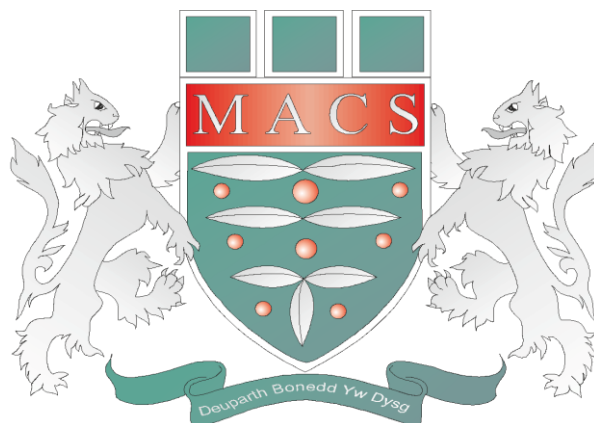# MOUNTAIN ASH COMPREHENSIVE SCHOOL

YSGOL GYFUN ABERPENNAR

TEACHING AND LEARNING POLICY

Article 29

'Your education should help you use and develop your talents and abilities in order to be the best you can be.'

Signed_____ G Thomas **_____(Chair of Governors)**

Date____09.07.25_____

Reviewed: July 2025

Next review date: July 2028

Introduction

High quality teaching & learning is central to the MACS (Mountain Ash Comprehensive School), whole school ethos and is a shared commitment by all stakeholders. At MACS we recognise that education involves learners, parents and carers, staff, governors, the community and the local authority, and that for optimum benefit all should work closely together to support the process of learning. The school is fully committed to ensuring that we effectively embed teaching & learning and professional learning as an SLO (School as a Learning Organisation). A shared vision is centered on the learning of all learners at MACS.

Vision Statement

Facilitating learners' individual journeys across the 3-19 continuum to realise the four purposes of the Curriculum for Wales is the main driver of our teaching and learning and curriculum planning at a whole school, faculty and classroom level. By the end of their time at MACS, our learners will be:

- **Ambitious, capable learners** who are ready to learn throughout their lives.
- **Enterprising, creative contributors** who are ready to play a full part in life and work.
- **Ethical, informed citizens** who are ready to be citizens of Wales and the world.
- **Healthy, confident individuals** who are ready to lead fulfilling lives as valued members of society.

At the heart of our curriculum vision is our school motto, **'Every Child will Succeed'** – ensuring that every child is given the right support in order to be successful. The core purpose of our curriculum is to develop ambitious, capable learners who are enterprising and creative and ready to play a full part in life and work. As healthy, confident individuals who are ethically informed, we want our learners to become lifelong learners who are equipped with the skills and knowledge to become valuable contributors to society.

Aims

- to provide a safe, stimulating learning environment for all pupils and staff;

- to ensure that high-quality learning and teaching are an integral part of MACS; raising all learners' aspirations, enjoyment of learning and attainment;

- to develop our range of learning and teaching styles to create an exciting and creative learning culture that develops the 4 purposes;

- to enable pupils to achieve their full potential by developing skills and knowledge through a wide range of challenging learning experiences;

- to provide a broad, balanced and relevant curriculum in line with the Curriculum for Wales and exam board specifications that will motivate, engage and challenge pupils, whilst also equipping them with the skills required on leaving school;

- to set high expectations for all pupils in order to raise their aspirations; and to raise standards of both teaching and learning;

- to help all learners to become confident, motivated, resilient and curious learners, who see the value of education to improve their quality of life and support and develop others;

- to help to provide clear guidance to staff on an agreed range of practice and pedagogy, which will promote high-quality learning and teaching;

- to focus upon continual raising standards of teaching and learning in the school to inspire and motivate learners and staff;

- to provide guidelines for teaching and learning and establish clear criteria for best practice and consistency;

- to build on the professional learning of all staff and identify and share good practice in learning and teaching across all curriculum areas;

- to ensure that teaching and learning supports eFSM learner progress and approaches are used to enable 'Challenge for All' underpinned by challenging lesson aims which all learners are supported in achieving;

- to ensure that MAT learners are suitably stretched and challenged and provided with enrichment activities to accelerate their learning;

- to ensure that learners with ALN are suitably catered for with a broad and balanced curriculum and support within the classroom and in planned intervention support strategies; and

- to ensure that is written for the benefit of all members of the school community to ensure that all are aware of the fundamental principles underpinning our work.

Wider school aims/ethos:

Developing the 4 purposes is intrinsic to all learning experiences and central to all teachers planning. Further developmental work on teaching and learning pedagogy will take place continuously through the teaching and learning group, professional learning and collaboration with other schools to reflect national best practice and emerging best practice. The school is fully committed to developing pedagogy in line with the Curriculum for Wales.

Teaching and learning strategies are consistently adopted across the school following extensive research and resource development by the T&L group. These are made explicit in the SIP (School Improvement Plan) and at faculty level in all FIPs.

Professional learning will continue to be at the core of our teaching & learning development allowing teachers to learn from teachers. Professional learning is embedded through the development of our whole school coaching culture with one to one support between teachers. We are fully driven in our commitment in being an SLO (School as a Learning Organisation). Our SLO progress is carefully planned and integral to our improvement planning with an annual review carried out by the Assistant headteacher for Teaching & Learning and Curriculum Development each summer term.

Teaching & learning discussions must be at the centre of all formal meetings across the school including Faculty, DOLs/LoLs line management, Skills coordinators line management and SLT meetings with priorities and areas for development driven through the Teaching & Learning group.

Teaching

a) Planning and Preparation

Teachers should plan lessons:

- which allow pupils to progress in their learning in line with the principles of progression and statements of what matters;

- which allow for the development of the 4 purposes;

- where clear learning aims are stated and shared with learners;

- which use a clear three-part structure, namely starter, development of learning aims and plenary, when appropriate;

- which use plenaries and mini plenaries to assess progress, and help pupils to understand how to improve, allowing learners to identify their next steps in learning;

- which allow learners to develop core skills (literacy, numeracy and DCF);

- which allow pupils to develop integral skills (creativity and innovation/personal effectiveness/planning and organising/critical thinking and problem solving);

- which are differentiated for varying needs by task, resources, outcomes and/or method;

- which use stimulating resources, including the use of ICT, which are differentiated as appropriate to the pupils;

- which provide pupils with the opportunity to reflect on their work and identify next steps in learning;

- which provide pace and challenge for all pupils;

- which use effective questioning to assess, direct and challenge pupils; and ● which are enjoyable, engaging and interesting.

b) Assessment, Recording and Reporting (see feedback policy)

Teachers should:

- assess learners' work regularly according to the school feedback policy;

- use analysis of assessments to inform their teaching and support pupils' progress;

- use data to ensure pupils are working at their full potential and set targets to achieve this; and

- inform parents and appropriate staff within the school of pupils' progress or underachievement.

c) Learning Support

Teachers should:

- be aware of the specific learning needs of their pupils, e.g. Literacy, ALN, MAT, etc;

- consult with Heads of School, ALNco and SLT about the needs of individual pupils when appropriate;

- work with Learning Support Assistants and other adults to ensure pupils are best supported in their learning; and

- use IDPs as working documents.

d) Differentiation

Successful inclusive practice is dependent on the use of purposeful differentiation. Differentiation is necessary because of differences in aptitude, interest and motivation in all groups. Staff are aware that differentiation should be used to ensure that all learners in the class/group can participate in lessons.

Differentiation is about communicating to all learners within a group. Class Teachers are responsible for developing a differentiated approach for all of their classes and are expected to produce their own differentiated materials. Opportunities for support are provided through the school's PL programme with continual development of differentiation in relation to awareness of needs, strategies for support, implementation and progress tracking.

Differentiation is applicable in all lessons. Differentiation has a broad meaning, because it includes any way in which modifications are made to the content, presentation, environment or expectations of teaching and learning. It can range from something which has been carefully planned, for example a specific activity, but it can also be something that occurs in the moment, such as a learner's response to teaching.

Differentiation can occur on many levels – it can be resource-intensive, for example using a learning support assistant to support a particular learner or it can be low-key and inexpensive, for example rephrasing a question to make it simpler for learners.

Core Values for Differentiation at MACS:

- Effective differentiation is synonymous with high quality teaching.
- Differentiation is not a mechanical exercise; it is an embedded ethos. It is about how modifications are made to the content, presentation, environment and our expectations of learning and teaching.
- Differentiation is about the choice's teachers make during all three phases: planning, teaching and assessment.
- Fundamental is knowing the individual learners and ensuring effective teaching and learning strategies are implemented to maximise potential and allow progress. Providing an equitable approach, in order for all learners to succeed.
- Learners are given the same aim but teachers allow opportunities for stretch, challenge and support.
- It is the removal of barriers to learning.
- Differentiation allows for resilience.
- Teachers should feel confident to intrinsically adapt to the different needs of the individual learners and feel supported to do so.
- Teachers are still able to build relationships despite how much time they are given.

Differentiation may involve:

- Preparing differentiated tasks for the class;
- Effective seating plans;
- Allowing for differentiation by outcome;
- Making use of in-class support;
- Reinforcing learned concepts by setting additional homework;
- Adjusting the amount of classwork / homework given according to ability;
- Specialist differentiation for learners with visual impairment; or motor skills impairment;
- Activities that involve higher order skills for more able learners;
- Use of exemplar work and examples;
- Simplifying our instructional language and making tasks clear and easy to understand;
- Setting a range of challenging tasks for learners e.g. accuracy and precision tasks etc These need to be evident in our SOL and planning but more importantly through our vision and ethos.

e) Core Skills (Literacy, Numeracy and DCF)

Literacy/Numeracy

Literacy and Numeracy skills are essential in order for young people to reach their potential whether they are planning to enter further or higher education or the employment market. The LNF (National Literacy and Numeracy Framework) intends to improve Literacy and Numeracy standards in Wales.

The development of Literacy and Numeracy skills cannot be the preserve of the English and Maths departments. It is a whole school collective responsibility and it is key for all staff to assess achievement, meet targets and raise standards.

Literacy and Numeracy skills should be taught within a variety of curricular contexts by meaningful and relevant activities. In this way we can ensure that our pupils become literate and numerate and that they enjoy language and communication in all their forms.
Literacy and Numeracy development must be a continuous learning process and learners should progress inline with the LNF progression steps. All literacy and numeracy tasks should be planned with this in mind.

All teachers have a responsibility for the development of Core Skills inline with the Curriculum for Wales guidance.

Skills coordinators have the responsibility to:
- supports departments in the planning of skills rich tasks within the curriculum;
- QA tasks to ensure the correct level of progression;
- remain up to date with research and CfW guidance;
- contribute to whole school skills improvement planning;
- engage in whole school action enquiry to support skills development; and
- provide PL around whole school skills initiatives and approaches to support the quality of skills teaching.

For further guidance on Literacy and Numeracy please refer to the whole school literacy and Numeracy Policy.

<u>DCF</u>

Digital competence is a fundamental skill in our modern world and is one of three cross-curricular responsibilities, alongside literacy and numeracy. The DCF focuses on developing digital skills that are useful in everyday life and transferrable to the world of work. The teaching of these digital skills should not just be isolated to ICT but should be taught within a variety of curricular contexts by meaningful and relevant activities.

Development must be a continuous learning process and learners should progress inline with the DCF progression steps. All DCF tasks should be planned with this in mind.

All teachers have a responsibility for the development of Core Skills inline with the Curriculum for Wales guidance.

DCF Skills Coordinators have the responsibility to:
- supports departments in the planning of DCF rich tasks within the curriculum;
- QA tasks to ensure the correct level of progression;
- remain up to date with research and CfW guidance;
- contribute to whole school skills improvement planning;
- engage in whole school action enquiry to support DCF skills development; and

- provide PL around the whole school DCF skills initiatives and approaches to support the quality of skills teaching.

f) Cover Lessons

The Teaching and Learning policy applies equally to cover lessons. To support this, teachers should set work for any planned absence, and in so far as possible for any other absence, that includes the following:

- clear, stated learning Aims;
- activities, which can support chunking, and behaviour for learning;
- activities, which are suitable, and accessible, to all students;
- assessment for learning opportunities and strategies;
- if the class are in a seating plan this could also be left or set up in Class Charts.

In the event of unplanned absence, DoLs and LoLs should ensure suitable and relevant cover work is provided to maintain high levels of teaching and learning whilst the class teacher is absent.

g) Continuous Professional Development

Teachers should:

- continuously update their subject knowledge and teaching practice in line with current developments and initiatives;

- work collaboratively with colleagues and other schools and organisations to share best practice;

- discuss teaching and learning at Faculty and Staff Meetings in order to share good practice; and

- plan their own CPD programme in conjunction with their Line Manager and DoL/LoL as part of the Performance Management process.

Learning

Pupils should:

- be prepared for lessons with the correct equipment;

- engage in and take responsibility for their own learning by participating fully in learning activities in the classroom and beyond;

- complete homework to enhance their learning;

- take pride in their work through consistent expectations across the curriculum for neat and accurate presentation of their work;

- make positive contributions to class discussions;

- follow the school Code of Behaviour;

- take responsibility for improving their own learning;

- reflect upon their own progress towards attainment targets and set interim targets towards achieving these;

- ask for help if required; and.

- fully commit to working individually, independently, in pairs and in groups within class.

Responsibilities and Expectations

Form Tutors:

- support learners in setting challenging targets and strategies for meeting these through the mentoring and tracking procedures; encourage learners to reflect upon their own learning and how they can best engage in their own learning and progress; and
- monitor behaviour, homework, rewards and sanctions, uniform, attendance and punctuality.

Form tutors are also responsible for contributing to, and monitoring the progression and well-being of individual pupils in their tutor group and for providing support and advice to those pupils, both socially and academically.

This is achieved by:

- monitoring academic progress and attitudes of individual pupils through academic tracking, giving feedback following interim reports and following school examinations;
- encouraging and developing the ability of pupils to evaluate and take responsibility for their own learning;
- monitoring of behaviour, homework, use of homework diaries, rewards and sanctions, uniform and attendance.

Classroom Teachers should:

- plan lessons which take into account prior attainment, specific learning needs and different learning styles in order to allow all students to access the curriculum;
- provide reflective opportunities within the lesson in order to allow students to consolidate their learning and to reflect upon the cognitive process;
- ensure that students make progress during lessons using accurate and appropriate assessment techniques;
- use questions which provide stretch and challenge to all learners;
- be committed to learning themselves as reflective practitioners who strive to keep up to date with knowledge and pedagogy;
- manage behaviour to ensure that the learning environment is safe and sound for learning; and
- have high expectations of all students.

Classroom teachers are responsible for the progress of pupils in their classes and for self-evaluating their own professional development.

This is achieved by:

- self-evaluation of their subject knowledge and understanding of school improvement priorities;
- self-evaluation of the quality and effectiveness of their own teaching and their classroom management;
- collaborative working with colleagues;
- engaging in coaching to support the quality of their own practice.
- monitoring pupil progress to ensure they achieve well against prior achievement and similar groups nationally, ensuring progression;
- self-evaluation of their contribution to the policies and aspirations of the school.

DoLs (Directors of Learning) and LoLs (Leaders of Learning) should:

- complete teaching and learning evaluations to evaluate the teaching of their subjects, and the planning of lessons and use this analysis to identify and share practice and to lead action for improvement feeding directly into the FIP;
- ensure curriculum coverage, continuity and progress for all learners;
- establish and implement clear policies and practices for assessing, recording and reporting on student progress and setting targets for further improvements in line with whole school policies;
- analyse and interpret data on students' performance against school expectations and other comparative data; setting expectations and targets and implementing actions for the achievement of individual students and key groups (e.g. MAT learners, eFSM, gender groups, C/D students, A*-A etc);
- monitor learners' work through work scrutiny: regular sampling of homework, classwork, student responses and attitudes in order to make a comparative evaluation of learners' work against other classes and year groups to ensure quality, consistency and to implement strategies for improvement;

- observe teachers in accordance with the school policy and give constructive feedback. This will also inform Performance Management of teachers; and evaluate the progress of teaching and learning targets in FIP, in line with the School Improvement Plan.

DoLs/LoLs are also responsible for the effective teaching of their subjects, evaluating the quality of teaching and standards of pupils' achievements and setting targets for improvement.

This is achieved by:

- evaluating the teaching of their subject with the departments and the planning of lessons, and using this analysis to identify and share effective practice and to lead action for improvement;
- ensuring curriculum coverage, continuity and progress for all pupils;
- establishing and implementing clear policies and practices for assessing, recording and reporting on pupil progress and setting targets for further improvement;
- analysing and interpreting data on pupils' performance against school expectations and other comparative data; setting expectations and targets an implementing actions for the achievement of individual pupils and key groups (e.g. MAT pupils, eFSM, gender groups, C/D, A*-C pupils);
- monitoring pupils' work through departmental book scrutiny (as per calendar) in order to make a comparative evaluation of pupils' work against other classes and year groups to ensure quality, consistency and to implement strategies for improvement;
- observing teachers at least annually and giving constructive feedback. This will also inform Performance Management of teacher; and
- evaluating progress of teaching and learning targets in the FIP, in line with whole school improvement plan priorities.

Heads of School:

Heads of School are responsible for the monitoring and evaluation of the overall experience of groups and individuals in their year groups. This is achieved by:

- Monitoring the progress and potential of the year group, and using school generated learner data to identify and set targets at designated times of year, for specific learners according to their needs, e.g. underachievement, MAT, ALN, CLA, eFSM etc.
- Maintaining an overview of the experience of learners in the year group by e.g. monitoring detentions, use of the Nurture provision, extra-curricular activities etc.
- Monitoring the work of Form tutors and quality of tutor time, e.g. checking of planners; liaising with tutors on the delivery of form time tutor activities.
- Monitoring attitudes to learning.
- Reporting back to the SLT and to staff, as required, in response to need.

Senior Leadership Team should:

- provide and evaluate the provision of staff training through a planned comprehensive PL programme within the school to enhance their knowledge of and practice in employing appropriate and effective teaching and learning strategies.
- encourage the sharing and dissemination of resources and good practice across different curriculum areas;

- ensure that parents are kept informed of how they might support their learners in developing their skills; and
- support liaison between partner primary schools to allow progression in learning and skills from Year 6 to Year 7.

The Senior Leadership Team sets priorities and targets for improvement at whole school level based on evidence gained from monitoring procedures within the Quality Assurance Cycle. They track progress made on the School Improvement Plan. Monitoring and evaluation principally takes place through Quality Assurance (see Quality Assurance Calendar), e.g. Line Management Meetings, Book Scrutiny, Classroom Observations of teaching and learning, Learning Walks, Pupil Voice and Performance Management.

The Headteacher is responsible for monitoring the performance of members of the Senior Leadership Team.

Monitoring and Evaluation of Quality of Teaching and Learning

The aim of monitoring and evaluating the quality of teaching and learning is to:

- identify and share good practice;
- evaluate the quality of teaching in line with agreed criteria and set targets for improvement;
- track progress on teaching and learning issues identified in the School Improvement Plan;
- identify key aspects of teaching for development by departments and for the whole school; ● identify and support teachers; and
- standardise monitoring procedures including lesson observations through paired observations.

Lesson Observations

The purpose of our lesson observations is:

- to monitor standards: self-evaluation;

- ensure staff have access to relevant and purposeful professional entitlement/professional learning;
- to plan all CPD opportunities
- to ensure observations become more than a snap-shot and are based not just on the observed lesson but performance over time, listening to learners, progress of learners, books, group overview so show us what our learners are getting on a day to day basis; ● It is not a performance indicator but a quality assurance tool.

The Observation

To improve teaching and learning development we have five stages:
1. Planning the observation
2. Observation of the session
3. Preparing for feedback
4. Giving feedback - The 'Learning Conversation'
5. Agreeing development points

Stage 1 - (Before) - Planning an Observation with the teacher, the observers should:
- agree the learning session to be observed;
- agree the particular focus for the observation;
- share the learning outcomes and any specific, relevant background to the session (for example, is it in a sequence of sessions, the roles to be played by other adults); and ● share any learner specific information via the group overview/seating plan.

Stage 2 - Observation of the session Observers
should:
- avoid an intrusive style, be sensitive to the teacher and the learners;
- maintain concentration on the agreed focus of the observation;
- observe how learners respond, through written and verbal responses, to the teaching and opportunities for learning provided;
- talk with as many learners as possible, asking questions to help substantiate evidence from secondary sources and ascertain what they have learnt;
- limit discussions with individual learners so that they are able to complete their work; and
- record as much evidence as possible about the agreed focus, which will be used during the feedback.

Stage 3 - Preparing for feedback
- The observers will need to take time to reflect on the evidence gathered during the observation and the progress made by learners.
- The reviewee must complete their own reflection sheet and be encouraged to be reflective about the session so that they play a full part in the learning conversation.
- The feedback from an observation should be a shared experience between those observing and those being observed.

Stage 4 - Giving feedback - The 'Learning Conversation'

After the session, the teacher reflection record should be compared with the observers' records. Through dialogue and consideration of the evidence, the observers and teacher engage in professional dialogue identifying clear strengths and areas for improvement.

Stage 5 - Agreeing development points.
Development priorities arise where impact was not as effective as it might have been in key aspects of the session. These will be the agreed areas for improvement for future learning sessions. It may be that a future observation will focus only on these aspects, with a view to judging whether practice in these aspects has improved. Using the outcomes from observation it is important for the school to provide appropriate training, coaching and modeling and not just "expect improvement". Thus the information from observations should be used to inform professional development (CPD) programmes at whole school level, for individuals and groups. Outcomes should help to identify possible priorities for the School Improvement Plan.

Autumn Term
During the Autumn term all teachers will be observed by their Line Manager as part of the performance management cycle along with one member of SLT. Common forms will be used to provide feedback to teachers. Teachers will reflect on their own lessons prior to feedback being provided to contribute to the "learning conversation" and agree PL requirements.

Spring Term
During the Spring term teachers are placed in triads, allowing staff the opportunity to plan lessons together and peer observe each other through learning walks (a shorter 15- 20 minute observation). The focus for learning walks will be based on the whole school and individual development priorities which will be agreed prior to the observations. Teaching and Learning meetings are calendared during directed time to support the planning of these observations. Common forms will be used to provide feedback to teachers and identify best practice.

Summer Term
During the Summer Term teachers may be observed again by their line manager if necessary.

Teaching and Learning Observation Professional Learning Pathway

Stage 1 (Lesson Observation)

The first lesson observation will take place in the Autumn term. Teachers will be given guidance on the format of the observation by SLT. This guidance will outline the process and logistics so that everyone is clear on what the lesson observation involves. All documentation will be stored in a whole school teaching and learning shared drive. The lesson observation will be undertaken by DoLs/LoLs/SLT along with another member of the department allowing for professional learning opportunities within the observer role.

Following the round of lesson observations DoLs/LoLs will complete teaching and learning evaluation documentation, to fully evaluate the strengths and areas for development within their faculties, making judgements based on evidence.

No individual teacher names will be included in any evaluation documentation, the evaluation is holistic of Teaching and Learning within the faculty.

Stage 2 - SLT Quality Assurance of Evaluation

Once the faculty evaluations have been completed, SLT will meet with DoLs/LoLs to discuss and quality assure teaching and learning judgements made. Strengths and areas for development will be clearly identified from the meeting and areas for development included within the FIP. Actions will be agreed and minuted.

No individual teacher names will be included in any evaluation documentation, the evaluation is holistic of Teaching and Learning within the faculty.

Elements of Best Practice Seen Within Lesson	Areas Where Support Has Been Identified for Development
Stage 3 - Sharing Best Practice Where areas of best practice have been identified, they are logged on the observation feedback sheet. The areas of best practice identified within the lesson observation are discussed in the follow up meeting with the observer and teacher and methods for sharing best practice are agreed. Methods for sharing best practice may include: ● discussing ideas within the Faculty; ● adding ideas to T&L toolkits within the shared teaching and Learning Drive; ● coaching others; ● discussing within the Teaching and Learning group; and ● discussing with SLT (Teaching and Learning lead).	**Stage 3 - Development Stage** Where elements which need improving are observed, these need to be raised within the follow up meeting between the observer and teacher. If the DoL/LoL/SLT link was not observing the lesson, they need to be informed, in order to meet with the teacher to help arrange supportive next steps. Developmental support can be provided in a number of ways including: ● discussing action points that can be worked on with DoL/LoL or other colleagues within the faculty; ● referring to making use of resources within the T&L toolkits; ● engaging in coaching; and ● carrying out learning walks of other lessons (directed by SLT knowing where best practice is located within the school concerning the area for development). The DoL/LoL will minute the discussions and these will be shared with the Headteacher and Assistant Headteacher (Teaching and Learning).
	Stage 4 - Addressing the Development Points A fully reviewed lesson with adequate/good features should be demonstrated within 10 weeks addressing the development points identified through the original lesson observation. The follow up lesson observation should be carried out with the original reviewer along with a member of SLT. Where areas for development with a member of SLT have been identified the Headteacher would carry out the follow up observation with the original observer.

Book Scrutiny/Pupil Voice

The purpose of Book Scrutiny and Pupil Voice is:

- to monitor standards: self-evaluation;
- ensure staff have access to relevant and purposeful professional entitlement/professional learning;
- to plan all CPD opportunities;
- to identify best practice in order to share.

Book scrutiny is carried out by DoLs, LoLs and members of SLT (as per the school calendar). Faculty book scrutiny will be carried out by DoLs/LoLs and whole school Book Scrutiny will be carried out by SLT and whole school Skills Coordinators.

All book scrutiny will use common documentation in order to provide specific feedback to individual teachers at a Faculty level and to each subject area at a whole school level.
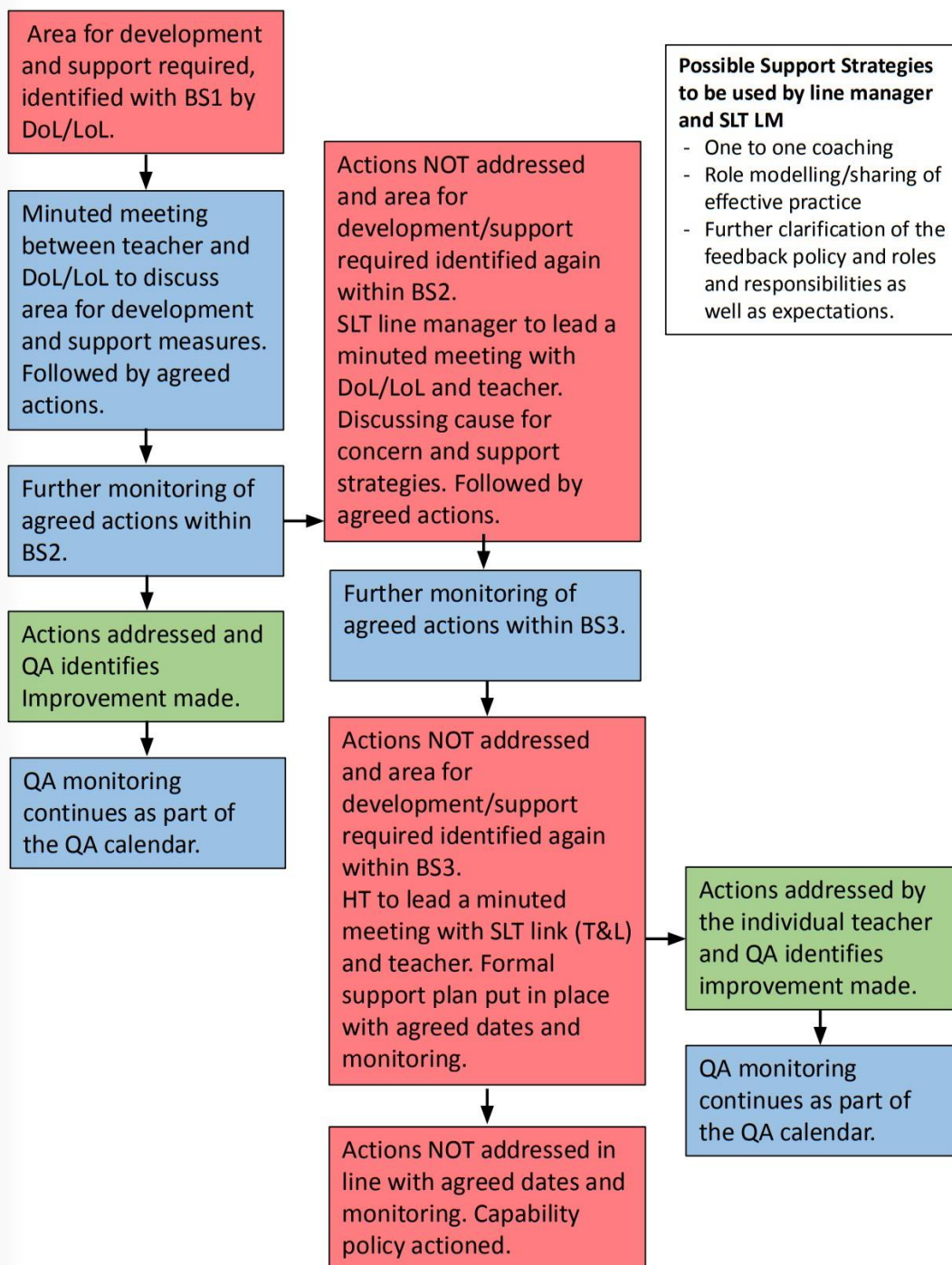
At each book scrutiny learner voice will take place alongside, in order for learners to discuss the work carried out in books.

Following an SLT book scrutiny, Heads of Department are required to identify some action points for their department and share them with SLT. These will then be followed up during the next book scrutiny.

Learner Book Scrutiny
Professional Learning Pathways
Support for Individual Teachers.

Area for development and support required, identified with BS1 by DoL/LoL.

↓

Minuted meeting between teacher and DoL/LoL to discuss area for development and support measures. Followed by agreed actions.

↓

Further monitoring of agreed actions within BS2.

↓

Actions addressed and QA identifies Improvement made.

↓

QA monitoring continues as part of the QA calendar.

Actions NOT addressed and area for development/support required identified again within BS2.
SLT line manager to lead a minuted meeting with DoL/LoL and teacher. Discussing cause for concern and support strategies. Followed by agreed actions.

↓

Further monitoring of agreed actions within BS3.

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Actions NOT addressed and area for development/support required identified again within BS3.
HT to lead a minuted meeting with SLT link (T&L) and teacher. Formal support plan put in place with agreed dates and monitoring.

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Actions NOT addressed in line with agreed dates and monitoring. Capability policy actioned.

Actions addressed by the individual teacher and QA identifies improvement made.

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QA monitoring continues as part of the QA calendar.

Possible Support Strategies to be used by line manager and SLT LM
- One to one coaching
- Role modelling/sharing of effective practice
- Further clarification of the feedback policy and roles and responsibilities as well as expectations.

Sharing Good Practice

Sharing good practice is crucial to ensuring that ideas and strategies are communicated and disseminated across the school. The school acknowledges (formally through its professional learning programme and informally on a day to day basis) the importance of pooling the wealth of expertise across the school. Effective practice is shared in a number of ways which includes:

- Teaching & Learning Group
- Teaching and learning shared Google Drive
- CPD – the in-house programme
- Observations – formal and informal
- Professional dialogue
- Departmental meetings
- SLT link meetings