St Peter's School

Teaching & Learning

Aim high

Be committed

Create success

Middle Leaders

An overview of T&L and ensuring that all middle leaders are fully aware of the support in place to ensure consistent middle leadership and the driving forward of standards of Teaching and Learning

Contents

Rationale

It is important that all middle leaders know and understanding the Ofsted framework which is in the HOD files. It is important to note the change **from a three year trend to current progress. See Ofsted paragraph 188**

188. Inspectors should not insist that there must be three years' worth of data or that these data must show good progress or achievement, before judging a school's overall effectiveness to be good. A school can be good overall if teaching, leadership and management, and behaviour and safety are good, and if there is sufficient evidence that progress and/or achievement of current pupils are good as well. This is often the case when a school is improving from requires improvement, serious weaknesses or special measures. However, inspection reports must state that this is the case and explain clearly why the school is good despite published data that appear not to support that judgement.

Here are some comments from schools who achieved a Good in Ofsted after 2014 results. Results of school were similar to St Peter's and in cases lower. E.g. 39% A*-C including English and Maths however the **school was able to prove that they were making 'good progress' with current attainment.**

Schools Ofsted reports 2014

'Subject leaders have developed their role in driving improvement significantly'

'The quality of subject leadership has been strengthened. These leaders play a much greater part in leading their subject areas and they carry out their monitoring responsibilities robustly. Regular meetings between subject leaders and senior leaders ensure that they are held to account for the performance of their teams. Senior leaders provide an appropriate degree of support and challenge'

'Because of their consistent approach towards the raising of standards, leaders have secured improvements in the quality of students' attainment, quality of teaching, students' attitudes towards learning and their conduct around the academy.'

'Middle leaders and teachers understand the link between effective teaching and pay progression. Those on the upper pay scales willingly accept additional responsibilities.'

'School leaders evaluation of the quality of teaching is robust. They are aware of where teaching in school is most effective and where further support and training needs to be put in place. They have acted decisively to deal with any inadequate teaching. Performance management has been use effectively to challenge underperformance.'

Typical Ofsted Middle Leaders questions

HOD Leadership and Management

- How do you track your staff performance?
- How do you deal with underperformance?
- How do you encourage your staff to follow school policies?
- What percentage of your staff are good?
- How does the school use PM to tackle under performance?
- How can you demonstrate improvement over time?
- Do you record your monitoring? How is it recorded?
- Can you provide statistics that demonstrate you have moved the department forward?

HOD Achievement

- How have you adapted to the new National Curriculum requirements from September 2014?
- What is the current data of the pupils in your subject?
- What are the 3LP and 4 LP? What your results are like compared to national statistics?
- How well do pupils progress relative to starting points in English, mathematics and science?
- How well do pupils progress relative to starting points in specialist subjects and large-entry GCSE subjects?
- How well are gaps narrowing between the performance of different groups?
- How well are gaps narrowing between the performance of different groups compared with similar groups nationally?
- How well are reading, communication, writing and maths skills learned and applied in your subject?
- What are the standards by the end of the Key Stage – KS3, KS4, KS5?
- How do standards at end of Key Stage compare with those of similar schools nationally?
- How do results compare with floor targets?
- Can you indicate the progress made by pupils who qualify for the pupil premium and compare to National Standards?

HOD Teaching and Learning

- What strategies have you put in place to improve the quality of teaching in your subject?
- What are the current performance levels of all the staff in your department?
- How do you tackle underperformance?
- How do you monitor T&L on a daily basis?
- What teaching strategies have been developed to engage pupils in learning? Are these shared?
- How does written and verbal feedback given to pupils help them to improve their learning?
- How do teachers use questions and discussion to promote learning?
- How does in-lesson monitoring affect the pace and depth of learning?
- To what extent do teachers enthuse and motivate pupils? How is curiosity encouraged?
- How is homework used to encourage, enthuse and develop pupils' skills and understanding?
- How willing are staff to seek additional training to develop professionally?
- How do teachers contribute to achieving the targets set out in the school's development plan?

HOD Behaviour

- What is the behaviour like in your department?
- What actions do you take to ensure all your staff are consistent?

- What is the whole school policy?
- What is hour department policy for Behaviour?
- What classes cause you concerns and what actions have you done to support staff in your department?
- How does the school ensure consistent management of behaviour?
- How does the school assist pupils in combatting harassment and bullying? What evidence is there of improvement?
- Can you provide case studies that relate to the experience and progress of pupils?

Whole school Leadership & Management

- How does the school demonstrate high expectations for all pupils?
- How are high expectations for teachers demonstrated, monitored and assisted?
- How does leadership ensure and develop a broad and balanced curriculum?
- What specific steps have been taken to improve pupils' behaviour and learning?
- How and where does the school address pupils' spiritual, moral, social and cultural (SMSC) development?
- How has leadership capacity been strengthened? What impact has this had?
- How does the school engage with parents/carers in key areas such as behaviour/achievement and spiritual, moral, social and cultural development?

Capacity to improve

- Do you feel that performance management is making a significant contribution to the development of teaching and management within the school?
- How does the school use the Teaching Standards to tackle underperformance?

HOD - Performance Management questions

- What process have you used to develop your performance management policy? How, if at all, does the policy link performance management with school improvement? How is it linked to data on pupil progress and attainment?
- Explain how performance management targets and time scales are linked to school improvement plans and objectives for whole-school improvement
- Can you demonstrate how performance management has contributed to school improvement? What impact has it made on the quality of teaching? How has it helped to raise achievement and improve the progress of different groups of pupils?
- How do you quality-assure performance management arrangements, and how effectively are these implemented by the different appraisers in the school?
- To what extent is performance management driving the school's improvement agenda?

Setting targets

- How do you set your performance management targets? How are these targets linked to pupil performance and achievement?
- How do you set targets for teaching staff related to pupil progress? Are these targets based solely on expected progress or also on above-expected progress?
- If you set targets for teaching staff related to above-expected pupil progress, how are these decided upon?
- How do you set targets related to the quality of teaching? How are these targets linked to school improvement?
- What evidence is used to set targets for staff?

- Do you set targets for support staff?
- Evaluating whether targets have been met
- How closely do appraisers check on targets they have set for teachers? How does this checking align with other school procedures or processes, such as tracking pupil progress?
- How does the school analyse the extent to which targets have been met? How has this helped to improve teaching, learning and achievement?
- What is the school's procedure for dealing with teachers who have not met their performance management targets?
- What information do governors receive about how well teachers are meeting their performance management targets?

Teachers' pay and progression

- What evidence do teaches need to provide to move to the upper pay range?
- What is the correlation between the quality of teaching and the number of staff who are on the upper pay range?
- What information and evidence are governors provided with to help them decide whether a teacher is ready to move to the upper pay range?

Linking performance management with pupil achievement

- How is performance management being used to close any attainment gap?
- What difference have targets related to pupil progress made to the school's performance in RAISEonline and national statistics?
- To what extent does the school link teachers' targets on pupil progress with the school's overall performance targets for different groups of pupils?
- How well has the school narrowed attainment gaps between groups of pupils, for example between pupils eligible for free school meals (FSM) and the school average? Is the school's attainment gap bigger than the gap nationally? How is performance management being used to close any attainment gap?
- How is the school using performance management of support staff to help raise the achievement of different groups of pupils, such as pupils with special educational needs (SEN)?

T&L Policy

Teaching and Learning at St Peter's School
'To be the school of choice in Huntingdonshire'
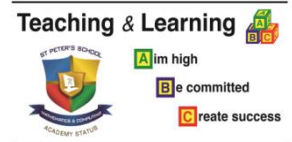
'Aim High, Be Committed, Create Success'
A school achieving outstanding progress and attainment for its students and community.

Teaching and Learning is the core focus of the school. Good teaching which promotes learning, progress and enjoyment is the key to raising standards. As such we aim to ensure that every student has access to a high quality education which will allow them to achieve their full learning potential.

We seek to develop a school culture in which teachers are also inquisitive learners, constantly evaluating and developing their professional practice and being fully supported to do so. It is only right that teachers echo the aspirations that we have for all of our students.

Our school promotes a safe, orderly, caring and supportive environment. Each student's self-esteem is fostered by positive relationships with students and staff. We strive to have our parents / carers, teachers and community members actively involved in our students learning.

Aims

Teachers should strive to deliver consistently high quality learning by:

- Continuously refreshing subject knowledge, understanding the courses they are delivering and using current teaching and learning initiatives so that their expertise can be shared confidently with students in order to enthuse them, challenge and secure their progress.

- Ensuring that they use prior attainment and other data to be aware of the capabilities and specific learning needs of all students in their classes so that they plan lessons, differentiate activities and deploy support appropriately so that all students can access the curriculum, make good progress and be challenged regardless of their ability.

- Planning structured and well-paced lessons which employ a wide variety of interesting and imaginary activities and resources, including the use of new technology where appropriate, in order to sustain student engagement, concentration, motivation and application.

- Effectively checking students' understanding throughout the lesson using a wide variety of formative assessment techniques, anticipating where they may need to intervene and doing so with a striking and significant impact on the quality of learning.

- Providing learners with regular detailed feedback, both orally and through marking, so that they know how well they have done and are aware of what they need to do next to sustain good progress.

- Facilitating students to take responsibility for their own learning, providing opportunities for them to work both independently and collaboratively with peers.

- Establishing a positive and productive climate for learning in which the students demonstrate good attitudes to their work and have mutual respect for both teachers and peers alike.

- Managing incidents of indiscipline calmly, consistently applying the St Peter's Behaviour expectations for sanctions and rewards where appropriate, providing praise and positive reinforcement to foster self-esteem, motivation and confidence.

Learning Walks

We also aim to support colleagues to achieve these aims by providing detailed feedback on learning walks conducted. Learning walks focus on Learning and Engagement with the three key questions the focus of the feedback.

- How well did the students learn?
- How did the teaching motivate / enthuse and inspire?
- How did the member of staff know that progress was being made?

Feedback has a 5:1 ratio of WWW (what went well) and EBI (Even better if)

The following are our St Peter's School **non-negotiable** expectations:

- Marking in line with whole school policy and extended writing tasks evident in student books
- Tasks and activities are engaging and provide a high level of challenge for all students. Students therefore produce work of a very high standard related to their ability.
- Differentiation for all groups of students
- Intended learning is explicit when speaking to students
- Low level behaviour challenged. When staff talk to the class, students actively listen with pens down facing the teacher
- Students answer all (oral and written) questions in full sentences using subject specific language

The following expectations are also commented upon in Learning Walks but it is understood that sometimes these are not seen in all lessons.

- Data stickers are completed on front of books
- Boys are engaged
- SMSC evident in lesson
- Students are highly motivated and enthused
- Displays and the learning environment support literacy and numeracy learning.

Continuing Professional Development

We aim to support colleagues to achieve these aims by:

- Providing quality school-based training focusing on a specific aspect of teaching and learning but at the same time ensuring that personalised professional development pathways are also available in order to enable all staff to successfully complete their performance management targets.

- Organising opportunities for colleagues to work collaboratively to share good practice, both within our own school and where appropriate with staff in other local schools.

- Allowing colleagues to attend external training which is specifically linked to their performance management targets or Team Improvement Plans

- Encouraging colleagues to utilise peer observation to evaluate the teaching and learning in their classroom.

- Providing coaching and mentoring where appropriate.

- Establishing teaching & learning groups called Change Teams who will keep abreast of current teaching and learning initiatives and cutting edge research; trial new ideas in the classroom, evaluate their impact and disseminate their findings to colleagues.

Quality Assurance

In order to ensure high quality teaching and learning the Senior Leadership Team and Heads of Department aim to work in collaboration to constantly review our provision and practice so that we are able to assure the highest quality of standards and to drive forward improvement. We aim to use the Quality Assurance process as a means of supporting colleagues in their personal improvement so that they excel in their role within the school.

To support this process of self-evaluation and self-challenge we have devised a robust monitoring schedule:

- Heads of Department will meet regularly, at least once every two weeks with their Senior Leader Line Managers working towards an agreed agenda.

- Heads of Department will conduct several paired lesson observations with a member of the Senior Leadership Team to assure consistency and accuracy of judgement, at least once every year.

- Teachers will be formally observed three times per year using the school's lesson observation format by their Heads of Department and/or other Senior Staff as part of the quality assurance system.

- All teachers will have the opportunity to observe another colleague at least once per year.

- The Assistant Headteacher in charge of Teaching and Learning will conduct an on-going audit of all lesson observations and learning walks and recommend specific colleagues / departments for targeted support.

- Where such targeted support is put in place it will be recorded on the ITSP (Improving Teacher Support Programme) overseen by a specified member of SLT and reviewed after 6 weeks to ensure that it is having the necessary effect in developing the member of staff's skill set.

- Heads of Department are encouraged to include the department in the quality assurance process.

- Subject areas will conduct a work scrutiny analysis at least once per half term

- Subject areas will ascertain student voice at least once per term.

- The Assistant Headteacher in charge of Teaching and Learning will devise a programme of Learning Walks focusing on a specific aspect of teaching and learning.

- The Senior Leadership Team will conduct an in-house review of all subject areas at least once every year as part of their quality assurance routines.

Whole school T&L tracking

- T&L tracker of all staff
- All data is recorded from work scrutiny, learning walks, lesson observations
- Data analysis every assessment point
- CPD staff plans
- Whole school CPD
- HOD referrals
- ITSP (Improving teacher support programmes)

Middle Leadership T&L Tracking

Teacher	Responsibility	Example																	
		Focus Areas								Teachers Standards									
		Progress 3 year trend	Predicted Data 2014-15	6th form teaching	Lesson Observations	Marking	Learning Walks	Attendance	CPD Attendance	Set high expectations which inspire, motivate and challenge pupils	Promote good progress and outcomes by pupils	Demonstrate good subject and curriculum knowledge	Plan and teach well-structured lessons	Adapt teaching to respond to the strengths and needs of all pupils	Make accurate and productive use of assessment	Manage behaviour effectively to ensure a good and safe learning environment	Fulfil wider professional responsibilities	Personal and professional conduct

(Teaching & Learning — St Peter's School — Aim high, Be committed, Create success)

- This tracker needs to be **kept up to date** and used for monitoring and evaluating the quality of teaching and learning in your department.
- You need to know the % of staff that are good or better and requires improvement / inadequate/
- For staff that are good you need to be able to talk about how you encourage their development e.g. staff take department CPD, work with other staff in department, support whole school CPD requests
- For staff that are requires improvement / inadequate you need to be able to say how you are challenging performance.
- For all staff in department you need to have data on:
  - Learning walks
  - Marking scrutiny
  - Lesson observations
  - Students' progress data
- You need to be able to say what you have done and the **impact** on student progress

Monitoring and Evaluating the quality of T&L

EB referrals (For HODs who have concerns about staff meeting the expectations

Teacher:
Date:
Period:
SLT:
Referred to:

Teacher Standards 2012

1. Set high expectations which inspire, motivate and challenge pupils
2. Promote good progress and outcomes by pupils
3. Demonstrate good subject and curriculum knowledge
4. Plan and teach well-structured lessons
5. Adapt teaching to respond to the strengths and needs of all pupils
6. Make accurate and productive use of assessment
7. Manage behaviour effectively to ensure a good and safe learning environment
8. Fulfil wider professional responsibilities
9. Personal and professional conduct

Standards not met

Details:

Meeting required: YES/NO

Copies to:
EB, CB, HOD, Line Manager

St Peter's School

Improving Teacher Support Programme
(ITSP)

Rationale:

- To support the development of improved teaching and learning across St Peter's School
- To support staff whose lessons/progress/marking are consistently meeting the expectations and to enable them to improve.
- To give staff the confidence and skills to improve their teaching on a day-to-day basis.
- To ensure that all lessons are purposeful learning environments.
- To improve the teaching at St Peter's School so that 100% of all expectations are met by staff
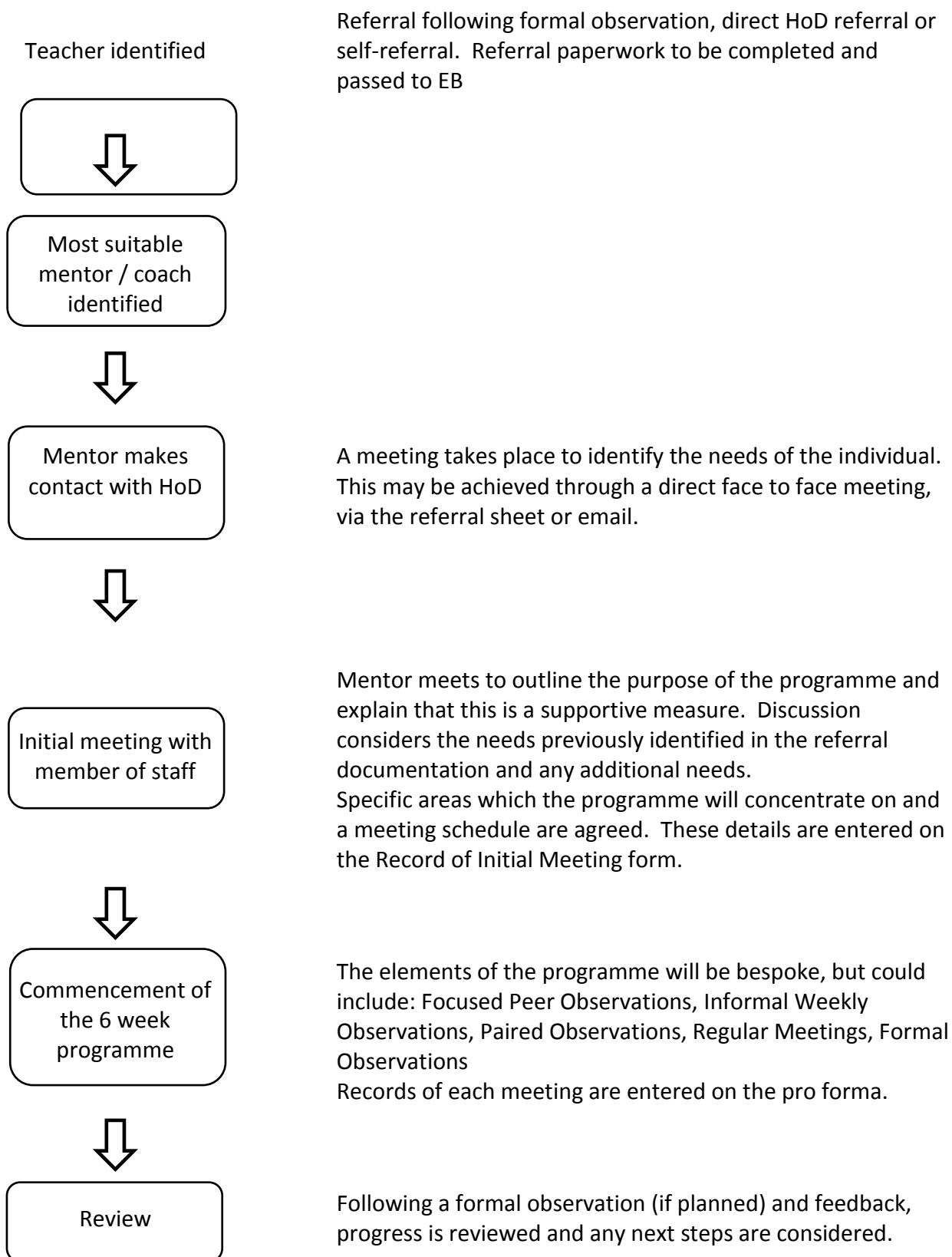- To enable all students to achieve their full potential.

This programme has been set up to primarily support staff whose lessons or data or marking have shown evidence that students are at less than expected progress in the subject area.

Specifically this means a judgement of expected progress or below expected progress on two consecutive occasions, following feedback, where a re-observation has been undertaken (or one occasion of below expected progress or no progress if a re-observation was felt not to be required). These judgements may have been reached through a variety of means, such as formal observations through department reviews, Head of Department observations or Head of Department referral etc.

The programme also aims to provide support for staff whose lessons or data or marking have shown evidence that students are above expected progress and who feel they would like to develop a specific area of their practice and have self-referred.

The programme aims to be bespoke; tailored to the needs of the individual member of staff, but contains core elements which are described below. The core programme will be in place for 6 weeks and will be delivered in most cases by one designated individual, hereafter referred to as the mentor.

Processes flow chart:

Teacher identified

Referral following formal observation, direct HoD referral or self-referral. Referral paperwork to be completed and passed to EB

⇩

Most suitable mentor / coach identified

⇩

Mentor makes contact with HoD

A meeting takes place to identify the needs of the individual. This may be achieved through a direct face to face meeting, via the referral sheet or email.

⇩

Initial meeting with member of staff

Mentor meets to outline the purpose of the programme and explain that this is a supportive measure. Discussion considers the needs previously identified in the referral documentation and any additional needs.
Specific areas which the programme will concentrate on and a meeting schedule are agreed. These details are entered on the Record of Initial Meeting form.

⇩

Commencement of the 6 week programme

The elements of the programme will be bespoke, but could include: Focused Peer Observations, Informal Weekly Observations, Paired Observations, Regular Meetings, Formal Observations
Records of each meeting are entered on the pro forma.

⇩

Review

Following a formal observation (if planned) and feedback, progress is reviewed and any next steps are considered.

The Programme in detail:

Although the programme can be adjusted to individual needs there are core elements which are expected to be included to ensure consistency of approach. There are 3 main routes (A, B & C). The selection of route is determined by the nature of the referral.

Route A - Teacher who is above expected progress in lesson / data / marking and feedback	Route B - Teacher who is below expected progress in lesson / data / marking and feedback but with elements of at expected progress	Route C - Teacher who is below expected progress/no progress in lesson / data / marking and feedback
• 4 week programme	• 6 week programme	• 6 week programme
• 4 meetings • 1 Informal observation • 1 focussed peer observation This schedule is intended to be a suggested approach.	• 6 meetings • 4 weekly informal observations • 2 focussed peer observation • Formal observation	• 6 meetings • 6 weekly informal observations • 2 focussed peer observation • 1 paired observation • Formal observation
Up to 6 house contact	Up to 12 hours contact	Up to 15 hours contact

Review:
There should be a meeting between all members of staff who have been involved in the delivery of the programme and the member of staff for whom the programme was designed. All will discuss the improvements which have been made and the formal observation outcome. A decision is then made regarding the next steps.

- o If the member of staff has achieved an above expected progress in the formal observation / all marking is in line with the whole school policy and all feel that there has been an overall improvement then no further action is required.

- o If the member of staff has achieved an above expected progress in the formal observation/ all marking is in line with the whole school policy, but some intended outcomes have been only partially met then it may be decided that a light touch is needed for a further 4 weeks. During this time it is expected that they will be weekly drop-ins by the HoD or mentor in addition to meetings if they are deemed necessary or desirable.

- o If the member of staff has gained a borderline above expected progress / at expected progress in the formal observation / marking policy or it is felt that there are areas which need to be addressed, then the programme may be extended for a further 4 weeks and a new focus may be agreed.

- o If the member of staff has not improved over the 6 weeks despite support and intervention, then all documentation is to be referred to the Headteacher to consider appropriate next steps.

St Peter's Progress Tracker

Whole School Targets				
Target (May 2014 Inspection)	**School Developments**	**Impact**	**Department Developments**	**Impact**
1. Not enough students achieve average standards in a broad range of subjects, including English and mathematics	Remapped KS4 curriculum to ensure students were studying a broad curriculum. Revised options process. Additional numeracy and literacy intervention in KS3.	2014 58% cohort eligible for best 8 2015 67% are. 2014 best 8 APS=265.2 currently 279.4 KS3 curriculum incorporates significant numeracy/literacy interventions		
2. The quality of teaching is not good. Many teachers do not make full use of the information they have about what students already know to set challenging work so they reach their full potential	Expectations of students have risen through performance management/ target setting/ CPD. Middle leaders are now using data to improve teaching and learning. Middle Leader training on use of data Clear progress targets for all staff in Performance Management.	Quality of teaching has risen with 7% staff rated as unsatisfactory down from 24% (Sept) Clearer focus on Progress with middle leaders redrafting SEFs and TIPs termly. Closer monitoring and scrutiny or progress by staff – interventions arranged accordingly.		
3. Mathematics is not as good as English	Achieved through: Staff development on overcoming student misconceptions Rigorous assessments focussed on identifying students misconceptions Extend challenge/ support/ moderation	<table><tr><td></td><td colspan="2">Maths 2014/2015</td><td colspan="2">English 2014/2015</td></tr><tr><td></td><td>SPS</td><td>Nat</td><td>SPS</td><td>Nat</td></tr><tr><td>A* - C</td><td>68</td><td>67</td><td>56</td><td>67</td></tr><tr><td>3L</td><td>71</td><td>65</td><td>68</td><td>70</td></tr><tr><td>4L</td><td>32</td><td>29</td><td>24</td><td>32</td></tr></table>Maths rated in the 11th percentile nationally (Raise 2014)		
4. Students do not have sufficient opportunities to practise writing at length in a range of subjects to help improve their writing skills	Half termly assessments include extended writing in every subject.	Every subject includes a requirement for extended writing		
5. Marking is erratic. A significant proportion of teachers do not follow the school's marking policy. They do not mark students' work regularly and accurately, or include comments to show students	Clear marking expectations established with departmental guidelines written. Consistent approach to methodology and format across departments. HoDs take responsibility for regular work scrutinies with follow up when expectations are not met.	Every subject marks regularly with students reacting to comments. Frequency and quality of marking has improved over the academic year significantly.		

how to improve their work and require them to make corrections.	SLT monitor with subjects having external moderation			
6. The purpose and expectation of lessons is not always crystal clear to students to help them quickly develop knowledge, understanding and skills.	HoDs/DoLs check during regular learning walks that the purpose of the lesson is clear.	Students are more engaged with their learning resulting in a decrease in low level poor behaviour.		
7. Students' attitudes to learning are not consistently good. A significant proportion does not apply themselves well in lessons	Staff development has focused on delivering more engaging lessons via working with Comberton and sharing best practice. Zero tolerance of graffiti introduced. Clear rules for presentation introduced.	Attitudes to learning with less low level disruption in lessons and increased completion of homework. No Graffiti in books Presentation of work is much better.		
8. Leaders at all levels have not been rigorous enough in their checking of teaching and students' progress to keep sufficiently accurate records. They do not know which strategies are most effective.	Senior and Middle leaders (curriculum/pastoral) through CPD have the skills to rigorously and accurately check students' progress.	Learning walks/ work scrutiny identify best practice which is distributed to all staff. Most effective strategies e.g. coaching are invested in.		
9. The sixth form requires improvement.	Rigorous monitoring/ follow up has resulted in improved post 16 teaching.	Attitude to learning of post 16 students has improved progress.		
10. Some initiatives introduced by the head teacher and governors are beginning to show impact on students' achievement. However, progress is too slow and strategies are not checked for effectiveness.	Clear TIPs/SEFs at middle/senior level entailing greater accountability through weekly scrutiny.	Impact measures are now included in the School Improvement Plan. Performance management targets are clear with formal review meetings.		
11. Increase the number of times you will assess the impact of your actions during the school year (Monitoring visit November 2014)	Assessments have increased to six times a year – learning walk and work scrutinies now occur regularly. External reviews of safeguarding/ SEND/ PP/ T& L/ Departments now conducted with a quality assurance calendar	Developmental points are quickly addressed with best practice being disseminated		

12. Ensure that your systems for assessing students' attainment and progress become more robust and reliable. (Monitoring visit November 2014)	SLT set termly assessments which are externally moderated	Identification of action points is assured with CPD/ interventions being quickly deployed.		
13. Ensure teaching staff are able to identify what constitutes low level disruptive behaviour and they are equipped with strategies to tackle this confidently. (Monitoring visit November 2014)	CPD delivered (identification of low level disruption) to all staff. Behaviour management system supports positive attitudes to learning. Less low level disruption in lessons.			

Target (May 2014 Inspection)	How	Impact Must have % of improvement / sustainability		
Leaders at all levels have not been rigorous enough in their checking of teaching and students' progress to keep sufficiently accurate records. They do not know which strategies are most effective.	Learning Walks			
	Marking Scrutiny			
	Student forums			
	Department CPD			
	T&L RAG system			
	Monitoring calendars			
	Meetings with staff			
	Lesson observations			
	HOD files			

Department Specific Targets				
Target (May 2014 Inspection)	School Developments	Impact	Department Developments	Impact

Teaching and Learning Progress since last inspection

Target (May 2014 Inspection)	How	Impact
14. The quality of teaching is not good. Many teachers do not make full use of the information they have about what students already know to set challenging work so they reach their full potential	Expectations of students have risen through performance management/ target setting/ CPD	Quality of teaching has risen with 7% staff rated as unsatisfactory down from 24% (Sept)
15. Students do not have sufficient opportunities to practise writing at length in a range of subjects to help improve their writing skills	Half termly assessments include extended writing	Every subject includes a requirement for extended writing
16. Marking is erratic. A significant proportion of teachers do not follow the school's marking policy. They do not mark students' work regularly and accurately, or include comments to show students how to improve their work and require them to make correction	HoDs take responsibility for regular work scrutinies with follow up when expectations are not met. SLT monitor with subjects having external moderation	Every subject marks regularly with students reacting to comments. 17% increase in challenge in lessons 34% increase in differentiation in lessons 32% increase in marking 34% increase in extended writing 7% increase in low level behaviour
T&L Monitoring		
1. SLT learning walks	Weekly learning walks directed by EB to all SLT members	33% teaching – good or better in September 2014 60% teaching good or better in April 2015
2. SLT learning walk follow up	Two weeks' notice to staff to follow up on T&L strategies	Staff improvements Inadequate Teaching September 2014 – 24% Inadequate Teaching April 2014 – 7%
3. SLT learning walk follow up with resources	EB emails resources	Staff follow up - use resources to improve T&L strategies
4. DOL Learning walks (Director of Learning)	DOL focus on progress and T&L in specific year groups WWW x 5 EBI x 1 Suggestions to improve T&L	Emphasis on engagement / challenge and differentiation Differentiation - 19% - Autumn Term 2014 to 50% Spring term 2015 Challenge – 40% - Autumn Term 2014 to 59% Spring term 2015 DOL – emphasis on progress rather than behaviour
5. SLT / DOL learning walk performa	EB focuses on whole school improvement priorities	Improvement in expectations since September 2014 – see AP1-AP4 document e.g.
6. Marking consistency	Revised policy for staff WWW/EBI across the school	Marking erratic to 75% of staff marking in April 2015
7. Marking and Learning scrutiny forms	HODs received for all scrutinys	Consistent approach to systems across all middle leaders. 100% of HODs using scrutiny forms.
8. HOD files	All HODs given file for consistency across all middle leadership	Consistency of L&M across all middle leaders with regards to information collated in the department. 100% of HODs using files

9. Departmental Monitoring Calendars	LM meetings	Line Manager aware of how HODs monitoring their departments and T&L processes carried out across all departments - Work scrutiny - Student voice activities - Learning walks
10. Departmental RAG systems	LM meetings	HOD accountable for staff in departments and improvements in T&L HODs liaise with EB on support required in departments HODs aware of issues with staff in departments and what needs to be addressed
11. ITSP – Improving teacher support programme	HOD / LM refers to EB for support	Staff full support for 15 hours of contact over 6 weeks See EB for details
12. Teacher Standards Monitoring	Staff not meeting the teacher standards email a specific form and meeting with EB	Accountability of staff
13. CPD	Variety of CPD linked to needs of the staff External CPD used	Improvements in the Quality of T&L |	Aut	Spring
Teaching 1,2	33%	60%
Teaching 3	27%	32%
Teaching 4	24%	7% | Positive responses with questionnaires (see questionnaire responses) Teachers using
14. DET (Developing Effective teaching)	Run by Comberton	8 staff on the programme 6/8 (75%) deliver a good lesson after programme finished
15. Stef Lipinski	T&L consultant	See agendas for year. Improvement in the quality of middle management / T&L in school
16. T&L briefing	Thursday – staff sharing ideas	St Peter's ethos and culture of sharing good practice Staff feeling valued / rewarded (tea&coffe)
17. T&L policy	EB written (Draft)	Staff will be fully aware of expectations of T&L
18. T&L Non negotiables	•Marking in line with whole school policy •Tasks and activities are engaging and provide a high level of challenge for all students. Students therefore produce work of a very high standard related to their ability. •Students are highly motivated and enthused •Differentiation for all groups of students •Intended learning is explicit when speaking to	Staff fully aware of expectations of T&L

		students •Low level behaviour challenged	
19. T&L induction	Meeting with EB	New staff aware of expectations of T&L when starting
20. New staff lesson observations for T&L in first 4 weeks	EB observes	Any issues / CPD required quickly acted upon
21. T&L questionnaires	EB completes in T&L briefing	Staff contributions to improvement and EB acted on responses - More department time - Peer lesson observations - Time to implement new ideas and strategies
22. T&L student forums	EB completes	Student opinions shared with SLT Issues addressed e.g. (Marking)
23. Lesson observation form	Form produced focusing on Developing Emerging Establishing Enhancing	Staff given specific individuals targets to improve on in their lessons
24. Lesson observation evaluative statements		Middle leaders and SLT consistent with feedback given to staff. Feedback demonstrated impact on student learning.
25. Staff individual CPD plans		Staff highlight any CPD required 100% of requests in the CPD plans have been met this year.

Learning Walks Overall	AP1	AP2	AP3	AP4	Difference
Expectations	Fully Met St Peter's Expectations				September 2014 to April 2015
Challenge	48%	53%	59%	65%	17%
Differentiation	19%	46%	50%	53%	34%
Marking	43%	53%	54%	75%	32%
Data Stickers			37%		0%
Extended Writing	48%	80%	71%	82%	34%
Low Level behaviour challenged		80%	85%	87%	7%
Actively listening	55%	80%	79%	76%	21%
Progress of boys		47%	41%	49%	2%
Learning Objectives displayed		47%	63%	N/A	16%
Clearly defined Learning Objectives		33%	50%	N/A	17%
SMSC		60%	51%	63%	3%
Learning Environment		67%	62%	68%	2%
Students answering in full sentences	39%	33%	56%	63%	24%
Bags / Coats not on tables	100%	100%	99%	100%	0%
Teachers not sat down	100%	93%	93%	100%	0%

Performance Management

Name	Appraiser	Department	Target 1	Target 2	Target 3	Target 4
Example	Example	Leadership	Effective feedback to students, both verbal and written. This will ensure students understand, know and can articulate how they are currently performing. They will also understand what they can and need to do in order to improve progress	Ensure consistency of marking and feedback across all subjects	A Level / Level 3 courses to achieve a positive Value Added figure	80% of teaching to be good or outstanding

Name	Appraiser	Department Responsibility	Target 1	Target 2	Target 3	Target 4	Target 5
Example	Example	Leadership	To ensure students are given a range of opportunities to write at length to practice their writing skills.	Develop teacher training at St Peter's to ensure that new teachers meet the schools high expectations.	A level to achieve positive Value Added GCSE to achieve at least 80% Expected Progress and 35% Greater than Expected Progress.	Complete NPQSL – project element will focus on improving middle leadership to improve progress across the curriculum. Develop a middle leadership program that builds to NPQML and SL over the next two years.	Attendance improved to 96%

HODs need to be able to link teaching to performance management for all their staff and be fully aware of the following:

- How performance management is linked to performance
- Expectations of staff on UPS scale
- How the whole school set targets for staff
- How many staff in department are on the UPS scale
- How well are staff meeting the requirements for their targets
- Using performance management of all classes for progression

APPENDIX

Learning Walk / Lesson Observation Book Scrutiny

Name:	Date:	Class	NOR

	Y	Some	N
Books marked approximately every two weeks or according to department policy	Y	Some	N
School marking policy applied on appropriate pieces of work. (WWW/EBI or ☺ ☺ / T)	Y	Some	N
Evidence of clear precise target setting related to subject improvement	Y	Some	N
Evidence of students responding to teacher feedback	Y	Some	N
Evidence of teacher checking EBI / Target comments	Y	Some	N
Poor quality work & presentation is challenged with comments	Y	Some	N
Evidence of homework being set according to the homework policy (Need to clearly identify)	Y	Some	N
Some evidence of peer &/or self-assessment seen	Y	Some	N
Level of work is appropriate to the ability of the pupils	Y	Some	N
Evidence of rewards for good work (commendations/praise stickers)	Y	Some	N
Literacy is being reinforced	Y	Some	N
Numeracy is being reinforced	Y	Some	N

General Comments

Strengths:

Areas for development:

Further Action (Please circle)		
None	Meeting needed to discuss book scrutiny	Resubmission of books in _____ weeks

ST PETER'S SCHOOL MIDDLE LEADER LEARNING WALK RECORD

Date:	Department:	Middle Leader:

Focus (Department Monitoring)

Class:	Teacher:

Strengths:	Areas for development:

Class	Teacher:

Strengths:	Areas for development:

Class	Teacher:

Strengths:	Areas for development:

Class	Teacher:

Strengths:	Areas for development:

Training needs for the department

St Peter's School Work Scrutiny Monitoring Sheet

Sample	High		Middle		Low	
Name of Teacher						
Date:			**Subject:**			

Following Whole School Policy	Yes	Inconsistent	No

	RED	AMBER	GREEN	GOLD
Level of work Classwork & Homework	Classwork / Homework is of a level that is not matched to national standards.	Classwork / Homework is broadly of a level that is matched to national standards.	Classwork / Homework comparative to national standards and pupils show good progress throughout.	Classwork / Homework is comparative to national standards and pupils show outstanding progress throughout.
Work matches ability of pupils	There is no evidence of differentiation.	Differentiation is present mostly through different levels of task.	Differentiation is achieved through different levels of task, different types of task and opportunities to apply skills and knowledge.	A wide variety of Differentiation strategies are present including the use of different learning outcomes and success criteria.
Clear purpose	There is no evidence of learning outcomes or success criteria. Or learning outcomes are not linked to activities.	There is some evidence of learning outcomes. Learning outcomes are linked to activities.	Learning outcomes are present and are used by pupils to guide and assess their learning.	Learning outcomes show a range of activities including acquiring, applying and evaluating skills/knowledge.
Teacher assessment / Target setting	Teacher marking has no impact on pupils' learning. Some ticks or brief comments	Teacher marking has an impact on pupils' learning but is often simple ticks or brief comments.	Some teacher marking contains next step comments that have impact on pupils' learning. Work contains next step marking comments that pupils usually engage with.	Teacher marking is sharp and focussed and, where appropriate, contain next step marking comments that pupils always engage with.
Self / Peer Pupil Assessment	There is no evidence of pupil assessment in books.	There is some evidence of pupil assessment of their learning through the use of learning outcomes or success criteria.	Pupils assess their learning regularly and make useful comments that will shape their future learning.	There is consistent evidence of self and peer assessment comments that help pupils understand the next steps for their learning.
Presentation and layout expectations	Presentation is of an unacceptable layout. No evidence of rewards for good work (commendations/praise stickers)	Presentation is mixed but work is readable. Some evidence of rewards for good work (commendations/praise stickers)	Presentation is appropriate to tasks in the book. Student respond to teacher feedback. Evidence of rewards for good work (commendations/praise stickers)	Presentation shows that pupils have a pride in their work and are keen to produce high quality pieces (when required). Significant evidence of rewards for good work (commendations/praise stickers)
Literacy	Literacy marking opportunities have been missed	There are some examples of Literacy marking using the school code. A more consistent approach is required. Some literacy marking opportunities have been missed.	Marking for Literacy, using the school code, is evident in work. Few literacy marking opportunities have been missed.	Marking for literacy, using the school code is clearly evident in all work. All opportunities for Literacy marking have been utilised. There is evidence of students acting upon teachers' comments which results in evidence of clear progress.
Numeracy	Numeracy marking opportunities have been missed.	There are some examples of Numeracy marking using the school code. A more consistent approach is required. Some numeracy marking opportunities have been missed.	Marking for Numeracy, using the school code, is evident in work. Few numeracy marking opportunities have been missed.	Marking for Numeracy, using the school code in clearly evident in work. All opportunities for Numeracy marking have been utilised. There is evidence of students acting upon teachers' comments which results in evidence of clear progress.

Link to Whole School Monitoring TIP

Actions agreed:

Student Voice Questions

Learning

- Are you given different work from that of other pupils in your class?
- How do you find the work? Is it too easy, too hard or just right for you?
- Do you also know exactly what you are learning and why? Is this made explicit by the teacher?
- What have been your favourite lessons in SUBJECT this year and why?
- Do you have opportunities to work in groups, discuss topics, or carry out independent research?
- What do you do when you get stuck or finish work before others?
- What are the really good bits of teaching that help you to learn best?
- Is there anything that holds you back in lessons?
- Is your work always marked?
- Do teachers in SUBJECT help you to improve your reading and writing?
- Does the marking tell you how well you have done and what you need to do to improve?
- How often do you use computers in lessons?
- Do you know what level you are currently working at?
- Do you know your target grade?
- Do you know how to get to your target grade?

Behaviour

- What is behaviour like in lessons?
- Is there any low level behaviour in your lessons and is it dealt with by staff?
- Does you teacher enforce good standards of behaviour?
- Have you ever been bullied in SUBJECT? How?
- Are other pupils bullied in SUBJECT? How?