

HELMINGHAM COMMUNITY PRIMARY SCHOOL TEACHING, LEARNING and EVALUATION POLICY

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Rationale

A school community which places teaching and learning at the heart of its vision is best placed to secure high standards of achievement and attainment. Teachers who have a clear and shared understanding of the teaching role will be able to motivate and challenge their pupils. Pupils who approach the learning situation confidently and with the expectation that school is an enjoyable and rewarding experience will demonstrate good attitudes and gain the skills and knowledge which they need to take their place in the community. The school places emphasis on children developing an understanding of respect for people and objects.

We recognise that we are a school of 3 key stages, Foundation, key stage 1 and key stage 2. Children need to be taught and to learn in ways which support their development.

Purposes

The purpose of this policy is to ensure that:

- Teachers have a clear understanding of how to deliver a consistently high standard of teaching to meet the needs of all children. In order to ensure children make accelerated progress from their starting point we expect for all teaching to be at least good.
- Systems are in place which support children in their learning and reduce barriers of access to achievement.
- Governors understand their role in supporting teaching and learning in the school.
- The role of parents in their children's education is recognised and valued.
- The whole school community has high aspirations and expectations of the children's ability to achieve the skills and knowledge appropriate for their age and potential.

Guidelines

The children as learners

1. Primary aged children cannot learn if their physical and welfare needs are not met. The teachers need to ensure that the physical conditions of the classroom support the comfort of the children. They also need to use systems of support for child welfare where appropriate. Class teachers and teaching assistants are the front line support for welfare needs. In addition time with the special needs coordinator may be appropriate for some children. The school makes full use of the Educational Welfare Service and has clear and effective safeguarding procedures.
2. Children's motivation is improved if they are given a balanced day with periods of concentration interspersed with periods of physical activity. This is particularly true of younger children. Teachers need to use a variety of forms of lesson presentation and teaching styles.

This will include:

- Whole class or group work
- Research or 'finding out' tasks
- Investigations and problem solving including real life applications
- Practical and creative activities including the use of outdoor areas
- Use of technology including computers, tablets, cameras, voice recorders
- Visits to places which offer educational stimulus
- Talks/presentations from speakers and/or theatre companies
- Physically active sessions

- Reflective opportunities
 - Collaborative work with peers with school and across other schools
 - Asking and answering questions
 - Research skills
 - Opportunities to apply skills to other areas of learning
3. Children need consistency of classroom organisation with allowances being made for progression in independent skills. Our aim is for children to gain independence.
4. Effective learning relies on confidence, self-esteem and resilience. To develop this there needs to be:
- Good relationships between all staff and pupils founded on trust and respect
 - An orderly atmosphere where courtesy, good manners and acceptable behaviour is expected and celebrated (see Behaviour and Rewards policy)
 - Willingness on the part of all staff to challenge disruptive behaviour and ensure that school systems are applied consistently (see Behaviour and Rewards Policy)
 - Supportive responses to children's work (see Marking Policy)
 - Lessons which are challenging and build upon what children have already learnt
 - High expectations of what children can achieve
 - Displays of children's work which motivates, reinforces concepts, values children's work
 - Evidence of learning prompts and areas which
 - Make explicit the structure and underlying elements of what is being taught
 - Can be extended and used to apply the objective over a period of time
 - A visual and kinaesthetic learning aid
 - Model specific language
 - Given children concrete examples
 - Link to prior learning
 - Allow children to check their understanding
 - Demonstrate concepts
 - Are used by children independently

Effective Teaching

Teaching is effective when:

- The teachers have defined precisely what skill, concept or knowledge the children are going to learn. The more precise the lesson objective the easier it is to assess either through questioning or work. The discussion of the success criteria for the lesson will also support assessment and allow children to check their learning.
- Teacher's subject knowledge is adequate to deliver all subjects in the National Curriculum in terms of the skills and knowledge content. Teachers have the professional responsibility for this. Thorough preparation will be needed where teachers are less confident about the subject or area to be taught. Secure subject knowledge on the part of the teacher will be needed in order to support and challenge all abilities.
- Teachers present the lesson in ways which enable all children to learn. A variety of strategies such as demonstration, exposition and investigation should be used. In key stage 1 organisation of the class so that input is not always given to the whole class at once, is considered to be an effective method of teaching. In key stage 2 in particular technology is a good teaching tool.

- Teachers use consistent and appropriate management systems to support discipline and good order. Lively and effective teaching will support children in remaining motivated and on task. The schools Behaviour Policy should be used consistently.
- Teachers assess children's learning against the lesson objective and use the outcomes from assessment for forward planning. Marking is a way of recording assessment and giving feedback to children. Children in the Foundation Stage are assessed through focussed observations by all adults in the classroom.
- Teachers have high expectations in every lesson of what children can achieve and produce. If the objective is achieved there will be measureable gains in learning.
- Teachers have a clear teaching role at every part of the lesson using time well to work with the whole class or groups. They need to identify teaching points which can be explained further and ensure children are making the most of learning opportunities.
- Teachers use homework to enable children to engage their interest, future learning or to consolidate and practise skills learnt in the classroom. (See Homework Policy)
- Teachers help children to know where they are in their learning by frequently providing the context.
- Teachers actively support the children to build resilience.

Use of outside agencies

We take advice from expert sources when we seek to develop our teaching styles. These may be the Educational Psychology Service, Independent companies or School to School Support.

The Role of Governors

Governors support the quality of teaching and learning by fulfilling their roles with regard to:

- Effective use of resources
- Maintaining and developing the premises such that it is able to support the curriculum
- Ensure that the curriculum is taught with due regard to health and safety
- Monitor staff development and performance management to ensure it promotes good quality teaching
- Receive and evaluate reports from subject leaders on standards in their subjects
- Receive and evaluate the Headteachers report to Governors on the monitoring of teaching and learning
- Evaluate initiatives to raise the quality of teaching in terms of outcomes in pupil attainment

The Role of Parents

Parents have a key role in the education of their children and school staff need to develop a good relationship with parents by:

- Informal contacts about welfare issues and immediate concerns
- Parental consultation meetings which take place twice annually
- Termly progress and attainment reports which give information against national expectations
- Curriculum information given in line with school systems

Parents support their children at school by:

- Regular attendance
- Maintaining children's school records with regard to health and family details
- Ensuring that the child is equipped with correct uniform and PE kit
- Monitoring the completion of homework and discussing concerns with teachers
- Reading regularly with their children

Monitoring and Evaluation

To ensure that this policy has impact the following *monitoring and evaluation* framework will be used.

In our school we plan learning and teaching with a view to enabling each child to seek the highest level of personal achievement. To ensure that this happens, we regularly monitor the actions we have taken, so we are in a position to make a judgement about how effective these actions have been. This gives us information on which we can base future decisions about the development of the school.

Monitoring is the means by which we gather information. We do this systematically across a range of activities within our school.

Monitoring can include any of the following:

- Drop ins
- Planned observations
- Unannounced observations
- Work scrutiny
- Planning scrutiny
- Data analysis
- Pupil interviews
- Learning walks
- Pupil progress meetings
- Case studies
- Tracking of vulnerable groups
- Parent and pupil questionnaires
- Staff performance management

We believe that effective monitoring:

- Promotes excellent learning and teaching throughout the school
- Ensures excellent planning and delivery of the curriculum
- Identifies the strengths and needs for professional development
- Offers an opportunity to celebrate progress and success
- Provides information to support self-evaluation
- Ensures consistency throughout the school
- Ensures that every child is making good progress and is appropriately challenged.

Evaluation is the judgement on the effectiveness of actions taken, based on their impact on the quality of children's learning over time.

1. Monitoring and Evaluation Framework

- a. Monitoring and Evaluation in our school are part of a planned process and involve a range of people over the course of a year.
- b. We follow a planned cycle of school self-evaluation. This ensures that all aspects of the schools performance are systematically and regularly reviewed as part of an annual cycle (Appendix 1).

2. Roles and Responsibilities

The Headteacher

- a. Ensures that all staff and Governors understand that the purpose of monitoring and evaluation is to enable Helmingham Community Primary School to improve.
- b. Delegates monitoring and evaluation activities to the appropriate staff with clarity of expectations and outcomes to be achieved.
- c. Carries out monitoring and evaluation activities which cannot be delegated and are the responsibility of leadership such as performance management.
- d. To ensure that the data generated from monitoring and evaluation is collated, analysed and is used to review progress, recognise achievement and inform future planning.
- e. Report to the appropriate audience, including the Governing Body, on what the data is showing and how the information can be used to best advantage.
- f. Ensure that pupil performance data is collected, analysed and used to inform target setting.

Subject Leaders

- a. Ensure that colleagues understand that the purpose of monitoring and evaluation is about development and recognising achievement.
- b. Carry out those monitoring and evaluation activities which are delegated to them as part of their roles and responsibilities.

The Governing Body

- a. Agree, in consultation with the Headteacher, the areas which need to be monitored and evaluated
- b. Support and reinforce the view that the purpose of monitoring and evaluation is to enable the school to develop, recognise achievement and sustain continuous progress.
- c. Receive monitoring and evaluation data at agreed times in order to review the information and consider its implications.
- d. Use a summary of some of the monitoring and evaluation data to inform parents about the school's progress and performance.
- e. Ensure that monitoring and evaluation are used to establish realistic targets for continuous improvement and school development.

Appendix 1

Autumn Term	Management	Assessment/Data	Observations	Scrutiny of work	Governors	Subject leaders	Trips/Visits/Events
September	School prospectus update Finance MTP Pupil premium audit and publish on website KS2 results on website SEN provision mapping review	EYFS/KS1/KS2 data analysis SISS analysis EYFS baseline Phonics analysis	Learning Walk	Set targets for <ul style="list-style-type: none"> • reading • writing • maths 	Chair and Head's briefing. Governor meeting (Finance MTP) SDP priorities	Data analysis-school, local and national	Parent curriculum session HT/parent drop in
October	Pupil Passport reviews Performance management teachers and admin Review SEF TA interim performance management reviews Teacher performance overview	Reading, writing and maths assessments. Pupil Asset update Termly reports to parents	Core curriculum observations	Review of marking	Review of SDP SDP priorities		Parents evening DHS new intake evening
November	SISE/target setting – Richard Griffiths HT report	Raiseonline analysis and highlights	Learning Walk Informal observations Pupil perceptions	Core curriculum scrutiny of work	Governor to attend SISE meeting and subsequent meeting Governor meeting to receive PM overview SDP review	Impact of curriculum Pupil perceptions	National Anti-Bullying week (16th-20th Nov '15, Children in Need HT/Parent drop in
December	HT performance management	Pupil progress meetings Pupil asset update			Headteacher performance review		Christmas performance

Spring Term	Management	Assessment/Data	Observations	Scrutiny of work	Governors	Subject leaders	Trips/Visits/Events
January	SEN audit for budget/ SEN provision mapping review Safeguarding audit	Interim reports and targets for parents	Learning Walk	Book scrutiny	Chair and Head's briefing		Parent curriculum session
February	Review SEF TA performance management reviews and objectives Pupil Passport reviews	Reading, writing and maths assessments. Pupil Asset update Final Raiseonline data	Foundation subject observations	Maths moderation	SDP monitoring. Headteacher interim performance review	SDP review/SEF review	Parent evenings Readathon HT/Parent drop in
March/Early April	PM interim reviews – teachers and admin SISE meeting – KS1 moderation HT report	Pupil progress meetings Pupil Asset update	Learning walk	Planning review Writing moderation	SDP monitoring SDP approval Governor to attend SISE meeting SDP review	Lesson observations	School parent questionnaire Budget briefings Annual Book Day DHS liaison Day Year 6 Residential

Summer Term	Management	Assessment/Data	Observations	Scrutiny of work	Governors	Subject leaders	Trips/Visits/Events
April/May	KS1/KS2 statutory assessments	KS1/KS2 SAT's/assessments Pupil Asset training and staff feedback	TA observations Learning Walk	Moderation of assessments particularly writing	Head and Chairs briefing Strategic planning Governor Meeting SDP update and monitoring	New curriculum review	HT/Parent drop in
June	EYFS, KS1 and Year 4 assessments reported. Pupil Passport reviews SISE meeting – Richard Griffiths HT report SEN provision mapping review	EYFS data and year 1 phonics Pupil progress meetings	Core curriculum observations	Review use of pupil targets and update for transfer	Health and Safety audit Governor Meeting SDP review Governor to attend SISE meeting	End of year review/Pupil perceptions	Sports Day/Summer Fete Year 6 Residential Parent drop in Parent Curriculum session
July	End of year reports Performance management reviews teachers		Learning Walk	Book scrutiny	SDP monitoring	Actions going forward	Work experience students Leavers assembly