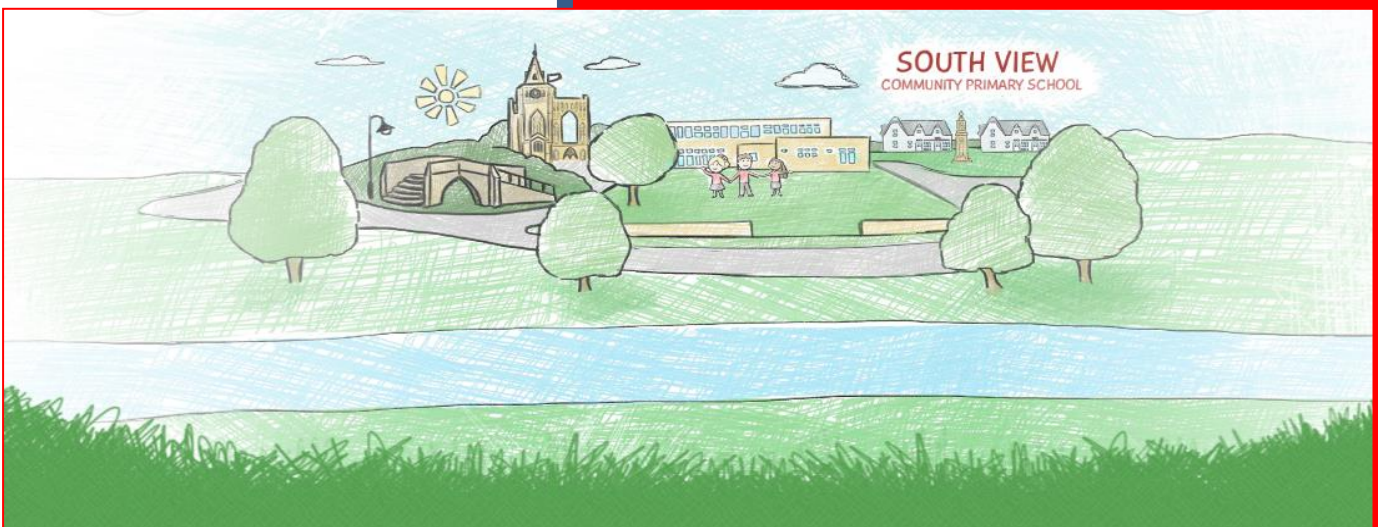




**2016-17**

**South View Community Primary School  
Teaching and Learning Framework**





## South View Community Primary School Teaching and Learning Framework 2016-17

### **Judging the quality of teachers' teaching over a period of time at South View Community Primary School**

#### Current Approaches to Teaching and Learning

At South View Community Primary School we gather a range of information when making judgements on the quality of teaching for each teacher and the school as a whole. This information is analysed over a period of time and could include learning walks, key achievement data, work in books, lesson observations, learning walks, drop-ins and pupils' views.

We no longer grade individual lesson observations or provide teachers with graded outcomes. Instead observations are used to triangulate the evidence for the overall quality of teaching which includes:

- Key progress and attainment data.
- The quality of pupils' work and how effective feedback and marking are.
- Pupils' views about learning.

The information used is not heavily weighted towards one type of monitoring. Teachers must use the agreed core expectations in line with teaching standards (Appendix 3).

#### Self Evaluation

In compiling South View Community Primary Schools' self-evaluation summary we clearly want to correlate leadership, achievement and behaviour to gain a view on teaching. We believe this view is more likely to be accurate, and to be the basis for further development, if it is based on systematic approaches to monitoring and links to teachers reviewing the quality of their own teaching.

We have developed self-evaluation which is accurate and developmental for the school and individuals:

- Developing self should lie at the heart of school improvement.
- Teachers need clear support and guidance to improve within an agreed framework.
- Accurate evaluation must be based on a range of information – ongoing monitoring of these key aspects will help in building up a true picture of strengths and areas of development.

Wherever possible teachers are encouraged to review their own performance using the South View Primary School Framework and Teachers Standards alongside the Ofsted handbook as evaluative tools.

#### Appraisal linked to self-review

The process of ongoing self-review links to and informs appraisal. We are clear about linking a judgement on the quality of a teacher's teaching with progress data and we identify areas of development, next steps, support and evaluate the impact of the support on improved performance.

We compile monitoring information into an ongoing record for each teacher and this is beneficial in identifying areas of development for individual teachers and the school as a whole.

Our appraisal practice relies on teachers carrying out some self-review linked to Teachers' Standards. This practice provides teachers with an opportunity to 'take stock' and links well with ongoing monitoring, school self-evaluation and professional development.

Monitoring by senior and middle leaders and self-review evidence are considered together to reach an agreed grade and to identify professional development for further improvement.



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### Accurate and Supportive Monitoring of Teaching

Information needs to be gathered over a period of time to evaluate the quality of teaching. This view of an episode of a teacher's year will be heavily reliant on the progress that pupils make but attainment data also needs to be considered and compared with the work in pupils' books to ensure assessment is accurate. We are developing our work scrutiny to be more forensic and systematic with processes in place to check a range of criteria including the quality of feedback and responses from pupils.

Pupils' views about their learning are also key to making correct judgements about the quality of teaching. We are becoming increasingly learner focused, seeking out their views and acting on them. We incorporate pupils into monitoring processes by involving them in work scrutiny by actually talking with pupils about their work or including pupils in pupil progress meetings so the data 'is brought to life'.

We are developing our monitoring of lessons so observations will be approached from a fully informed position - knowing about the key data, work in books and pupils' views - observations therefore allow the observer the opportunity to triangulate monitoring information and to make accurate judgements and provide well-informed development areas for each teacher.

Monitoring will provide teachers with clear development areas based on the agreed criteria. Support to achieve the next steps will be given and future date will be used to judge the impact of the support on improvement.

The form in **Appendix 1** shows the pro forma used at South View Community to record monitoring information, make judgements and identify areas of development and support.

### Developing a Summative Record of Teaching

At the end of Autumn 1 we keep a summative record detailing monitoring evidence for each teacher and showing the grade for teaching, next steps and support. The example in **Appendix 2** continues this practice but only records the overall grade, key information, development areas and support. It also has a box to comment on the impact of support. The monitoring information from data, work scrutiny, pupils' views and observation are still important but the key points from this monitoring will have been gathered together in the overall assessment section.

We believe the more teachers are able to use our monitoring criteria to self-review and to identify and understand their own strengths and areas of development then the more empowered and motivated they are likely to be.

Teaching is a highly complex and demanding profession – ensuring that all learners make rapid and sustained progress in all areas of the curriculum demands high levels of skill, knowledge and dedication from teachers. Teachers are the most important assets in schools and supporting them to continually improve and develop must be approached in an agreed and systematic way with transparency about processes that are used to identify and support ongoing professional development.



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Appendix 1

Teacher:	Year Group:	Class:	Date:	Evaluator:
Progress and attainment Data	Overall assessment of the quality of teaching over time		Quality and Quantity of work in books	
Pupil's views	Next Step and support including coaching & CPD		Observation (including environment & planning)	
	Impact of support on improving teaching (date)			



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Appendix 2

**Overall Summary of Teaching Over Time (Revised May 2014)**

Information from monitoring a range of evidence with evaluative comments linked to Teachers' Standards

Teacher \_\_\_\_\_ Year Group \_\_\_\_\_ Grade/experience \_\_\_\_\_

Date (Autumn)		Impact of Support
Overall assessment of the quality of teaching over time	Grade:	Date (Late Autumn):
		Evaluation:
Next Steps and Support (Including coaching and CPD)		

Date (Spring)		Impact of Support
Overall assessment of the quality of teaching over time	Grade:	Date (Late Spring):
		Evaluation:
Next Steps and Support (Including coaching and CPD)		



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Appendix 3

	<i>Core Expectations</i>	<i>Enhanced Expectations</i>
<b>Learning Environment and use of resources</b>	Displays support pupils' current learning (scaffolding). There are examples of assessed maths and writing. Working walls link <u>immediately</u> to current work and <u>provide exemplars</u> . High expectations are demonstrated through pupils' high quality work (display quality work). Resources are labelled to support independence. Reading areas are inviting, engaging and ensure pupils have a love of reading. Classrooms are always ready for the next session.	Pupils take responsibility for organising and promoting the environment. Displays are interactive and pupils regularly use them in their learning which is increasingly independent. Progress is promoted through evidence of next steps and future levels. Explicit links are made across learning areas for the promotion of lifelong learning skills.
<b>Understanding data and setting targets</b>	Teachers set challenging progress and attainment targets for individuals and all groups Teachers ensure pupils progress through continual revision of learning and assessment data (be aware of pupils' capabilities and prior knowledge and plan teaching to build on these). Pupils understand their targets and know how to achieve them. Pupils independently review their targets and take steps to achieve them.	Expectations set for pupils to take responsibility to resource their own learning.  Learning promotes children's curiosity.
<b>Planning differentiated learning</b>	The learning needs of all pupils are met through careful teacher planning which ensures: - an awareness of prior pupil learning - stimulating learning activities - at least good progress (all groups) - clear Learning Objective and Success Criteria - adaptable teaching - cater for a range of learning styles - effective use of adults	Teachers plan for the preferred learning styles of all pupils which enables students to learn exceptionally well.
<b>Ensuring stimulating, engaging and challenging learning opportunities</b>	Pupils are engaged with their learning through a range of strategies that includes: Collaboration Practical activities Outdoor learning ICT Creative arts Differentiation allows all pupils to access learning	Children are enthusiastic and engaged through a range of learning styles.  Children lead their own learning and teachers feel confident to facilitate this.  SMSC within the community.
<b>Use of other adults</b>	Under clear direction, other adults will support learning through: - assessment - interaction - creating a positive learning environment	All adults are deployed to facilitate learning and use their professional judgement to promote progression through re-shape learning where appropriate, working in partnership with the class teacher to identify children's next steps
<b>Independent learning</b>	Teacher's expectations are explicit. Strategies are employed to support independence, for example: Scaffolding Explicit success criteria Working walls Knowledge of own targets Resources	Children solve their own problems without reliance on an adult. Children are motivated to extend their own learning.



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	Paired/group/collaborative tasks	
<b>High expectations - behaviour, standards, values, attitudes to learning</b>	<p>There are clear and understood rules and routines in the classroom and across the school</p> <p>Pupils have positive attitudes and take pride in their work.</p> <p>Teachers set clear expectations about quality and quantity of work.</p> <p>Learners respect each other's views and are prepared to help and support each other.</p>	<p>Pupils are resilient as shown through overcoming challenges and are able to be independent learners.</p> <p>Pupils are excited and motivated by their learning and are able to continue their learning beyond school.</p>
<b>Subject knowledge</b>	<p>Teachers have secure subject and curriculum knowledge in all subject areas.</p> <p>Teachers identify and rectify gaps in knowledge.</p> <p>Teachers model high standards in key skills.</p> <p>Teachers are able to recognise misconceptions and have a secure understanding of how to address them</p> <p>Teachers have a detailed understanding of progression in each subject.</p> <p>Teachers have secure subject knowledge in order to plan and deliver creative and inspiring lessons and opportunities.</p> <p>Teachers know how and when to draw on advice and support to further personal subject knowledge</p>	<p>Teachers have a deep understanding of subjects and confidently demonstrate enthusiasm and a passion for learning.</p> <p>Foresee misconceptions that may arise and address these beforehand, during input.</p> <p>Know how, when and where to draw on advice or support and respond appropriately and effectively to feedback.</p>
<b>Questioning</b>	<p>Questioning builds on prior knowledge.</p> <p>Questions are used to enhance discussion and enquiry.</p> <p>Skilled use of a range of differentiated questions is integral to learning.</p> <p>Use questions as an assessment tool.</p>	<p>Questioning facilitates independent learning.</p> <p>Use of higher order questions deepens pupil's thinking.</p> <p>Use differentiated questions</p>
<b>Monitoring, assessing progress and adapting teaching</b>	<p>'Assessment for Learning' Strategies are deployed effectively.</p> <p>Mini-plenaries are relayed and used to inform progress.</p> <p>Teachers adapt/reshape lessons to address misunderstandings.</p> <p>Subject knowledge provides WOW factor.</p> <p>Feedback allows pupils to secure progress.</p>	<p>Teaching is enhanced and adapted to enable high expectations across the lesson.</p> <p>Individual pupil progress is evaluated and analysed.</p> <p>Pupils acquire a wide range of skills and knowledge across the curriculum.</p> <p>Pupil Progress meeting support progress and identify gaps.</p>
<b>Feedback to pupils</b>	<p>Feedback allows pupils to:</p> <ul style="list-style-type: none"> <li>- reflect on progress</li> <li>- revisit misconceptions through a modeled example / scaffolded support etc.</li> <li>- apply new skills.</li> </ul> <p>School reports provide pupils with feedback which enable them to continue to progress well.</p>	<p>Feedback ensures that pupils make significant and sustained progress in their learning.</p> <p>Diagnostic marking – dialogue between pupil and teacher for feedback in response to next steps.</p> <p>Pupils respond well to diagnostic comments – clear evidence of children knowing what to do to improve their work.</p>
<b>Evaluating lessons and effectiveness</b>	<p>Teachers reflect systematically on effectiveness of lessons and approaches, reshaping and revisiting as appropriate.</p>	<p>Pupils are involved in evaluating their own learning and establish next steps with the support of their teacher.</p>



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	<p>Teachers are able to adapt teaching part way through a lesson to take account of the children's learning.</p> <p>Evaluate teacher's own targets</p>	<p>Use pupil voice to evaluate the effectiveness of a lesson and adapt in response to this.</p> <p>Respond immediately to misconceptions or lack of challenge and adapt teaching to ensure progress of all pupils.</p> <p>Ensure pupils are given adequate time to respond and to reflect upon work.</p>
<b>Accurate Assessment</b>	<p>Assessment is supported by evidence.</p> <p>Teachers have a clear knowledge of children's prior learning on which to build.</p> <p>Summative assessment secures pupil progress.</p> <p>Teachers are secure in their knowledge of assessment criteria.</p> <p>Assessment is gathered from a range of resources</p> <p>Children have an understanding of their prior knowledge and how to make further progress.</p>	<p>A variety of assessment methods are deployed to suit all learners.</p> <p>Summative assessment is based on accumulated high quality formative assessment.</p> <p>Children are involved in the assessment process and develop powerful reflective ability which is evidenced in accurate peer and self-assessment.</p> <p>Demonstrates creative and innovative approaches to assessing different curriculum areas</p>
<b>Homework</b>	<p>All pupils complete homework tasks which consolidate or deepen learning in the classroom.</p>	<p>Pupils are sufficiently enthused to work independently at home.</p> <p>Set homework which is more open-ended, encouraging curiosity, independence and reflection.</p>
<b>Self-review of teaching</b>	<p>Teachers can effectively review their own teaching using the schools agreed framework, identifying key strengths and areas for development and seek support from the school to effectively develop these.</p>	<p>Teachers continually review their teaching, identifying support to improve so they are outstanding.</p>