



Teaching and Learning (Monitoring) Policy

IMPORTANT: For the academic year 2021 – 2022, head/headteacher will be the principal and therefore these titles are interchangeable.

The Head undertakes a formal annual review of this policy for the purpose of monitoring and of the efficiency with which the related duties have been discharged, by no later than one year from the date shown below, or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.

Signed: Mr Tim Cannell

Date reviewed: 4 September 2021

Date of next review: 3 September 2022

General

Responsibility for teaching and learning rests with the Head and the Head of Teaching and Learning.

They will:

- Along with the Head of Assessment, ensure that assessment is carried out and used in a structured and useful way
- Ensure that lessons are delivered in accordance with school policies and that they are relevant, challenging, interesting and varied
- Appraise all teaching staff formally at least once every academic year

Specific Roles

- Head of Teaching and Learning will:
 - Ensure that all learning environments are suitable and provide a safe and stimulating learning environment for the pupils. This will include, but is not limited to:
 - Classroom layout
 - Internal classroom displays
 - Resources used in class to facilitate learning
 - Learning behaviour of pupils
 - Meet with subject coordinators once per term to discuss:
 - Recent developments in subject areas
 - Current CPD opportunities
 - Feedback from teaching observations both strengths and areas for development (across the whole school rather than on an individual basis)
 - Meet with Head and Head of Assessment to discuss quality of curriculum and teaching and learning based on feedback from subject coordinators and assessment results
 - Support teachers on an individual basis as and when required
 - Oversee the allocation of lessons and the creation of the school timetable
 - Ensure that suitable planning is in place for all subjects and supported by an up-to-date subject handbook



- Oversee implementation of the school Induction Policy, with reference to behaviour, marking, handwriting, recording and reporting
- Subject Coordinators will:
 - Ensure that sufficient planning is prepared in advance of the school year and made available to staff in the appropriate locations on the 'Teachers' drive
 - Submit any orders for curriculum materials and stationery in good time for the start of term
 - Conduct formal observations to gauge quality of teaching and learning in their subject area (see appendix 1 for observation form)
 - Meet with the Head of Teaching and Learning once a term to report back on quality of teaching and learning in their subject area and discuss subject-specific developments
 - Provide staff CPD on best practice and any curriculum updates
- The Head of Assessment will
 - Publish a document at the start of the academic year setting out which assessments are undertaken and at what time
 - Take responsibility for the administration of both internal and external assessments and subsequent collection of data
 - Circulate assessment data to staff and organise meetings by key stage to analyse, discuss and monitor the data collected
 - Liaise with the SENDCO to ensure appropriate interventions are initiated/continued
- The SENDCo will
 - Prepare and circulate IEPs for children in receipt of learning support
 - Identify children who are Able, Gifted and Talented and ensure form teachers are aware of their needs
 - Monitor progress of all children with an IEP and suggest interventions as appropriate
 - Liaise with the Head of Assessment and Head of Teaching & Learning

Reviewed and approved:	Job title: Head
	4 th September 2021
Next review due:	3 rd September 2022

Appendix 1:



Curriculum drop in observation form

Focus	Comment
Is the scheme of work being followed and is the contextual information appropriate?	
Does the planning reflect the high expectations that we expect children in terms of teaching and learning and offer sufficient challenge for all pupils?	
Are there clear learning objectives and identified pupil outcomes that are matched to the pupils' needs?	
Is there a clear structure to the lessons that enables all pupils to access the work and make good progress?	
Is there appropriate progression planned for over time (a series of lessons)?	
Are the planned activities matched to the needs of the pupils with planning and activities for different groups including SEND, EAL, varying abilities including AGT?	
Are there a variety of teaching and learning methods planned for? (collaborative, independent, kinaesthetic, etc.)	
Are the lessons evaluated and used to inform future planning?	