

Standards Committee

Implementation of Teaching and Learning Policy – Visits to lessons

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Following up the Teaching and Learning Policy Zoe invited me to visit some of the lessons as follows:

Period 2

Biology Yr10; PE Yr7; History Yr12

Period 3

English Literature Yr13; French Yr13

1. The significance of visits to Lessons in the school

Visits to lessons – in the form of learning walks and full appraisal observations - play a key role in the strategic plan to continually develop and strengthen the quality of teaching and learning across the school

2. What did we see?

Biology –

Revision was taking place with information on the board, primary and secondary sources. Questions were asked of small groups to focus on two different things to embed their knowledge. When asked to explain words and meaning the student approached the teacher with confidence.

PE –

It was a wet weather day! Indoor Sports Hall, Rounder's and great participation by all students, a little cramped but everyone was engaged, fielding and batting and changing over too, encouragement by each team.

History –

The students in this group of 11 students study for 4 A levels, with a view to condensing down to 3 for the final year so they are sure what they want to take going forward. Information on the white board, reviewing the content, province and judgements of their knowledge, the teacher was asking questions on 1 to 1 to confirm knowledge and then splitting the class into groups of 4 each taking about different areas to achieve targets. Evaluating and talking together to confirm learning outcomes.

English Literature –

Large group (15), featuring individual one-to-one support. Assessment Objective three embedded into lesson plan. Students taught how to be reflective; and encouraged to give in depth detail of learning and sharing with group, all participated.

French –

13 in group (including 5 boys) very impressive most of the time all was spoken in French by teacher and students, just with confirmation adding more detail in English to help expand the vocabulary. No-one was afraid to respond some with accent. Reviewing details for a forthcoming speaking exam.

Student progress was developing at an appropriate pace and learning is underpinned by reviewing lessons and question and answers, differentiation takes place 1 to 1 and in groups, subtle by the teachers so the learners are sometimes unaware of this.

3. Marking and Feedback

Marking and feedback provides useful information regarding what has happened in previous lessons by asking students to participate in discussions and helping embed knowledge by all.

4. How is Teaching and Learning monitored?

Monitoring and evaluating the quality of teaching and learning via strategies for reviewing learning at key points in a lesson, by students themselves and their peer groups. Teachers participate in thorough reviews of their work in light of the Teachers' Standards and many also participate in peer coaching etc.

Faculty Leaders monitor teaching and learning in their areas of responsibility, which entails visiting lessons, looking at marking and feedback and seeking student opinions and then composing a summary report for the assistant heads responsible for quality assurance. SMT work collaboratively to maintain standards and are promptly addressing any areas that require improvements.

Zoe also gave me a pop-in record sheet 2017-2018 that is used when visiting each class by SMT to prompt discussions further with teachers and levels of learning and attainment.

Lessons that are highly effective in the school are described as featuring 'excellent' or 'very good' practice; and descriptions of effective teaching feature on the school's Lesson Observation Form. This promotes high expectations of what pupils can achieve including the most able and those described as disadvantaged students.

Assessment information is gathered and used to plan appropriate learning strategies as well as identifying students who are falling behind and who may need learning support enabling students to make good progress and achieve. Students understand how to improve as a result of written, verbal and oral feedback from teachers.

The school's engagement with parents and carers helps them to understand how the learners are doing in relation to standards expected and what they need to do, to improve.

5. Attendance

We spoke about absences short and long term both with the students and with the teachers. In the case of teachers' absence, cover supervisors are used in the short term, and a combination of re-deploying existing staff and employing temporary teachers takes place for medium and longer term teacher absence.

Students are registered every lesson. Attendance is reviewed by pastoral staff on a weekly basis, with a focus on those with 85% attendance or under.

Students – especially in key stage three – are asked to utilise their peers for shorter periods of their absence. Work is also sent home when appropriate. In key stages four and five students liaise directly with their teachers regarding missed work following absence.

Following long term absences, students are re-integrated carefully into lessons by the pastoral team.

A range of strategies, such as one-to-one tutoring and support from whichever county students are from (Lincolnshire, Nottinghamshire, Leicestershire), are used to support students who have significant absences, such as those due to health issues.

I would like to thank Zoe for her time and detailed knowledge of supporting me through the Teaching and Learning Standards and a complete insight into how everything is implemented and although only a brief visit, an overwhelming commitment from all staff and Zoe to know that the school is for ever developing the standards to even a greater achievement for all.