



Monitoring the Quality of Teaching & Learning Policy Statement

To Be Reviewed: **October 2023**

Why do we need to monitor the quality of teaching and learning in school?

We monitor the quality of teaching and learning to ensure that our children are *consistently* receiving quality first teaching opportunities. A number of people are involved in the monitoring of quality first teaching: these include the Headteacher, the Deputy Headteacher and the Assistant Headteacher; phase and subject leaders including our SENDCo; governors.

How do we monitor the quality of teaching and learning in our school?

Monitoring is done in a number of ways. These include:

- Pupil Voice
- Learning Walks
- Visits from consultants and specialists
- Coaching and support
- Book looks
- Monitoring of data
- Pupil Progress Meetings
- Monitoring of different groups such as Pupil Premium, EAL, More Able

When and how does the observation process take place?

Integral to this process is a termly 'observation' in which the Headteacher (or Deputy Headteacher) and Phase Leader will attend a lesson. Through monitoring and coaching, a focus for improvement is agreed before the lesson. During the lesson observation the goal is for the observer to be active within the lesson e.g. supporting a group, circulating around the classroom, checking in with individual children - but where appropriate there may be a requirement to observe from a distance. All of these approaches can include within them, opportunities for professional dialogue, questions and offers of immediate support and intervention within the lesson. The observation will always culminate in a full feedback session which will take place immediately afterwards (allowing for a short break so that the observers can discuss their observations with each other) and include questions such as those in Appendix B.

How do we ensure that observations support teacher wellbeing?

The emphasis around observation in our school is one of support. Judgements are not subjectively or arbitrarily arrived at but rather a picture is formed over time. The coaching conversations are key to the successes around continued professional development. To further

support well-being, the systems of monitoring and observation are regularly reviewed with all the relevant staff, at least annually.



Quality First Teaching and Learning

1	Timings	Is there an appropriate pace ?
		Are transitions smooth?
		Does the lesson follow the agreed timetable , where applicable?
2	Questioning	Are a range of children targeted in a range of ways?
		Does strategic questioning illicit deeper understanding ?
		Are supportive strategies such as Talk Partners and Maths Buddies being used?
3	Movement	Is the classroom organised to support independent movement ?
		Are children suitably positioned to ensure best engagement ?
4	Support & Challenge	Is the lesson well resourced ?
		Is the learning of less able students scaffolded ?
		Do children have the opportunity to go further and deeper?
		Are toolkits available and in use where needed?
5	Presentation	Are instructions clear and precise ?
		Is there evidence of good modelling ?
		Are opportunities for clarification utilised where needed?
6	Engagement	Are the children enthused by their learning?
		Do they understand what they are doing and why?
		Are there lots of opportunities to share thoughts and ideas ?
7	Relationships	Are there positive interactions throughout the lesson?
		Are successes clearly shared and valued?
		Is challenging behaviour dealt with firmly but sensitively?
		Is the language used in line with our policy?
8	Assessment for Learning	Is understanding being regularly checked?
		Does the teacher monitor student progress during independent time ?
		Do books reflect ongoing and positive dialogue between teacher and student?
9	Environment	Is there a good balance between informing and celebrating within the class displays?
		Are there magical spaces in the classroom?
10	Targets	Do the children know what they need to do in order to make progress ?
		Are the Seven Superpowers clearly shared, referenced and understood?

Appendix A: Monitoring of Teaching and Learning Pro Forma

Appendix B: Examples of Questions that the Observers Might Ask