



TEACHING AND LEARNING POLICY

Harrogate Ladies' College family of Schools:

Highfield Pre School, Highfield and College

SLT Responsibility: Monica Perry and Kate Enright

Governor Committee Review: Education

Next Review Date: September 2022

Related Policies

Curriculum

SEND

EAL

Marking

Assessment and Tracking

Professional Statement of Duties

This policy applies to all members of our school community, including boarders and those in our EYFS setting.



Aims of Learning and Teaching

Our aims at Harrogate Ladies' College and Highfield Pre School and Prep School are to maximise the learning opportunities for all pupils and to ensure the highest quality of teaching throughout the schools. We aim to encourage better teaching practice and continuous professional development among our staff; we want to ensure the highest quality of learning experiences, whilst reducing any obstacle to learning.

Class Teachers have a responsibility to monitor and evaluate learning and undertake some measure of self-evaluation to continue to develop professionally. It is the responsibility of the Head of Department and Subject Leader to monitor teaching and learning across their subject. Excellence in learning and teaching may be achieved in a range of ways, including professional conversations, discussions during departmental meetings, lesson observation and scrutiny of pupils' work. The Assistant Head, Teaching and Learning in College and Director of Teaching and Learning in Highfield have overall responsibility for the quality of teaching and learning across their phase.

Quality teaching is identified as including:

- Mastery of subject knowledge
- Effective planning with clear success criteria, differentiated to suit the needs and abilities of all pupils
- Development and challenge for more able and gifted and talented
- Effective use of lesson time
- High standards of behaviour
- Making effective use of classroom support, such as teaching assistants
- Making effective use of assessments and feedback to help pupils to progress (See Marking and Assessment and Tracking Policies).
- Effective use of homework (refer to Homework Policy for full details).
- Promoting equality, diversity and inclusivity.

Effective learning includes:

- Pupils gaining new knowledge and making sustained progress
- Pupils engaging in lessons and being willing to try new things
- Ability of pupils to apply their learning in different contexts
- Pupils working independently and with resilience



Support for learning and teaching

Staff are able to share good practice during weekly briefings, and the school is part of the Yorkshire Schools Alliance which gives access to subject-specific network meetings and a range of CPD opportunities. There is a budget for CPD and staff across the schools are encouraged to take advantages of the professional opportunities afforded them.

Within College, INSET days run along with after-school Twilights with a teaching and learning focus so that teaching staff are able to develop pedagogy and utilise current research-led techniques. The school intranet has a staff section dedicated to teaching and learning, containing current research, articles and training videos and staff are given time to use this during Twilights. Colleagues are able to observe peers and have coaching discussions to develop techniques. Each Head of Department has a member of the Senior Leadership Team as their link and meet regularly. Part of this meeting is to focus on teaching and learning in order to develop their departments further.

Colleagues in Highfield and the EYFS not only attend whole school INSET days but also benefit from training sessions specific to the needs of learners' in their Phase. They also attend weekly staff meetings where there are opportunities to share good practice and for professional development relevant to the school development plan. Working parties have been established to give teachers ownership of the improvements made to the curriculum. Class teachers also meet with Highfield Leadership Team (HLT) regularly to discuss pupil progress and how teachers can be best supported to meet the needs of the children in their class. Colleagues also have access to the L&T toolbox on Firefly.

Teacher statement of duties – EYFS

1. Teaching and Learning

1.1. Overarching principles

Four guiding principles should shape the daily practice of EYFS Practitioners:

- every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured;
- children learn to be strong and independent through **positive relationships**;
- children learn and develop well in **enabling environments**, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers; and
- **children develop and learn in different ways and at different rates**, including children with special educational needs and disabilities.

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1.2. Practitioners must consider the individual needs, interests, and stage of development of each child in their care, and must use this information to plan a challenging and enjoyable experience for each child in all of the areas of learning and development.

1.3. The EYFS learning and development requirements comprise of seven areas of learning and development which lead to the Early Learning Goals:

Three prime areas

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development

Four specific areas

- Literacy
- Mathematics
- Understanding the World
- Expressive arts and design

1.4. Practitioners working with the youngest children are expected to focus strongly on the three prime areas, which are the basis for successful learning in the other four specific areas. The three prime areas reflect the key skills and capacities all children need to develop and learn effectively, and become ready for school. It is expected that the balance will shift towards a more equal focus on all areas of learning as children grow in confidence and ability within the three prime areas.

1.5. Each area of learning and development must be implemented through planned, purposeful play and through a mix of adult-led and child-initiated activity. Play is essential for children's development, building their confidence as they learn to explore, to think about problems, and relate to others. Children learn by leading their own play, and by taking part in play which is guided by adults. There is an ongoing judgement to be made by practitioners about the balance between activities led by children, and activities led or guided by adults. Practitioners must respond to each child's emerging needs and interests, guiding their development through warm, positive interaction. As children grow older, and as their development allows, it is expected that the balance will gradually shift towards more activities led by adults, to help children prepare for more formal learning, ready for Year 1.

1.6. In planning and guiding children's activities, EYFS Practitioners must reflect on the different ways that children learn and reflect these in their practice. Three characteristics of effective teaching and learning are:

- playing and exploring - children investigate and experience things, and 'have a go';

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- active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements; and
 - creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.
- 1.7. EYFS Practitioners work in teams to plan and therefore must work closely with the other members of their direct teams to ensure the planning is detailed enough that another practitioner could enhance provisional areas and/or deliver a planned activity should this be required.
 - 1.8. Planning must reflect the needs of all children, including those with Special Educational Needs, pupils who are gifted and talented and pupils whose first language is not English. The planning cycle must be clear including next steps for children's learning and development.
 - 1.9. EYFS Practitioners at Highfield are required to work morning sessions (8.45am-12.15pm), afternoon sessions (1.00pm-4.30pm) or a combination of both as outlined in individual terms and conditions. Those staff working during the lunchtime session are required to work from 8.45am – 1.15pm or 12 noon – 4.30pm or a combination of both, as outlined in individual terms and conditions. All full time EYFS Practitioners are expected to be in school from 8:45am-4:30pm. Permission from the Deputy Head EYFS and KS1 should be sought for any occasion when a late arrival or early departure is required. If staff members are unwell and unable to come into school, then they should follow the School's Sickness Absence Policy.
 - 1.10. EYFS Practitioners at Highfield and currently working with children in Foundation and Transition are also required to attend the weekly Staff Meeting (currently at 4.15pm on a Wednesday); part-time practitioners who do not work on a Wednesday, or who only work in the morning session on a Wednesday, are asked to return to school for the Staff meeting.
 - 1.11. EYFS Practitioners are required to teach and oversee the children assigned to them, including the daily observations used to inform planning next steps for individual children. One and a half hours of non-contact time is given to each EYFS Practitioner to allow them to complete the Learning Journeys for the pupils in their care.
 - 1.12. All teaching should take place within the Highfield and HLC site. Any off-site visits must be agreed by the Deputy Head EYFS and KS1 and Head of Highfield. Staff should be mindful of the staff/child ratios required to take children off site or when accessing other areas of the HLC campus.
 - 1.13. Children should not be left unsupervised at any time.

Teacher statement of duties – Highfield

This policy applies to all members of our school community, including boarders and those in our EYFS setting.



1. Teaching and Learning

- 1.1 All teachers are responsible for planning and preparing courses and lessons with accompanying lesson plans and work schemes. Teachers should work alongside other members of staff and year teams to ensure that schemes of work are detailed enough in order to allow a supply teacher to deliver the lessons if required. Schemes of work and lesson plans should meet the needs of all pupils including those with Special Educational Needs, pupils who are gifted and talented and pupils whose first language is not English.
- 1.2 A full-time teacher in Highfield Prep School will be required to teach a full timetable. Part-time teachers will be required to teach a proportion of the timetable, as agreed with the individual before the start of the academic year. A proportion of non-contact time will be allocated to reflect the age of pupils being taught and the method of teaching which is appropriate for the relevant age group.
- 1.3 All teachers are expected to teach the pupils assigned to them, including the setting and marking of work carried out by the pupil in school and elsewhere. The individual educational needs of each pupil should be addressed.
- 1.4 All teachers are required to assess their pupils (written and oral), and record and report on the development, progress and attainment of pupils, in each case having regard to the curriculum of the School and following the School's marking policy.
- 1.5 All teachers are expected to be in school from 8:15am-4:15pm. Requests to leave the School site during this time, or for an early departure from school at the end of the school day, should be made in advance to the relevant Deputy Head (KS1/KS2). If teachers are to be late to school, they should inform the relevant Deputy Head (KS1/KS2) before the start of the School Day. If teachers are unwell and unable to come into school, then they should follow the School's Sickness Absence Policy.
- 1.6 All teaching should take place within the designated teaching areas within the School Buildings (exception for Games), or with permission to be outside. Pupils should not be left unsupervised at any time.

Teacher statement of duties - College

1. Teaching and Learning:

- 1.1 All teachers are responsible for planning and preparing courses and lessons with accompanying lesson plans and work schemes. Teachers should work alongside other members of staff in their departments to ensure that schemes of work are detailed enough in order to allow a supply teacher to deliver the lessons if required. Schemes of work and lesson plans should meet the needs of all pupils including those with Special Educational Needs, pupils who are gifted and talented and pupils whose first language is not English.

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1.2 A full-time teacher will be required to teach 36 periods a week plus a Department Meeting. Part-time teachers will be required to teach a proportion of the timetable, as agreed with the individual before the start of the academic year; these periods may vary from year to year in response to the requirements of the timetable.

1.3 All teachers are expected to teach the pupils assigned to them, including the setting and marking of work carried out by the pupil in school and elsewhere. The individual educational needs of each pupil should be addressed.

1.4 All teachers are required to assess their pupils (written and oral), and record and report on the development, progress and attainment of pupils, in each case having regard to the curriculum of the School and following the School's Marking Policy. Teachers will be required to provide assessments and references relating to individual pupils and groups of pupils, for example, in the university application process.

1.5 All teachers are expected to be in school from 8:30am-4:30pm. Requests to leave the school site during this time, or for an early departure from school at the end of the school day, should be made in advance to the Senior Deputy. If teachers are to be late to school then they should inform the Senior Deputy before the start of the School Day. If teachers are unwell and unable to come into school then they should follow the School's Sickness Absence Policy. Statement of Duties College – Full and Part-time This policy applies to all members of our school community, including boarders and those in our EYFS setting.

1.6 All teaching should take place within the designated teaching areas within the School Buildings (exception for Games), or with permission to be outside. Pupils should not be left unsupervised, nor sent to work privately in prep sessions or studies during lesson times, unless prior permission has been sought from the Senior Deputy.

1.7 Teachers will receive an agreed non-contact time allowance. This is clearly defined in their individual terms and conditions.

Thrive

“ ‘Thrive’ – a healthy flourishing embedded in one’s environment.”

“Today, education has to be about learning to thrive in a transforming world.”

Valerie Hannon and Amelia Peterson: Thrive: The Purpose of Schools in a Changing World, 2021

All teaching and learning in College is based on the principle of thriving in terms of pupils thriving in their future adult lives, thriving in their learning and teachers thriving in their roles.

Thrive in their futures

This policy applies to all members of our school community, including boarders and those in our EYFS setting.



- Ensure content encapsulated diversity in the curriculum
- Ensure opportunities to develop future-focused skills, including, but not limited to, communication, collaboration, problem-solving, use of technology.

Thrive in their learning

- Set high expectations which inspire, motivate and challenge pupils
- Promote good progress and outcomes by pupils
- Adapt teaching to respond to the strengths and needs of all pupils, including SEND, EAL and G&T pupils
- Make accurate and productive use of assessment
- Manage behaviour effectively to ensure a good and safe learning environment
- Provide opportunities for scholars to progress in their specialism

Thrive in their profession

- Demonstrate good subject and curriculum knowledge
- Plan and teach well-structured lessons
- Fulfil wider professional responsibilities
- Utilise the CPD opportunities on offer through the Yorkshire Schools Alliance, external providers and internal INSET/Twilight training opportunities.
- Utilise the Thrive T&L Toolbox on Firefly.

Monitoring of learning and teaching

Highfield (EYFS, Key Stage 1 and 2):

At Highfield, we believe in achieving academic excellence through a commitment to individual attention and nurturing each child's full potential. We seek to ensure high-quality learning experiences that are motivating and meaningful for all children through an enriching and flexible learning environment informed by a broad and rounded curriculum. Highfield is committed to raising standards, establishing high expectations, and promoting high-quality and effective learning and teaching.

Fundamental to achieving academic excellence and ensuring high-quality, effective learning and teaching is our system of quality assurance that involves all members of the school community. Through a planned cycle of quality assurance activities, all aspects of learning and teaching are systematically and regularly reviewed.

Monitoring of learning and teaching is a means by which information is gathered. This is undertaken systematically across all areas of school through a range of activities. The effective use of monitoring helps to:

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- Promote motivating, challenging and well-paced learning and teaching throughout the school that is well matched to learners' needs and interests
- Support the development of eager and active learners who are fully engaged, resilient, highly-motivated and interact well during activities
- Enhance the use of skilled questioning and engagement to promote curiosity
- Ensure that learners have opportunities to exercise choice, including appropriate use of digital technology, and develop increasing independence as they become more confident in their learning
- Reinforce the development of learners' metacognition and higher-order thinking, which is supported by use of cognitive feedback, including peer assessment and self-assessment
- Oversee the effective implementation of summative assessment to provide reliable evidence to report on progress
- Support the close observation of learners to ensure appropriate and well-timed interventions and future learning pathways
- Identify areas of strength and contribute to identification of professional development requirements

Lesson observations, learning journeys and pupil progress meetings

Lesson observations are carried out by HLT. Lesson Observations give an opportunity to monitor learning through discussions with children and observing their work and behaviour in class. Areas of strength are identified during observations with colleagues encouraged to share their good practice with others. Areas for development may also be identified and staff are supported to undertake CPD (observing others, attending courses and professional reading) in order to develop further. Both class teachers and teaching assistants have regular appraisals with HLT in order to ensure they are thriving professionally. (Appendices 1 and 2)

Learning Journeys are also undertaken to monitor the quality of learning and teaching throughout the school with a particular focus each time. Formative feedback will be given after each Learning Journey, as appropriate.

Deputy Heads and the Director of Teaching and Learning meet with staff each term to discuss pupil progress. This ensures that, not only are the needs of individual learners being met, but also that interventions used in the classroom are recorded and that children's progress is closely monitored as they move up the school. Again, staff have opportunities to share good practice identified during these meetings. Colleagues are also required to update interventions to the Pupil Progress Records and, in more detail if necessary, in the SEND Interventions Record.

Book Scrutiny

Subject Leaders, with the support of the Director of Teaching and Learning and the SENDco, undertake termly book scrutinies to ensure that colleagues at Highfield are following the Marking and Presentation policy when assessing children's work. This policy encourages a consistent approach for the children across the school, helping to maintain standards. General feedback is shared with colleagues at a follow up staff meeting where whole school areas for development can be identified and an action plan can be agreed.



Learning Journals kept by colleagues in the EYFS are also regularly scrutinized by HLT in order to ensure that planning and monitoring are appropriately child-centred and that targets are being achieved by children as expected.

Assessment

Termly summative assessments are carried out in Maths, Reading and SPaG. These results are recorded and monitored by the Assessment Co-ordinator and HLT to ensure that progress is being made and that interventions can be put in place for any children not achieving as expected. A whole school approach has been established for writing targets and these are recorded by staff. Ongoing formative assessments are used by class teachers to ensure that children are acquiring skills, retaining knowledge and achieving understanding.

Staff in the EYFS keep detailed Learning Journals for the children in their care, ensuring that milestones and targets are being met as expected.

School Improvement

All of the information gathered from lesson observations, appraisals, book scrutinies, learning journeys and assessments is used to:

- Establish learning priorities for the whole school
- Ensure consistency and excellence throughout the school
- Build on and share good practice
- Help identify and ameliorate weaknesses in teaching practice or classroom discipline
- Establish priorities for professional development
- Have evidence readily available for inspection by outside agencies and to reassure governors and parents that Highfield continues to develop in a progressive and well informed manner.

College:

The aim of monitoring teaching and learning is twofold: to ensure progress is made by all pupils to the full extent of their ability and to ensure that teachers have the support and professional development they require to ensure this progress is made. College achieves excellent academic outcomes and, historically, residuals are positive when measured against Yellis and Allis scores. Due to the lack of underperformance issues, it is appropriate that the monitoring of teaching and learning has both a collegiate and formative focus. Where individual or departmental areas of underperformance should occur, there is provision in place through the HR manager, ELT links and wider SLT to provide individualised support.

Lesson observations and learning walks

Coaching groups across departments have been developed in order to support teachers to focus on learning problems faced by their pupils and make use of research-led techniques to overcome these problems. Teachers are able to learn about and practice a technique, collaboratively planning and

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observing this technique in lessons to ensure practice is reflective. SLT also complete learning walks to monitor the quality of teaching and learning and this, along with formal appraisals, provides a formal assessment of the standard of teaching and learning. A learning walk can involve visiting a number of lessons for short observations, usually 10 minutes and will have a specific focus, such as progress of SEND pupils, progress of a year group, departmental. Teachers having a full single or double period lesson observation will be given summative and formative feedback. For learning walks there will be some formative feedback.

Please see appendix 1 for the coaching observation proforma.

Please see appendix 2 for the formal lesson observation form, measured against the Teacher Standards.

Work Scrutiny

Similarly, work scrutiny aims to monitor good progress being made and offer collegiate opportunities to further improve practice. Marking and feedback should be completed in line with the Marking and Feedback Policy but beyond this, there is no expectation that all staff mark in the same way. Departments have marking policies that should be consistently followed by teachers within the department. In order to monitor the effective use of marking and feedback, departments complete work scrutiny at three points throughout the academic year. Findings are then shared with the ELT link and actions are planned during this discussion.

Please see appendix 3 for the work scrutiny proforma.

School improvement – how this data and evidence will be used

To ensure the SLT knows where strengths and challenges are within the teaching staff, to share good practice, to identify patterns and trends for departments and individual teachers. Good practice will be shared during departmental meetings, Head of Department meetings, Twilights and INSETs. Individual support will be provided where necessary in line with HR policies and procedures. The focus of all monitoring is based around the two aims to ensure good progress and to support the professional development of teachers.

Sources used in the writing of this policy:

<https://www.gov.uk/government/publications/teachers-standards>

ISI lesson observation framework

<https://teacherhead.com/2017/05/21/10-questions-to-ask-about-work-scrutiny-and-book-looks/>

Appendix 1 – Highfield Lesson Observation Proforma



Lesson Observation Form

Teacher's Name	Observer's Name	Date
Year Group	Set (if applicable)	Subject
Areas of strength		
Areas for development		

Please use this grid to give specific details about the lesson that you have observed.

Pupil Learning and Progress	
Attitudes and Behaviour	
Teaching	
Assessment	



Appendix 1 – Highfield Lesson Observation Proforma pages 2 and 3

Use this matrix to judge each element of the lesson. If you feel that a line is not relevant to the lesson, please leave it unmarked.

		Outstanding (1)	Good (2)	Requires improvement (3)	Inadequate (4)
Pupils	Progress	Rapid and sustained for almost all.	Most pupils, including groups, and pupils with DASEN achieve well over time.	Progress is broadly in line with national from similar starting points.	Some, or all pupils are making inadequate progress.
	Learning	Pupils learn exceptionally well.	Pupils learn well.	Pupils' learning is satisfactory.	Learning limited; pupils underachieve.
	Attitudes	(Very) high levels of engagement, interest, resilience, confidence, independence, courtesy, collaboration and cooperation.	Most pupils are motivated to participate. They are resilient, confident, independent, considerate, respectful and courteous.	Most pupils want to work hard and to improve. They work co-operatively.	Pupils, or specific groups (DASEN), are not excited, enthused or engaged by the teaching.
Comments					
Attitude and Behaviour	Disruption to learning	Lesson proceeds without interruption.	Disruption to lesson is unusual.	Major disruption is uncommon; there may be occasional low-level disruption, but it is not endemic.	Persistent low-level disruption occurs more than occasionally if hinders learning . The lesson is disrupted .
	Pupils' response	Pupils make every effort to ensure that others learn and thrive. There is an atmosphere of respect and dignity.	Pupils respond very well to the teacher's behaviour systems. They consistently meet the teacher's expectations.	Pupils respond promptly to the teacher's directions. Nearly all students are engaged in learning.	Some or all pupils are not engaged by the teaching.
	Behaviour management	Behaviour management is systematic and consistently applied.	Behaviour management strategies are applied consistently.	Clear procedures for managing behaviour; usually applied, but not always consistently.	Procedures for managing behaviour are not clear or are not used consistently.
	Safety	Pupils understand unsafe situations and are highly aware how to keep themselves and others safe.	Pupils understand unsafe situations and how to stay safe.	Ps know the main risks they face and understand how these may threaten their own/others' safety.	Pupils do not understand risk and may endanger themselves or others.
Comments					
Teaching	Subject knowledge & understanding	Excellent	Well-developed	Secure	Limited
	Planning	Adequate	Effective	Adequate	Planning fails to take acc of needs.
	Use of time	Time is used very well.	Time is used well.	Little time is wasted.	Time is wasted by some or all pupils.
	Challenge and match to needs	Tasks are challenging; match pupils' needs accurately.	Tasks are challenging; match most pupils' needs.	Individual needs are usually met.	Challenge is inappropriate for some or all pupils.
	Activities	Well-judged and often imaginative.	Effective.	Mostly appropriate, but do not meet all needs.	Not sufficiently well matched to pupils' needs.
	Expectations	Consistently high.... of all pupils.	High.	Sufficient for satisfactory progress.	Not high enough.
	Interventions	Sharply focused and timely. Match individual needs accurately. Notable impact.	Appropriate. Good impact on learning.	Additional support is deployed carefully.	Additional support has little/no impact on learning; gaps are not narrowing.
Skills such as SMSC	Exceptional. Every opportunity taken to develop crucial skills.	Very effective. A range of skills is taught.	Some support for skills, but provided inconsistently.	Pupils cannot use skills as well as they should.	
Comments					
Assessment	Of prior learning.	Systematic and accurate.	Accurate.	Careful, but may lack rigour. Some repetition of work/lack of challenge.	Assessment takes too little account of pupils' prior learning or understanding.

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Appendix 2 – Highfield Teaching Assistant Observation Proforma



Independent School for Boys and Girls

Teaching Assistant Observation Form

Teaching Assistant's Name	Observer's Name	Date
Year Group	Set (if applicable)	Subject

Type of Work	Tick
Whole class support	
Small group support/teaching	
One to one work	

Performance Indicators	Notes
1 Quality of Work <ul style="list-style-type: none"> • Good alignment and/or decision making exhibited 	
2 Work Habits <ul style="list-style-type: none"> • Organised/prepared • Effectively uses time • Adaptable/flexible • Positive attitude with others 	
3 Work Commitments <ul style="list-style-type: none"> • Maintains professional appearance and demeanour 	
4 Pupil Interaction <ul style="list-style-type: none"> • Helps to maintain a positive and challenging learning environment • Fosters pupil independence and self-help skills • Provides appropriate (effective) behaviour management • Takes action when needed • Supports pupil needs • Treats pupils with fairness, respect, and consistency • Encourages active pupil participation 	

<p>5 Communication Skills</p> <ul style="list-style-type: none"> • Writes and speaks clearly 	
<p>General Comments</p>	



Appendix 1 – College Coaching Proforma



Removing Learning Barriers – Coaching

Teacher:	Coach:	Method:
Notes during lesson	What went well	Tweaks/amendments next time
Points raised during coaching feedback and next steps		

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Appendix 2 – College Lesson Observation Proforma Page 1

Lesson Observation Guide						
Lesson Objectives:	SFB		Date:	Year & Class:	Subject:	
Teacher:	CL/SL	SLT	AST	Set/Group:	Length of Observation:	
Observer:	Please circled: Appraisal / CPD / Interview / NQT training / Other:					
observation purposes:	Class data provided?			Target from last observation?		
Seating Plan provided?	UNSATISFACTORY (4)			GOOD (2)		
Focus Areas	SOUND (3)			OUTSTANDING (1)		
<p>Teacher Standard 3 Subject Knowledge, Teacher Standard 5 Use of Assessment.</p>	<ul style="list-style-type: none"> Weak knowledge of the curriculum. Assessment of learners' work is poor and oral feedback is not effective. Assessment is not used effectively to help pupils improve. Assessment takes too little account of pupils learning or understanding. <p>likely to be inadequate where any of these apply</p>	<ul style="list-style-type: none"> Is not yet good. This can include: <ul style="list-style-type: none"> The teacher knows the subject and most learners understand course requirements but lacks accuracy. Assessment is present, but may lack rigour and a lack of challenge. 	<ul style="list-style-type: none"> Teachers have well-developed subject knowledge. Assessment of prior skills knowledge and understanding is careful and accurate. Assessment is challenging: matches most pupils needs; enthuse & motivate; changes to tasks are timely and appropriate. Detailed oral/written feedback is provided so learners know how well they have done and how to improve. Learners are guided to assess their work themselves against clear criteria and to set targets to improve. This is usually timely or relevant. 	<ul style="list-style-type: none"> Excellent subject knowledge with cross-curricular references. Prior learning is assessed systematically & accurately Understanding is checked systematically through effective questioning throughout the lesson, anticipating interventions. Systems are in place to involve all students in reading/responding to feedback and acting on them. Learners are confident and critical in assessing their own and others' work, and to set meaningful targets for improvement. 		
<p>What Evidence?</p> <p>Teacher Standard 4, 5 & 8 Teaching (Use of support, differentiation, AfL, literacy and numeracy development)</p>	<ul style="list-style-type: none"> Learning activities are not sufficiently well matched to the needs of pupils. Teacher expectations are not high enough. Pupils cannot communicate, read, write or use maths as well as they should. TAs not involved in the lesson & given little or no direction. 	<ul style="list-style-type: none"> Is not yet good. This can include: <ul style="list-style-type: none"> Teaching strategies do not usually meet individual pupil needs and do not provide challenge. Teaching literacy, numeracy and other skills may be inconsistent. TAs are not well deployed in all aspects of the lesson. 	<ul style="list-style-type: none"> Tasks are challenging: match most pupils needs; enthuse & motivate them; effective strategies used. Work is monitored during lessons, misconceptions are generally picked up. Astute planning is effective and interventions and support are appropriate. Expectations are high. Literacy and numeracy skills and other skills are promoted. Teaching consistently deepens pupils' knowledge and understanding and allows them to develop a range of skills. Teacher listens astutely, observes carefully and questions skillfully to reshape tasks and improve learning. TAs are well deployed to support learning. 	<ul style="list-style-type: none"> Tasks are challenging/match pupils needs accurately. Lessons are well judged and often imaginative teaching strategies are used. Expectations are consistently high. Intervention and support are appropriate and have notable impact. Expert use of questioning probes understanding and teases out misconceptions. All learners are enthusiastic and keen to move on. Teaching of literacy, numeracy and other skills are exceptional; every opportunity is taken to develop skills in other subjects. TAs involved in planning. Good communication between teacher and TA is evident. 		
<p>What Evidence?</p>						

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Appendix 2 – College Lesson Observation Proforma Page 2

<p>Teacher Standard 2 Learning and Progress (Engagement, interest, motivation, resilience)</p>	<ul style="list-style-type: none"> Students are passive. Learners are not involved and frequently off task. Teaching fails to excite, enthuse, engage or motivate particular groups (esp. SEN/D) of pupils. Pupils or groups of pupils are making inadequate progress. 	<ul style="list-style-type: none"> Is not yet good. <p>This can include:</p> <ul style="list-style-type: none"> Students lack engagement and motivation to complete work well. Progress is not in line with that made by similar students nationally from similar starting points. 	<ul style="list-style-type: none"> Most students are enthused and motivated to participate. Pupils are resilient, confident and independent Pupils learn well across the curriculum. Most pupils, including groups and pupils with SEN/D, achieve well across the curriculum. 	<ul style="list-style-type: none"> Pupils show high levels of enthusiasm, interest, resilience, confidence and engagement Pupils learn exceptionally well. All pupils make rapid and sustained progress.
<p>What Evidence?</p>				
<p>Teacher Standard 4 Homework</p>	<ul style="list-style-type: none"> No homework is set to extend the learners' opportunity to develop. 	<ul style="list-style-type: none"> Is not yet good. <p>This can include:</p> <ul style="list-style-type: none"> Inappropriate homework is set. It does not contribute reasonably well to learning, including SEN/D pupils. 	<ul style="list-style-type: none"> Appropriate and regular homework contributes well to pupils' learning, including SEN/D pupils. 	<ul style="list-style-type: none"> Appropriate and regular homework contributes very well to pupils' learning.
<p>What Evidence?</p>				
<p>Teacher Standard 1 & 7 Attitudes to Learning Behaviour (strategies for managing pupils behaviour)</p>	<ul style="list-style-type: none"> Pupils' lack of engagement and persistent low-level disruption contribute more than occasionally to reduced learning and/or a disorderly classroom environment. 	<ul style="list-style-type: none"> Is not yet good <p>This can include:</p> <ul style="list-style-type: none"> Pupils do not always respond promptly to teachers' direction. Major disruption to learning is uncommon, but occasional low-level disruption may occur. 	<ul style="list-style-type: none"> Pupils respond very well to the teacher's behaviour systems and work cooperatively with each other. Low level disruption is uncommon Pupils are typically considerate, respectful and courteous; they consistently meet teacher's expectations. Behaviour management strategies are applied consistently well. 	<ul style="list-style-type: none"> Pupils' attitudes to learning are exemplary. Pupils 'make every effort' to ensure that others learn and thrive in an atmosphere of respect and dignity. Very high level of engagement, courtesy, collaboration and cooperation. Lesson proceeds without interruption. There is a systematic, consistently applied approach to behaviour management, which make a strong contribution to an exceptionally positive climate for learning.
<p>What Evidence?</p>				
<p>Additional comments or questions from observer</p>				
<p>Reflections from teacher during feedback</p>				



Appendix 3 – College Work Scrutiny Proforma Page 1

Harrogate Ladies' College
Work Scrutiny

Sources of evidence: Subject: Year: Teacher:

Assessing our marking and its impact: Add brief comments on the supporting evidence derived from outcomes for pupils. Identify areas of strength and opportunities for development.

+	Focus	Comments
	Enabling good progress as seen in pupils' skills, knowledge and understanding. Pupils show improvement/ability to tackle increasingly complex work	Strengths: Opportunities:
	Fostering self-motivation as seen in pupils' application, perseverance, presentation	
	Fostering application of intellectual, physical and/or creative effort	
	Fostering interest as seen in pupils engagement to complete tasks to a high standard and volume of work	
	Fostering independence as seen in high quality prep / other independent work	
	Well-planned lessons as seen in the development of pupils' skills, opportunities to learn and consolidate	
	Understanding pupils' needs as seen in progress of SEND, EAL AGT	
	Assessment of pupils' work as seen in marking helping pupils to understand how to improve	
	Pupils acting upon feedback provided as seen in responses to questions / tasks / comments in teacher marking or application of feedback in following lesson	
	Spelling, punctuation and grammar marking evident and pupil responses to these	
	Marking supports FBV and SMSC opportunities	

This policy applies to all members of our school community, including boarders and those in our EYFS setting.



Appendix 3 – College Work Scrutiny Proforma Page 2

Harrogate Ladies' College
Work Scrutiny

Departmental overview following individual class work scrutiny

Areas of good practice to be shared within and beyond the department:
Professional development opportunities / support required:
Areas of marking the department wish to change and steps needed to implement the change:
Other comments: