



## Teaching and Learning, October 2018

Quality Of Teaching 2018	
<i>Teaching is of a consistently high standard</i>	<i>Teaching is generally of a high standard</i>
<b>Fourteen Teachers</b>	<b>Three Teachers</b>
<i>Teaching is sound with some areas for development</i>	<i>There are some areas of concern which require intervention</i>
<b>No Teachers</b>	<b>No Teachers</b>

### Where is teaching is of a consistently high standard?

- There is high quality teaching across all key stage groups.
- Progress has been made with all teachers over time, evidenced through triangulated documents that link pupils' progress, pupils' outcomes, quality of teaching seen, innovation, curriculum delivery, planning and assessment for learning.

### What are the reasons for their success?

- A genuine desire to educate children with SEND and enjoyment of working with them
- Increased knowledge and understanding of SEND through sharing experiences in a supportive team
- External verification of standards of teaching and working with complex needs SEND pupils
- High expectation of behaviour for learning and the support for individuals through interventions
- Knowledge of children through primary style learning groups, ensuring consistency throughout the day
- More child-led learning rather than teacher-led/directed teaching and assessment that matches children's abilities and profiles (CAPPS)
- High quality feedback to pupils, sustained and impactful on children's learning
- Triangulation with learning, CPD, lesson observations, moderation of work, pupil voice
- High understanding of sensory and specific learning needs being catered for with appropriate resources and activities – trialled and evaluated within learning teams
- Moderation of work against standards file on a regular basis ensuring 'no surprises' with data, knowledge and understanding of teachers and TAs
- Effective learning objectives and success criteria being identified for the pupils, resulting in focused learning activities
- TAs marking and feedback under supervision is strong, engendering confidence and personalisation of work – impact not activity...
- TAs feeling part of the team dynamic and undertake basic teaching skills, leading to better questioning of pupils and taking part in the planning of learning activities with increased accuracy of their understanding of individuals and the group thus more effective support
- Moderation of curricular objectives through curriculum mapping (to prevent duplication of learning and ensure age-related expectations)
- Effective leadership of teams to provide support and challenge
- Increasingly effective subject leadership across the school

- Culture of non-judgemental support in areas of teaching that individuals identified as needing further development

### **How is the school supporting the improvement of teaching?**

- Moderation of planning the resourcing for appropriate learning activities
- In some cases additional weekly release time to help with workload and professional development.
- Clarity of expectations for teachers and TAs across all aspects of teaching and learning
- Increased time for teachers to engage in collaborative planning and research at the end of the day
- Focused weekly department meetings with whole school improvement agenda items
- Weekly minuted meetings to support personal development (plus feedback from SLT)
- Regular observations with formal written feedback have provided areas for development.
- Written targets have helped focus attention in the correct areas.
- Opportunities to observe other teachers in our schools and in other settings.
- CPD through delivering training and dissemination of training
- Modelling of lessons
- Additional drop ins to give regular feedback
- HLTA Trainer in StepOn at the heart of The Hive models and directs consistency in strategies

### **What is the impact of these strategies?**

- Progress over the term and the quality of work produced by the children has improved.
- Development of a more comfortable culture of help seeking.
- Colleagues continually grow in confidence and the children in their class are making outstanding progress.
- High awareness of expected standards, increased accountability and focused performance appraisal to achieve more
- Increased time for TAs for training (weekly) and work with the class teacher – engaging in more collaborative practices and sharing information/ planning/ marking - leading to fuller participation and value
- Further teacher research is emerging
- Behaviour management improved through The Hive systems for supporting behaviours and back in the classroom. Additional training resulting from The Hive systems for sensory and behaviour regulation are impacting well on behaviours for learning and communication of needs across the school

### **Capacity vs Competency**

- Staff drop in observations are matched with evidence of pay grade requirements and teacher standards – feedback is related to these
- A subjective view of the quality of teaching being delivered on a daily basis via daily ‘walks of the school’ by leaders
- Pupil voice on subject areas and improvement of the school undertaken show development areas that are subsequently addressed by staff
- Appraisal meetings serve as 1:1 assessment of performance and indicate direction the staff need to aim to fulfil and exceed standards of their pay grades and roles
- previous teaching and learning grades monitored over time through tracking, observations, feedback and checking on outcomes/impact as a result of observation feedback
- the opinion of respective line managers
- improved awareness of expected standard, increased accountability