aware of exactly how to make improvements in important areas

Pupils

Pupils are:

- encouraged to take ownership of their own learning and progress
- encouraged to monitor their progress in relation to targets set
- encouraged to read carefully the points for development given on marked pieces of work
- taught to evaluate their work and monitor their own progress
- encouraged to discuss points for development raised from pieces of work

Identifying focus for the Improvement Plan

During the summer term the Senior Leadership Team considers all *monitoring activities, national data and new government initiatives to inform* the schools development plan for the following year. Wherever possible, priorities are linked to raising pupils' attainment in a particular aspect of learning. The full staff are made aware of the grounds upon which each focus of the improvement plan has been identified and are consulted to ensure that the priorities are agreed as the most important aspects to improve next year.