TEACHING & LEARNING QUALITY ASSURANCE

1.1 Mission Statement

We are a positive learning community built on the relationships we make. We are committed to providing our students with the best education to equip them to go on to live an active and fulfilled life as adults in the modern world. We want our students to realise their aspirations and make positive steps towards developing the skills needed for future employment.

1.2 Vision Statement

Our students are independent. We support our students to become more independent in their learning and in their daily life skills. We work collaboratively with families to ensure they have opportunities to demonstrate their developing independence around the school, at home and in the local community.

Our students are effective and appropriate communicators in their daily lives. Through high quality provision, we enable our students to be successful communicators, who are empowered to make choices and to fully contribute to their community.

We help each other to overcome challenges. Our learners possess the skills they need to manage challenge, the belief they are capable and also know who can help them should they need support. Working collaboratively with families and multi-agency colleagues better identify learning pathways and strategies to improve outcomes.

We build on each other's' strengths. We recognise each of our students are unique and we are committed to developing the whole self. Success is driven by the relationships we build, our knowledge of each child and in knowing what their aspirations are to empower them to aim high and to make steps towards these.

We use digital technology to engage and empower our students in their learning to enhance and extend opportunities for them beyond the classroom.

Our provision is provided by highly skilled and trained champions for SEND. Our strong workforce provides a positive community of specialised support to enable students with SEND to excel and to realise their potential. Our work is guided by the Ethical Leadership Framework.

1.3 Aims of this policy:

This policy is intended to help us celebrate and share good and outstanding practice and to learn from one another. It also enables the Senior Leadership Team (SLT) and Board of Governors to quality assure work across all areas with regards to Teaching and Learning and assess the impact of initiatives / strategies. The policy covers three elements of practice which support Teaching and Learning development:

A. Work scrutiny
B. Learning walks
C. Lesson observations - both arranged and drop-in.

In addition to these activities, senior leaders also quality assure teaching and learning through a range of additional activities including baseline assessments, target setting, monitoring of student progress in year, end of year exam / accreditation results and student progress over time.

1.4 Annual Cycle:

AUTUMN			SPRING			SUMMER		
TERM1	TERM 2	Dec/Jan	TERM 3	TERM 4	Mar / Apr	TERM 5	TERM 6	June / July
	SLT Work scrutiny 1 Maths	Discuss key findings at SLT.	SLT Work scrutiny 2 English		Discuss key findings at SLT.	SLT Work scrutiny 3 PSHE		Discuss key findings at SLT.
Temp Middle Leaders reviewing data available and carrying out work scrutiny.		Discussions at Appraisal review meetings.	Peer : Peer Work Scrutiny and moderation Maths	Peer : Peer Work Scrutiny and moderation PSHE	Discussions at Appraisal review meetings.	Peer : Peer Work Scrutiny and moderation English	External moderation (linked to PKS reporting)	Discuss key findings at SLT. Tier 1 presentation to SLT. Discussions at Appraisal review meetings. Report to Governors
	Lesson Obs 1		Drop In 1	Lesson Ob 2				
HT / DHT Learning Walk	Learning walk 1					Learning walk 2		
1 x peer observations to be carried out in the summer term								

1.5 Filio
We use the online software programme, Filio, to record appraisals, lesson observations and other monitoring information.

1.6 Application to the Appraisal process.
We consider all aspects of a teacher's role when reviewing teacher performance and pay. Filio provides the Leadership Team the ability to holistically review the impact of a teacher on teaching and learning, by building a picture over the course of the year and over time. We will also consider other factors such as attendance and whole school contribution.

1.7 Role of Governors
It is the role of Governors (Portfolio Holders) to:
- Monitor the application of this policy to maintain and further develop our rigorous / aspirational expectations for student attainment.
- Ensure that staff are delivering high quality provision across all aspects of the school's work.
- Hold the Headteacher to account for standards of teaching and learning.

1.8 School Structure
Lampard is divided into 3 phases:
Lower School – year groups 1-7
Middle School - year groups 7-9
Upper School – year groups 10 and 11.
The following school Quality Assurance (QA) processes have to be applied to meet the range of record keeping and evidence base that meets the needs of these different groups of students.

1.9 Work Scrutiny: **Co-ordinated by the Assistant Headteacher with Responsibility for Teaching and Learning.**

Rationale

We carry out work scrutiny to:

- Ensure our marking and feedback policies are being applied consistently across the school.
- Monitor student progress.
- Provide evidence to aid discussions about a student's progress.
- Moderate and triangulate judgements and provide additional evidence regarding the quality of teaching and learning.
- To inform the appraisal and pay award processes.
- Share good and outstanding practice.

What do we look for?

- Feedback and marking are carried out in line with the Feedback Policy.
- Next steps in learning are identified and information is acted upon by the student to help them to improve their own learning.
- Students are given feedback in a manner that is accessible to them.
- Work is dated and annotated to show the type of adult support (MITA model) and any other relevant information, for example, about the student's engagement.
- Self and peer assessment is also used in a manner that is meaningful to the students. This can be challenging for many students but they are skills that we aim to develop over time.
- When the teacher is sure that the student can consistently achieve a set target, it is signed off and a new target is agreed and noted. If a student is not achieving a target within a reasonable time, different strategies are used, there is further discussion with colleagues as to how to support the student.
- Teaching Assistants are involved in feedback and assessment and are aware of what they are assessing during their feedback.
- There is consistency to marking and feedback within a class, across a phase, curriculum areas and across the school.

Who will carry out work scrutiny?

- **SLT Work Scrutiny x 3** will be carried out by the Senior Leadership Team during a 'Deep Dive' across three focus subjects. These may be a broad and general scrutiny or may have a specific focus, e.g. specific vulnerable groups. We will aim to look at books from across a subject across a phase.
- **Peer/Peer Work Scrutiny x 3** will be co-ordinated by the Deputy Headteacher and Assistant Headteachers and led by subject middle leaders and may involve teachers within a phase / cross phase / curriculum co-ordinators as appropriate, to look at the students' work and teachers' record keeping.
- **External moderation with a special school and/or a mainstream school x 1.** Coordinated and led by the Deputy Headteacher and Assistant Headteachers to ensure evidence is aligned.

What will happen after the work scrutiny?

- Outcomes will be shared with individual teachers / class teams and there will be constructive discussions about good practice, positive feedback and celebrate what we do well at Lampard.
- Next steps and any additional support that may be required will also be identified and co-ordinated by the most appropriate person.
- Outcomes will be passed to the Headteacher and Senior Leadership Team and will be included in the triangulation of QA data for individual teachers and groups.
- Governors will be informed of outcomes via the Headteacher Report.

1.10 LEARNING WALKS: Co-ordinated by the Assistant Headteacher with Responsibility for Teaching and Learning and the Assistant Headteacher for SEND.

Rationale   We aim to enhance student learning by providing a learning environment that is appropriate for our students' complex needs. We aim to create an environment that supports understanding, communication and independence.   A learning walk is used in addition to informal class visits, to: • Monitor and audit practice throughout the school – to provide a "snapshot" view   • Share good practice and promote consistency   • Identify support or training requirements   • Provide quality time for reflection and stimulate professional discussion   • Enable colleagues to see practice across phases / curriculum areas and gain a better understanding of the school as a whole
What do we look for?   • The classroom is orderly and not cluttered so that students can make sense of the environment.   • There are designated areas for specific activities to give clarity to the classroom organisation.   • There are clear surfaces. Resources are stored away from sight.   • Resources are labelled clearly.   • Coat pegs and areas of the class are labelled clearly.   • The impact of the wall displays is considered (busy and cluttered wall displays can be distracting).   • Keep wall displays within display boards – avoiding hanging additional information on the walls.   • Low stimulus colours are considered and borders are straight (ideally black).   • Class-based visual displays include: support for emotional wellbeing and self-regulation for example 10 a day, 5 point scale/ emotional barometer/engine running tool or similar visual support.   • Motivators/celebration of achievements/successes as well as a reminder of social rules/school values.   • Class schedules as well as personalised schedules.   • Student targets are visible.   • The space in the room is utilised to maximise learning   • The students have space for their personal belongings   • Lighting is good   • Music, if used, is purposeful   **There may also be a specific focus for a learning walk, for example:**   • Student engagement   • Communication   • The learning environment   • Opportunities to develop independence e.g. Mita Model in action.   • Effective questioning   • Observing new initiatives / pilots.
Who will carry out Learning Walks x 2   • SLT will decide on a focus prior to a learning walk. If a curriculum focus, to be carried out with the Subject Middle Leader.   • Each curriculum area/phase will be visited by a pair of observers who will spend time in each classroom either during a lesson or before/end of school depending on the focus. Each area will only be visited once by only one team in that block.   • Observers will judge whether they can mingle and ask questions or simply observe.

- The observers will not disturb the lesson, particularly when the teacher or students are addressing the class, nor will they take photos during a learning walk.

What will happen after the learning walk?
- Outcomes will be shared with individual teachers / class teams and there will be constructive discussions about to share good practice, positive feedback and celebrate what we do well at Lampard.
- Next steps and any additional support that may be required will also be identified and co-ordinated by the most appropriate person.
- Outcomes will be passed to the Headteacher and the Assistant Headteacher with responsibility for Teaching and Learning and will be included in the triangulation of QA data for individual teachers and groups
- Governors will be informed of outcomes via the Headteacher Report.

1.11 LESSON OBSERVATIONS: Co-ordinated by the Assistant Headteacher with Responsibility for Teaching and Learning.

Rationale
Students with SEND should be in receipt of high quality teaching and compromised by nothing less. Lesson observations are an important part of evidencing effective planning, quality of teaching and the assessment of learning during the lesson which can be looked at in the context of student progression and having high expectations of our students. We recognise that teachers new to the profession or moving from mainstream schools to a special school may require additional support. There is an enormous amount of knowledge and experience at Lampard. We want to celebrate good and outstanding practice and continually learn from one another.

What do we look for?

Planning and delivery

- Lessons are planned very effectively, using previous assessment in planning.
- The teacher imparts knowledge and develops understanding through the effective use of time.
- Support staff are well prepared and very well deployed – they support students to access their learning and to encourage independence through the M.I.T.A. model approach.
- Teachers identify barriers to learning for individual students and respond accordingly with highly personalised support with the aspirational aim that all make at least expected progress over time.
- Teachers know their students extremely well. They have high expectations and provide on-going challenge.
- Teachers know vulnerable groups.
- Learning activities are creative, varied and well suited to the range of needs and understanding which engage and sustains students' interest and challenges their thinking.
- Teachers demonstrate a good subject knowledge
- Students are given sufficient time to review, consolidate and develop their learning and to develop their thinking and practice key skills.
- Effective questioning is used to deepen learning.
- There is a strong focus on cross curricular skills - reading (with emphasis on phonics), writing, communication, numeracy and ICT.
- All staff have high expectations of the students which stretch and challenge.
- Students are keen to learn and want to improve their work.
- Teachers promote a love of learning and the students' intellectual curiosity.
- All staff have high expectations of behaviour and takes responsibility for promoting good and courteous behaviour.

Spiritual / Moral / Social and Cultural Development

- Teachers use a wide range of strategies which are appropriate to age, ability and needs to support students and adapt provision to meet their needs
- Students are encouraged and supported to be imaginative and creative. They are encouraged to think about their beliefs (religious or otherwise), ask questions and challenge concepts. They understand and respect that people have different beliefs and enjoy learning about the world around them.
- Students demonstrate the values of the school and this is celebrated throughout their learning.

Assessment

- Teachers provide students with timely and regular feedback in line with the assessment policy, to help them improve their knowledge, understanding and skills. They quickly identify any students who are not making at least expected progress and review their teaching to support and monitor the student.
- Students can recognise and communicate what they have achieved during the lesson.
- Students are engaged in the assessment process. There is a dialogue with staff and/or their peers and feedback is understood by the students.
- Students are encouraged to self-assess themselves against the lesson objective.

Personal Development

- Students are confident learners with excellent and positive attitudes. They are proud of their achievements.
- Students learn to cope with challenge in their learning tasks and develop resilience when things do not go to plan.
- Teachers challenge stereotypes and use of derogatory language
- Teachers promote equality of opportunity and diversity throughout their teaching.
- Where students are struggling to cope the teacher adapts lessons to maintain student engagement.
- Behaviour plans are up to date and strategies identified to support students.

Attitudes and Behaviour

- Teachers manage student behaviour quickly and effectively with clear expectations which are consistently reinforced.
- A safe and stimulating environment has been created rooted in mutual respect.
- Students discuss issues and show respect for others' views
- Students are supported to understand the difference between right and wrong and in understanding about the consequences of their behaviour and the impact of their actions on others

Outcomes for students (Based on an evaluation of the students learning and progress relative to their starting point)

- Teachers have high expectations for the attainment and progress of students. They are able to identify each student's holistic needs (Education Health Care Plan outcomes), explain the priorities (Personal Learning Goal targets) and identify progress and outcomes.
- Progress is regularly reviewed at student progress meetings (once a term) and this informs discussion and planning including teaching strategies, interventions and support
- The vast majority of students are making at least expected progress and a significant number are making above expected progress given their starting point
- Targeted and/or specialist strategies are in place to support learning of students who are not making at least expected progress.
- Teachers record details of a student's "learning journey" and use this narrative to inform and adapt teaching strategies / interventions /support.

Who will carry out Lesson Observations?

There are three different types of observations:

1. **Planned lesson observations x 2**: These form part of the formal appraisal and QA process. These are carried out by members of SLT. Teachers (QTS and UQT) will have 2 known appraisal lesson observations and 1 unannounced drop-in per year. HLTAs will have 1 known appraisal lesson observation.
2. **Drop-in x 1:** These form part of the formal appraisal and QA process. The drop-in will not last any longer than 15 minutes. Teachers will know the week they are taking place.
3. **Peer Observation x 1** – these help disseminate best practice and are intended to be mutually supportive. Peer observations will be carried out by another teacher during the year for the purpose of Continuing Professional Development. There will be a pre and post visit by another teacher who wants to see an element of good practice linked to pedagogy/strategies/resources/initiatives being used such as Feedback using the MITA model, TA deployment/colourful semantics etc. Pre and post discussions will take place at an agreed time and will be traded off against meeting time as detailed in their directed hours.

Formal lesson observations arranged and led by the Assistant Headteacher with Responsibility for Teaching and Learning.

What will happen after lesson observations?

- The member of SLT will give the teacher feedback, celebrate best practice and discuss how to share this with colleagues. Next steps will also be agreed. This feedback will be uploaded onto Filio.
- If additional support is required this will also be identified and co-ordinated by the most appropriate person.
- Outcomes will be passed to the Headteacher and Assistant Headteacher with responsibility for Teaching and Learning and will be included in the triangulation of QA data for individual teachers and groups.
- Governors will be informed of outcomes via the Headteacher Report.

Peer Observations arranged and led by UPS3 teacher:

- On request by the UPS3 teacher, teachers will share what their strengths are which will be collated in the shared area. Colleagues can observe whomever they wish, unless steered by their line manager to observe someone in particular if linked to a particular area of focus in their appraisal.
- A person can only be observed by one other teacher.
- Staff will fill in an impact evaluation which is sent to the UPS3 teacher.
- Anonymous feedback is collated and shared with SLT and teachers