

## ROE GREEN INFANT SCHOOL TEACHING AND LEARNING STATEMENT

- Monitoring of Teaching and Learning will take place throughout the year, under the co-ordination of N Lobo ,E McLaren and A Miller. Monitoring will take place in accordance with our Performance Management and Appraisal policies
- *[Why]* The purpose of the monitoring and evaluation of T+L is to attain and sustain high standards of T+L at Roe Green Infant/Strathcona School whilst ensuring consistency throughout the school and across year groups.
- *[What]* Our aims are: to support the professional development of teachers and teaching assistants; to improve knowledge and skills by identifying needs and addressing these through feedback, mentoring and training; and to ensure school procedures and policies are effective, and consistently followed.
- *[How]* Our main emphases will be: observations of teaching and learning; sampling of children's work; learning conversations and provision of feedback, mentoring and training to ensure that our monitoring and evaluation has a positive impact on standards of T+L. The use of videoing parts of a lesson are an integral part of the monitoring process. The long term aim is for this form of self-monitoring to become the focus of monitoring within the school, happening throughout the school year, rather than three times a year.
- At the end of the year, staff will be asked what aspects of the T+L timetable and training they found most useful for their own CPD; and what aspects had most impact on standards of T+L for the children.
- Learning Walks will take place every half term and have a particular focus

### OBSERVATIONS

#### Consistency

- joint observations to check consistency of judgements

#### Method

- group observations of phonics, guided reading
- drop in observations
- observations for p. mgmt.
- monitoring takes place throughout the year
- teacher led: peer observations; team teaching; video
- learning walks
- CPD/p. mgmt. targets – to be decided by appraiser/appraisee, who would then approach RH/AH to facilitate

#### Focus

- The foci for monitoring is linked to the priorities in the SIP
- Consistency of standards
- Raising of standards
- All curriculum subjects
- Other foci to be led by needs identified through year

#### Impact

- 1:1 feedback from individual observations
- School/year group feedback in staff meetings/twilight/planning meetings

### SCRUTINY OF WORK ( half termly)

#### Consistency

- involvement of faculty leaders/SLT/ YG meetings

October 18

#### Method

- collecting in of samples from each class
- announced
- peer scrutiny in INSET/twilight

#### Focus

- general sampling (choosing three numbers from the class register );
- effectiveness of marking
- foundation subjects, and the transference of high standards of literacy across the curriculum
- learning journeys
- evidence of closing the gap for our specific groups of pupils.

#### Impact

- feedback in team meetings and faculty meetings
- discussion of findings in INSET/twilight

### **PLANNING SAMPLING (To be looked at by YGL only)**

#### Consistency

- As part of YGL time to regularly look at planning and feedback to the year group.

#### Method

- planning files – long, medium and short term planning
- wall plans – to check enough guidance for short notice cover

#### Focus

- starting with long and medium term plans
- topics arranged to match time of year etc.
- foundations subjects

#### Impact

- feedback mostly in planning meetings
- year group leaders to follow up

### **TRAINING**

#### Consistency

- link to whole school SIP targets
- link to school/teachers' CPD

#### Method

- voluntary training in Creative Curriculum time
- booking outside speakers for INSET

#### Focus

- addressing needs of teachers and TAs as identified in monitoring of T+L
- addressing common T+L needs as identified in P Management targets.

#### Impact

- as evidenced in monitoring of teaching and learning
- attendance of courses in CC time