# Groby Community College

# Teaching and Learning Policy

# 2012-15

**Agreed at: Teaching, Learning & Achievement Committee: 14 March 2012**
**Reviewed June 2013 by Asst Principal T&L**

Signed: …………………………………………………………………………………………………. (Chair of Governors)
Next Review: …………March 2015……………………………………………………………………………

# Teaching and Learning Policy

**Vision**

We are a proud and aspirational community whose goal is to be outstanding. We believe in working together with students, staff, parents, partner schools and the community to achieve excellence for everyone. Valuing and developing each member of the College is central to our drive to be an outstanding school for our local community.

Excellence means having the highest expectations of our students and their potential. Each student's achievement is guaranteed by outstanding teaching and learning which is creative and engaging for all. No student will be left behind and we must challenge our students to recognise that true success comes from hard work.

***It is intended that this policy supports and develops the expectations and aspirations outlined in the behaviour management handbook.***

**Teaching and learning**

In order to ensure that all learners value learning as a lifelong process the college will ensure that all members of the community strive to promote an environment where all students are encouraged to realise their full potential through developing confidence, resilience and independence.

Lessons at Groby will:
- have high standards;
- be planned effectively;
- develop a positive climate for learning;
- ensure productive learning experiences in class for all learners;
- encourage active engagement and reflection.

(See Appendix 1: Outstanding Lessons)

Lessons will be structured to promote learning and to accommodate the individual needs of all students. Lessons will have: a clear start which will engage students; purposeful differentiated learning activities; and opportunities to review learning and progress and to reflect.

To enable students to take responsibility for their own learning, differentiated learning objectives and success criteria for the lesson will be made explicit to all students.  Success criteria will ensure that students know how they are progressing in their learning. These will be specific to the lesson and relate to the learning objectives.

To maximise the progress of all learners high expectations and high standards will prevail. (See Appendix 2: Classroom Teacher Basic Standards). Positive reinforcement will develop confidence, independence and resilience whilst ensuring that students feel valued. Classroom experiences will be enjoyable and will allow all students to feel safe to learn.

Learning experiences will be contextualised for students linking learning to the wider learning context (scheme of learning) and situations and scenarios from outside college as appropriate.  Teaching will be creative and innovative using a range of teaching and learning strategies which are differentiated to match the needs and abilities of all of the students.   Assessment for learning strategies will be used throughout lessons to ensure students make progress and develop as learners. This will include formative assessment through effective questioning, peer and self assessment, regular reviews of learning throughout the lesson and regular target setting.  In addition formative written assessment will be undertaken in accordance with the college marking policy.

All students have an entitlement to a positive meaningful learning experience. All staff have a responsibility to meet the educational needs of all students. Staff are expected to ensure that SEND, G&T, FSM, CiC, EAL information is used to inform planning, teaching and learning.  Staff will respond to students' diverse learning needs appropriately and will work to overcome barriers to learning.  All staff are responsible for promoting literacy, numeracy, personal and social development and ICT to enhance learning (see Appendix 7: Lesson observation pro forma and Appendix 8: Lesson planning pro forma).

## Roles & Responsibilities

### Students
Students are expected to adhere to the college code, to the expectations within the home school agreement and to be prepared to participate in learning to the best of their ability (see Appendix 3: Groby's outstanding learner). Failure to meet these expectations will result in sanctions as outlined in the college Behaviour Policy.

### Teachers
Teachers will have regard for the college teaching and learning policy when preparing, delivering and evaluating their own practice.  Every teacher has responsibility to support all students with their learning including; celebrating achievements, identifying and challenging underachievement and supporting target setting (see Appendix 1: Outstanding Lessons at Groby CC and Appendix 4: Groby's outstanding teacher). Teachers will identify any students whose academic performance is a cause for concern and will liaise with tutors and parents as appropriate prior to referral to the faculty leader.  Teachers will set homework regularly and ensure that students record the task and completion date in their student organisers.

### LSA
The LSA will work with the teachers to support the needs of the students. It is the responsibility of the teacher to provide appropriate guidance to the LSA on their role within the classroom.  It is important that there is regular communication between the teacher and LSA to ensure that the learning needs of the students are supported.

### Faculty leaders
Faculty leaders are responsible for managing teaching and learning across the faculty including: ensuring schemes of work and assessments are appropriate rigorous and sufficiently challenging; undertaking quality assurance processes; monitoring and tracking the progress of individuals and groups of students; monitoring the setting and marking of homework; monitoring the quality of homework set.  Any concerns with the

academic progress of individual students must be discussed with the faculty leader.  Faculty leaders will support the professional development needs of the staff in the area. Faculty leaders will liaise with base leaders, tutors and parents when necessary.

**Tutors**

The tutor has an integral role in supporting students' learning and personal development as a regular point of contact. Tutors also support learning through the induction process and calendared progress reviews. Tutors will monitor the KS4 students' use of student organisers to record homework on a weekly basis and will be a point of contact if students experience difficulty managing their workload.

**Base leaders**

The base leaders will support tutors, teachers and faculty leaders to meet the needs of all students.

**SLT**

The leadership team is responsible for the overall leadership, management and development of teaching and learning across the college.

**Continuing Professional Development**

In order to ensure that all members of the college community strive to meet their potential the college is committed to ensuring that all staff have access to high quality training to support them in their work. Staff development activities will aim to provide all staff with the opportunity to become more effective professionals through enhancing their own learning opportunities. Continuing professional development opportunities will be set within the context of the college improvement plan as well as taking account of individual's personal training and career development needs.

CPD opportunities will be provided through; internally delivered whole staff training sessions, regular faculty meetings focussing on teaching and learning; joint CPD meetings with Brookvale High School; externally sourced opportunities and via the college coaching and mentoring programme.  All staff will have access to the coaching and mentoring programme: teachers identified through quality assurance processes as satisfactory will have CPD support plans negotiated with the head of faculty which will inform subsequent mentoring sessions; good and outstanding teachers will have the opportunity to become a mentor or to be part of a coaching pair undertaking either a full coaching cycle or 'lesson study'.

**Homework**

Learning takes place inside and outside the classroom. All teachers will regularly set planned, differentiated, meaningful homework for their classes in line with their faculty policy. Homework will provide students with opportunities to: extend, develop and practise what was learned in class; acquire the ability, confidence and organisational skills to work independently; work at their own pace and ability level; prepare for work in class.  A variety of homework tasks can be set (see Appendix 5: Homework).

Teachers should aim to set homework at the start, or an appropriate point, of the lesson, avoiding setting homework at the end of the lesson as this can discriminate against students with learning difficulties. When homework is due to be set teachers should ensure that students have their student organisers on the desk at the start of the lesson. Homework will be entered on to the SHOW MY HOMEWORK website by the class

teacher.  Students will be given clear instructions regarding the homework tasks, the deadline and how to complete the work.  It is the responsibility of the student to record this information in student organisers and to ensure that the tasks are completed to the best of their ability and that deadlines are met.  Failure to meet homework expectations will result in sanctions as outlined in the college Behaviour Policy.

At KS4 the class teacher should set on average the equivalent of 1 hour of homework per week. If the subject is a double qualification with more lessons per week than other subjects the amount of homework should be 1 ½ - 2 hours per week.

At KS5 there should be a minimum of 1 hour of homework for every taught lesson for both Year 12 and Year 13.

All homework must be assessed. This can be done in a variety of ways (see Appendix 5) and in accordance with the college Assessment and Marking Policy. Students should be made aware of when marked work will be returned; this will be negotiated with students where appropriate and will usually be within 2 weeks of taking the work in.

## Monitoring and evaluation

The teaching and learning policy will be monitored through:
- Head of faculty termly monitoring and quality assurance processes which include; lesson observations, work scrutiny, learning walks,  monitoring record keeping and planning;
- Regular faculty Teaching and Learning and Progress and Intervention meetings;
- SLT monitoring of quality assurance processes though; leadership link meetings,  termly work scrutiny, learning walks, lesson observations (see Appendix 7: lesson observation pro forma);
- SLT monitoring of CPD provision and quality;
- Principal's overview of annual performance management processes;
- SLT reporting to governors through the Teaching and Learning Committee;
- Student voice feedback collected through, faculty survey, exit survey year 11/13, end of year survey year 10/12;
- Parent voice feedback collected via the termly parents forum and parent questionnaires at all parents' evenings;
- Governor link visits;
- External review processes led by OfSTED and/or HMI;
- Examination results.

Where standards are below those expected within this policy then intervention in the first instance will be handled by the Heads of Faculty.

## Links to other policies
- Behaviour
- Attendance
- SEN
- Assessment and Marking

**Appendix 1: Groby's outstanding lesson**
**Appendix 2: Classroom Teacher Basic Standards**
**Appendix 3: Groby's outstanding learner**
**Appendix 4: Groby's outstanding teacher**
**Appendix 5: Homework**
**Appendix 6: The Perfect Ofsted Lesson**
**Appendix 7: Short-Term planning pro forma**
**Appendix 8: Lesson observation Toolkit**

**Appendix 1: Outstanding lessons at Groby are achieved through:**

**Effective Planning:**

- Differentiation – by group/ by resources/ through learning journeys (self differentiation)/by processes/by outcome
- Challenge and support – questioning, scaffolding, exemplar materials
- Independent learning
- Catering for the needs of different types/groups of learners/equality of opportunity

**Productive In-class Experiences:**

- Engaging starter
  - getting students thinking...
  - foster curiosity
  - to establish prior learning
- Purpose
  - differentiated learning objectives & success criteria –sharp and clear
  - the big picture
  - real life context
- Developing learning
  - active learning/ participation of all
  - limited teacher talk / productive student discussions
  - collaborative learning /group work
  - pace
  - challenge – over time/ throughout the lesson/deep learning
  - student self directed learning including developing questions/ making choices / following learning pathways
  - structured independent learning
  - imaginative variety of multi-sensory activities
  - creating opportunities for awe and wonder
  - students leading the learning of others
  - explicit teaching of literacy and mathematics
- Assessment for/of learning
  - questioning at whole class and individual level – use of Blooms, think pair share
  - peer/self assessment
  - mini plenaries
  - progress – over time/ in lesson – beginning, throughout, end

**Positive Climate for Learning / Standards:**

- Positive relationships including a welcoming purposeful manner
- High expectations
- Being a role model
- Developing confidence/ independence/ resilience
- Positive reinforcement/ use of rewards/celebrating success
- Enthusiasm for the subject
- Risk taking
- Seating plans
- Use of LSA /other adults

**Opportunities for reflection including:**

- D.I.R.T. (dedicated improvement and reflection time)
- Constructive marking and feedback
- Reflection on own experiences
- Reflection on others' experiences
- Regular constructive homework
- Attainment of individuals informing ...
- Next steps

**Appendix 2: Classroom Teacher Basic Standards**
**Achieving Consistency across Groby Community College**

The following standards are expected to be addressed as a matter across the college.

**Maintaining high standards with students:**
- Use the **College Code** to set the standards. Also:
  - Late students receive a pink slip. Ensure that students in period 1 who show that they did not attend registration receive a pink slip.
  - Students are expected to have equipment on the desk at the start of the lesson. C1 those who don't. Contact tutor if there is a persistent problem.
  - Bags on the floor.
  - Student organiser  out on the desk when homework is due to be set
  - Mobile phones and MP3 players are hidden or consequences are applied. Earphones not dangling.
  - Students should be refused access to the toilets straight after a break (period 1, 3 and 6) unless there are extenuating circumstances. Remember to give the 'permission to be out of class' card.
  - Outdoor wear must be challenged and taken off. No hats worn inside the building.
  - Students should not be talking whilst the teacher is talking. Students should not be talking across the room or be out of their seats unless they have permission as part of the activity.
  - You as the teacher have the right to determine the seating plan.
  - Use the behaviour system: log names on the board with consequences next to the names.
  - Challenge off task behaviour using the systems available plus your own strategies.

**Classroom Standards:**
- Positive climate for learning established including:
  - Teachers are in the classroom before the students.  Lessons start promptly – little time is wasted
  - Welcome students at the door if possible.
  - Stimulating classroom environment which supports learning.
  - Staff conduct themselves as role models.
  - Staff have a purposeful / assertive manner.
  - Positive reinforcement is used appropriately and effectively (rewards / praise)

**Teaching and Learning Standards**
- Consistently high expectations that every student will achieve their potential
- Learning objectives shared with students
- Success criteria shared with students
- Lessons are planned using student data and prior attainment
- A range of methodologies are used across and within lessons
- Independence and leadership opportunities are evident. Group work is planned with clear roles for each student.
- Differentiated activities and **extension work** are available within all lessons (use A Level questions if appropriate).
- Lessons start promptly with engaging starters

- Students have the opportunity to reflect on their progress during lessons
- Progress is checked throughout the lesson
- Purposeful end to lessons identifying next steps/future learning
- **Appropriate homework set regularly** - at least once per week for KS4
- LSAs are deployed effectively
- Opportunities to develop students' social skills are incorporated into lessons, including: working with, relating to and valuing others; developing cultural awareness; developing an understanding of moral and legal obligations (citizenship)

**Appendix 3: Groby's Outstanding Learner**

*Personal attributes*
- Confident
    - Open to new ideas
- Independent
    - Takes responsibility for their own learning
- Inquisitive
    - Curious  and interested in their learning
    - Asks questions related to their learning
- Resilient
    - Willing to take risks
    - Asks for clarification if they are unsure
    - Can accept and respond to constructive criticism
- Evaluative
- Reflective
    - Can solve problems
    - Can apply knowledge to new situations
    - Can articulate their own thoughts
- Imaginative
- Creative
- Enthusiastic
- Sets personalised goals
    - Ambitious/has aspirations
    - Goes the 'extra mile'

*Collaborative Learning*
- Furthers the learning of their peers
- Team player, co-operative
- Engaged in their learning

*Organisational /Personal attributes*
- Well equipped and organised
- Conscientious
- Completes homework
- Meets deadlines
- Takes pride in their work
- Is fun and has a sense of humour

**Appendix 4: Groby's Outstanding Teacher**

*Planning and preparation*
- Plans challenging tasks using imaginative/creative resources
- Uses data to support planning
- Differentiates planning to suit all learning needs of the class
- Plans to deepen student knowledge and understanding
- Knows their students strengths and weaknesses
- Provides students with the 'big picture'
- Is flexible and able to adapt lessons to deal with student misconceptions
- Provides detailed feedback to students on how to further their learning
- Makes effective use of ICT
- Creates links with other subjects
- Marks work regularly and effectively
- Excellent subject knowledge
- Well organised
- Meets deadlines

*Climate for learning*
- High expectations
- Has respect for all students
- Builds good working relationships with students
- Open to students' feelings and opinions
- Willing to praise students
- A good role model
- Willing to try new things and take risks
- Flexible
- Open to constructive criticism
- Excellent behaviour management 'firm but fair' approach
- Good working relationships with support staff
- Develops independent learners

*Personal attributes*
- Approachable
- Enthusiastic
- Passionate/Inspiring
- Reflective
- Good motivator
- Patient
- Good sense of humour
- Emotionally literate
- Supportive of colleagues
- Team player
- Always prepared to further their own professional development

**Appendix 5: Homework**

Homework can take a variety of forms including:

- Questions
- Research
- Reading
- Extended writing
- Preparation for assessments
- Revision of learning
- Practice examination questions/past papers
- Speaking and listening tasks
- Group work
- Preparing for a presentation
- Questionnaires
- Collecting information/evidence/artefacts
- Redrafting and improving
- Developing or extending work done in class (not simply "completing" which might disadvantage less able students)

Some homework tasks will be specific short term tasks related to the topic at that time and others will contribute to longer term tasks such as projects, portfolios of work and coursework. Homework should not just be 'finishing off' class work, nor should it be completed in class.

Homework must be assessed. This can be done in a variety of ways:

- Marked by the teacher
- Peer/self assessment
- Orally/ feedback during lessons/'show and tell'
- By testing

**Appendix 6: The Perfect Ofsted Lesson**

| Curriculum/ Subject Leader | Teaching Staff | The Students |
|---|---|---|
| Be prepared- data, lesson plans, schemes of learning, folders, improvement plans, vulnerable groups.<br>Ensure your staff are collaborative, coaching, mentoring, sharing good practice, developing and happy!<br>Give them effective feedback | Set success criteria, describe outcomes. Differentiate the journey. Give effective feedback that shows a valued learning dialogue between student and teacher.<br>Teach and correct standard English (inspectors will be looking for that), practice accurate numeracy, value | Work harder than the teachers. Peer tutor/ coach. Work together to meet learning outcomes.<br>Reflect and improve.<br>Have opportunities to direct the course of their own learning and can make independent choices.<br>Value their learning. |

| they can use. | the core skills. | |
|---|---|---|

## The Inspected Lesson*

1. Inspectors are being encouraged to go into lessons for 20-30 minutes. However, they are also being encouraged **to go back into the same lesson** a little later on.

2. Inspectors will be looking for "active engagement" in lessons. They will be looking for the teacher to be **promoting cognitive development** (e.g., asking the student to approach the same task from a different angle). Use meta-cognitive strategies (thinking on purpose).

3. Testing of progress by the teacher is crucial. **"Hinge questions" should be used** (questions that really show the progress of the student). Q+A of small groups (during a task) may be a good way of showing you are checking the progress of each student.

4. Use of LSAs will also be carefully monitored- how they are deployed. Suggestion is that they could be used to actually **start off teaching with small groups**- the lesson does not have to begin as a whole class. They should also be involved in the **planning of the lesson**.

5. Inspectors **will look at students' books**, checking feedback, progress and marking over time. They will be looking for students to have been checking their work, making improvements and **acting on advice**.

6. Differentiation is **very important**. Personalising differentiation, e.g. through individual learning objectives, careful grouping, tasks set by ability, students assessing own performance and then **deciding the task that best suits their ability/ progress** next. Differentiated learning objectives/ success criteria is not sufficient.
* technically should be in all lessons, as students will be asked if this is typical!

## Data and Tracking

1. Showing **progress through data** (data over time should show improvement).
2. **Vulnerable groups should be identified and tracked in data** (being asked what happens to your data patterns when vulnerable groups are taken out can be the difference between inadequate and satisfactory).
3. **Be ready with your data.**
4. If staff are presenting data, with lessons, **they must be prepared to explain how they are using it** (e.g. to plan or differentiate). Ensure your teachers know what they should be doing with this data.

## Behaviour and Environment

1. Behaviour data will be looked at, how is it being used? What strategies are being used?
2. Parent and student questionnaires will be used.
3. Clean, graffiti free learning environment to be expected.
4. Showing that you care for and value the learning environment is important.
5. Being able to use it in your teaching is important.

**Appendix 7: Short-Term planning pro forma**

GROBY COMMUNITY COLLEGE
Achieving Excellence Together

Date:                    Period:                    Class:

Target students:

LO:

SC:

Starter/Hook

Main

Progress Checks:

Plenary

self/peer assessment   collaborative learning   active engagement   Diff/EXT      homework:

spiritual, moral, social and cultural          literacy        numeracy

# Lesson Observation

# Toolkit

# 2013-14

# Assessing the quality of your learning and teaching

| Date / Period | | Curriculum Area | | Subject | | Length of Obs | |
|---|---|---|---|---|---|---|---|
| Teacher | | Support Staff | | Observer 1 | | Observer 2 | |

| Positive Climate for Learning | Active Engagement | Assessment for Learning | Effective Planning (Differentiation Challenge) | Opportunities for Reflection |
|---|---|---|---|---|

| **Focus** | | 4 | 3 | 2 | 1 | |
|---|---|---|---|---|---|---|
| | | ← Inadequate | ← Requires Improvement ← | Good → | ← Outstanding → | **TS** |
| **Resources / Learning Support** | PCL | Room not set up for the lesson. Resources and students independent access to them is restricted | Standards / routines established. Preparation evident. Resources accessible. Some students accessing resources independently | Standards / routines fully established. Work is ready for groups / individuals. Students begin accessing the learning straight away. | Very well prepared. Routines very strong and embedded. All students access the learning / resources independently. | **1.1.**1 / 3; **1.7.**1 / 2 / 3 |
| | EP | No use of independent material or differentiated resources to support student's learning. | Some use of independent supporting materials / differentiated resources to support student's learning. | A variety of differentiated scaffolding materials and resources are used to meet the needs of all students. | Precisely differentiated resources including new technologies make a marked contribution to the quality of learning. | **1.5.**1/ 2/3/4 |
| | EP | Additional adult not used effectively. Adults not aware of the needs of the group/individuals they are working with. Can provide too much or too little support. | Planned involvement of additional adult but lack direction or impact on the student's learning | Additional adult is actively involved in lessons and has clearly defined tasks. These make a significant contribution to the quality of learning. | Additional adult is used to maximum effect in different stages of the lesson. The teacher has planned stimulating activities and resources for the adult to support or teach. The planned support extends the learning of the students. | **1.5.**1/ 2/3/4; **1.8.**3 |
| | | No use of ICT or interactive technologies. | ICT and interactive technologies used adequately. | ICT and interactive technologies used imaginatively and effectively to support student's learning. | Appropriate and challenging ICT is used, interactive technologies used to enthuse, engage and enrich the student's learning. | **1.4.**1/ 2//5; |
| **Teaching** | AFL | No clear learning objectives (LO) and success criteria (SC) | LO/SC visible but not explained to the students or put in context OR LO/SC regularly stated or referred to but not visible or differentiated. | LO/SC visible or explained throughout the lesson and contextualised to the students. Students may begin to shape their own LO/SC in relation to assessment criteria. | LO/SC are contextualised is made about previous and/or future learning. Students are independent in establishing their own LO/SC in order to accelerate their learning. | **1.1.**2; **1.2.**1/ 2/3; |

| | | | | | |
|---|---|---|---|---|---|
| **AE** | Bland teaching with no use of interactive strategies. Little student contribution. Too much one-way teach talk. | Some use of interactive teaching strategies. Students are attentive and participate in the lesson. The teacher does too much talking / instruction. | Teaching is stimulating and students are motivated and enthusiastic. A range of interactive strategies are used. Students are leading their learning and talk is clearly 30:70 (teacher : student). | Teaching is inspiring and students are fully involved, responding enthusiastically to the teaching. A wide range of interactive and imaginative learning and teaching strategies are used. Students lead the learning and the teacher acts as facilitator. | 1.4.1/ 2/3/4/ 5; |
| **AE** | Lack of pace and teacher enthusiasm. Too much time is spent explaining. The lesson 'drags'. | Pace fluctuates. Some pockets of inertia / passivity as a result of the teaching. Some student's attention drifts. | Good pace with ongoing reflection (observation / questioning) on the students' understanding. | Teaching is sharp and has pace. Timely interventions ensure that all learners make rapid progress. | 1.4.1/ 4/5 |
| **AFL** | Little use of open or differentiated questioning. Only a minority of students are engaged in the questioning. | Differentiated questioning – some open questioning deals with misconceptions. Not enough students are engaged. | Teacher expects full responses, probing the students to justify and explain their thought processes. Provide differentiated questions for all groups. Thinking time given. Students are beginning to ask the questions. | Range of differentiated questions used throughout the lesson. Understanding is checked in a range of ways. Teacher uses dialogue effectively to ensure learning of a very high quality. Students are actively engaged in asking the questions. | 1.5.1/ 2/3 |
| **EP** | Teacher has no teaching focus during the independent task or is too focused on one group. | Teacher has a teaching focus during independent tasks but also intervenes with other groups. | Teacher extends group's learning through focused, stimulating teaching during independent time. | The same high level of teaching continues within the independent group activities. | 1.4.1/ 2/3/4/ 5; |
| **OFR** | Lesson ends abruptly with no time for a plenary or plenary used solely for feedback 'show and tell' | Minimal plenary time. Plenary is used as a distinctive teaching session without reference to future learning (just a quick recap) | Full plenary is used to recap and extend objective or address misconceptions. Teacher links the LO to future learning. | Plenary is used as an opportunity for student to assess their own learning. Teacher sums up by making explicit links to the next lesson. | 1.2.2; 1.6.1/ 2/3/4 |
| **AE** | Teacher subject knowledge is patchy and challenge is insufficient | Teaching is accurate and based on secure subject and pedagogical knowledge. Teaching is challenging. | Challenge is realistic and students are productive. Teacher has a wide and secure subject / pedagogical knowledge. | Achievement is very good. Teaching is consistently challenging and interesting, stemming from excellent subject and pedagogical knowledge. | 1.3.1/ 2/3 |

| Category | Code | | | | | Ref |
|---|---|---|---|---|---|---|
| **Student progress and attainment** | EP | Activities fail to match the LO | Activities show some reference to the LO / SC | Activities match LO / SC and fully engage the students and extend their learning. | Activities match the LO /SC and both stimulate and extend the learning | |
| | EP | Tasks are not differentiated or reliant upon differentiation by outcome and adult input. | Some provision for G&T, EAL and SEND who are seen to be making progress that is broadly in line with their capabilities. | G&T, EAL and SEND provision shows a good understanding of the student's learning needs, securing good progress and learning. | T&L activities show the teacher's ability to give all students access to the lesson. Challenging activities extend their current stage of learning. | 1.5.1/2/3/4; |
| | PCL | Students are unaware of what they have to do or what they are learning. | Students understand the task and are generally focused, working steadily and occasionally showing high levels of enthusiasm and interest. | Students fully understand the tasks, apply themselves diligently to them, working towards the LO and are enthusiastic to complete them. | Students work on tasks enthusiastically with perseverance and concentration and understand how they are working towards the LO. | 1.1.1/3; 1.2.4; 1.4.1/2; 1.7.1/2/3/4 |
| | AFL | No opportunities for identifying misconceptions and addressing them. | The Teacher gives opportunities to check for understanding and intervenes if students are not clear about the task or LO. | They listen to, observe and question groups of students consistently to reshape tasks and explanations to improve learning. | The teacher is able to make quick, accurate assessments of class progress, systematically checking students understanding and anticipating interventions. | 1.6.1/2/3/4 |
| | PCL | Students are not focused on the task. Poor behaviour management. Behaviour expectations are low, behaviours are ignored. | Behaviour management strategies evident and used to create, a largely calm working environment. Key students however are not focused in all sections of the lesson. | Consistent and effective use of praise, positive criticism and behaviour management strategies. Generally, a calm working environment. | Excellent use of praise, positive criticism and behaviour management strategies where needed. The high quality, stimulating teaching engages all students/ There is a purposeful but calm environment. | 1.7.1/2/3/4 |
| **Marking and assessment** | OFR | Expectations are inappropriate. The teacher is unaware if the students have met the objectives. Targets set for most students are too easy, too hard or too general. | The teacher lets the students know how well they are doing and has used this information to set targets that they understand. Regular and accurate assessment informs future planning. The teacher has made a rough assessment of the learning. | The teacher has made accurate assessments. Students are provided with detailed feedback orally or marked. They know how well they have done and can discuss what they need to do to sustain good progress. | The teacher has enabled the students to assess their own learning as well as tracking each group's attainment within the lesson. Students are helped to judge the success of their work and to set future targets and make improvements. | 1.6.1/2/3/4 |
| | EP | No differentiation is evident in the student's work. | Limited differentiation is evident in the student's work. | A range of differentiation is evident in the student's work. | A range of differentiation is evident in the student's work which is of an excellent standard for their ability. | 1.2.1/3 1.5.1/2/3/4; |
| | PCL | Work presented to a poor standard. No reference to presentation quality. | Work is presented to a reasonable standard with focused targets from the teacher. | Work is presented to a good standard and high expectations show that standards are improving. | High expectations resulting in an excellent standard of work from all students at their ability. | 1.2.4; |

| OFR | Marking is general and infrequent and does little to improve. | Work is marked regularly and students are aware of their set targets and the overall quality of what they have done. | Marking helps the students improve their work. Feedback on work (oral and marking) is well focused. | Feedback on work (oral and marking) is well focused, diagnostic and helps students to understand in detail how to improve their work. Students have shown efforts to do so. | 1.2.2 1.6.1/ 2/3/4 |
| --- | --- | --- | --- | --- | --- |

A separate judgement is made for:

- Quality of Teaching
- Achievement
- Behaviour and Safety
- Leadership and management (draw on evidence from the section Learning Support / Resources)

Record your findings and judgements on the evidence sheet. **Strengths and areas for development must be explicitly linked to the Teacher Standards**. Use the codes at the side of each section to help guide your targets.

A copy of the final observation record should be logged with Jill Massingham.

## Teacher Standards

| **Preamble** |
| --- |
| Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct.  Teachers act with honesty and integrity; have strong subject knowledge; keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils |
| **Professional Standards** |
| **1.1 Set high expectations which inspire, motivate and challenge pupils** |
| 1.1.1 establish a safe and stimulating environment for pupils, rooted in mutual respect |
| 1.1.2 set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions |
| 1.1.3 demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils. |
| **1.2    Promote good progress and outcomes by pupils** |
| 1.2.1 be accountable for pupils' attainment, progress and outcomes plan teaching to build on pupils' capabilities and prior knowledge |
| 1.2.2 guide pupils to reflect on the progress they have made and their emerging needs |
| 1.2.3 demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching |

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| 1.2.4 encourage pupils to take a responsible and conscientious attitude to their own work and study. |

**1.3 Demonstrate good subject and curriculum knowledge**

1.3.1 have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings

1.3.2 demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship

1.3.3 demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject

**1.4 Plan and teach well structured lessons**

1.4.1 impart knowledge and develop understanding through effective use of lesson time

1.4.2 promote a love of learning and children's intellectual curiosity

1.4.3 set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired

1.4.4 reflect systematically on the effectiveness of lessons and approaches to teaching

1.4.5 contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

**1.5    Adapt teaching to respond to the strengths and needs of all pupils**

1.5.1 know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively

1.5.2 have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these

1.5.3 demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development

1.5.4 have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

**1.6    Make accurate and productive use of assessment**

1.6.1 know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements

1.6.2 make use of formative and summative assessment to secure pupils' progress

1.6.3 use relevant data to monitor progress, set targets, and plan subsequent lessons

1.6.4 give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

**1.7    Manage behaviour effectively to ensure a good and safe learning environment**

1.7.1 have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy

1.7.2 have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly

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|---|
| 1.7.3 manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them |
| 1.7.4 maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary. |
| **1.8 Fulfil wider professional responsibilities** |
| 1.8.1 make a positive contribution to the wider life and ethos of the school |
| 1.8.2 develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support |
| 1.8.3 deploy support staff effectively |
| 1.8.4 take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues |
| 1.8.5 communicate effectively with parents with regard to pupils' achievements and well-being. |
| **Part 2 Personal and Professional Conduct**<br><br>**2.1. Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:**<br><br>2.1.1 Treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position<br>2.1.2 Having regard to the need to safeguard pupils' well-being, in accordance with statutory provisions<br>2.1.3 Showing tolerance of and respect for the rights of others<br>2.1.4 Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs<br>2.1.5 Ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law<br>**2.2 Teachers must have a proper and professional regard for the ethos policies and practice of the school in which they teach, and maintain high standards in their own attendance and punctuality**<br>**2.3 Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities** |

# Groby Community College

# Lesson Observation Record

| Yr | Subject | Teacher | Date | Time | Observer |
|---|---|---|---|---|---|
|  |  |  |  |  |  |

**Where and what?**
- talking to students – L4L questions
- do you enjoy these lessons? why? what?
- what have you learnt today?
- what part of this subject do enjoy?
- what is today's lesson about?
- what do you know well?
- what part do you find difficult?
- what is your target grade?
- what have you got to do to reach or exceed your target?
- are these lessons always like this?

**Achievement**
- 

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- lesson plan
- clear objectives
- success criteria
- work for different abilities
- variety of tasks
- interactions
- teacher talk whole class
- teacher/group
- teacher/individual student
- student/student
- involves all student
- at the board
- books - marking
- strengths
- targets/ next steps
- student response – DIRT

Curriculum

Use of TA / HLTA / LSA

**Teaching and Learning**
- 

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punctuality to lessons
willingness to work
smoothly move to new activity
students attitude to
- learning
- teacher/adults
- other students

**Behaviour and safety**
- 

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- **Planning to meet the needs of all learners**
- **Challenge for the most able**

All student's learning needs are catered for/work is differentiated
Students are challenged to work above their target grades

**College Ofsted Targets** (all observed lessons require a comment about how the targets are being met in the lesson):
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students' cooperation

engaging learning environment

learning in context

**SMSC**
- 

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e.g. the quality of questioning ensured pupils gained a deeper understanding of the subject. The formative marking, including pupil's responses, gave an opportunity for them to reflect on their learning and make good progress. The slow pace of the lesson cause pupils to become disengaged and hindered their progress during the later stages of the lesson

**Overall Evaluation of the lesson**
-

| Strengths (link to Teacher Standards) | Areas for development (link to Teacher Standards) |
|---|---|
| ● <br> ● <br> ● <br> ● | ● <br><br> **Next Steps (CPD/Action Research Focus)** <br><br> ● |
| Signed: ……………………………………..…… (Teacher) <br><br> Signed: ……………..……….………………… (Observer) | **Teacher Comments:** |

# Observation Prompts

## Achievement

- new skills and knowledge gained
- developing ideas and increasing understandi
- challenge for the able
- levels of basic skills effecting learning (literacy / numeracy)
- progress of different groups of pupils M/F, SEN, CLA, G&T Ethnic groups

## Inclusion

- work set is appropriate to different ability levels
- SEN making similar progress to others
- Most able are challenged

## Teacher

- planning
- clear and appropriate learning objectives
- pace and depth
- variety of activities
- subject knowledge
- use of questioning (closed / open)
- use of assessment
- high expectations
- motivate students
- set work at appropriate level
- challenge students & expect the most of them
- give clear instructions
- effective use of time
- use of other adults
- gives time to reflect on learning (DIRT)
- Uses questioning to re-shape learning

## Students

- learning not just doing/listening – active engagement
- standard of work
- involved in assessing their work (Peer/Self Assessment opportunities)
- know what they are learning and why
- Students know their target grades
- know strengths and weaknesses
- know their next steps

## Behaviour for Learning

- punctual to lessons
- eager to answer questions/contribute to lesson
- cooperative
- students's attitude to teacher
- readily discuss work
- enthusiastic and engaged
- willingness to work
- enjoy the lesson
- proud of their work
- settle quickly to task
- remain on task

## Whole College Ofsted Targets

- Work is differentiated to meet the needs of all learners
- Students have the opportunity to work beyond thier target grade