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Learning and Teaching Policy

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|--------------------------------|---|
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| Related Documents: | Assessment and Marking Policy Marking Policy |



Primarily, lesson observations take place at two points during the Leasowes High School academic year. The purpose of the observations are to identify strengths and support improvement in the quality of teaching and learning, to gain a view of the standard of teaching across the school. Developmental feedback is used with strong links to teacher standards, enabling professional dialogue to take place.

Lesson observations will be carried out by the teacher's direct line manager and a member of SLT, often the departmental line manager, to standardise judgements.

Lesson observation is also part of the appraisal/performance management process in the school. Teachers are given five days notice of an observation.

The lesson observations are typed onto the 'CPD Aspire' dashboard for each member of staff to evidence professional development. The documents can only be accessed by the appraisee, the appraiser, Head Teacher and in an anonymous format, Ofsted.

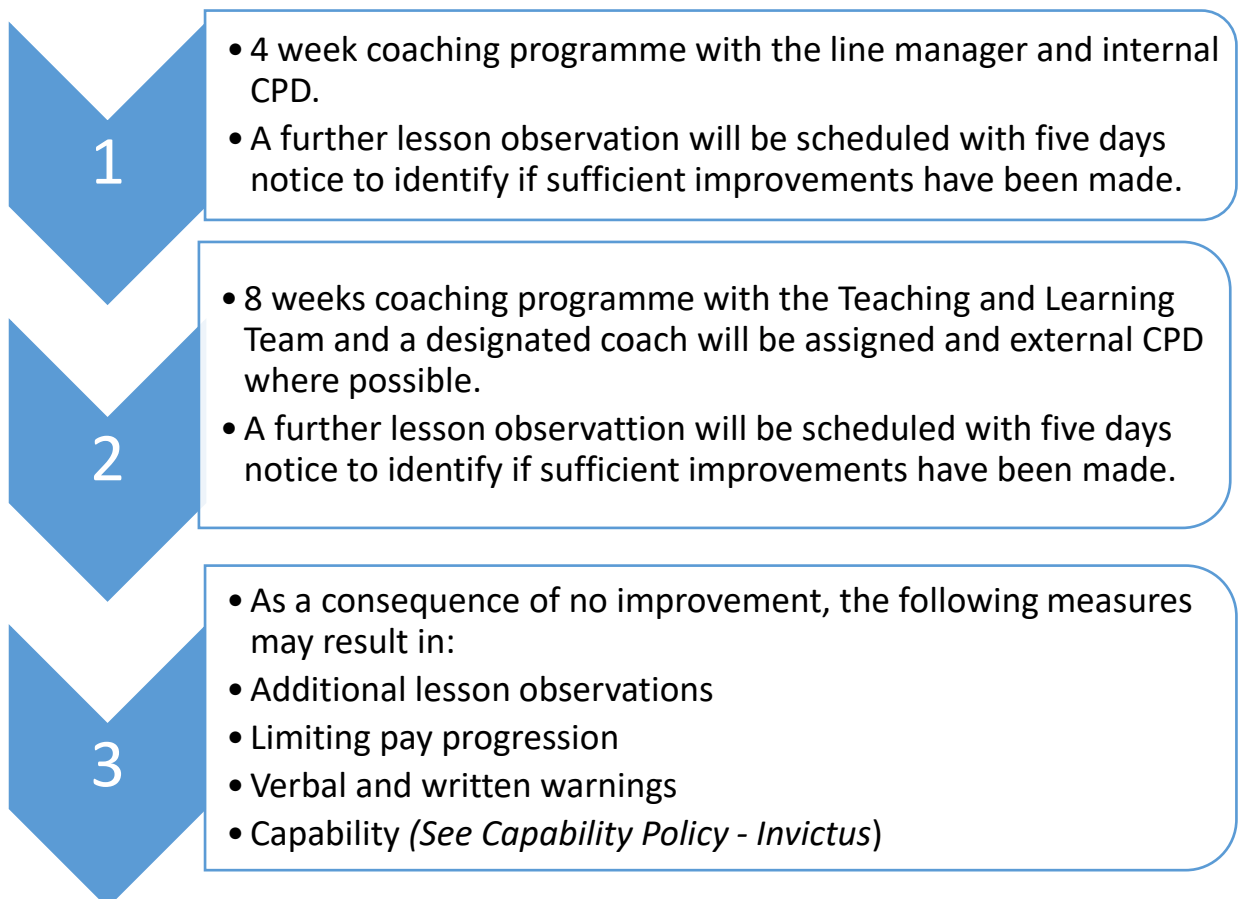
See *Teaching and support staff pay policy - Invictus* for further information.

Teaching staff who successfully meet teachers' standards and appraisal targets will progress up the scale.

If an observation does not meet teacher standards, a re-observation will take place within ten working days.

Procedure

If the re-observation concludes that there have been no improvements in the quality of teaching and learning, a more intensive programme of support is deemed necessary which will include:



QA Schedule – Teaching Staff

| Half Term 1 | Half Term 2 | Half Term 3 | Half Term 4 | Half Term 5 | Half Term 6 |
|---|---|---|---|---|-------------|
| - Book scrutiny | -Department Health Check (1 lesson 15 mins) | -Department Health Check (1 lesson 15 mins) | -Department Health Check (1 lesson 15 mins) | -Department Health Check (1 lesson 15 mins) | |
| SLT 1 day Health Check (and optional Obs) for chosen departments | | | | | |
| | SLT Book Trawl – (Selected students) | | SLT Book Trawl (Selected students) | | |
| One performance Management Observation In Term 1 and/or Term 3 (25 minutes) | | | | One performance Management Observation In Term 1 and/or Term 3 (25 minutes) | |

Lesson plan required only for observations but advised for all drop-ins.

Choose if you want to use the SLT Health Check as one of appraisal observations (5 days notice), if so choose

ONE other in Term 1 **or** 3. Progress days *will replace observations or health checks if scheduled.*

Overview

Total =

2 x 25 minute appraisal lessons = 50 minutes

4 x 15 minute departmental health checks, incorporating book trawls = 1 hr

1 x Departmental book trawl

2 x SLT book trawls – Focus Groups

1 x SLT Health Check - 15 minutes. However, staff may choose to use one of the visits for appraisal purposes

1 x 25 minute maximum Progress Day observation = Again, staff may wish to use for appraisal purposes

Therefore, the maximum time would be 2 hours 30 minutes and the minimum time would be 2 hours and 5 minutes.

This allows some additional time within the three hour guide to support and address any issues that are required to improve the quality of teaching and learning.

Appendix 1

SLT HEALTH CHECKS

- **Developmental and supportive**
- **15 minute visit**
- **Focus on the Learning**
- **Triangulation – Books, Data, Lesson**
- **Monitoring the standards across the department**
- **Establishing patterns to drive improvement further**
- **Completed in pairs for standardisation purposes**
- **SLT Health Checks may be used for Appraisal purposes (CAM and Line Manager to observe – informing the timetable)**
- **5 day notice given to staff**

DOCUMENTATION:

Review and Timetable – Prior to SLT Health Check, sent to reviewers in advance.

SLT Health Check Record – One form is to be completed for each member of staff that is visited.

SLT/Line Manager/CM Health Check Record – To inform WWW/EBI's, does not require completion but acts as a guide.

SLT Health Check Book Trawl Data Form – To complete two forms per visit for each member of staff.

Student Voice Form – To be conducted outside the classroom after the 15 minute visit. Two to three students are to be removed at the end of the visit and asked questions from the pro forma. The form will need completing either during or after the discussions.

Health Check Review Summary – To be completed at the end of the departmental review when patterns have been identified.



Appendix 2

Department:

SLT Health Check Review

Date:

Reviewers:

Health Check:

- Should take place in the order listed below, lessons have been allocated. *CAM, Line Manager, HL and MM to be informed if the health check is to be used for appraisal purposes*
- Lesson visits should be completed/discussed in pairs, where possible
- Staff are required to complete a lesson plan and dynamic seating plan for appraisal purposes (*if selected*)
- A lesson plan for the SLT health check(s) would aid this developmental process but is not compulsory
- Maximum of 15 minutes per teacher
- Each teacher should have one visit to KS3/4 or 5.

Book Scrutiny:

- SLT will aim to trawl a range of books across all key stages for each teacher – if necessary, this could be completed outside lesson time
- Patterns will be recorded, including use of WWW/EBI, target stickers visible in books, literacy policy

Student Voice:

- This will be completed at the reviewers discretion to minimise disruptions to learning
- Not compulsory but useful to inform the learning that is taking place

'Health Check' QA Review

| <u>Period</u> | <u>Activity</u> | <u>Review Staff – SLT TBC</u> | <u>Teaching Staff/Room/Class</u> |
|---------------|---|-----------------------------------|--------------------------------------|
| <u>1</u> | HEALTH CHECK | | |
| <u>2</u> | HEALTH CHECK | | |
| <u>3</u> | HEALTH CHECK | | |
| <u>4</u> | HEALTH CHECK | | |
| <u>5</u> | HEALTH CHECK | | |
| <u>6</u> | HEALTH CHECK | | |
| <u>3:45pm</u> | Health Check developmental feedback and next steps | | |



Appendix 3

SLT Health Check Record

| Criteria | No Evidence | Some Evidence | Clear Evidence | Not Seen |
|--|-------------|---------------|----------------|----------|
| Smart Start/End | | | | |
| Students understand Learning Outcomes | | | | |
| Students are actively engaged in learning | | | | |
| Students books are in good order – literacy – green pen – marked with www/ebi's, up to date – progress | | | | |
| The more able students are being stretched | | | | |
| Deeper questioning opportunities challenge thinking | | | | |
| Positive rapport between learners/teacher & learners | | | | |
| Reference to targets , are students clear on how to make progress (<i>standards are clear</i>) | | | | |
| All students are suitably equipped for learning | | | | |
| Differentiation (via support, challenge, guidance, task etc) | | | | |
| Effective pace/progress throughout lesson | | | | |
| Support staff are deployed effectively (<i>where applicable</i>) | | | | |
| Effective management of behaviour | | | | |

'Exit' Thoughts

Question for the teacher or student?

Favourite part of the learning:

WWW?

EBI?

Reviewer(s):

Class teacher:

Date:

Subject:

Class:

Appendix 4



SLT/Line Manager/Curriculum Manager Health Check Record

| | |
|--|---|
| <p><u>Context</u> TS2, TS6</p> | <p><i>MIS - current data, intervention strategies, seating plan.</i></p> |
| <p><u>Resilience</u> TS1, TS3, TS5</p> | <p><i>High level of challenge incorporated. Can do attitude is evident.</i></p> |
| <p><u>Expectations</u> TS1, TS7</p> | <p><i>Culture of achievement and success. High expectations of all groups of learners irrespective of ability. Expectations regarding presentation of work are high and consistently addressed if sub-standard.</i></p> |
| <p><u>Show progress</u> TS2, TS6</p> | <p><i>Progress over time is evident in student work. Students know and can show the progress they are making in the lesson and over time. Students know their starting point and what their targets are.</i></p> |
| <p><u>Level of engagement</u> TS3, TS4, TS5</p> | <p><i>Creativity of task and thought hooks, engages and motivates learners. Risk taking of staff and students encouraged.</i></p> |
| <p><u>Work</u> TS2, TS6</p> | <p><i>Books are marked according to policy. Demonstrates progress over time. Formative marking informs progress and moves students on.</i></p> |
| <p><u>Outcomes</u> TS2, TS3, TS4, TS6</p> | <p><i>Outcome are clear. All groups of learners are catered for. Outcomes are in line with expected progress.</i></p> |
| <p><u>Opportunities</u> TS4, TS5</p> | <p><i>All groups of learners have equal opportunities to succeed. Learning beyond the classroom is evident.</i></p> |
| <p><u>Discipline</u> TS2, TS8</p> | <p><i>Strong behaviour management underpins the lesson. Behaviour policy is followed.</i></p> |

Reviewers:
Date:

Class Teacher:
Subject:

Class:

Appendix 5



SLT Health Check Book Trawl Data Form

Name of student: _____

Two students minimum to establish trends – key focus areas where possible (HA, PP, Boys)

| | | |
|--------------|---|------------|
| Purpose | Health Check / Teaching & Learning / Re-Observation | |
| Date | | |
| Year Group | | |
| Observer(s) | | |
| Faculty Name | Subject Name | Staff Name |
| | | |
| Class | | |

Review

| | |
|--|-------|
| Is marking in line with whole school policy? | Y / N |
| Is work marked regularly? | Y / N |
| Evidence of WWW/EBI? | Y / N |
| Is there evidence of student response? | Y / N |
| Is there evidence of progress? | Y / N |
| Are target stickers displayed on all student books? | Y / N |
| Is homework set and marked regularly? | Y / N |
| Does homework extend learning? | Y / N |
| Is there recognition of effort / praise? | Y / N |
| Does quality of written presentation follow policy? | Y / N |
| Is peer-assessment evidenced? | Y / N |
| Is self-assessment evidenced? | Y / N |
| Is there evidence of differentiation and challenge? | Y / N |
| Is there evidence of the use of agreed literacy notations? | Y / N |
| Is there evidence of grades within marking? | Y / N |

Additional comments by Observer:

WWW:

EBI:

Further comments/any emerging patterns from Book Trawls:

| | |
|-----------------------|--|
| Signature of Observer | |
|-----------------------|--|

Appendix 6

Student Voice

/Department _____ Date: _____

Reviewer: _____

| Questions | Feedback |
|---|-----------------|
| What year and set are you in? | |
| Do you enjoy lessons? Why? | |
| Do you get HWK set regularly? Is work marked every three weeks at least? If you only have the lesson once a week, is work marked every half term? Do you know your Target/Step/Number/Grade? Does the marking explain how to improve? How? (example) | |
| What activities do you enjoy specifically? Do you have opportunities for peer or self-assessment? | |
| Is behaviour good in lessons? Explain. | |
| How could lessons be improved (consider the schemes of work/projects and themes)? How could you be better supported to make progress? | |
| Any other comments? | |

Appendix 7

| | | |
|--|----------------------------------|------------------------------------|
| Teaching (inc. support staff) Strengths | Areas that are developing | Areas requiring Improvement |
| Learning and Progress Strengths | Areas that are developing | Areas requiring Improvement |
| Attainment Strengths | Areas that are developing | Areas requiring Improvement |
| Behaviour/Safety Strengths | Areas that are developing | Areas requiring Improvement |
| Leadership/Management Strengths | Areas that are developing | Areas requiring Improvement |

Outcome of Review:

Next Steps:

Short Term Planning Goals:

Medium Term Planning Goals:

Long term Planning Goal: